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The online-only 2007-2008 *Graduate Catalog* is the official source of information for programs and requirements of ASU and its colleges, schools, and departments.

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President's Message



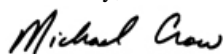
Dear Current and Prospective ASU Students:

It is my privilege to welcome you to Arizona State University and to introduce you to the 2007-2008 *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 dedication to a 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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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.

Arizona State University reserves the right to add, amend, or revoke, without notice, any of the materials—information, requirements, regulations—published in this catalog.

Graduate admissions information is available at asu.edu/graduate/admissions. Address requests for additional information to

GRADUATE ADMISSIONS OFFICE
ARIZONA STATE UNIVERSITY
PO BOX 871003
TEMPE AZ 85287-1003

Arizona State University complies with the federal Family Educational Rights and Privacy Act of 1974 as amended.

The *Graduate Catalog* is produced by Academic and Administrative Documents, in conjunction with the Graduate College, under the Office of the Executive Vice President and Provost of the University.

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Academic and Administrative Documents welcomes questions, suggestions, recommendations, and comments about the organization and format of the catalog. Send them by e-mail to aad@asu.edu, or write to

CATALOG EDITOR
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PO BOX 874211
TEMPE AZ 85287-4211

To discuss specific matters of catalog content, contact the units responsible.

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Course Prefixes

ASU course prefixes may be preceded by a campus code to indicate the campus of the college or school that controls the course content: Downtown Phoenix (D), Polytechnic (E), Tempe (M), and West (W).

See the *Schedule of Classes*, available on the Web at www.asu.edu/registrar/schedule, to determine locations where classes are scheduled. A class may be scheduled on a campus that does not control the course.

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).



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Academic Organization

ASU is one university organized around colleges and schools rather than campuses. The units shown have faculty members who offer courses toward academic credit. To determine the campus where a college or school is located, refer to the [ASU Academic Organization](#) table below.

ASU Academic Organization	
Unit	Campus
Barrett, the Honors College	All
<u>College of Design</u> Department of Industrial Design Department of Interior Design Department of Visual Communication Design School of Architecture and Landscape Architecture School of Planning	Tempe
<u>College of Human Services</u> Department of Communication Studies Department of Recreation and Tourism Management Department of Social Work Gerontology Program (university-wide program) Nursing (Downtown Phoenix campus program) School of Criminology and Criminal Justice	West
<u>College of Liberal Arts and Sciences</u> African and African American Studies Program American Indian Studies Program Asian Pacific American Studies Program Department of Aerospace Studies Department of Chemistry and Biochemistry Department of English Department of History Department of Kinesiology Department of Mathematics and Statistics Department of Military Science Department of Philosophy Department of Physics Department of Political Science Department of Psychology Department of Religious Studies Department of Speech and Hearing Science Department of Transborder Chicana/o and Latina/o Studies Hugh Downs School of Human Communication School of Earth and Space Exploration School of Geographical Sciences School of Global Studies School of Human Evolution and Social Change School of International Letters and Cultures School of Justice and Social Inquiry School of Life Sciences School of Materials* School of Social and Family Dynamics Women and Gender Studies Program	Tempe
<u>College of Nursing & Healthcare Innovation</u>	Downtown
<u>College of Public Programs</u> School of Community Resources and Development School of Public Affairs School of Social Work	Downtown
<u>College of Teacher Education and Leadership</u>	West

<p>Department of Elementary Education Department of Graduate Studies and Professional Development Department of Secondary Education Department of Special Education</p>	
<p><u>College of Technology and Innovation</u> Department of Aeronautical Management Technology Department of Applied Biological Sciences Department of Electronic Systems Department of Engineering Department of Mechanical and Manufacturing Engineering Technology Department of Technology Management Division of Computing Studies</p>	Polytechnic
<p><u>Graduate College</u></p>	Tempe
<p><u>Ira A. Fulton School of Engineering</u> Del E. Webb School of Construction Department of Chemical Engineering Department of Civil and Environmental Engineering Department of Electrical Engineering Department of Industrial Engineering Department of Mechanical and Aerospace Engineering Harrington Department of Bioengineering School of Computing and Informatics Department of Biomedical Informatics Department of Computer Science and Engineering School of Materials*</p>	Tempe
<p><u>Katherine K. Herberger College of the Arts</u> Department of Dance School of Art School of Music School of Theatre and Film</p>	Tempe
<p><u>Mary Lou Fulton College of Education</u> Division of Curriculum and Instruction Division of Educational Leadership and Policy Studies Division of Psychology in Education</p>	Tempe
<p><u>Morrison School of Management and Agribusiness</u></p>	Polytechnic
<p><u>New College of Interdisciplinary Arts and Sciences</u> Department of Integrated Natural Sciences Department of Integrative Studies Department of Interdisciplinary Arts and Performance Department of Language, Cultures, and History Department of Mathematical Sciences and Applied Computing Department of Social and Behavioral Sciences Ethnic Studies Program Interdisciplinary Studies Graduate Program Women's Studies Program</p>	West
<p><u>Sandra Day O'Connor College of Law</u></p>	Tempe
<p><u>School of Applied Arts and Sciences</u> Department of Exercise and Wellness Department of Nutrition Faculty of Applied Psychology Faculty of Human Health Studies Faculty of Humanities and Arts Faculty of Multimedia Writing and Technical Communication Faculty of Social and Behavioral Sciences Nursing (Downtown Phoenix campus program)</p>	Polytechnic
<p><u>School of Educational Innovation and Teacher Preparation</u> Department of Physical Education Department of Teacher Education and Administration</p>	Polytechnic
<p><u>School of Global Management and Leadership</u> Department of Accountancy Department of Economics, Finance, Marketing, and Quantitative Business Analysis Department of Management</p>	West
<p><u>School of Sustainability</u></p>	Tempe
<p><u>University College</u> Academic Success and Engagement Programs School of Extended Education School of Interdisciplinary Studies University College (at the Downtown Phoenix campus) University College (at the Polytechnic campus) University College (at the West campus)</p>	All
<p><u>W. P. Carey School of Business</u> Department of Economics Department of Finance</p>	Tempe

Department of Information Systems
Department of Management
Department of Marketing
Department of Supply Chain Management
School of Accountancy
[School of Health Management and Policy](#)

[Walter Cronkite School of Journalism and Mass Communication](#)

Tempe

* The School of Materials is administered jointly by the College of Liberal Arts and Sciences and the Ira A. Fulton School of Engineering.

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Graduate College Calendar

2007 SUMMER SESSIONS

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

Mon., Mar. 19 – Wed., May 30	Registration and drop/add for first five-week session and eight-week session
Mon., Mar. 19–Tues., July 3	Registration and drop/add for second five-week session
Tues., May 1	Final tuition payment deadline for all summer sessions (For students who register on or after the deadline, fees are due daily.)
Mon., May 28	Memorial Day holiday
Tues., May 29	Instruction begins for first five-week session and eight-week session
Fri., June 15	Course withdrawal deadline for first five-week session and eight-week session
Fri., June 29	Complete withdrawal deadline for first five-week session
Fri., June 29	First five-week session ends
Mon., July 2	August graduation filing deadline
Mon., July 2	Instruction begins for second five-week session
Wed., July 4	Classes are excused for Independence Day holiday
Fri., July 20	Complete withdrawal deadline for eight-week session
Fri., July 20	Course withdrawal deadline for second five-week session
Fri., July 20	Eight-week session ends
Fri., July 27	Last day to hold oral examination in defense of a thesis or dissertation
Wed., Aug. 1	Last day to obtain signature of the dean of the Graduate College for thesis or dissertation approval (due by 2 p.m.)
Thurs., Aug. 2	Last day to submit thesis or dissertation to ASU Bookstore for binding (due by 3 p.m.)
Fri., Aug. 3	Complete withdrawal deadline for second five-week session
Fri., Aug. 3	Second five-week session ends

2007 FALL SEMESTER

Check the fall Registration and Tuition Payment Guide and the Graduate College Web site, asu.edu/graduate for details and to confirm these dates.

Thurs., Mar. 1	Enrollment Appointments begin
Mon., Aug. 13	International Student Fall Orientation and activities
Mon., Aug. 13–Tues., Aug. 14	Teaching Assistant Development (TAD) Program and Orientation
Tues., Aug. 14–Sat., Aug. 18	Residence halls open (Check-in date varies by community/last name. Refer to the schedule provided by Residential Life.)
Wed., Aug. 15	Tuition payment deadline for fall 2007
Wed., Aug. 15	New graduate student reception (5–7 p.m.)
Wed., Aug. 15	New Faculty and Academic Professional Orientation and Reception
Mon., Aug. 20	Instruction begins
Mon., Aug. 20–Sun., Aug. 26	Late Registration and Drop/Add
Mon., Sept. 3	Classes are excused for Labor Day holiday
Tues., Sept. 25	Thesis/Dissertation Seminar, Tempe campus
Thurs., Sept. 27	Thesis/Dissertation Seminar, Polytechnic campus

Mon., Oct. 15	December graduation filing deadline
Sun., Oct. 28	Course withdrawal deadline
Mon., Nov. 12	Classes are excused for Veterans Day holiday
Thurs., Nov. 22–Fri., Nov. 23	Classes are excused for Thanksgiving recess
Tues., Nov. 20	Deadline for submission of Doctoral Participation Form to reserve seat at commencement
Tues., Nov. 20	Last day to hold oral examination in defense of a thesis or dissertation
Fri., Nov. 30	Last day to obtain signature of the dean of the Graduate College for thesis or dissertation approval
Sat., Dec. 1	Priority date for first-time freshmen applying for admission to the university in order to be considered for most ASU merit-based scholarships
Tues., Dec. 4	Complete withdrawal deadline
Tues., Dec. 4	Instruction ends
Wed., Dec. 5	Reading day
Thurs., Dec. 6–Wed., Dec. 12	Final examinations
Fri., Dec. 7	Last day to submit thesis or dissertation to ASU Bookstore for binding (due by 3 p.m.)
Thurs., Dec. 13	Commencement
Fri., Dec. 14	Residence halls close for semester break
Sat., Dec. 15	Midyear recess begins

2007 WINTER SESSION

Call 480/727-9900 to confirm dates for Winter Session.

Mon., Oct. 1	Winter Session registration begins
Wed., Dec. 26	Winter Session instruction begins
Tues., Jan. 1, 2008	Winter Session classes are excused for New Year's Day holiday
Tues., Jan. 1, 2008	Free Application for Federal Student Aid (FAFSA) available for next academic year at fafsa.ed.gov
Fri., Jan. 11, 2008	Winter Session instruction ends
Sat., Mar. 1, 2008	ASU FAFSA priority filing date. Eligible students who apply by this date have a greater chance of receiving institutional grants, Federal Work-Study opportunities, and the Federal Perkins Loan

2008 SPRING SEMESTER

Check the spring Registration and Tuition Payment Guide and the Graduate College Web site, asu.edu/graduate for details and to confirm these dates.

Mon., Oct. 1	Enrollment Appointments begin
Sat., Dec. 1, 2007	Priority date for first-time freshmen applying for admission to the university in order to be considered for most ASU merit-based scholarships
Mon., Dec. 17, 2007	Tuition payment deadline for spring 2008
Tues., Jan. 1	Free Application for Federal Student Aid (FAFSA) available for next academic year at fafsa.ed.gov
Mon., Jan. 7–Tues., Jan. 8	Teaching Assistant Development (TAD) Program and Orientation
Tues., Jan. 8	International Student Spring Orientation and activities
Sat., Jan. 12	Residence halls open
Mon., Jan. 14	Instruction begins
Mon., Jan. 14–Sun., Jan. 20	Late Registration and Drop/Add
Mon., Jan. 21	Classes are excused for Martin Luther King Jr. Day holiday
Tues., Feb. 5	Thesis/Dissertation Seminar, Tempe campus
Tues., Feb. 12	Thesis/Dissertation Seminar, Polytechnic campus
Sat., Mar. 1	ASU FAFSA priority filing date. Eligible students who apply by this date have a greater chance of receiving institutional grants, Federal Work-Study opportunities, and the Federal Perkins Loan
Sun., Mar. 9–Sun., Mar. 16	Classes are excused for spring recess; semester midpoint
Sun., Mar. 30	Course withdrawal deadline
Mon., Mar. 31	May graduation filing deadline
Fri., Apr. 18	Deadline for submission of Doctoral Participation Form to reserve seat at commencement
Fri., Apr. 18	Last day to hold oral examination in defense of a thesis or dissertation

Fri., Apr. 25	Last day to obtain signature of the dean of the Graduate College for thesis and dissertation approval
Tues., Apr. 29	Complete withdrawal deadline
Tues., Apr. 29	Instruction ends
Wed., Apr. 30	Reading day
Thurs., May 1–Wed., May 7	Final examinations
Fri., May 2	Last day to submit thesis or dissertation to ASU Bookstore for binding (due by 3 p.m.)
Thurs., May 8	Commencement
Fri., May 9	Residence halls close

2008 SUMMER SESSIONS

Check the Summer Sessions Bulletin and the Graduate College Web site, asu.edu/graduate for details and to confirm these dates.

Mon., Mar. 17–Tues., June 3	Registration and drop/add for first five-week session and eight-week session
Mon., Mar. 17–Tues., July 8	Registration and drop/add for second five-week session
Tues., May 6	Final tuition payment deadline for all summer sessions (For students who register on or after the deadline, fees are due daily.)
Mon., May 26	Memorial Day holiday
Mon., June 2	Instruction begins for first five-week session and eight-week session
Fri., June 20	Course withdrawal deadline for first five-week session and eight-week session
Tues., July 1	August graduation filing deadline
Thurs., July 3	Complete withdrawal deadline for first five-week session
Thurs., July 3	First five-week session ends
Fri., July 4	Classes are excused for Independence Day holiday
Mon., July 7	Instruction begins for second five-week session
Fri., July 25	Complete withdrawal deadline for eight-week session
Fri., July 25	Course withdrawal deadline for second five-week session
Fri., July 25	Eight-week session ends
Fri., July 25	Last day to hold oral examination in defense of a thesis or dissertation
Wed., July 30	Last day to obtain signature of the dean of the Graduate College for thesis and dissertation approval (due by 3 p.m.)
Thurs., July 31	Last day to submit thesis or dissertation to ASU Bookstore for binding (due by 2 p.m.)
Fri., Aug. 8	Complete withdrawal deadline for second five-week session
Fri., Aug. 8	Second five-week session ends

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For application information, access www.asu.edu/graduate.

Application Fee Waiver

ASU does not waive, defer, or refund the fee. A decision cannot be made on your application until the application processing fee is paid.

Campus Map

See ASU Maps and Directions for campus maps, access asu.edu/map. The Graduate College (ADM B107) 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/studies; click on "Degree Programs and Contacts."

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 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 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 Polytechnic campus. For more information, access the Web site at www.poly.asu.edu/students/housing.

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 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/ed/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 [Directory](#), for listings on all campuses. Call the campus operator Monday through Friday, 8^{AM}. to 5^{PM}., 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, Mary Lou Fulton College of Education, at 480/965-5555.

TOEFL Scores

See [English Language Requirement](#).

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Accreditation and Affiliation

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 LA SALLE ST
SUITE 2400
CHICAGO IL 60602-2504

Programs in the various colleges, schools, divisions, and departments are accredited by, affiliated with, or members of national bodies as described in the

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Academic Accreditation at the Downtown Phoenix Campus

Unit or Program	Accredited By
College of Nursing & Healthcare Innovation	
BSN, MS, Nursing; Master of Healthcare Innovation	Arizona State Board of Nursing Commission on Collegiate Nursing Education
College of Public Programs	
BS, Recreation	National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation
BSW, MSW, School of Social Work	Council on Social Work Education
MPA	National Association of Schools of Public Affairs and Administration

Academic Accreditation at the Polytechnic Campus

Unit or Program	Accredited By
College of Science and Technology	
BS, Aeronautical Management Technology, with concentrations in air transportation management and professional flight	Aviation Accreditation Board International
BS, Electronics Engineering Technology; Manufacturing Engineering Technology; Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.
BS, Environmental Technology Management, Graphic Information Technology, and Operations Management Technology	National Association of Industrial Technology
Morrison School of Agribusiness and Resource Management	
BS, Agribusiness, with a concentration in professional golf	Professional Golfer's Association of America

management	
School of Applied Arts and Sciences	
BS, Nutrition (didactic program in dietetics); MS, Nutrition (dietetic internship)	American Dietetic Association

Academic Accreditation at the Tempe Campus

Unit or Program	Accredited By
College of Design	
BSD, Interior Design	Council for Interior Design Accreditation
BSD, Graphic Design, Industrial Design MSD, Design, with concentrations in graphic design and industrial design	National Association of Schools of Art and Design
BSLA	Landscape Architectural Accreditation Board
BSP, MUEP	Planning Accreditation Board
MArch	National Architectural Accrediting Board
Mary Lou Fulton College of Education	
MC, Counseling	Council for Accreditation of Counseling and Related Educational Programs
PhD, Counseling Psychology; Educational Psychology with a concentration in school psychology	American Psychological Association
Sandra Day O'Connor College of Law	
JD	American Bar Association
College of Liberal Arts and Sciences	
BS, Clinical Laboratory Sciences	National Accrediting Agency for Clinical Laboratory Sciences
MS, Communication Disorders, AuD	American Speech-Language-Hearing Association
PhD, Psychology, with a concentration in clinical psychology	American Psychological Association
Ira A. Fulton School of Engineering	
BS, Computer Science	Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.
BS, Construction	American Council for Construction Education
BSE, Aerospace Engineering; Bioengineering; Chemical Engineering; Civil Engineering; Computer Systems Engineering; Electrical Engineering; Industrial Engineering; Materials Science and Engineering; Mechanical Engineering	Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.
Katherine K. Herberger College of the Arts	
School of Music	National Association of Schools of Music
W. P. Carey School of Business	
All programs	AACSB International—The Association to Advance Collegiate Schools of Business
MHSM, School of Health Management and Policy	Accrediting Commission on Education for Health Services Administration
School of Accountancy	AACSB International—The Association to Advance Collegiate Schools of Business
Walter Cronkite School of Journalism and Mass Communication	
All programs	Accrediting Council on Education in Journalism and Mass Communications

Academic Accreditation at the West Campus

Unit or Program	Accredited By
College of Human Services	
BS, Recreation and Tourism Management	National Recreation and Park Association/American Association

BSW, MSW	of Physical Activity and Recreation Council on Accreditation Council on Social Work Education
School of Global Management and Leadership	
All business and accountancy programs	AACSB International—The Association to Advance Collegiate Schools of Business

Academic Affiliation and Membership at the Downtown Phoenix Campus

Unit or Program	Affiliation or Membership With
College of Nursing & Healthcare Innovation	American Association of Colleges of Nursing Arizona Consortium Complement Arizona Nurses Association Collegiate Council on Nursing Education National Academies of Practice National League of Nursing National Nursing Centers Consortium National Organization of Nurse Practitioner Faculties National Student Nurses Association Research America Alliance for Discoveries in Health Sigma Theta Tau International Western Institute of Nursing
Continuing and Extended Education Program	Arizona Nurses Association (American Nurses Credentialing Center's Commission on Accreditation)
College of Public Programs	American Humanics, Inc.
School of Community Resources and Development	Arizona American Indian Tourism Association Arizona Heritage Alliance Arizona Parks and Recreation Association Arizona State Therapeutic Recreation Association Association for Research on Nonprofit Organizations and Voluntary Action Association for Volunteer Administration Learning Institute National Center for Nonprofit Boards National Society of Fund Raising Executives Nonprofit Academic Centers Council Peter F. Drucker Foundation for Nonprofit Management Society for Nonprofit Organizations Travel Tourism Research Association
School of Public Affairs	National Association of Schools of Public Affairs and Administration
School of Social Work	Baccalaureate Program Directors Association Council on Social Work Education Group for the Advancement of Doctoral Education National Association of Deans and Directors of Social Work National Association of Social Workers

Academic Affiliation and Membership at the Polytechnic Campus

Unit or Program	Affiliation or Membership With
College of Science and Technology	
Department of Applied Biological Sciences	Society for Range Management
School of Applied Arts and Sciences	
Department of Exercise and Wellness	American Association of Health Education Association of Worksite Health Promotion Committee on Allied Health Education National Strength and Conditioning Association National Wellness Association North American Society for Sports Psychology and Physical Activity North American Society for the Study of Obesity
Department of Nutrition	American Dietetic Association
School of Educational Innovation and Teacher Preparation— Physical Education	American Academy of Kinesiology and Physical Education American Alliance for Health, Physical Education, Recreation, and Dance American College of Sports Medicine American Educational Research Association

Council on Physical Education for Children
 Middle and Secondary School Physical Education Council
 National Association for Physical Education in Higher Education
 National Association of Sport and Physical Education

Academic Affiliation and Membership at the Tempe Campus

Unit or Program	Affiliation or Membership With
Barrett, the Honors College	National Collegiate Honors Council
College of Design	
Department of Industrial Design	Human Factors and Ergonomics Society Industrial Designers Society of America
Department of Interior Design	American Society of Interior Designers Environmental Design Research Association Interior Design Educators Council International Association for People-Environmental Studies International Interior Design Association
Department of Visual Communication Design	American Institute of Graphic Artists International Council for Graphic Design Associations International Institute of Information Design
School of Architecture and Landscape Architecture	American Indian Council of Architects and Engineers American Institute of Architects, Central Arizona and Rio Salado Chapters American Society of Landscape Architects Architectural Research Centers Consortium Association for Computer-Aided Design in Architecture Association of Collegiate Schools of Architecture Council of Educators in Landscape Architecture
School of Planning	American Planning Association Association of Collegiate Schools of Planning
Mary Lou Fulton College of Education	American Association of Colleges for Teacher Education American Educational Research Association University Council for Educational Administration
PhD, Educational Psychology with a concentration in school psychology	National Association of School Psychologists
Sandra Day O'Connor College of Law	Association of American Law Schools
College of Liberal Arts and Sciences	
Department of Chemistry and Biochemistry	American Association for the Advancement of Science American Chemical Society American Society for Advancement of Science
Department of History	American Association for State and Local History American Association of Museums American Historical Association Coordinating Committee for History in Arizona Institute of Historical Research National Council on Public History Western History Association
Department of Kinesiology	American Academy of Kinesiology and Physical Education American Alliance for Health, Physical Education, Recreation, and Dance American College of Sports Medicine American Society of Biomechanics Committee on Allied Health Education Council on Physical Education for Children International Society of Biomechanics National Association for Physical Education in Higher Education North American Society for Sports Psychology and Physical Activity Physiological Society Society for Experimental Biology Society for Neuroscience
Department of Mathematics and Statistics	American Mathematical Society Mathematical Association of America Rocky Mountain Mathematics Consortium Society for Industrial and Applied Mathematics
Department of Military Science	Association of U.S. Army

Department of Philosophy	American Philosophical Association
Department of Physics	Acoustical Society of America American Association of Physicists in Medicine American Association of Physics Teachers American Astronomical Society American Crystallographic Association American Physical Society American Vacuum Society International Astronomical Union Materials Research Society Optical Society of America
Department of Political Science	American Political Science Association Inter-university Consortium for Political and Social Research
Department of Psychology	American Society of Clinical Psychologists
Hugh Downs School of Human Communication	National Communication Association Western States Communication Association
School of Earth and Space Exploration	American Association of Petroleum Geologists American Geophysical Union American Institute of Professional Geologists Geological Society of America Mineralogical Society of America Society of Economic Paleontologists and Mineralogists
School of Geographical Sciences	Association of American Geographers
School of Human Evolution and Social Change	American Anthropological Association Council for Museum Anthropology
School of International Letters and Cultures	American Council on Teaching Foreign Language International Studies Association Modern Language Association
School of Justice and Social Inquiry	American Society of Criminology Arizona Justice Educators Association of Criminal Justice Doctoral Programs Consortium for Graduate Law and Society Programs Consortium of Undergraduate Law and Justice Programs Justice Studies Association Law and Society Association National Academic Advising Onati International Institute for the Sociology of Law Society for the Study of Social Problems
School of Life Sciences	American Society for Photobiology American Society for Virology American Society of Cell Biology American Society of Horticultural Science American Society of Medical Technology American Society of Naturalists American Society of Plant Physiologists American Society of Plant Taxonomy American Society of Zoologists Animal Behavior Society Arizona-Nevada Academy of Science Botanical Society of America Botanical Society of Japan California Botanical Society Ecological Society of America International Association for Study of Plant Succulents International Association of Landscape Ecology International Association of Plant Taxonomy International Association of Wood Anatomists International Organization of Paleobotany International Photosynthesis Society International Phycological Society International Society of Arboriculture International Society of Ecological Modeling International Society of Plant Molecular Biology International Society of Plant Propagators International Union of Woody Plant Physiologists Microscopy Society of America Mycological Society of America Phycological Society of America Phytochemical Society of North America Sigma Psi Sigma Xi Society for Economic Botany Society for Neuroscience Society of Ecological Restoration Society of Wetlands Scientists

	Soil Science Society of America Southwestern Association of Naturalists
School of Social and Family Dynamics	American Sociological Association
Women and Gender Studies Program	Association for Women in Science National Women's Studies Association
Graduate College	Council of Graduate Schools
Katherine K. Herberger College of the Arts	
School of Music	American Music Therapy Association
School of Theatre and Film	American Alliance for Theatre and Education American Society for Theatre Research Association for Theatre in Higher Education Hemispheric Institute on Performance and Politics United States Institute for Theatre Technology
Walter Cronkite School of Journalism and Mass Communication	Association of Schools of Journalism and Mass Communication Broadcast Education Association

Academic Affiliation and Membership at the West Campus

Unit or Program	Affiliation or Membership With
College of Human Services	
Department of Communication Studies	International Communication Association National Communication Association Western States Communication Association
Department of Recreation and Tourism Management	American Alliance for Health, Physical Education, Recreation, and Dance American Hotel and Motel Association Arizona Festivals and Events Association Arizona Parks and Recreation Association International Festivals and Events Association National Employee Service and Recreation Association National Intramural Recreation Services Association National Recreation and Park Association National Tour Association Resort and Commercial Recreation Association The Travel Industry Association of America Travel and Tourism Research Association
Department of Social Work	Association of Baccalaureate Social Work Program Directors, Inc The National Association of Deans and Directors of Schools of Social Work The National Association of Social Workers
Gerontology Program	American Society on Aging Association for Gerontology in Higher Education National Council on Aging The Gerontological Society of America
School of Criminology and Criminal Justice	Academy of Criminal Justice Sciences
New College of Interdisciplinary Arts and Sciences	
Department of Language, Cultures, and History	American Historical Association American Studies Association Modern Language Association
Department of Social and Behavioral Sciences	American Political Science Association
MA Interdisciplinary Studies	Association of Graduate Liberal Studies Programs
School of Global Management and Leadership	
Accountancy Program	Institute of Internal Auditors

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The Arizona Board of Regents reserves the right to change fees and charges without notice. The Student Business Services Web site at www.asu.edu/sbs 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 [2007-2008 General University Per Semester Tuition](#) table, below. The amounts listed are per semester hour for each academic term. For more information on classification for fee status, see [Residency Classification Policies and Procedures](#).

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 the [Enrollment Verification Guidelines](#) table.

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

2007-2008 General University Per Semester Tuition					
Hours	General Undergraduate Tuition*			Postbaccalaureate and Graduate Tuition*	
	Resident at Tempe or Downtown Phoenix Campus	Resident at Polytechnic or West Campus	Nonresident at Any Campus	Resident at Any Campus	Nonresident at Any Campus
1	\$ 252	\$ 240	\$ 702	\$ 326	\$ 747
2	504	480	1,404	652	1,494
3	756	720	2,106	978	2,241
4	1,008	960	2,808	1,304	2,988
5	1,260	1,200	3,510	1,630	3,735
6	1,512	1,440	4,212	1,956	4,482
7	2,411	2,310	4,914	3,114	5,229
8	2,411	2,310	5,616	3,114	5,976
9	2,411	2,310	6,318	3,114	6,723
10	2,411	2,310	7,020	3,114	7,470
11	2,411	2,310	7,722	3,114	8,217
12 or more	2,411	2,310	8,427	3,114	8,960

* 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, honors fees, special class fees, and program fees). Access tuition and fee schedules on the Web at www.asu.edu/sbs.

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*, or access tuition and fees schedules on the Web at www.asu.edu/sbs. The fees are per credit hour for credit or audit. See also [Summer Sessions](#).

Tuition Installment Plan

The tuition installment plan offers students an option to spread tuition payments over several months. Students may enroll in the tuition installment plan on the Internet through ASU Interactive, in person, or by mail. Students must reenroll in the plan each semester. Fees must be paid or financial aid awarded by the deadline dates and times indicated or the student is enrolled in the tuition installment plan and assessed the nonrefundable enrollment fee.

All students are eligible to enroll in the plan after they register for 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.

Upon enrollment in the plan, tuition is billed in installments depending on the semester. 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. Billing schedules for other semesters are available on the Web site at www.asu.edu/sbs.

Students are charged a per semester administrative fee to cover costs associated with enrollment in the plan. The fee is due at the same time as the first installment. The fee is nonrefundable, even if students withdraw from classes. The fall or spring per semester enrollment fee is \$75.

By registering for classes, students agree to pay all applicable tuition and registration fees. If students decide not to attend classes, they must officially withdraw from the university. 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 Registration and Tuition Payment Guide for each semester.

Student Recreation Fee

All students (except university employees) must pay a mandatory Student Recreation 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 Registration and Tuition Payment Guide 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 in 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.

Barrett, the Honors College Fee

If admitted to Barrett, the Honors College, the honors fee will be assessed each fall and spring semester.

Late Registration

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

Admission Application

The nonrefundable fee for graduate applications is \$65 for a domestic applicant and \$80 for an international applicant.

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 Registration and Tuition Payment Guide 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

Binding and microfilming fees are determined by the ASU Bookstore and are subject to change. Additional charges may be required depending on the size and nature of the document. For current fees and more information, access bookstore.asu.edu.

Sun Card/ID Card

The fee is \$25.

Parking Decals

A parking decal must be purchased, online at www.asu.edu/pts or in person at the ASU Parking and Transit Services Decal Sales office (located in the Towers building on Fifth St. and Forest Ave.), for motor vehicles parked on all ASU campuses. Decals are sold on a first-come, first-served basis. For more decal sales information, call 480/965-6124, or access the Web site at www.asu.edu/pts. ASU residence hall parking permits cannot be purchased online.

Parking Violations

Due to a high demand for parking, regulations are strictly enforced. Fines range from \$25 to \$250. Appeals for parking citations believed to be issued in error may be filed within 14 calendar days to Parking and Transit Services. Unpaid parking citations are delinquent financial obligations subject to certain provisions; see [Delinquent Financial Obligations](#). The vehicle of any person with three or more unpaid parking citations totaling \$100 or more is subject to impoundment. For more information, call 480/965-4527, or access the Parking and Transit Services Web site at www.asu.edu/pts.

Returned Checks

Checks and eChecks 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 or eCheck is not repaid within this five-day period. Repayment of a returned check must typically 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 with severely delinquent accounts 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 and Dining

The cost of Tempe campus housing and dining varies. Room and board costs for 2006–2007 ranged from \$5,594 to \$9,184 and included academic year housing and meal plan expenses. For more information, see [Residential Life \(in the General Catalog\)](#), call 480/965-3515, or access the Residential Life Web site at www.asu.edu/reslife.

TRANSPORTATION

To reduce air pollution and traffic congestion, ASU students and employees are encouraged to travel to and from campus by means other than automobile. 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, Valley Metro. ASU offers every student a FREE U-Pass which grants access to all Valley Metro bus routes. Also, the Free Local Area Shuttle (FLASH) provides weekday transit service to key locations on campus and downtown Tempe. A free Neighborhood FLASH is also available for the Tempe campus community connecting several neighborhoods with ASU and downtown Tempe. For more information on transit options, access the Web site at www.asu.edu/pts.

In addition, an inexpensive express shuttle runs between the Tempe campus and the Downtown Phoenix campus and the West campus in northwest Phoenix and the Polytechnic campus in Mesa.

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 provides assistance with bicycle maintenance and is located on the south side of the Student Recreation Complex. The Undergraduate Student Government (USG), in partnership with Parking and Transit Services, also operates a free bike loaner service, USG Community Bikes, which allows students to use a bike for ten days. USG Community Bikes is located at the Bike Co-op.

For more information on commute alternatives, call the Commuter Options Office at 480/965-1072, or access the Parking and Transit Services Web site at www.asu.edu/pts.

PAYMENT METHODS AND DEADLINES

ASU Interactive

ASU Interactive, on the Web at www.asu.edu/interactive, is the preferred method for accessing tuition services. Students may enroll in the tuition installment plan and make fee payments via the Web. For more information, refer to the Registration and Tuition Payment Guide or the Student Business Services Web site at www.asu.edu/sbs.

eChecks

eChecks are the university's preferred payment method and are accepted at no cost to the student through ASU Interactive. For more information, access the Student Business Services Web site at www.asu.edu/sbs.

Credit Cards

For tuition and other student account payments, Mastercard, Discover, and American Express are accepted through ASU Interactive only. A nonrefundable service charge is assessed by the processor.

Checks

Checks payable to Arizona State University 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 fall and spring semester. A fee of \$20 is charged per summer session. 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 Deferment Request Form may be issued deferring payment during their first semester of benefits. Visit the Veterans Services section at SSV 140, 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 or financial aid awarded by the deadline dates and times indicated or the student is enrolled in the Tuition Installment plan and assessed the nonrefundable enrollment fee. Fee payment deadlines are available at asu.edu/sbs, in the Registration and Tuition Payment Guide, and by reviewing the student account.

REFUNDS

Tuition, Program Fees, Class Fees, Deposits, and the Honors Fee

Students are required to pay tuition and fees for any registered course unless enrollment is officially canceled during the 100 percent refund period. The 100 percent tuition refund period extends through the first two weeks for regular semesters and sessions that are eight weeks or longer and one week for sessions that are shorter in length; no refunds are made thereafter. All refunds are reduced by any amounts owed to the university.

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

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

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 Fee

This fee is not refundable.

Student Recreation Fee

This fee is refundable only upon complete withdrawal, in percentage increments per the refund schedule. Upon complete 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. The Residential Life License Agreement is for a full academic year.

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.

Late Charge Assessment

Charges must be paid by the date due. University billings not paid by the date due are subject to late charges beginning at 30 days past due. A monthly late charge of \$15 is assessed for past due account balances between \$20 and \$100; \$25 is assessed for balances between \$100 and \$1,000; and \$50 is assessed for balances greater than \$1,000.

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 140.

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

Aliens

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

Refugees

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

Exceptions to the General Residency Rule

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

Legal Dependents

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

Transferred Employees

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

Members of the Military

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

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

Spouse of Arizona Resident

If the student's spouse has established domicile in this state for at least one year and has demonstrated intent and financial independence and is entitled to claim the student as an exemption for state and federal tax purposes, or if the student's spouse was temporarily out of the state for educational purposes but maintained a domicile in this state, the student may be eligible for resident status for tuition purposes. Also, if the student is a noncitizen, the student must be in an eligible visa status pursuant to federal law to classify as an in-state student 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 an Arizona school district, the student is eligible to pay resident tuition only for courses necessary to complete the requirements for certification by the State Board of Education.

Native Americans

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

Procedures for Establishing Resident Status

All students are responsible for obtaining residency classification for tuition purposes before registering and paying their fees. This procedure requires students to complete and file an Arizona residency information form. This form is required of all new and returning students as part of the admission or readmission process. Students classified as nonresidents who believe they may qualify for resident status must file a petition with the Residency Classification section. This petition must be filed by the last day of regular registration. A student seeking resident status must also file supporting documentation necessary to provide a basis for residency classification (source[s] of support, driver's license, voter's registration, vehicle registration, etc.). Students whose residency petitions are in process at the fee payment deadline are responsible for paying nonresident tuition. However, an appropriate refund is issued if resident status is later granted for that semester.

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

Failure to file a timely written petition for reclassification of resident status for tuition purposes constitutes a waiver of the student's right to apply for the given semester. Petition deadlines are published each semester in the Registration and Tuition Payment Guide. 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.

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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 Graduate College Financial Support Office provides information and assistance to graduate and professional students. For more information, see asu.edu/graduate/financial, or e-mail the office at GC-Financial@asu.edu.

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 through ASU. See [Assistantships and Associateships](#).

FELLOWSHIPS AND AWARDS

ASU offers several university-sponsored awards and fellowships for which both the Graduate College and the academic units conduct nominations and selections. Students interested in fellowships or awards should contact their academic department.

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 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 asu.edu/graduate/financial.

ONLINE SERVICES

Students can access personal information regarding financial aid by using ASU Interactive at www.asu.edu/interactive. 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 asu.edu/fa—and (2) award information.

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Classification of Courses

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COURSE INFORMATION

Information about all lower- and upper-division courses offered at all ASU campuses appears in the *General Catalog*, available on the Web at www.asu.edu/catalog. 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 Online ASU Interactive 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 Prefixes](#), for the location of all ASU courses by prefix.

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 Polytechnic campus (E), Tempe campus (M), and West campus (W) in the Registration and Tuition Payment Guide and the *Summer Sessions Bulletin*. (Tempe campus was formerly known as ASU Main.)

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 Online ASU Interactive 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 Graduate College. See [Reserving of Course Credit by Undergraduates](#).

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.

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 the *Graduate 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., MGT 494 ST: Cultural Factors in International Business). See the [Omnibus Course Abbreviations](#) table below.

Omnibus Course Abbreviations		
Abbreviation	Title	Number
AP	Applied Project	593, 693, 793
CW	Conference and Workshop	594
FW	Fieldwork	583, 683, 783
FYS	First-Year Seminar	191
HC	Honors Colloquium	497
I	Internship	484, 584, 684, 784
P	Practicum	580, 680, 780
PS	Pro-Seminar	498
R	Research	592, 692, 792
RC	Reading and Conference	590, 690, 790
RM	Research Methods	500, 600, 700
S	Seminar	591, 691, 791
ST	Special Topics	194, 294, 394, 494, 598

OMNIBUS UNDERGRADUATE COURSES

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

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

484 Internship. (1–12)

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

498 Pro-Seminar. (1–7)

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

499 Individualized Instruction. (1–3)

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

OMNIBUS GRADUATE COURSES

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

Course on research methods in a specific discipline.

580, 680, 780 Practicum. (1–12)

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

583, 683, 783 Fieldwork. (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 Research. (1–12)

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 thesis or dissertation, report, or publication. Assignments might include data collection, experimental work, data analysis, or preparation of a manuscript.

593, 693, 793 Applied Project. (1–12)

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

594 Conference and Workshop. (1–12)

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

professionals.

595, 695, 795 Continuing Registration. (1)

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

598 Special Topics. (1–4)

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

599 Thesis. (1–12)

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

792 Research. (1–15)

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

799 Dissertation. (1–15)

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

The preceding courses are described in announcements of the Graduate College 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 Sandra Day O'Connor College of Law.

SPECIALIZED PREFIXES

Alliance

Students who are designated as participating in a Maricopa Community College Alliance Program are registered in ALL 001 as a placeholder in the Student Information System. Questions should be directed to the University Registrar's Office.

Cohort Management

Various prefixes that start with an "X" are used for registration purposes. These courses are used by Campus Match (see [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.

Ineligible for College

Students who are determined to be ineligible for their current college are registered in ICO 001 as a placeholder in the Student Information System. Ineligible students may be withdrawn from all other enrolled classes and have a limited time period to make arrangements to change their college while enrolled in this class. Questions should be directed to the University Registrar's Office.

International Programs

Courses with the prefix IPO numbered 496 and 596 are reserved for International Programs Office study abroad and exchange programs. They are placeholder courses. Students must register for the number of credits equivalent to full-time study here at ASU. For most programs, participating undergraduate students register for 12 semester hours and graduate students register for nine semester hours. Students participating in an IPO Study Abroad Program must register for the subtopic IPO: Study Abroad Program; participants in an IPO Exchange Program register for the subtopic IPC: Exchange Program. Following completion of the student's international program, this course is dropped and is replaced by the ASU equivalencies of those courses completed on the program. In this way, actual credits and grades earned for particular courses completed on IPO programs are recorded at ASU.

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.

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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](#). For information on undergraduate and postbaccalaureate certificates, see the *General Catalog*.

ASU Graduate Certificates

Certificate	Administered By	Campus
African and African Diaspora Studies, Graduate Certificate in	African and African American Studies Program	Tempe
Asian Studies, Graduate Certificate in ¹	Center for Asian Research	Tempe
Assessment of Integrative Health Modalities, Graduate Certificate in	School of Social Work	Downtown
Atmospheric Science, Graduate Certificate in	College of Liberal Arts and Sciences and the Ira A. Fulton School of Engineering	Tempe
Autism Spectrum Disorders, Graduate Certificate in an Overview of	Mary Lou Fulton College of Education	Tempe
Bioethics, Policy, and Law, Graduate Certificate in	School of Life Sciences	Tempe
Child and Adolescent Mental Health Intervention Specialist, Graduate Certificate in	College of Nursing & Healthcare Innovation	Downtown
Community and Public Health Practice, Graduate Certificate in	College of Nursing & Healthcare Innovation	Downtown
Epidemiology and Biostatistics, Graduate Certificate in	School of Health Management and Policy	Tempe
Evidence-Based Practice in Nursing and Healthcare, Graduate Certificate in	College of Nursing & Healthcare Innovation	Downtown
Gender Studies, Graduate Certificate in	Women and Gender Studies Program	Tempe
Geographic Information Science, Interdisciplinary Certificate in	College of Liberal Arts and Sciences and the Graduate College	Tempe
Gerontology, Certificate in ²	Gerontology Program	West
Health Industry Leadership, Graduate Certificate in	School of Health Management and Policy	Tempe
Health Sector Management, Graduate Certificate in	Center for Executive and Professional Development and the School of Health Management and Policy	Tempe
Indian Law Certificate	Sandra Day O'Connor College of Law	Tempe
Integrative Health, Graduate Certificate in	School of Social Work	Downtown
Latino Cultural Competency in Social Work, Graduate Certificate in	School of Social Work	Downtown
Law, Science, and Technology, Certificate in	Sandra Day O'Connor College of Law	Tempe
Linguistics, Graduate Certificate in	Committee on Linguistics	Tempe
Medieval Studies Certificate	Arizona Center for Medieval and Renaissance Studies (ACMRS)	Tempe
Museum Studies Certificate	School of Human Evolution and Social Change	Tempe

Nonprofit Leadership and Management Certificate	School of Community Resources and Development	Downtown
Nurse Education in Academic and Practice Settings, Graduate Certificate in	College of Nursing & Healthcare Innovation	Downtown
Post-Bachelor's Artist Diploma	School of Music	Tempe
Public Art, Graduate Certificate in ³	Katherine K. Herberger College of the Arts	Tempe
Renaissance Studies Certificate	ACMRS	Tempe
Scholarly Publishing Certificate	Department of History	Tempe
Statistics, Certificate in	Committee on Statistics and the Graduate College	Tempe
Sustainable Technology and Management, Certificate in	Ira A. Fulton School of Engineering, School of Sustainability, and W. P. Carey School of Business	Tempe
Transportation Systems, Interdisciplinary Graduate Certificate in ¹	Committee on the Interdisciplinary Graduate Certificate in Transportation Systems and the Graduate College	Tempe
<p>¹ This program is also offered through the School of Extended Education.</p> <p>² This university-wide certificate program is administered by the West campus.</p> <p>³ Applications for this program are not being accepted at this time.</p>		

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ipo.asu.edu

William G. Davey, PhD, Director

PURPOSE

Arizona State University is an internationally recognized research and doctoral granting institution. The International Programs Office (IPO) is responsible for developing and implementing a wide variety of international policies and activities. As part of the Office of the Executive Vice President and Provost, IPO administers university study programs abroad, visiting scholar programs at ASU, and protocol for international visitors. In cooperation with academic and administrative units, IPO develops international policies for ASU, represents the international interests of the university to the community at large, administers scholarships for studying abroad, supports faculty exchanges, and facilitates joint international research and training projects. IPO also represents the university's international interests to professional organizations and government agencies. The Office of Immigration Programs for International Faculty and Scholars within IPO assumes responsibility for international visitors who come to work, study, or conduct research on the ASU campuses, and also operates one of the nation's first U.S. Passport Offices located at a state university.

ACADEMIC PROGRAMS

The Department of State-sponsored IIE Open Doors report ranks ASU as one of the nation's top twenty institutions in terms of student international mobility. In increasing numbers, students have chosen ASU because of its excellence in international programs, including extensive international study opportunities.

Two types of programs—study abroad and student exchange—are designed to enhance the academic development, professional preparation, and international perspective of students.

IPO offers more than 200 fall, spring, summer, and year-long international programs that graduate students may consider for ASU resident credit. Students on an IPO 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, Bonaire, Brazil, Cambodia, Canada, Chile, China, Costa Rica, Czech Republic, Denmark, Dominican Republic, Egypt, England, France, Germany, Ghana, Guatemala, Hungary, India, Ireland, Italy, Japan, Jordan, Mexico, Netherlands, New Zealand, Northern Ireland, Peru, Poland, Portugal, Russia, Scotland, Senegal, Serbia, Singapore, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, and Vietnam.

For a current list of host universities (in the countries listed in the previous paragraph) and the programs they offer, view the program menu on the IPO Web site at ipo.asu.edu/asu/program.

Procedures

Students interested in participating in such programs should contact the International Programs Office in TMPCT 198.

IPO assists students through every stage of planning, preparation, participation, and return from 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 site at ipo.asu.edu, or by phone at 480/965-5965.

Passports

See [U.S. Passport Acceptance Office](#).

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 A.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 fall, summer, and year-long 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 Program. The responsibilities of this office also include providing information, guidance, and advice to the various departments, programs, and colleges of the Downtown Phoenix, Polytechnic, 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.

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Note: Summer Sessions has incorporated Winter Session into its program. For more information, access the Web site at www.asu.edu/ssc.

www.asu.edu/summer**Carol Switzer, MS, Director****PURPOSE**

Summer Sessions offers more than 4,000 fully accredited courses and provides an opportunity for students to begin or continue academic work on a year-round basis. Summer courses are equivalent to fall and spring courses in terms of content, credit awarded, and the standards expected of students regarding academic performance.

The program offers two five-week sessions and one eight-week session. See [Graduate College Calendar](#), for specific dates.

All Tempe campus 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 Graduate College](#).

Bulletin

The *Summer Sessions Bulletin*, which contains the class schedule and the registration procedure, is available in early March at the Summer Sessions office, RITT B160, and at other 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 480/965-0101, or write

SUMMER SESSIONS
ARIZONA STATE UNIVERSITY
PO BOX 870601
TEMPE AZ 85287-0601

Food Services

Meal plans are available. For more information, access the Web site at www.asucampusdining.com, call 480/727-3463, or write

CAMPUS DINING
ARIZONA STATE UNIVERSITY
PO BOX 871101
TEMPE AZ 85287-1101

Housing

Air-conditioned residence halls are available for students. For more information, access the Web site at asu.edu/reslife, call 480/965-1534, or write

RESIDENTIAL LIFE
ARIZONA STATE UNIVERSITY
PO BOX 870212
TEMPE AZ 85287-0212

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](#).

Parking

A decal is required to park at ASU. For more information, access the Web site at www.asu.edu/dps/pts, call 480/965-6124, or write

PARKING SERVICES
ARIZONA STATE UNIVERSITY
PO BOX 875205
TEMPE AZ 85287-5205

Registration

Registration may be completed online 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.

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.

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Downtown Phoenix Campus

www.asu.edu/downtownphoenix

**Mernoy E. Harrison Jr., PhD, Vice President and Executive Vice Provost,
Downtown Phoenix Campus**

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DOWNTOWN PHOENIX CAMPUS

The ASU Downtown Phoenix campus opened in August 2006 and comprises the College of Nursing & Healthcare Innovation, the College of Public Programs, University College, and numerous research centers—all relocated from ASU at the Tempe campus. These anchor units and other ASU programs will be joined in 2008 by the Walter Cronkite School of Journalism and Mass Communication, Eight (the public television station), and the School of Global Health. The product of an exciting partnership between ASU and the City of Phoenix, the new campus is partly funded by municipal bonds that were approved by voters in March 2006.

Facilities and Campus Identity

The new ASU Downtown Phoenix campus buildings include

Mercado

Previously known as the ASU Downtown Center, the Mercado is home to the College of Nursing & Healthcare Innovation simulation labs, the College of Public Programs' Bob Ramsey Executive Education Program, and other organizations, such as Stardust Center for Affordable Homes and the Family, Arizona Prevention Resource Center, the Office of Youth Preparation, and Building Great Communities. The multipurpose Mercado provides facilities for academic instruction, conferences, and meetings, as well as leased office space for local businesses and government agencies. The Mercado is bounded by Fifth and Seventh Streets between Van Buren and Monroe Streets.

Nursing & Healthcare Innovation

The Nursing & Healthcare Innovation building, previously known as Park Place, is home to the College of Nursing & Healthcare Innovation's student services and nursing research centers, as well as faculty, staff, and administrative offices. It is located at 500 N. Third St. The Student Health Center for the downtown campus can be found on the first floor and offers treatment and preventive services in addition to wellness and health programs.

Phoenix Urban Research Laboratory

Part of the College of Design, the Phoenix Urban Research Laboratory (PURL), is situated on the two top floors of the historic Security Building at 234 N. Central Ave. PURL is a research center focused on seeking solutions to the most pressing design problems facing urban areas today. Complete with studio space, meeting rooms, offices, and a large-scale model of downtown Phoenix, PURL provides a place where decision makers, city leaders, and students gather to address urban design issues.

Post Office

A distinctive example of the City of Phoenix-ASU partnership is the multipurpose use of the historic downtown Post Office located at 522 N. Central Ave. The renovated Post Office houses offices for student affairs, the provost staff, and other administrative and student support functions while continuing to provide standard retail postal services.

Residential Commons

The Residential Commons at the Downtown Phoenix campus is housed in a remodeled hotel located at 401 N. First St. The residence hall accommodates wireless Internet and provides space for study sessions, social gatherings, and

other student activities, within a convenient walk from classrooms.

University Center

Located at 411 N. Central Ave., the University Center provides students and faculty with modern classrooms, offices, labs, seminar rooms, and study areas. It also houses student services, an ASU bookstore, and a small café, as well as the Information Commons, consisting of the campus library and the information technology and desktop support center. The College of Public Programs, which occupies floors four through nine, is home to the School of Community Resources and Development, the School of Social Work, the School of Public Affairs, the Morrison Institute of Public Policy, the Center for Nonprofit Leadership and Management, the Center for Community Development and Civil Rights, the Center for Urban Innovation, the Southwest Interdisciplinary Research Center, and the Bob Ramsey Executive Education Program. The University College's administration offices and student success programs also are located in this building at 411 N. Central Ave., Phoenix.

COMMUNITY ENGAGEMENT

The Downtown Phoenix campus is committed to ongoing community engagement and interactive outreach projects. The campus hosts several ASU programs and partnerships, including administrative offices for the following externally focused research centers, programs and institutes:

Arizona Prevention Resource Center

The center is a statewide resource system, providing accessible technical assistance through training, information dissemination, and program evaluation for the purpose of building the capacity of Arizonans to encourage and develop healthy and successful families and communities. The Arizona Prevention Resource Center is located at MERC D.

Bob Ramsey Executive Education Program

This program provides quality professional development and interventions tailored to the specific needs of public organizations. Associated with the College of Public Programs, the Executive Education Program is located at the MERCC 110.

Building Great Communities

A liaison to targeted communities throughout the state, Building Great Communities creates alliances to improve the quality of life in Arizona, addressing specific social and educational issues through long- and short-term projects. Building Great Communities is located at MERCB 5.

Center for Community Development and Civil Rights

Associated with the College of Public Programs, the mission of the center focuses on civil rights, community improvement and empowerment through educational success, health and wellness, and informed knowledge of the Latina/o experience. The center is located at UCENT 650.

Center for the Future of Arizona

The center 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. Located at MERCB 5, the Center for the Future of Arizona is a 501(c)3 nonprofit organization.

Center for Nonprofit Leadership and Management

This center promotes understanding of the nonprofit sector in community life and focuses on effective practices that help organizations meet their missions. The center facilitates relationships among students, faculty, and community organizations across the range of its research and outreach activities. The center is associated with the College of Public Programs and is located at UCENT 500.

Center for Urban Innovation

Serving the university and community, the center's mission focuses on critical social science research, community engagement, and innovative education. Associated with the College of Public Programs, the Center for Urban Innovation is located at UCENT 450.

Megapolitan Tourism Research Center

The Megapolitan Tourism Research Center is devoted to studying the role of tourism in community development by examining its contribution to economic, social, and environmental systems, especially in megapolition regions around the world

Morrison Institute for Public Policy

Associated with the College of Public Programs, the Morrison Institute for Public Policy is an ASU resource for data driven policy analysis and expertise. The Morrison Institute researches public policy issues, informs policy makers and residents, and advises leaders on effective choices and sustainable actions. The institute is located at UCENT 900.

Office for Youth Preparation

A nationally recognized program committed to increasing the flow of college-eligible minority students into higher education. The Office for Youth Preparation is located at MERCC 124.

Phoenix Urban Research Laboratory

Associated with the College of Design, the Phoenix Urban Research Laboratory (PURL) is an information-rich environment for researchers, decision makers, industry professionals, and students to debate, collaborate, and seek new solutions to the most pressing design problems facing cities today. It is located on the eighth and ninth floors of

the PURL building at 234 N. Central Ave., Phoenix.

Southwest Interdisciplinary Research Center

This center conducts multidisciplinary, community-based research on health disparities among populations of the Southwest. The center strives to increase the number and capacity of social work researchers working in the areas of substance abuse, HIV/AIDS, and mental health. The center is associated with the College of Public Programs and is located at UCENT 720.

Stardust Center for Affordable Homes and the Family

The Stardust center conducts research on social and economic foundations for permanent affordable homes for working families and studies the impacts of social services on family and neighborhood stability. The Stardust Center is located at MERCA 150.

ACADEMIC ORGANIZATION

Executive leadership for the development and management of the Downtown Phoenix campus is provided by the vice president and executive vice provost and a team of vice provosts, deans, directors, and department chairs, in collaboration with faculty and staff. The campus is home to the College of Nursing & Healthcare Innovation, the College of Public Programs, and University College. In 2008, the Walter Cronkite School of Journalism and Mass Communication-Eight (the public television station) will also move downtown.

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, in the Information Commons. For more information, see [Downtown Phoenix Campus](#) and [Academic Organization](#).

ACCREDITATION

The accreditation of ASU by the Higher Learning Commission and Commission of the North Central Association of Colleges and Schools includes ASU at the Downtown Phoenix campus. In addition, programs in Nursing are accredited by the Arizona State Board of Nursing and the Commission on Collegiate Nursing Education. Programs in the College of Public Programs that include additional accreditation are the Recreation program, which is accredited by the national Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation and the Social Work program, accredited through the Council on Social Work Education and the National Association of Schools of Public Affairs and Administration. See [Academic Accreditation at the Downtown Phoenix Campus](#).

COLLEGES AND SCHOOLS

College of Nursing & Healthcare Innovation

The purpose of the College of Nursing & Healthcare Innovation is to provide educational programs that prepare professional nurses to meet the healthcare needs of individuals, groups, and communities. The faculty is committed to preparing nurses for compassionate and competent nursing practice, leadership in service to the community and the nursing profession, and who value lifelong personal growth. The college has evolved from a small baccalaureate program to the largest supplier of nurses in Arizona with Bachelor of Science and Master of Science nursing degrees, and is the only college in the state offering a Doctor of Nursing Science degree.

For more information, see [College of Nursing & Healthcare Innovation](#), or access the College of Nursing & Healthcare Innovation Web site at nursing.asu.edu.

College of Public Programs

The College of Public Programs is a community of scholars dedicated to knowledge-based social and economic change. Educational and research programs span the fields of social work, public affairs, and community resources and development, with undergraduate, graduate, and professional degree and certificate programs in each of these fields. The college is home to the School of Community Resources and Development, the School of Public Affairs, and the School of Social Work. Five centers and institutes, and one program are administered from the College of Public Programs, including: The Center for Community Development and Civil Rights, Morrison Institute for Public Policy, Center for Nonprofit Leadership and Management, Southwest Interdisciplinary Research Center, Center for Urban Innovation, and the Executive Education Program.

For more information, see [College of Public Programs](#), or access the College of Public Programs Web site at copp.asu.edu.

University College

University College is a university-wide enterprise committed to innovative approaches to undergraduate education. The college provides an exceptional education for both new and returning students who are exploring and expanding their academic and career options. The Downtown Phoenix campus is the administrative home of University College and at this location the college offers a wide range of courses across many disciplines, incubates new degree programs, develops and manages integrated student services, and advises students who want to explore majors and paths. The college is home to the School of Extended Education, the School of Interdisciplinary Studies, and the Student Success Center.

For more information about University College, see [University College](#), or access universitycollege.asu.edu.

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College of Nursing & Healthcare Innovation

nursing.asu.edu

Bernadette M. Melnyk, PhD, Dean

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PURPOSE

The faculty in the College of Nursing & Healthcare Innovation acknowledge their responsibility to healthcare 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 & Healthcare Innovation is to provide educational programs that prepare professional nurses to meet the healthcare 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 healthcare to individuals, groups, and communities and who critically examine and effectively respond to the changing healthcare needs of society;
2. conduct research and creative activities 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 healthcare needs of various populations and to further their own professional development.

ORGANIZATION

The College of Nursing & Healthcare Innovation recognizes the three major missions of the university: teaching, research, and service. The responsibility of the director of the Graduate Education and Advanced Practice program is to oversee the master's programs, including the progression of students through the program. The responsibility of the associate dean of Research is to work with faculty and students to facilitate research activities, such as research development. The associate dean for Academic Affairs has overall responsibility for undergraduate and graduate degree programs, the progression of the students through the programs, and extended and continuing education.

NURSING—MS

The graduate curriculum leads to the Master of Science degree in Nursing. The Master of Science program provides an academic environment that fosters scholarship, critical thinking, and creativity, while preparing nurses for leadership as advanced practice nurses. The program also 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 concentration; see the [College of Nursing & Healthcare Innovation Graduate Degrees and Majors](#) table. The nurse practitioner (NP) option is available for concentrations in advanced practice nursing of adults, family nurse practitioner, advanced practice nursing of neonates, pediatric nurse practitioner, psychiatric mental health nurse practitioner, and women's health nurse practitioner. The clinical nurse specialist (CNS) option is available in the concentrations of advanced practice nursing of adults and community health advanced practice nursing. Graduates from any of these options are eligible to sit for national board certification in their area of specialty.

In addition, a concentration in nurse education is available. This concentration may be taken in addition to one of the other options or as a single concentration of interest for nurses who want to take the Nurse Educator Certification exam and seek employment as nurse educators or faculty.

MASTER OF HEALTHCARE INNOVATION—MHI

The Master of Healthcare Innovation (MHI) is a new program offered in collaboration with the School of Health Management and Policy. This online distance education program is designed to prepare graduates to be innovators who are able to influence the future direction of healthcare and to transform the current system. The program is designed for students holding a minimum of a bachelor's degree and is for nursing and nonnursing students. Access the College of Nursing & Healthcare Innovation Web site at nursing.asu.edu for more information.

FEES

In addition to tuition, program fees may apply for the MS, graduate certificate, and DNS.

SPECIAL PROGRAMS AND SERVICES

Continuing Education Programs

This program presents a variety of noncredit offerings on the Downtown Phoenix and Tempe 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 healthcare 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 & Healthcare Innovation provides academic advising and referral to university resources. Prospective students with academic questions relating to the College of Nursing & Healthcare Innovation should contact the college's Student Services Office at 602/496-0888.

Scholarships and Financial Assistance

Information about scholarships and loan funds for nursing students may be obtained from the Student Financial Assistance Office (call 602/496-0888) or found online at nursing.asu.edu/scholarships/index.htm, asu.edu/fa/scholarships, or nursing.asu.edu/student-services/financialaid.htm.

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 & Healthcare Innovation 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 & Healthcare Innovation has contracts with more than 300 agencies in Phoenix and throughout the U.S. The college also operates a unique nurse-managed clinic in a community setting, as well as four other community or outreach clinical programs.

ACADEMIC ADVISING

Students are advised by the Student Services Office before admission to the Master of Science program. Upon admission, each student is assigned a faculty advisor within the area of concentration.

ACCREDITATION

The baccalaureate and master's programs of the College of Nursing & Healthcare Innovation are approved by the Arizona State Board of Nursing and accredited 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 & Healthcare Innovation

Master's, Doctoral, and Certificate Programs

nursing.asu.edu/programs/graduate

602/496-2644

Julie Fleury, Director, DNS Program Office

**Renee McLeod, Director,
Graduate Education and Advanced Practice Program Office**

Mary Killeen, Associate Dean, Academic Affairs

Melissa Faulkner, Associate Dean, Research

Professors

Faulkner, Fleury, Keller, Komnenich, Mattson, Melnyk, Schwartz

Associate Professors

Alpers, Baldwin, Bozzette, Cesarotti, Dirksen, Evans, Gance-Cleveland, Ismeurt, Killeen, Mays, McCarthy, Porter-O'Grady, Records, Ruiz, Sousa

Assistant Professors

Arcoleo, Campesino, Chen, Cook, Cooke, Rosdahl, Shearer, Silva, Small, Uriri-Glover

Clinical Professors

Horns, McLeod, Schultz, Wojner-Alexandrov

Clinical Associate Professors

Adams, Armbruster, Brewer, Brown, Brydie, Coursen, Davidson, Fargotstein, Fawcett, Fineout-Overholt, Hagler, Hrabe, Jasper, Johnson, Kastenbaum, Link, Morris, Muzyka, Nuñez, Peinhardt, Priest, Sayles, Stillwell, White, Wilson

Clinical Assistant Professors

Anderson, Hightower, Jarrell, Lupone, Mitchell, Murray, Niesel, Peluso, Pickens, Speer, Sutter, Yancy

Research Professor

Belyea

The faculty in the College of Nursing & Healthcare Innovation offer graduate programs leading to the MS degree in Nursing; graduate certificates in Community and Public Health Practice, Evidence-Based Practice in Nursing and Healthcare, and Nurse Education in Academic and Practice Settings; and the Doctor of Nursing Science.

Concentrations for the MS degree in Nursing are available in one of the following areas:

1. advanced practice nursing of adults;
2. advanced practice nursing of neonates;
3. community health advanced practice nursing;
4. family nurse practitioner;
5. nurse educator;
6. pediatric nurse practitioner;
7. psychiatric mental health nurse practitioner; and
8. women's health nurse practitioner.

The purpose of the MS program is to provide an academic environment that fosters scholarship, critical thinking, and creativity, and prepares nurses for leadership as advanced practice nurses. The MS program offers advanced-level courses that can be used as a base for doctoral study and for functional role development in teaching.

The MS 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 that emphasizes the holistic evidence-based 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 apply research findings in clinical practice;
6. communicate scholarly ideas and professional knowledge to colleagues, other disciplines, and the public;
7. provide leadership in collaboration with clients and other healthcare professionals in the planning and delivery of holistic healthcare that is responsive to changing needs and societal trends;
8. examine critically the health of populations and related healthcare issues; and
9. demonstrate lifelong personal and professional learning.

MASTER OF SCIENCE

See [Master's Degrees](#) for general requirements and more information.

Admission

See [Admission to the Graduate College](#).

Admission to graduate status in the College of Nursing & Healthcare Innovation is based upon meeting the following requirements:

1. an 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 and regionally accredited agency;
3. a current unencumbered license in the state where clinical practice will be concluded and/or an unencumbered Arizona license to practice as a registered nurse to enroll in nursing practicum courses;
4. satisfactory completion of only the analytical writing section of the Graduate Record Examination;

5. three professional recommendations from individuals knowledgeable about the applicant's academic and nursing leadership potential and one self-evaluation;
6. an interview with a representative of the specialty area;
7. eligibility for admission to the Graduate College;
8. 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
9. completion of a baccalaureate-level health assessment course within the preceding three years (as 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 & Healthcare Innovation, call 602/496-0888, or access the Web site at nursing.asu.edu.

Graduate and Advanced Practice Programs

The graduate and advanced practice programs of study are under revision. Please see an advisor for the most current information. See [Academic Advising](#). For more information, access nursing.asu.edu.

GRADUATE CERTIFICATES

The college offers graduate certificates in the following areas: Child and Adolescent Mental Health Intervention, Community and Public Health Practice, Evidence-Based Practice in Nursing and Healthcare, and Nurse Education in Academic Practice and Settings.

Graduate Certificate in Community and Public Health Practice

The Graduate Certificate in Community and Public Health Practice is directed toward students with baccalaureate degrees who currently work in community or public health or other relevant fields, who want to solve public health problems and apply a breadth of knowledge and expertise in the community. It is open to both nursing and nonnursing students. The curriculum consists of 16 to 18 semester hours of graduate study that may be applied toward the Master of Science degree. Part-time study is available. For more information, call 602/543-6742.

Graduate Certificate in Evidence-Based Practice in Nursing and Healthcare

The Graduate Certificate in Evidence-Based Practice in Nursing and Healthcare is an online graduate certificate program designed to prepare nurse clinicians, educators, and other healthcare professionals as experts in evidence-based practice (EBP). This 17-semester-hour, 12-month program is user-friendly and constructed in a distance-learning, online format to facilitate involvement of the participants, throughout the U.S. and the world. Admission is once a year and classes begin in August. There are two site visits to the campus. For more information, call the Center for the Advancement of Evidenced-Based Practice at 602/496-2237, or access the Web site at nursing.asu.edu/caep.

Graduate Certificate in Nurse Education in Academic and Practice Settings

The Graduate Certificate in Nurse Education in Academic and Practice Settings is an innovative program that is offered mostly online for nurses who have at least a bachelor's degree and who are interested in teaching in academic or practice settings. The 14-semester-hour program includes courses covering curriculum development, teaching in the classroom or online, and developing educational infrastructure in clinical and practice settings, plus a teaching practicum. For more information, call the program office at 480/727-6930.

RESEARCH ACTIVITY

Research within the college focuses on understanding and addressing risk behaviors in vulnerable populations for the purpose of optimizing health. For research interests of the faculty, access nursing.asu.edu/facultystaff/directory.htm on the Web.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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www.poly.asu.edu

**Albert L. McHenry, PhD,
Vice President and Executive Vice Provost,
Polytechnic Campus**

[Academic Organization](#)**[Accreditation](#)****[Partnership with Chandler-Gilbert Community College](#)****[University College Services](#)****[Colleges and Schools](#)****[School of Applied Arts and Sciences](#)****[School of Educational Innovation and Teacher Preparation](#)****[College of Technology and Innovation](#)****[Morrison School of Management and Agribusiness](#)**

Arizona State University at the Polytechnic campus emphasizes professional and technical programs that prepare graduates to move directly into careers and become ethical leaders in professional, public, and private life. A polytechnic is distinctive by offering

1. programs that integrate theory and practice;
2. programs based solidly in the liberal arts and sciences that emphasize problem solving, project-based activities, laboratories, and work experiences;
3. research that emphasizes applied knowledge and solutions to problems; and
4. programs that are responsive to the needs of business, industry, the professions, and the community.

Thirty baccalaureate degree programs, 11 master's degree programs, a resident doctoral program, and four certificate programs are offered through the College of Technology and Innovation, the Morrison School of Management and Agribusiness, the School of Applied Arts and Sciences, and the School of Educational Innovation and Teacher Preparation. Partnerships with programs at the Tempe campus provide additional doctoral program opportunities on the Polytechnic campus.

The Polytechnic campus is located in southeast Mesa, 23 miles from the Tempe campus. With a student population of more than 6,500, the 600-acre campus offers a small residential college environment. 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. Polytechnic 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 [ASU Campus Maps](#). For more information, call 480/727-3278, or access the Web site at www.poly.asu.edu.

ACADEMIC ORGANIZATION

The vice president and executive vice provost provides executive leadership for the continuing development and management of the Polytechnic campus and reports to the executive vice president and provost of ASU. There are one college and three schools 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 [Polytechnic Campus](#).

ACCREDITATION

The accreditation of ASU by the Higher Learning Commission and Commission of the North Central Association of Colleges and Schools includes ASU at the Polytechnic 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 Aviation Accreditation Board International (formerly known as the Council on Aviation Accreditation). For more information, call 334/844-2431, send e-mail to caa@auburn.edu, or write

AVIATION ACCREDITATION BOARD INTERNATIONAL
3410 SKYWAY DRIVE
AUBURN AL 36830

The Bachelor of Science degrees in the Department of Technology Management are 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. The dietetic internship under the MS in Nutrition is accredited by the commission as well. For more information, call 312/899-0040, or write

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
100 AVENUE OF THE CHAMPIONS
PO BOX 109601
PALM BEACH GARDENS FL 33410

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 have an innovative academic partnership that combines the strengths of the two institutions. ASU students may receive instruction from both institutions. Chandler-Gilbert faculty teach a selection of lower-division General Studies, general interest, 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 General Studies and general interest courses. ASU students may be enrolled concurrently in both institutions. All transactions are handled through ASU. Students pay combined tuition or ASU tuition, whichever is less.

Library Services

Strong resources and personal service define the Library at the Polytechnic campus. 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 Polytechnic 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 library.poly.asu.edu.

Computing Services

Information Technology (IT) at the Polytechnic campus provides computing services to support academic programs. The IT department provides specialized software and systems to meet the particular needs of the Polytechnic campus. All classrooms 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. A robust wireless network provides access for student-owned laptop computers. IT maintains computing sites around campus, including the Computing Commons in the Academic Center, offering students computing and printing facilities. IT has a staff of support personnel to aid the campus community's diverse computing needs, including Web development, academic computing, and administrative computing.

UNIVERSITY COLLEGE SERVICES

University College is a primary source of academic support for students, faculty, and staff. The college coordinates and offers academic programs and services designed to enhance the academic experience of all ASU students. The goals of University College are to play a major role in student retention, provide students the support necessary for successful completion of their first year and beyond, and offer student-learning experiences that complement those

provided by other academic services. University College services are available on all four ASU campuses. University College at the Polytechnic campus includes the following offices:

Academic Resource Center
Academic Success and Engagement Programs
Barrett, the Honors College
Center for Academic Advising
International Programs Office

Academic Resource Center

Undergraduate and graduate students can study, use computers for research and writing, and access tutoring services in the Academic Resource Center. Qualified undergraduate and graduate students provide tutoring to individual students or study groups, by appointment or on a walk-in basis. Additional assistance is offered face-to-face and online through the Web site to students seeking help with any written assignment. Barrett, the Honors College, the Graduate College, and the International Programs Office also have staff members in this area who are available to work with students on an appointment basis. The Academic Resource Center is located on the lower level of the Academic Center Building.

For more information, or to make an appointment, call 480/727-1452, or access the Web site at www.poly.asu.edu/learningcenter.

Office of Academic Success and Engagement Programs

The Office of Academic Success and Engagement Programs offers experiential learning and academic success course work. It is the goal of this office to help students develop the skills required for academic success and to provide opportunities for the hands-on application of those skills. Programs offered include service learning, university success courses, academic success workshops, student leadership programs, and the National Society of Collegiate Scholars.

For more information, call 480/727-1452, or access the Web site at www.poly.asu.edu/learningcenter.

Center for Academic Advising

The University College Center for Academic Advising at the Polytechnic campus offers developmental academic advising for a diverse group of students, including all exploratory students, BIS and pre-BIS majors, and students in transition who may be changing majors or transferring to ASU. Academic advising is a partnership between the student and the advisor. Each has a mutual investment in the advising and its outcome. Effective academic advising is the foundation for successful completion of a bachelor's degree.

Academic advisors assist students in selecting a major by suggesting complementary choices among the offerings in the General Studies curriculum. Advisors also encourage students to explore and identify majors consistent with the students' interests, values, and goals. Advisors help students understand university academic requirements, as well as policies and procedures. To schedule an appointment with a University College academic advisor at the Polytechnic campus, call 480/727-1452.

International Programs Office

The International Programs Office (IPO) has a satellite office located on the lower level of the Academic Center building. To schedule an appointment with the IPO representative, call 480/965-0877.

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

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For current catalog see:
catalog.asu.edu

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Morrison School of Management and Agribusiness

www.poly.asu.edu/msabr

Paul M. Patterson, PhD, Dean

Located at the Polytechnic campus, the Morrison School of Management and Agribusiness (MSMA) 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 management. Strong relationships with industry and regulatory bodies afford students numerous opportunities to integrate theory and practice. This applied orientation traditionally makes MSMA students highly marketable upon graduation.

MSMA programs are accessible to full- and part-time students, with many courses taught both daytime and evenings. The faculty is committed to excellence in teaching, research, and service, and strives to create a well-rounded experience for students. The broad and diverse range of faculty research and teaching enables students to individualize their programs of study to fit their own particular career goals.

ORGANIZATION

The Morrison School and the W. P. Carey School of Business offer an interdisciplinary PhD in Business Administration with a concentration in agribusiness. The objective of the agribusiness PhD program is to produce scholars who are trained in the latest methods of business and economic analysis as well as at the forefront of problem solving in one of the most important sectors of the economy.

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 is designed to prepare students from a variety of backgrounds with a set of critical and analytical business skills while recognizing the unique demands of the agribusiness sector. Graduates are well prepared for successful administrative or managerial careers with either government or private-sector organizations. Students are able to select either a research-oriented program, which leads to the completion of an organized thesis, or a program consisting of course work only (nonthesis option). All students can develop an area of specialization and apply their skills to a real world agribusiness problem through an integrative, capstone course experience. Both the thesis and nonthesis options require the completion of a common set of core courses. For more information, access the Web site at www.poly.asu.edu/msabr.

FACILITIES

In addition to the computing resources available to all students at the Polytechnic campus, the Morrison School has laboratories dedicated to consumer behavior, finance, food safety and science, and marketing research. Laboratories are available to students for specific classes and related graduate thesis research.

ADVISING

Advising of graduate students is normally handled by graduate faculty members. Once admitted, a student can request a temporary faculty advisor in a potential area of concentration in order to prepare a program of study. Students are encouraged to begin discussions with faculty members early in their studies so that course work can be geared toward supporting their academic progress. All students, whether in a thesis or nonthesis option, must file a

program of study.

Agribusiness

Master's Program

www.poly.asu.edu/msma

480/727-1585

WANER 101

Professors

Daneke, Edwards, Kagan, Marquardt, Patterson, Richards, Seperich, Shultz, Thor

Associate Professors

Butler, Hutt, Manfreda, Nganje, Raccach, Schmitz, Skilton

Assistant Professors

Bravo, Hughner, Scott

MASTER OF SCIENCE

The Morrison School of Management and Agribusiness (MSMA), at the Polytechnic campus, offers the MS degree in Agribusiness. 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 MSMA standard comprehensive exam following the first year of course work. These options apply to the concentrations in (1) agribusiness management and marketing and (2) food quality assurance.

Admission

Applicants to the program are expected to meet the minimum requirements for admission to the Graduate College. 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 February 1.

The Morrison School of Management and Agribusiness 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.

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.

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. 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. Thesis students fulfill the remaining 15 semester hours by taking six research credits, three thesis credits, and six hours of electives. Nonthesis students fulfill the remaining hours by taking 15 hours of electives.

It is suggested that students take a coherent sequence of courses such as those indicated below, but considerable flexibility is possible based on individual backgrounds and interests.

Thesis and Nonthesis MS in Agribusiness

Semester I

AGB 528 Advanced Agribusiness Marketing (3)

AGB 560 Advanced Agribusiness Management Systems (3)

AGB 561 Agribusiness Research Methods (3)

Total 9

Semester II

AGB 511 Advanced Agribusiness Management (3)
AGB 532 Advanced Agribusiness Finance (3)
AGB 570 Managerial Economics for Agribusiness (3)
Total 9

Semester III

Nonthesis Option

AGB 589 Agribusiness Capstone (3)
500-level AGB emphasis electives (6)
Total 9

Thesis Option

AGB 589 Agribusiness Capstone (3)
500-level AGB electives (6)
Total 9

Semester IV

Nonthesis Option

500-level AGB emphasis or other electives (9)
Total 9

Thesis Option

AGB 592 Research (6)
AGB 599 Thesis (3)
Total 9

Total hours in program 36

Foreign Language Requirements

None.

Peace Corps' Master's International Program

MSMA has an agreement with the United States Peace Corps that makes combining graduate studies with Peace Corps service even more appealing. Participants can receive up to six hours of credit for their independent field work while in Peace Corps service. Graduate course work precedes departure to foreign countries. Interested individuals make separate application to ASU and the Peace Corps, and prepare plans of study with their faculty committees regarding studies in the field.

DOCTOR OF PHILOSOPHY

The Morrison School and the W. P. Carey School of Business offer an interdisciplinary PhD in Business Administration with a concentration in agribusiness. As an academic discipline, agribusiness involves the application of theory and quantitative methods in economics, finance, marketing and management to issues involved in production, distribution and marketing of food. Agribusiness PhD students study topics such as consumer behavior in food markets, strategic marketing by food retailers, supply-chain management, derivatives and risk management, and international agricultural trade and policy. The objective of the program is to produce scholars who are trained in the latest methods of business and economic analysis as well as at the forefront of problem solving in one of the most important sectors of the economy.

Admission

Applicants to the PhD in Business Administration with a concentration in agribusiness must submit a completed application package by February 1 for fall semester study. For general admission requirements, see the W. P. Carey School Web site at www.wpcarey.asu.edu/grad/phd/phd_ba_concentrations.cfm. All application packets meeting the minimum requirements are evaluated by graduate faculty members of the Morrison School.

Program of Study

See [Doctor of Philosophy](#), for general requirements. Agribusiness PhD students are expected to develop programs of study that consist of three elements

1. a core of theory and quantitative methods course work in economics, finance, marketing or management from the W. P. Carey School of Business;
2. advanced courses in at least one of the areas of economics, finance, marketing, or management from the W. P. Carey School; and
3. a two-course sequence of doctorate-level theory and methods as applied to issues and concepts specific to the agribusiness sector from the Morrison School. The program is designed to allow flexibility with focus so that each student's program of study is unique but designed to produce the highest level of research competency in the student's chosen area of interest.

Comprehensive Examination

After completion of all course work, each student completes a comprehensive written examination that covers both core and interest-area subject matter. The intent of the exam is to determine if the student is sufficiently prepared to conduct dissertation research to the standards of the W. P. Carey School and the Morrison School research faculty. Consequently, the exam is set and graded by faculty in both schools. Students must pass the comprehensive exam with a grade of "B" (3.00) to be admitted to candidacy.

Dissertation

Once admitted to candidacy, doctoral students select a dissertation committee consisting of at least one member from the W. P. Carey School and one member from the Morrison School. Students are expected to prepare a dissertation proposal on a topic approved by the committee. The doctoral dissertation represents an original body of research that contributes to the stock of knowledge in the chosen field in a significant way.

Final Examination

Upon completing the dissertation, doctoral candidates take an oral examination in defense of their work. The oral examination is administered by the dissertation committee and one external member from within the university community, appointed by the Graduate College. The PhD is granted upon successful completion of the oral defense and any revisions to the dissertation required by committee members.

RESEARCH ACTIVITY

Faculty are engaged in a number of research projects of global, national, regional, or state importance. Scholarship in service to community is the hallmark of a state-supported university and is evident in the Morrison School of Management and Agribusiness.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Tempe Campus

www.asu.edu

**Elizabeth D. Capaldi, PhD,
Executive Vice President and Provost of the University**

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[W. P. Carey School of Business](#)
[Walter Cronkite School of Journalism and Mass Communication](#)
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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, the Honors College;
2. College of Design;
3. College of Liberal Arts and Sciences;
4. Ira A. Fulton School of Engineering;
5. Katherine K. Herberger College of the Arts;
6. Mary Lou Fulton College of Education;
7. Sandra Day O'Connor College of Law;
8. W. P. Carey School of Business; and
9. Walter Cronkite School of Journalism.

The Graduate College, 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.

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ASU Graduate Degrees

Graduate degrees, majors, and concentrations offered by the Downtown Phoenix, Polytechnic, Tempe, and West campuses and through the School of Extended Education are shown in the [ASU Graduate Degrees](#) table below, 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 [Concurrent and Dual Degrees](#), and [Accelerated Bachelor's and Master's Programs](#)

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

Master of Accountancy and Applied Leadership (MAAL)	Master of Nonprofit Studies (MNpS)
Master of Accountancy and Information Systems (MAIS)	Master of Physical Education (MPE)
Master of Advanced Study (MAS)	Master of Public Administration (MPA)
Master of Applied Leadership and Management (MALM)	Master of Public Policy (MPP)
Master of Architecture (MArch)	Master of Real Estate Development (MRED)
Master of Arts (MA)	Master of Science (MS)
Master of Business Administration (MBA)	Master of Science in Design (MSD)
Master of Computer Science (MCS)	Master of Science in Engineering (MSE)
Master of Computing Studies (MCST)	Master of Science in Technology (MSTech)
Master of Counseling (MC)	Master of Social Work (MSW)
Master of Education (MEd)	Master of Taxation (MTax)
Master of Engineering (MEng)	Master of Teaching English to Speakers of Other Languages (MTESOL)
Master of Fine Arts (MFA)	Master of Urban and Environmental Planning (MUEP)
Master of Healthcare Innovation (MHI)	Professional Science Master's (PSM)
Master of Health Sector Management (MHSM)	Doctor of Audiology (AuD)
Master of Laws (LLM)	Doctor of Education (EdD)
Master of Legal Studies (MLS)	Doctor of Musical Arts (DMA)
Master of Liberal Studies (MLSt)	Doctor of Nursing Practice (DNP)
Master of Mass Communication (MMC)	Doctor of Philosophy (PhD)
Master of Music (MM)	Juris Doctor (JD)
Master of Natural Science (MNS)	

ASU Graduate Degrees

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

Asian Languages and Civilizations—Chinese/Japanese	MA	—	Tempe
Astrophysics	MS, PhD	—	Tempe
Audiology	AuD	—	Tempe
Biochemistry	MS	Optional: medicinal biochemistry	Tempe
	PhD	—	Tempe
Bioengineering	MS, PhD	—	Tempe
Biology	MS, PhD	Optional: biology and society; ecology; or photosynthesis ¹	Tempe
Biomedical Informatics	MS	—	Tempe
Biotechnology and Genomics	LLM	—	Tempe
Building Design	MS	Design knowledge and computing, energy performance and climate-responsive architecture, or facilities development and management	Tempe
Business Administration	MBA	—	Tempe ²
	PhD	Accountancy, agribusiness, computer information systems, finance, health services research, ³ management, marketing, or supply chain management	Tempe
		Agribusiness	Polytechnic
Chemical Engineering	MS, MSE, PhD	—	Tempe
Chemistry	MS, PhD	Analytical chemistry, biochemistry, geochemistry, inorganic chemistry, organic chemistry, physical chemistry, or solid-state chemistry	Tempe
Civil and Environmental Engineering	MS, MSE, PhD	—	Tempe
Communication	MA	—	Tempe
	PhD	Communicative development, intercultural communication, or organizational communication	Tempe
Communication Disorders	MS	—	Tempe
Communication Studies	MA	—	West
Composition	MM	Optional: interdisciplinary digital media and performance ¹	Tempe
Computational Biosciences	PSM	—	Tempe
Computer Science	MCS	—	Tempe
	MS	Optional: arts, media, and engineering; biomedical informatics; or information assurance ¹	Tempe
	PhD	Optional: arts, media, and engineering or information assurance ¹	Tempe
Computing Studies	MCST	—	Polytechnic
Construction	MS	Optional: construction science, facilities, or management ¹	Tempe
Counseling	MC	—	Tempe
Counseling Psychology	PhD	—	Tempe
Counselor Education	MEd	—	Tempe
Creative Writing	MFA	—	Tempe
Criminal Justice	MA	—	West
Curriculum and Instruction	MA	Bilingual education, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, science education, secondary education, or social studies education	Tempe
	MEd	Bilingual education, early childhood education, elementary education, English as a second language, ² Indian education, language and literacy, ² mathematics education, science education, secondary education, ² or social studies education	Tempe
		English as a second language, instructional media in K–12 schools, or professional studies	Polytechnic
	EdD	Bilingual education, ³ curriculum studies, early childhood education, elementary education, ³ English as a second language, ³ Indian education, ³ language and literacy, mathematics education, science education, secondary education, social studies education, ³ special	Tempe

		education, or teacher development and leadership	
	PhD	Art education, curriculum studies, early childhood education, elementary education, English education, exercise and wellness education, language and literacy, mathematics education, physical education, science education, or special education	Tempe
Dance	MFA	Optional: interdisciplinary digital media and performance ¹	Tempe
Design	MSD	Arts, media, and engineering; graphic design; industrial design; or interior design	Tempe
Economics	MS, ³ PhD	—	Tempe
Educational Administration and Supervision	MEd	—	Polytechnic
		—	Tempe ²
	EdD	Educational entrepreneurship, principalship, supervision, or superintendency	West
	EdD	—	Tempe
Educational Leadership and Policy Studies	PhD	—	Tempe
Educational Psychology	MA, MEd	—	Tempe
	PhD	Learning; lifespan developmental psychology; measurement, statistics, and methodological studies; or school psychology	Tempe
Educational Technology	MEd	—	Tempe
	PhD	Optional: arts, media, and engineering ¹	Tempe
Electrical Engineering	MS, PhD	Optional: arts, media, and engineering ¹	Tempe
	MSE	—	Tempe ²
Elementary Education	MEd	Optional: bilingual education/ESL education, educational technology, reading, or teacher certification ¹	West
Engineering	MEng	—	Tempe ²
Engineering Science	MS	—	Tempe ²
	MSE	Executive embedded systems or software engineering	Tempe
	PhD	Materials science and engineering	Tempe
English	MA	Comparative literature, English linguistics, literature and language, or rhetoric and composition	Tempe
	PhD	Literature or rhetoric/composition and linguistics	Tempe
Environmental Design and Planning	PhD	Design; history, theory, and criticism; or planning	Polytechnic Tempe
Exercise and Wellness	MS	—	Polytechnic
Family and Human Development	MS	Optional: family studies ¹	Tempe
	PhD	Optional: marriage and family therapy ¹	Tempe
French	MA	Comparative literature, linguistics, or literature	Tempe
Gender Studies	PhD	—	Tempe
Geographic Education	MAS	—	Tempe
Geographic Information Systems	MAS	—	Tempe
Geography	MA, PhD	—	Tempe
Geological Sciences	MS, PhD	—	Tempe
German	MA	Comparative literature, language and culture, or literature	Tempe
Healthcare Innovation	MHI	—	Downtown
Health Sector Management	MHSM	—	Tempe ²
Higher and Postsecondary Education	MEd, EdD	Optional: higher education ¹	Tempe
History	MA	Asian history, British history, European history, Latin American history, public history, U.S. history, or U.S. Western history	Tempe
	PhD	Asian history, British history, European history, Latin American history, or U.S. history	Tempe
History and Theory of Art ⁴	PhD	—	Tempe

Industrial Engineering	MS, MSE, PhD	—	Tempe
Information Management	MS	—	Tempe
Interdisciplinary Studies	MA	Optional: gerontology ¹	West
Justice Studies	MS	—	Tempe
	PhD	Optional: criminal and juvenile justice; dispute resolution; law, justice, and minority populations; law, policy, and evaluation; or women, law, and justice ¹	Tempe
Kinesiology	MS	—	Tempe
	PhD	Biomechanics, motor behavior/sport psychology, or physiology of exercise	Tempe
Law	JD	—	Tempe
Leadership and Innovation	EdD	Leadership in policy and administration or leadership of teaching innovation	West
Legal Studies	MLS	—	Tempe
Liberal Studies	MLSt	Optional: film and media studies ¹	Tempe
Mass Communication	MMC	—	Tempe
Materials Science and Engineering	MS, MSE	—	Tempe
	PhD	High resolution nanostructural analysis or solid state device materials design	Tempe
Mathematics	MA	—	Tempe
	PhD	Optional: computational biosciences ¹	Tempe
Mechanical Engineering	MS, MSE, PhD	—	Tempe
Media Arts and Sciences	PhD	—	Tempe
Microbiology	MS, PhD	—	Tempe
Molecular and Cellular Biology	MS	—	Tempe
	PhD	Optional: computational biosciences ¹	Tempe
Music	MA	Ethnomusicology, music history and literature, or music theory	Tempe
	DMA	Conducting, interdisciplinary digital media and performance, music composition, music education, or performance	Tempe
Music Education	MM	Choral music, general music, instrumental music, or jazz studies	Tempe
Music Therapy	MM	—	Tempe
Natural Science	MNS	Biology, chemistry, geological sciences, mathematics, microbiology, physics, and/or plant biology	Tempe
Nonprofit Studies	MNpS	—	Downtown
Nursing	MS	Advanced practice nursing of adults, ³ advanced practice nursing of neonates, ³ community health advanced practice nursing, family nurse practitioner, ³ nurse educator, nursing administration, ³ pediatric nurse practitioner, ³ psychiatric mental health nurse practitioner, ³ or women's health nurse practitioner ³	Downtown ²
Nursing & Healthcare Innovation	PhD	—	Downtown
Nursing Practice	DNP	—	Downtown
Nursing Science	DNS ³	—	Downtown
Nutrition	MS	—	Polytechnic
Performance	MM	Collaborative piano, music theatre/opera musical direction, music theatre/opera performance, performance, or performance pedagogy	Tempe
Philosophy	MA, PhD	—	Tempe
Physical Activity, Nutrition, and Wellness	PhD	—	Polytechnic
Physical Education	MPE	—	Polytechnic
Physics	MS, PhD	—	Tempe
Plant Biology	MS, PhD	Optional: ecology or photosynthesis ¹	Tempe
Political Science	MA, PhD	American politics, comparative politics, international relations, or	Tempe

		political theory	
Psychology	MA ⁵	—	Tempe
	PhD	Behavioral neuroscience; clinical psychology; cognition, action, and perception in arts, media, and engineering; cognitive/behavioral systems; developmental psychology; quantitative research methods; or social psychology	Tempe
Public Administration	MPA	Optional: nonprofit administration ¹	Downtown ²
	PhD	—	Downtown
Public Policy	MPP	—	Downtown
Real Estate Development	MRED	—	Tempe
Recreation and Tourism Studies	MS	—	Downtown ⁶ West ⁶
Religious Studies	MA, PhD	—	Tempe
Secondary Education	MEd	Optional: bilingual education/ESL education, educational technology, reading, or teacher certification ¹	West
Social and Philosophical Foundations of Education	MA	—	Tempe
Social Justice and Human Rights	MA	Non-governmental organization or social justice and human rights research	West
Social Science and Health	PhD	—	Tempe
Social Work	MSW	Advanced direct practice or planning, administration, and community practice	Downtown ²
		Advanced direct practice or planning, administration, and community practice	West
	PhD	—	Downtown
Sociology	MA, PhD	—	Tempe
Spanish	MA	Comparative literature, language and culture, linguistics, or literature	Tempe
	PhD	Cultural studies or literature	Tempe
Special Education	MA	—	Tempe
	MEd	—	Polytechnic
		Gifted, mildly disabled, multicultural exceptional, or severely/multiply disabled	Tempe
		Collaboration and consultation, infants and young children, or teacher certification	West
Speech and Hearing Science	PhD	—	Tempe
Statistics	MS	—	Tempe
Sustainability	MA, MS, PhD	—	Tempe
Taxation	MTax	—	Tempe
Teaching English to Speakers of Other Languages	MTESOL	—	Tempe
Technology	MSTech	Aeronautical engineering technology, aviation management and human factors, computer systems, electronic systems engineering technology, environmental technology management, ² fire service administration, ² global technology and development, graphic information technology, ² instrumentation and measurement technology, integrated electronic systems, management of technology, manufacturing engineering technology, mechanical engineering technology, or security engineering technology	Polytechnic
Theatre	MA	—	Tempe
	MFA	Directing, interdisciplinary digital media, performance, performance design, or theatre for youth	Tempe
	PhD	Theatre and performance of the Americas or theatre for youth	Tempe
Tribal Policy, Law, and Government	LLM	—	Tempe
Urban and Environmental Planning	MUEP	—	Tempe

- 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.
- ⁵ Students may pursue this degree only in conjunction with the doctoral degree in the same unit, which admits students to only the doctoral degree program.
- ⁶ This major is jointly offered.

Concurrent and Dual Degrees

Degrees	Administered By
JD/MBA	Sandra Day O'Connor College of Law/W. P. Carey School of Business
JD/MD	Sandra Day O'Connor College of Law/Mayo Medical School
JD/MHSM*	Sandra Day O'Connor College of Law/School of Health Management and Policy
JD/MS in Economics*	Sandra Day O'Connor College of Law/Department of Economics
JD/PhD in Justice Studies	Sandra Day O'Connor College of Law/School of Justice and Social Inquiry
JD/PhD in Psychology	Sandra Day O'Connor College of Law/Department of Psychology
MA in Anthropology/MS in Justice Studies	School of Human Evolution and Social Change/School of Justice and Social Inquiry
MAIS/MBA	W. P. Carey School of Business
MArch/MBA	School of Architecture and Landscape Architecture/W. P. Carey School of Business
MBA/Master of International Management	W. P. Carey School of Business/Carlos III University of Madrid (Spain); Graduate School of Business Administration (Peru); Graduate School of Commerce (France); and Monterrey Institute for Technical and Superior Studies, Mexico State Campus (Mexico)
MBA/MHSM	W. P. Carey School of Business
MBA/MSE in Electrical Engineering	W. P. Carey School of Business/Department of Electrical Engineering
MBA/MS in Economics*	W. P. Carey School of Business
MBA/MS in Information Management	W. P. Carey School of Business
MBA/MTax	W. P. Carey School of Business
MSE in Industrial Engineering/Master of International Management of Technology	Department of Industrial Engineering/Thunderbird, the Garvin School of International Management
* Applications for this program are not being accepted at this time.	

Accelerated Bachelor's and Master's Programs

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BSE in Computer Systems Engineering/MS in Computer Science	Department of Computer Science and Engineering
BSE/MS in Aerospace Engineering	Department of Mechanical and Aerospace Engineering
BSE/MS in Bioengineering	Harrington Department of Bioengineering
BSE/MS-MSE in Industrial Engineering	Department of Industrial Engineering
BSE/MS in Mechanical Engineering	Department of Mechanical and Aerospace Engineering
BS in Computational Mathematical Sciences/MA in Mathematics	Department of Mathematics and Statistics
BS/MA in Mathematics	Department of Mathematics and Statistics
BS/MS in Biology	School of Life Sciences
BS/MS in Computer Science	Department of Computer Science and Engineering
BSP/MUEP in Planning	School of Planning
BS in Parks and Recreation Management/MS in Recreation	School of Community Resources and Development
BS in Tourism Development and Management/MS in Recreation	School of Community Resources and Development
BA in American Studies/MA in Interdisciplinary Studies	New College of Interdisciplinary Arts and Sciences

BA in Integrative Studies/MA in Interdisciplinary Studies	New College of Interdisciplinary Arts and Sciences
BA or BS in Social and Behavioral Sciences/MA in Interdisciplinary Studies	New College of Interdisciplinary Arts and Sciences
BA in Ethnicity, Race, and First Nations Studies/MA in Interdisciplinary Studies	New College of Interdisciplinary Arts and Sciences
BA or BS in Women's Studies/MA in Interdisciplinary Studies	New College of Interdisciplinary Arts and Sciences

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ARCHIVE:

2007-2008 GRADUATE CATALOG

Walter Cronkite School of Journalism and Mass Communication

cronkite.asu.edu

Christopher Callahan, MPA, Dean

PURPOSE

The mission of the Walter Cronkite School of Journalism and Mass Communication is to prepare students to enter positions in media fields, to ensure that students receive a broad-based education rooted in the liberal arts and sciences, and to provide courses that lead to an understanding of the role and responsibility of the media. The Cronkite School strives to fulfill its mission through a three-pronged approach: classroom instruction in a blend of conceptual and skills courses, on-campus media work opportunities, and off-campus media work opportunities.

ORGANIZATION

The Walter Cronkite School of Journalism and Mass Communication offers the Master of Mass Communication (MMC) degree. The MMC is designed to accommodate students who wish to study 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 associate dean for academic affairs.

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 occurs every six years and assures 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, 25 Final Cut Pro nonlinear editing stations, eight ENPS 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](#).

Mass Communication

Master's Program

cronkite.asu.edu/grad

480/965-5011

STAUF A231B

Christopher Callahan, Dean

Professors

Callahan, Craft, Cronkite, Doig, Godfrey, McGuire, Sylvester, Watson

Associate Professors

Allen, Barrett, Bramlett-Solomon, Galician, Matera, Russell, Russomanno

Assistant Professors

Schwalbe, Silcock, Thornton, Wu

Clinical Professor

Leigh

Lecturer

Casavantes

Professors of Practice:

Elliott, Green, Leckey, Lodato

MASTER OF MASS COMMUNICATION

The Walter Cronkite School of Journalism and Mass Communication offers a graduate program leading to the Master of Mass Communication (MMC) degree. 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 Graduate College, the MMC program requires applicants to provide three letters of recommendation, scores on the GRE (verbal and quantitative), a biographical sketch or résumé that includes all professional media experience, and a 250- to 500-word statement outlining career aspirations that could be enhanced by admission to 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 three letters of recommendation should be sent to

GRADUATE STUDIES ADMISSIONS
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 Graduate College guidelines and obtain approval from the associate dean for academic affairs.

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, 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, 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. Graduate students wishing to take 400-level courses with:

1. JMC 301 as a prerequisite must first successfully complete MCO 501 Newswriting and Reporting;
2. JMC 310 as a prerequisite must first successfully take JMC 415 Writing for Public Relations;
3. JMC 313 as a prerequisite must first successfully complete MCO 598 Introduction to Editing; or
4. JMC 330 as a prerequisite must first successfully take MCO 531 Broadcast Journalism.

Contact the department for additional information.

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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Sandra Day O'Connor College of Law

www.law.asu.edu

Patricia D. White, JD, Dean

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Founded in 1967, the Sandra Day O'Connor College of Law at Arizona State University boasts a strong general law curriculum supported by an outstanding teaching faculty. The college features several special programs of national renown. It also offers a level of one-on-one teacher to student guidance and attention that is unique among American law schools.

The Sandra Day O'Connor College of Law is the only American Bar Association-accredited law school in the Phoenix area, the fifth largest metropolitan area in the United States. The college's diverse student body customarily includes students from over 200 educational institutions. The students are attracted by the quality of legal education available at the college, its commitment to innovative teaching and scholarship, reasonable tuition, and a low student/faculty ratio. A busy calendar of distinguished scholars, jurists, and public officials enriches the student experience and fosters a strong sense of community among the faculty. The Sandra Day O'Connor College of Law combines the best traditions of American legal education with innovative programs supported by strong community partnerships.

JURIS DOCTOR—JD

Course of Study

The Sandra Day O'Connor College of Law JD degree program 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. Upper-division courses offer students further opportunities to hone their legal writing, as well as to develop specialized skills, such as contract drafting and appellate brief writing.

The courses offered by the Sandra Day O'Connor College of Law reflect the extraordinary breadth of the faculty's areas of expertise. The college's diverse faculty, complemented by a large number of adjunct faculty from the Phoenix legal community, makes it possible to offer a range of courses typically found only in much larger schools. The college's faculty have argued more than 80 cases before the U.S. Supreme Court and written some of the leading case books used in law schools across the country. The faculty regularly publish scholarly books, and their articles appear frequently in leading journals and law reviews. Nearly a third of the faculty hold advanced graduate degrees in addition to their law degree; nearly a quarter have PhDs.

The faculty's areas of expertise cover the entire spectrum of law. There are experts, for example, in criminal law and international law, the law of intellectual property and environmental law, immigration law, family law and constitutional law. Among the faculty are several of the country's most distinguished scholars in law and science, federal Indian law, and legal philosophy. Many of the faculty pursue cutting-edge interdisciplinary work, drawing on genetics, philosophy, statistics, psychology, religious studies, economics, and cultural studies.

The college's position as a small law school in a large Research I university provides wonderful educational opportunities. Law students may take courses in other disciplines to complement their legal education. Students are offered the opportunity to earn joint and concurrent degrees, including the JD/MD with Mayo Medical School, JD/PhD in Psychology and a JD/PhD in Justice Studies. Students seeking an international experience may elect to study abroad for one semester in Buenos Aires, Paris, Singapore, or Victoria, B.C.

The Sandra Day O'Connor College of Law offers students the unique educational opportunities of an in-house clinic. With the guidance and supervision of experienced faculty, students learn to manage real cases, with real clients. Currently, there are seven clinical opportunities including the Civil Justice Clinic, Criminal Practice Clinic, Immigration Clinic, Indian Legal Clinic, Mediation Clinic, Public Defender Clinic, and Technology Ventures Clinic.

In addition to clinical instruction, law students can apply for a variety of judicial and legal externship programs made possible by the college's easy access to the Phoenix legal community.

Retention Standards

Students enrolled before the 2006–2007 academic year must maintain a cumulative weighted GPA of 70 or higher at the end of each semester. 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.

Beginning with the entering class of 2006-2007, law students must maintain a cumulative weighted GPA of 73 or higher at the end of the first year and each semester thereafter. Any student who fails to achieve a 70 GPA as of the end of the first year is permanently disqualified from enrollment. A student whose GPA falls in the 70 to 72.999 range is disqualified but can apply for readmission to the Office of the Dean. 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 73 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 a Sandra Day O'Connor 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 Sandra Day O'Connor College of Law Admissions Office, 480/965-1474.

Admissions Process

The Sandra Day O'Connor College of Law offers a full-time, daytime program. New students are admitted to the Juris Doctor (JD) program for the fall semester only.

To be considered for admission to the JD program, an applicant must

1. demonstrate that he or she will have earned an undergraduate degree from an accredited four-year college or university by the time of enrollment in the JD program;
2. take the Law School Admission Test (LSAT) and provide a reportable score from that test;
3. submit a completed application; and
4. register with the Law School Data Assembly Service (LSDAS).

Note: The LSAT and LSDAS are administered by the Law School Admission Council (LSAC).

The undergraduate record and LSAT score are only two of many factors considered for admission. More details about the application process can be found at www.law.asu.edu/admissions. For an application to be considered timely, it must be postmarked or electronically submitted by February 1. For earlier consideration, the early decision deadline is November 1.

To apply, use the LSAC e-app at www.lsac.org, or write to

OFFICE OF ADMISSIONS AND FINANCIAL AID
SANDRA DAY O'CONNOR COLLEGE OF LAW
ARIZONA STATE UNIVERSITY
PO BOX 877906
TEMPE AZ 85287-7906

For additional application information, call the Sandra Day O'Connor College of Law at 480/965-1474, or access the Web site at www.law.asu.edu.

JOINT, CONCURRENT, LLM, AND MLS DEGREE PROGRAMS

The college offers four degree programs. Access the [Sandra Day O'Connor College of Law Graduate Degrees and Majors](#) table.

In addition to the JD degree, the college offers several joint degrees, including a JD/MD with the Mayo Medical School in Rochester, Minnesota, a JD/PhD in Psychology, a JD/MBA, and a JD/PhD in Justice Studies. Prospective law students wishing to pursue a joint or concurrent degree program must apply separately and be accepted to both programs. Joint and concurrent degree programs of study must be approved by the dean of the Sandra Day O'Connor College of Law. See [Concurrent and Dual Degrees](#).

The college also offers two post-JD graduate programs, the Master of Laws (LLM) degree in Biotechnology and Genomics and the Master of Laws degree in Tribal Policy, Law, and Government. The Master of Legal Studies

(MLS) degree is available to nonlawyers with an accredited four-year undergraduate degree. For information about these degrees, call the college at 480/965-6181.

Certificate Programs

Two certificate programs are available to law students in the Sandra Day O'Connor College of Law. See [Indian Legal Program](#), for information about the Certificate in Indian Law. See [Center for the Study of Law, Science, and Technology](#), for information about the Certificates in Law, Science, and Technology.

MASTER OF LAWS IN BIOTECHNOLOGY AND GENOMICS—LLM

The Master of Laws (LLM) in Biotechnology and Genomics program is offered through the Sandra Day O'Connor College of Law's Center for the Study of Law, Science, and Technology, the nation's oldest, largest, and most comprehensive research center focusing on the intersection of law and science. Through classroom instruction and guided independent study, LLM candidates (those who have received their Juris Doctor or comparable terminal law degree) will examine the legal issues surrounding genetic applications such as genetically modified organisms, forensic evidence, gene testing, gene therapy, cloning, stem cells, and behavioral genetics. The issues relate to privacy, confidentiality, regulation, liability, international trade, evidentiary standards, intellectual property, licensing, and business planning.

LLM students explore and examine the law that enables and constrains the development, control, and application of biotechnology and genomics. Relevant legal fields include health law, particularly public health law, agricultural law and policy, and intellectual property. Forensic science and ethical constraints upon the various contemplated uses are also important elements of the program. Because the legal, ethical and policy aspects of genomics and biotechnology are of global significance, this program will also be beneficial for non-U.S. lawyers.

The program is designed to be completed in nine months on a full time basis, but may also be pursued on a part time basis. Two courses are required, (1) Genetics and the Law and (2) Biotechnology: Science, Policy and Law. The program offers numerous elective courses, including Biotechnology and Intellectual Property, FDA Regulation of Drugs, Devices, and Bioethics, Health Law, IP Commercialization and Technology Transfer, Patent Law, Public Health Law, and Technology Ventures Clinic.

Criteria for admission include grades in law school and other academic programs, recommendations by professors and/or employers, employment and life experience, and evidence of interest and potential in biotechnology and genomics. The admissions committee recommends early applications. The program does not anticipate matriculating more than 20 students. Applications are currently accepted on a rolling basis, with preference given for fall start dates.

Applicants to the program must submit:

1. proof of a law degree, either
 - a. a JD from a law school in the United States accredited by the American Bar Association, or
 - b. a comparable law degree from a foreign law school approved by either the government or the relevant accrediting authority of the nation where the school is located;
2. an essay describing their interest in the program;
3. a writing sample;
4. two letters of recommendation;
5. a completed LLM application; and
6. official transcripts of undergraduate and law degree studies.

Many scientists describe the 21st century as the "Century of the Gene." Genomics and biotechnology are growing areas of legal practice, scholarship and training. West published the first case book in 2003, and at least two other competing case books will be published soon. Since January 1, 2000, thousands of judicial opinions and scholarly legal articles have been published which contain the words "DNA," "genetic," or "genomic." Legal complications inevitably arise from the mushrooming growth in research, application, and investment in biotechnology and genomics. Lawyers working in these fields must develop both the legal mastery and the scientific understanding to keep pace.

As the first to offer an LLM in Biotechnology and Genomics, the Sandra Day O'Connor College of Law is maintaining its leadership role. Students enjoy an opportunity to learn from more than 15 permanent faculty involved in both legal and scientific disciplines who teach genomics and biotechnology related courses. The Center for Law, Science, and Technology has an ongoing collaborative relationship with the Biodesign Institute at ASU, which integrates diverse fields of science to cure and prevent disease, overcome the limitations of injury, renew the environment and improve national security. The center's 18-year collaborative relationship with the American Bar Association to publish *Jurimetrics: the Journal of Law, Science, and Technology* exemplifies its longstanding commitment to exploring issues arising from the intersection of law and science. Center faculty and staff remain active in research and scholarship, public speaking, conference presentations, teaching, and hosting seminars and colloquia. For example, the center has sponsored an annual conference on Law and Genetics since 1999.

Upon completion of this LLM program, alumni will be distinguished among the legal professionals working in genomic and biotechnology industry and regulation throughout the U.S. and around the world. ASU, the state of Arizona, and the Phoenix metropolitan area have made a strong commitment to genomics as a driver of future economic growth. Examples include the development of the Biodesign Institute at ASU along with efforts to raise more than \$100 million to attract the International Genomics Consortium (IGC) and Translational Genomics Research Institute (TGen). Through start-ups and migration of existing companies, this commitment, along with a similar priority given to genomics by all three state universities, is expected to result in the rapid growth of the biotechnology industry in Arizona over the next decade. Several Phoenix law firms have established life sciences and biotechnology

practice groups in response to this new industry.

[For admissions information, access the Web site at www.law.asu.edu/biotech](http://www.law.asu.edu/biotech), call 480/965-1474, fax 480/727-7930, or write

GRADUATE LEGAL STUDIES LIAISON
SANDRA DAY O'CONNOR COLLEGE OF LAW
ARIZONA STATE UNIVERSITY
PO BOX 877906
TEMPE AZ 85287-7906

MASTER OF LAWS IN TRIBAL POLICY, LAW, AND GOVERNMENT—LLM

The Master of Laws (LLM) in Tribal Policy, Law, and Government at the Sandra Day O'Connor College of Law is designed for lawyers and law school graduates who desire to work on issues related to tribal law and federal Indian law at the professional and academic levels. This program provides students with a detailed understanding of the nature of tribal government, law, and policy development within the domestic federal structure. LLM candidates will benefit from the extensive resources committed to the Indian Legal Program at the Sandra Day O'Connor College of Law, a nationally recognized leader in Indian law education and scholarship since 1988.

This flexible one-year program consists of two different tracks, the Practicum Track and the Thesis Track.

The Practicum Track is oriented toward students who seek practical experience in tribal law and federal Indian law. It provides intensive instruction to students who graduated from a law school that had few or no courses in Indian law and who now seek to practice in these areas at a professional level.

The Thesis Track is oriented toward students who desire to undertake the academic study of tribal law and federal Indian law in preparation for careers as professors and scholars. This track is designed for candidates who have demonstrated analytic and research ability, and who desire to undertake extended study, research, and scholarly writing. LLM students will build a foundation in scholarly research and writing in tribal law and federal Indian law, and will have the opportunity to teach at the law school level. Students will be assigned to an Indian law professor who will mentor them in creating a thesis and submitting publishable articles.

The Indian Legal program's (ILP) reputation is strengthened by nationally recognized law professors and through recruitment, retention, and mentoring of Native American students. The program is currently home to 36 native students representing 25 tribes from the United States and Canada. The law student population includes members of both federal and state recognized tribes. The majority of ILP graduates work for tribes throughout Indian country as attorneys or tribal judges. Graduates also work for private firms, nonprofit organizations, federal agencies, and state offices.

Criteria for admission include grades in law school and other academic programs, written recommendations by professors and/or employers, relevant professional and practical experience, and evidence of interest and potential in Indian Law.

Students admitted to the LLM program in Tribal Policy, Law, and Government must possess either a JD degree from a law school in the United States accredited by the American Bar Association or a comparable terminal law degree from a law school accredited by the government or the highest accrediting authority of the nation where the school is located. The program is oriented, however, toward students who have a basic understanding of American government and have taken the relevant foundational course in federal Constitutional law. For this reason, it is assumed that most applicants will have earned their degrees from law schools within the U.S.

The LLM program is designed to accommodate a limited number of students each year. Admissions are accepted on a "rolling admissions" basis. Early application is highly recommended.

For more information, access the Web site at www.law.asu.edu/LLM-tribal, or call 480/727-0616.

For admissions information, call 480/727-0616, fax 480/965-2427, or write

DIRECTOR OF INDIAN LEGAL PROGRAM GRADUATE PROGRAMS
SANDRA DAY O'CONNOR COLLEGE OF LAW
ARIZONA STATE UNIVERSITY
PO BOX 877906
TEMPE AZ 85287-7906

MASTER OF LEGAL STUDIES—MLS

The Master of Legal Studies (MLS) program offers an interdisciplinary immersion in the law school curriculum to highly qualified nonlawyers. This program is intended for professionals who wish to study law, but do not seek to become an attorney. Credits from the MLS will not transfer into law school.

The program seeks MLS candidates from a variety of backgrounds with a diversity of goals: natural scientists and engineers who want to study the legal regulation of science or the protection of intellectual property; government officials or business owners seeking greater knowledge of Indian and tribal government and laws; social scientists who seek a foundation in law and legal process in order to design and conduct better informed empirical research on policy issues; humanities scholars who desire a foundational understanding of law and legal culture to enrich their primary historical or philosophical or literary scholarship; journalists who want to report on law-related events in a more informed and illuminating way; and entrepreneurs and managers who hope to better advance their companies in industries as diverse as banking, insurance, construction, development, agribusiness, and electronics by better understanding the legal system in which they operate.

To begin this graduate-level program, students must have earned an undergraduate degree from an accredited four-year college or university in the United States or a comparable degree from a foreign institution. All applicants must

submit official transcripts of their undergraduate and graduate degree studies, a personal statement, a writing sample, and two letters of recommendation. The personal statement should include statements about the student's distinctive qualities, talents, successes, achievements, interests, life experiences, and interest in the program. The writing sample should be a professional or academic sample, written solely by the applicant, that gives an indication of his or her writing ability. Graduate school entrance exams are not required, but applicants who have taken those exams are invited to report their scores.

The MLS program consists of a minimum of 30 semester hours of approved study. By way of introduction to legal methodology and reasoning, each MLS candidate will be required to choose at least two of the following basic first year law courses: Contracts, Constitutional Law I, Criminal Law, Property, and Torts. Candidates will additionally choose among Legal Process, Legislation, or Jurisprudence. The remaining semester hours are electives. Students interested in Indian Law can choose from the following available courses: Federal Indian Law I, Federal Indian Law II, Cultural Resources, Tribal Law and Government, Economic Development in Indian Country, Litigating Indian Rights, American Indian Health Policy, and Gaming Law.

Each student will be assigned a faculty advisor, in consultation with whom the student will design a suitable curriculum. A thesis is not required. MLS candidates can complete the program in one year or extend it over as many as three years. Candidates should note, however, that most classes are offered during regular business hours.

For more information, access the Web site at www.law.asu.edu/mls, or call 480/965-1474.

For admissions information, call 480/965-1474, fax 480/727-7930, or write

GRADUATE LEGAL STUDIES LIAISON
SANDRA DAY O'CONNOR COLLEGE OF LAW
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PO BOX 877906
TEMPE, AZ 85287-7906

SPECIAL PROGRAMS

Center for the Study of Law, Science, and Technology

The center, founded by the Arizona Board of Regents in 1984, is the oldest, largest, and most comprehensive multidisciplinary research center focusing on the intersection of law and science. 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 Sandra Day O'Connor College of Law, 29 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, healthcare 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, healthcare law, environmental law, and genomics and biotechnology law. Externships in the local legal community provide students with hands-on experience under the guidance of skilled practitioners. The center's Technology Ventures 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 Sandra Day O'Connor College of Law's Clinical Program provides second- and third-year students with an opportunity to handle actual cases with the direct guidance of skilled faculty members. The college offers seven real-client clinics: Civil Practice Clinic, Criminal Practice Clinic, Immigration Law and Policy Clinic, Indian Legal Clinic, Mediation Clinic, Public Defender Clinic, and 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, and students serve as mediators in real disputes in the small claims court system. 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 technologies. Students provide legal assistance to tribal communities and governments through the Indian Legal Clinic. Immigration Law and Policy Clinic students counsel and represent immigrants detained for immigration violations. To help prepare for participation in a clinic, second-year students are offered "simulation-based" courses in lawyering theory and practice, trial advocacy, pretrial 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 Sandra Day O'Connor 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 Sandra Day O'Connor 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.

COLLEGE FACILITIES

Law Building and Law Library

The John S. Armstrong Law Building is located on the eastern edge of the university's 700-acre Tempe campus. The Law Building provides every modern facility for legal education and is described by experts involved in the planning of law buildings as setting a new standard in functional design. Armstrong Hall's classrooms are fully accessible to disabled students. The Willard H. Pedrick Great Hall seats 400 and serves not only as a courtroom for annual visits from the Ninth Circuit Court of Appeals, the Arizona Supreme Court, the Navajo Supreme Court, and the Arizona Court of Appeals, but also as a location for campus events. The Ryan C. Harris Courtroom is a state of the art facility specially designed for trial advocacy classes. Armstrong Hall also contains the Cohen Student Center, which houses the college's own coffee house, the Side Bar Café. Together the center and café provide a convenient and comfortable setting for interchange among students, faculty, and staff.

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 414,000 volumes and microform volume equivalents. The collection includes a broad selection of 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. The Law Library and Armstrong Hall are both covered by a Wi-Fi network available to students.

Students may also access other campus libraries, including the Charles Trumbull 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 three million volumes.

ACCREDITATION

The college is fully accredited by the American Bar Association and is a member of the Association of American Law Schools.

Sandra Day O'Connor College of Law

Doctoral and Certificate Programs

www.law.asu.edu

480/965-6181

LAW 101

See [Sandra Day O'Connor College of Law](http://www.law.asu.edu), for a list of deans and directors.

Regents' Professors

Kaye, Murphy

Professors

Abbott, Bartels, Berch, Calleros, Clinton, Ellman, Feller, Gover, Grey, Guerin, Kader, Karjala, Kornhauser, Lowenthal, Lynk, Marchant, Nickel, O'Grady, Rose, Saks, Schatzki, Schroeder, Sigler, Spritzer, Stanton, Strouse, Sylvester, Tsosie, Weinstein, M. White, P. White, Winer

Associate Professors

Chodorow, Demaine, Fellmeth, Gopalan, C. Hessick, Kittrie

Research Professor

Cardineau

Clinical Professors

Dallyn, Dauber, Noreuil, Stinson, Warne

Clinical Associate Professors

Cruz, Herrera, Hinshaw, Langenfeld, Menkhus, Popko

Lecturer

Askland

Visiting Professors

Hessick, Plunkett, Porras

Visiting Associate Professor

F. Hessick

Visiting Clinical Professors

Barnes, Rosenberg

Visiting Clinical Associate Professor

McPaul

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School of Sustainability

schoolofsustainability.asu.edu

Charles L. Redman, PhD, Director

PURPOSE

The School of Sustainability works closely with the Global Institute of Sustainability to train students to meet increasingly complex intellectual and real-world challenges of the 21st century. A number of global trends—economic, environmental, and social—show that a changing set of external conditions are confronting local and national decision makers. Climate change, biodiversity loss, the increasing urbanization of the world's population, and the growth and integration of the world's markets all confront local communities with opportunities and challenges. Sustainable strategies allow communities, companies, and individuals to adapt constructively and creatively to external events, and to mitigate the risks of their own behavior. The strategies take into account the interconnectedness of the economy, society, and the environment.

Goals and activities of the school include

1. education and training: engaging future leaders in quality academic programs that effect positive change at local and global levels and that embody the principles of the New American University, in particular, collaborative teaching, interdisciplinary approaches, and problem-oriented training;
2. research and knowledge: conducting leading interdisciplinary research on local and global scales, working with stakeholders to exchange knowledge and developing adaptive solutions to sustainability challenges;
3. advancing community understanding and discourse: contributing to community understanding and discourse on issues of sustainability and the interrelationships of the economy, environment, and human well-being; and
4. leadership and service to ASU: offering leadership and service within the wider ASU community, providing for a more sustainable campus and an opportunity for all ASU students to develop a basic familiarity with leading sustainability concepts and issues.

ORGANIZATION

The school is interdisciplinary in nature and has strong ties with programs and faculty in architecture and landscape architecture, civil and environmental engineering, economics, geographical sciences, earth and space exploration, global studies, human evolution and social change, justice and social inquiry, law, life sciences, planning, and public affairs.

GRADUATE PROGRAMS

The School of Sustainability offers graduate programs leading to a Master of Science degree in Sustainability, Master of Arts degree in Sustainability, Doctor of Philosophy degree in Sustainability, and a graduate Certificate in Sustainable Technology and Management.

ADVISING

Preadmission information, advising, and continued support are provided by the academic specialists, who can be reached at 480/727-6963.

RESEARCH ACTIVITY

For current information about specific research activity, access the Global Institute of Sustainability's Web site at sustainability.asu.edu/gios.

School of Sustainability

Master's, Doctoral, and Certificate Programs

schoolofsustainability.asu.edu

480/727-6963

TMPCT 151

Charles L. Redman, Director

Core Faculty

Civil and Environmental Engineering / Sustainability

Assistant Professor: Williams

Earth and Space Exploration / Sustainability

Professor: Fink

Geographical Sciences

Assistant Professor: Larson

Global Studies

Professor: Webster

Human Evolution and Social Change / Sustainability

Professor: Kintigh

Associate Professor: Boone

Assistant Professor: Anderies

Life Sciences / Sustainability

Professors: Perrings, Sarewitz, Wu

Associate Professor: Kinzig

Sustainability

Assistant Professors: Aggarwal, Golden

Professor of Practice: Holway

Planning / Sustainability

Associate Professor: Guhathakurta

Assistant Professor: Golub

Public Affairs / Sustainability

Assistant Professor: Corley

Affiliated Faculty

Applied Biological Sciences

Professor: Martin

Architecture and Landscape Architecture

Professors: Bryan, Petrucci

Civil and Environmental Engineering

Professors: Allenby, Crittenden, Rittman

Assistant Professor: Kaloush

Earth and Space Exploration

Professor: Shock

Associate Professor: Anbar

Assistant Professor: Hartnett

Economics

Professor: Smith

Geographical Sciences

Professor: Gober

History

Associate Professor: Hirt

Human Evolution and Social Change

Professors: Hackett, M. Nelson, Spielmann,
van der Leeuw

Associate Professor: Harlan

Life Sciences

Professors: Briggs, Fisher, Gerber, Grimm

Assistant Professors: Hall, Minter

Planning

Professor: Pijawka

Political Science

Professor: Guston

Associate Professor: Miller

Public Affairs

Associate Professor: Ellin

DOCTOR OF PHILOSOPHY

The PhD degree is offered for students who have completed a bachelor's or master's degree. The degree requirement is 84 semester hours of work beyond the bachelor's level. See [Doctoral Degrees](#) for the Graduate College general requirements. Graduates of the program gain an advanced understanding of the dynamics of coupled socioecological systems and will be able to lead others in research and in providing adaptive solutions to specific

sustainability challenges.

Admission

The School of Sustainability encourages applicants with diverse educational backgrounds and experience that are relevant to the school's core objectives. In addition to the general requirements for admission to the Graduate College, the School of Sustainability requires graduate applicants to provide Graduate Record Examination scores, a statement of intent, and three letters of recommendation. The statement of intent should not exceed 600 words and should

1. explain why the student is applying to the School of Sustainability;
2. outline the student's relevant background information;
3. describe the outcomes expected from the program; and
4. elaborate on how the degree will support the student's aspirations and goals.

Program of Study

Students may be admitted to the program with a bachelor's or master's degree from relevant fields. Up to 30 semester hours of master's-level work in a related field can be accepted toward the fulfillment of the PhD requirements. Each student formulates a program of study in consultation with his or her supervisory committee. The doctoral program is divided into the following four areas: core courses, problem-focused seminars and workshops, required research, and elective courses. Each program of study must include 24 semester hours of a combination of research and dissertation. Graduate College policies and procedures for admission to the program and fulfillment of degree requirements must also be met.

Comprehensive Examination

PhD comprehensive examinations are administered by the student's supervisory committee.

Dissertation Requirements

A dissertation is required that is based on original work demonstrating creativity in research and scholarly proficiency in the subject area.

Final Examination

A final oral examination in defense of the dissertation is required.

MASTER OF ARTS AND MASTER OF SCIENCE

The MA and MS degrees are offered for students who have completed a bachelor's degree. The degree requirement is 33 semester hours of work beyond the bachelor's level. See [Master's Degrees](#) for the Graduate College general requirements. The MA degree is best suited to students inclined toward social sciences, planning, or related fields, and the MS degree is best suited to those inclined toward natural sciences or engineering. Graduates of the master's programs will be able to think in a holistic way about different types of sustainability problems using a dynamic systems framework. They will gain the technical skills to formulate and solve problems at the appropriate scale, and the breadth of vision to recognize the interconnectedness of coupled social and environmental systems.

Admission

The School of Sustainability encourages applicants with diverse educational backgrounds and experience that are relevant to the school's core objectives. In addition to the general requirements for admission to the Graduate College, the School of Sustainability requires graduate applicants to provide Graduate Record Examination scores, a statement of intent, and three letters of recommendation. The statement of intent should not exceed 600 words and should

1. explain why the student is applying to the School of Sustainability;
2. outline the student's relevant background information;
3. describe the outcomes expected from the program; and
4. elaborate on how the degree will support the student's aspirations and goals.

Program of Study

Each student will formulate a program of study in consultation with their supervisory committee. The master's programs are divided into the following four areas: core courses, problem-focused seminars and workshops, required research (for the thesis option), and elective courses. The taught-course element of the program will be evaluated through course-specific examinations, and will be considered to have been successfully completed if the student obtains a GPA of 3.00 or higher. The Graduate College policies and procedures for admission to the program and for fulfillment of degree requirements must also be met.

Thesis Requirements

A thesis is optional. Students electing the thesis option must take six semester hours toward the research and writing of a thesis. Of these six semester hours, at least one semester hour must be thesis. The remaining five hours may be any combination of research and thesis. If students choose a nonthesis option, they are required to enroll in additional courses and complete an individual applied project or product related to one of the workshops. The student's supervisory committee should approve the project or product in advance.

Final Examination

A final oral examination in defense of the thesis is required (for the thesis option).

Concurrent Master's Degrees

The MA or MS degree in Sustainability may be taken concurrently with another master's degree through specific cooperative arrangements with other schools or departments. Students must be admitted separately to each degree program. The program of study for the MA or MS degree in Sustainability requires 33 semester hours. A maximum of nine semester hours may be cross credited between degree programs, providing that the corresponding courses

appear on the student's program of study in both degree programs.

GRADUATE CERTIFICATE IN SUSTAINABLE TECHNOLOGY AND MANAGEMENT

The graduate Certificate in Sustainable Technology and Management is a joint effort between the School of Sustainability, the Ira A. Fulton School of Engineering, and the W. P. Carey School of Business. Students can enroll in the certificate program as a stand-alone program or they can earn the certificate in conjunction with a degree. See [Graduate Certificates](#) for the Graduate College general requirements.

Admission

Students must have a bachelor's or master's degree from a regionally accredited institution with a cumulative GPA of 3.00 or higher, or be currently admitted to a graduate degree program at ASU. Applicants must submit a personal statement describing their background and interest in the program and provide two letters of recommendation.

Program of Study

The certificate has two tracks: (1) sustainable engineering and (2) organizational strategies. A total of 15 semester hours is required for completion. The last course taken is the capstone course. Students are required to have a GPA of 3.00 or higher in each individual course used for the certificate and are typically expected to complete the program in three years.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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West Campuswww.west.asu.edu**Elizabeth Langland, PhD, Vice President, West Campus**[History](#)[Accreditation](#)[Academic Organization and Administration](#)[Graduate Programs](#)[Admission Requirements](#)**Colleges, Schools, and Graduate Studies**[Global Management and Leadership, School of](#)[Human Services, College of](#)[Interdisciplinary Arts and Sciences, New College of](#)[Teacher Education and Leadership, College of](#)[ASU Campus Maps](#)[Faculty and Academic Professionals](#)[Administrative Personnel](#)[Directory](#)

From the very beginning, the story of ASU at the West campus has been one of strong and meaningful community connections. The campus was built on the dreams shared by a group of visionary civic leaders, business individuals, and educators who saw a critical community need and were dedicated to meeting it.

The expansion and advancement of the West campus, established in 1984, has become the educational and economic engine for innovation in the community and is now a vital part of the complex support system for new and emerging industries. The talented faculty, staff, and administrators of the West campus personify the vision of a world-class university reaching out in many places. It is a comprehensive campus that balances the traditions of a liberal arts education with responsiveness to the demands and dynamics of work force requirements.

ASU at the West campus offers more than 40 degrees in renowned undergraduate and graduate programs. Each year academic program offerings expand to meet the increased workforce and marketplace demands. Students can choose degree opportunities in high-demand subjects, such as applied computing, natural sciences, teacher education, criminal justice, nursing, global business, and accountancy. The faculty provides innovative workforce and industry knowledge, and graduates are equipped to enter rapidly changing fields, including biotechnology, life sciences, business, and education. Faculty and administrators engage with the community to develop and deliver distinctive programs that prepare graduates for exciting and meaningful career paths.

The campus itself serves the community and more than 8,000 students and is located on 300 acres in northwest Phoenix, the country's fifth-largest metropolis. With well-manicured courtyards; shady breezeways; inviting nooks and crannies for relaxing, studying, or socializing; and a natural environment that features a collection of acclaimed public art, the setting evokes an Oxford look and feel. The student population is diverse and brings together all ages, ethnic backgrounds, and experiences. The campus offers quality learning opportunities through teaching, service, and enrichment, while promoting discovery and innovation, pursuing new knowledge, introducing keen 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 campus is to enhance the intellectual, social, cultural, and economic qualities of its vibrant urban environment through research and creative activity. The West campus faculty, staff, and administration are committed to providing unfettered access to a quality liberal arts education for undergraduates, professional programs grounded in the liberal arts, and a wide and enviable array of graduate programs.

Faculty and staff are dedicated to serving the evolving needs of high school graduates, working adults, and returning and continuing students. The expanding campus facilities and programs contribute to a culturally rich academic and social campus environment.

A great place to live and learn, the West campus balances a liberal arts college feeling with the sophisticated resources offered by a major, metropolitan research university. Students benefit from being part of a supportive

campus family. The available student services include a multimedia resource library, state-of-the-art computer classrooms and labs, disability resource center, student activities and events, a fitness center, international student support, peer tutoring, and apartment-style housing with countless amenities. Faculty and staff are available at the West campus to assist students in the discovery of special skills, strengths and interests, and identifying potential majors and careers.

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

HISTORY

As the West campus approaches its 25th anniversary, in 2009, it continues to be a vibrant and growing force in the Valley community. On April 18, 1984, Governor Bruce Babbitt signed legislation officially establishing the campus on a plot of 300 acres in the heart of northwest Phoenix. Two years later, an esteemed group of dedicated community leaders, legislators, and the Arizona Board of Regents (ABOR) joined in the ground-breaking ceremonies marking the start of the West campus construction, which brought to reality more than a decade of intensive and targeted efforts by numerous citizens' groups who worked to establish educational facilities in western Maricopa County.

This successful grass-roots effort began in 1972 with the formation of the West Side Citizens' Committee for Higher Education. The committee worked with ASU officials and ABOR to demonstrate the need for higher education opportunities beyond those offered by the community colleges. The campaign resulted in the commissioning of a feasibility study in 1976 that one year later concluded and supported the notion that the new ASU campus should focus initially on an upper-division curriculum that would complement, rather than duplicate, the existing freshman- and sophomore-level offerings of the Maricopa County Community College District.

In 1982 the Arizona State Legislature passed and Governor Babbitt signed Senate Bill 1200, which set aside the property for construction of the West campus. Two years later a coalition of Republicans and Democrats came together to support the legislation and on April 18, 1984, Governor Babbitt signed Senate Bill 1245, directing the Board of Regents to "maintain an Arizona State University campus in Western Maricopa County designated as Arizona State University West campus."

The first permanent building, Fletcher Library, opened in March of 1988, receiving a coveted Honor Award, the top recognition of design excellence from the Southern Arizona Chapter of the American Institute of Architects. The first classroom building, Sands Classroom Building, opened in 1989 for spring semester classes. Next, the legislature authorized a lease-purchase agreement to fund construction of additional buildings. The first phase, formally dedicated in 1991 by U.S. Supreme Court Judge Sandra Day O'Connor, consisted of seven buildings and 600,000 gross square feet.

The West campus received its initial accreditation from the North Central Association of Colleges and Secondary Schools in August of 1992. In the fall of 2001, ASU at the West campus became a four-year university campus with the addition of freshman and sophomore classes. Las Casas, the student apartment-style housing facilities, opened in 2003. In 2006 the West campus achieved the same accreditation as that of the other ASU campuses.

For more than two decades, the West campus has demonstrated responsiveness to the community, providing an ethos of resolving social issues, creating an engaged student body, encouraging citizen involvement, and ultimately creating a better quality of life for all. Today, the West campus vision builds on the success of the past in ways that enhance the intellectual, social, cultural, and economic qualities of a diverse, urban environment, through research and quality programs. The commitment of the West campus to the community is punctuated by the economic vitality that it contributes. From the dream of a concerned group of citizens to a thriving 24-hour university campus, the West campus of ASU has truly developed into a comprehensive campus that will continue to expand and contribute to the community in which it resides.

ACCREDITATION

The accreditation of ASU by the Higher Learning Commission and Commission of the North Central Association of Colleges and Schools includes ASU at the West campus. Professional programs in various academic areas are also accredited.

The quality professional programs of the West campus are accredited in various academic areas. Accreditations within the College of Human Services, Department of Recreation and Tourism Management include the National Recreation and Park Association and the American Association of Leisure and Recreation. The Bachelor of Social Work and Master of Social Work are accredited by the Council on Social Work Education.

The Business and Accountancy degree programs in the School of Global Management and Leadership are accredited by AACSB International—Association to Advance Collegiate Schools of Business. The Accountancy program is also a prestigious Endorsed Internal Auditing program by the Institute of Internal Auditors.

See [Academic Accreditation at the West Campus](#).

ACADEMIC ORGANIZATION AND ADMINISTRATION

The vice president and executive vice provost of West campus provides executive leadership for the continuing development and management of the campus and reports to the executive vice president and provost of ASU. The executive vice 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:

- College of Human Services
- College of Teacher Education and Leadership

New College of Interdisciplinary Arts and Sciences
School of Global Management and Leadership

These academic units develop and implement the teaching, research, and service programs of the institution, aided by the Fletcher Library and other student 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 all-campus committees serving the needs of a rapidly growing university system.

For faculty and academic professionals, see [West Campus](#) faculty listing; for administrative personnel, see [West Campus](#) administrative listing.

GRADUATE PROGRAMS

The West campus offers one EdD program and 11 master's degree programs. See the West campus department, college, and school sections for specific details.

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 four ASU campuses. For program details, see [Gerontology Certificate Program](#).

ADMISSION REQUIREMENTS

Applicants to graduate degree programs must meet Graduate College admission requirements in addition to requirements of the academic unit offering the program. For admission information and procedures, access asu.edu/graduate/admissions. For more information, call the Graduate College at 480/965-3521.

Individual units may require further supporting materials, such as letters of recommendation, Graduate Record Examinations scores, and educational and career goals statements. Applicants should refer to requirements specified by the academic unit under each degree program in this catalog.

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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.

	JESS K. ALBERTS <i>Communication</i>		IAN R. GOULD <i>Chemistry and Biochemistry</i>
	RANDALL S. CERVENY <i>Geography</i>		TED HUMPHREY <i>Philosophy and Barrett, the Honors College</i>
	ALICE A. CHRISTIE <i>Graduate Studies and Professional Development</i>		JANE MAIENSCHIEIN <i>Biology and Society</i>

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 <i>Life Sciences</i>		DAVID L. ALTHEIDE <i>Justice and Social Inquiry</i>
	C. AUSTEN ANGELL <i>Chemistry and Biochemistry</i>		CHARLES J. ARNTZEN <i>Life Sciences</i>
	CONSTANTINE A. BALANIS <i>Electrical Engineering</i>		DAVID C. BERLINER <i>Educational Leadership and Policy Studies and Psychology in Education</i>
	PETER R. BUSECK <i>Chemistry and Biochemistry and Geological Sciences</i>		CORDELIA CHAVEZ CANDELARIA <i>Transborder Chicana/o and Latina/o Studies and English</i>
	RON CARLSON <i>English, Emeritus</i>		CARLOS CASTILLO-CHAVEZ <i>Mathematics and Statistics</i>
	LAURIE CHASSIN <i>Psychology</i>		PHILLIP R. CHRISTENSEN <i>Geological Sciences</i>



ROBERT B. CIALDINI
Psychology



GEOFFREY A. CLARK
Anthropology



ROBERT DENHARDT
Public Affairs



NORMAN DUBIE
English



NANCY H. EISENBERG
Psychology



DAVID K. FERRY
Electrical Engineering



DAVID WILLIAM FOSTER
Languages and Literatures



GENE V. GLASS
Educational Leadership and Policy Studies and Psychology in Education



LUIS R. GOMEZ-MEJIA
Management



WILLIAM L. GRAF
Geography, Emeritus



RONALD GREELEY
Geological Sciences



GERALD THOMAS HEYDT
Electrical Engineering



DAVID R. HICKMAN
Music



PETER IVERSON
History



DAVID H. KAYE
Law



GARY D. KELLER
Languages and Literatures



MARK C. KLETT
Art



DANIEL M. LANDERS
Kinesiology



SHENG H. LIN
Chemistry and Biochemistry, Emeritus



SUBHASH MAHAJAN
Materials



JANE MAIENSCHIN
Biology and Society



JAMES W. MAYER
Chemical and Materials Engineering and Solid State Science, Emeritus



DOUGLAS C. MONTGOMERY
Industrial Engineering



CARLETON B. MOORE
Chemistry and Biochemistry and Geological Sciences, Emeritus



JEFFRIE G. MURPHY
Law and Philosophy



MICHAEL O'KEEFE
Chemistry and Biochemistry, Emeritus

CAIO PAGANO
Music

G. ROBERT PETTIT
Chemistry and Biochemistry

	
GEORGE H. POSTE <i>Biology</i>	EDWARD C. PRESCOTT <i>Economics</i>
	
STEPHEN J. PYNE <i>Life Sciences</i>	ALBERTO ALVARO RÍOS <i>English</i>
	
RICHARD ROGERSON <i>Economics</i>	NANCY FELIPE RUSSO <i>Psychology</i>
	
IRWIN N. SANDLER <i>Psychology</i>	DAVID J. SMITH <i>Physics and Solid State Science</i>
	
MARY LEE SMITH <i>Educational Leadership and Policy Studies and Psychology in Education</i>	JOHN C. H. SPENCE <i>Physics and Astronomy</i>
	
SUMNER G. STARRFIELD <i>Physics and Astronomy</i>	MARY BETH STEARNS <i>Physics and Astronomy, Emerita</i>
	
CHRISTY G. TURNER II <i>Anthropology, Emeritus</i>	KURT WEISER <i>Art</i>
	
ROGIER A. WINDHORST <i>Astronomy</i>	

In Memoriam

President's Professors

PAUL D. ROTHSTEIN
Industrial Design

Regents' Professors

JEFFREY COOK
Architecture

JOHN M. COWLEY
Physics and Astronomy

LEROY EYRING
Chemistry and Biochemistry

MARTIN T. FARRIS
Supply Chain Management

RAYMOND W. KULHAVY
Psychology in Education

DARRYL L. METZGER
Mechanical and Aerospace Engineering

LEE MEYERSON
Psychology

WARREN E. MILLER
Political Science

DENNIS J. PALUMBO
Justice and Social Inquiry

J. BRUCE WAGNER
*Chemistry and Biochemistry
and Solid State Science*

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Building Abbreviations

For building abbreviations used in the *General Catalog*, *Graduate Catalog*, Registration and Tuition Payment Guide, and *Summer Sessions Bulletin*, see the [Building Abbreviations](#) table below.

Individual campus maps are available online, see [ASU Maps and Directions](#).

Building Abbreviations

Abbreviation	Name	Wings	Location
ABSH	ABS Headhouse	—	Polytechnic campus: 7405 E. Unity Ave.
ABSR	ABS Research Greenhouses	—	Polytechnic campus: 7405 E. Unity Ave.
ABST	ABS Teaching Greenhouses	—	Polytechnic campus: 7405 E. Unity Ave.
ADELA	Adelphi II Commons	—	Tempe campus
ADM	Administration Building	A, B	Tempe campus
ADMIN*	Administration	—	Polytechnic campus
ADPCM	Adelphi Commons	—	Tempe campus
ADSVC*	Administrative Services	—	Polytechnic campus
AG	Agriculture Building	—	Tempe campus
AGBC	Agribusiness Center	—	Polytechnic campus
AIP*	American Indian Programs	—	Polytechnic campus
AIP2*	American Indian Programs Annex	—	Polytechnic campus
ALTCH	Altitude Chamber	—	Polytechnic campus
AMS	Automated Engineering Technology	—	Polytechnic campus: CGCC
ANTH	Anthropology Building	—	Tempe campus
ANX	Visual Arts Annex	—	Tempe campus
APMA	ASU Performing and Media Arts	—	Tempe campus
AQUAT	Mona Plummer Aquatics Center	A, B	Tempe campus
ARCHV*	Campus Archives	—	Polytechnic campus
ART	Art Building	—	Tempe campus
ARWH	Art Warehouse	—	Tempe campus
ASEOC	Alternate State Emergency Operations Center	—	Polytechnic campus
ATC	Aviation and Technology	—	Polytechnic campus: CGCC
BA	Business Administration Building	—	Tempe campus
BAC	Business Administration C-Wing	—	Tempe campus
BDA	Biodesign Institute Building A	—	Tempe campus: 850 E. Terrace Dr., Tempe
BDB	Biodesign Institute Building B	—	Tempe campus: 850 E. Terrace Dr., Tempe
BEE	Bee Lab	—	Polytechnic campus: 6858 E. Pecos Road
BELL	Bell Hall	—	Polytechnic campus
BKSTR	ASU Bookstore	—	Tempe campus: 525 E. Orange St., Tempe
BYAC	Brickyard Artisan Court	—	Tempe campus: 30 E. Seventh St., Tempe
BYENG	Brickyard Engineering	—	Tempe campus: 699 S. Mill Ave., Tempe
BYOH	Orchidhouse at the Brickyard	—	Tempe campus: 21 E. Sixth St., Tempe

CAM	College Avenue Marketplace	—	Tempe campus
CDC	Child Development Center	—	Polytechnic campus: 6110 S. Sagewood, Mesa
CDN	College of Design/North	—	Tempe campus
CDS	College of Design/South	—	Tempe campus
CFS	Center for Family Studies	—	Tempe campus
CGS	Ceramic Graduate Studio	—	Tempe campus
CHAPL	Danforth Chapel	—	Tempe campus
CHOLA	Cholla Apartments	A–G	Tempe campus
CLCC	Classroom Laboratory/Computer Classroom Building	—	West campus
CLRB	Classroom Building	—	Polytechnic campus: 6113 S. Avery, Mesa
CNTR	Academic Center	—	Polytechnic campus
COMM*	Communications	—	Polytechnic campus
COOR	Lattie F. Coor Hall	—	Tempe campus
COPY*	Williams Campus Copy Center	—	Polytechnic campus
COWDN	Cowden Family Resources Building	—	Tempe campus
CP	Central Plant	—	Tempe campus
CPCOM	Computing Commons Building	—	Tempe campus
CRC	Ceramics Research Studio	—	Tempe campus
CRI	Cancer Research Institute	—	Tempe campus
CRNX	Classroom Annex	—	West campus
CSAC	Nadine and Ed Carson Student Athlete Center	—	Tempe campus
CSB	Community Services Building	—	200 E. Curry Road, Tempe
CSC	Central Services Complex	—	West campus
DEAN	Dean Hall	—	Polytechnic campus
DPSMN	Department of Public Safety	—	Tempe campus
EAW	Exercise and Wellness Center	—	Polytechnic campus: 7350 E. Unity Ave., Mesa
EAW2	Exercise Instructional Lab	—	Polytechnic campus: 7429 E. Utah Ave., Mesa
ECA	Engineering Center A-Wing	—	Tempe campus
ECANX	Engineering Center Annex	—	Tempe campus
ECB	Engineering Center B-Wing	—	Tempe campus
ECC	Engineering Center C-Wing	—	Tempe campus
ECD	Engineering Center D-Wing	—	Tempe campus
ECE	Engineering Center E-Wing	—	Tempe campus
ECF	Engineering Center F-Wing	—	Tempe campus
ECG	Engineering Center G-Wing	—	Tempe campus
ED	Hiram B. Farmer Education Building	—	Tempe campus
EDB	Ira D. Payne Education Hall	—	Tempe campus
EDC	Education Lecture Hall	—	Tempe campus
ELAB	Electronics Laboratory Building	—	Polytechnic campus
ENGR	Engineering Studio	—	Polytechnic campus
ENGRC	Engineering Research Center	—	Tempe campus
FAB	Faculty and Administration Building	N, S	West campus
FABNX	Faculty and Administration Building Annex	—	West campus
FAC	Nelson Fine Arts Center	—	Tempe campus
FDSCI	Food Sciences	—	Polytechnic campus
FLHLB	Fletcher Library	—	West campus
FMDPS*	Facilities Management/DPS	—	Polytechnic campus
FST	Fire Science Technology	—	Polytechnic campus: CGCC
FULTN	Fulton Center	—	Tempe campus: 300 E. University Drive, Tempe
GGMA	Grady Gammage Memorial Auditorium	—	Tempe campus
GHALL	Dixie Gammage Hall	—	Tempe campus

GRNHS	Greenhouses	—	Polytechnic campus: 7405 E. Unity Ave., Mesa
GS	General Studies	—	Polytechnic campus: CGCC
GWC	Barry M. Goldwater Center for Science and Engineering Research	—	Tempe campus
HAYDN	Hayden Hall	E, W	Tempe campus
HSC	Health Sciences Center	—	Polytechnic campus: 6950 E. Williams Field Road, Mesa
HSC2	Health Sciences Center Research	—	Polytechnic campus: 6950 E. Williams Field Road, Mesa
IAPNX	Interdisciplinary Arts and Performance Annex	—	West campus
IRISH	Frederick M. Irish Hall	A–C	Tempe campus
ISTB1	Interdisciplinary Science and Technology Building 1	—	Tempe campus
ISTB3	Interdisciplinary Science and Technology Building 3	—	Polytechnic campus
KIVA	Kiva Lecture Hall	—	West campus
LAW	John S. Armstrong Hall	—	Tempe campus
LAWLB	John J. Ross–William C. Blakley Law Library	—	Tempe campus
LCR	Las Casas Residences	—	West campus
LECT	Lecture Hall	—	West campus
LIB	Charles T. Hayden Library	—	Tempe campus
LL	G. Homer Durham Language and Literature Building	—	Tempe campus
LSA	Life Sciences A-Wing	—	Tempe campus
LSB	Life Sciences B-Wing	—	Tempe campus
LSC	Life Sciences C-Wing	—	Tempe campus
LSD	Life Sciences D-Wing	—	Tempe campus
LSE	Life Sciences E-Wing	—	Tempe campus
LYC	Lyceum Theatre	—	Tempe campus
MAIN	Old Main	—	Tempe campus
MANZH	Manzanita Hall	—	Tempe campus
MARIP	Mariposa Hall	A–E	Tempe campus
MB	M. O. Best Hall	A–C	Tempe campus
MCENT	A. J. Matthews Center	—	Tempe campus
MCL	James H. McClintock Hall	—	Tempe campus
MERCA	Mercado A	—	Downtown Phoenix campus: 641 E. Van Buren St., Phoenix
MERCB*	Mercado B	—	Downtown Phoenix campus: 541 E. Van Buren St., Phoenix
MERCC	Mercado C	—	Downtown Phoenix campus: 502 E. Monroe St., Phoenix
MERCD*	Mercado D	—	Downtown Phoenix campus: 542 E. Monroe St., Phoenix
MERCF*	Mercado F	—	Downtown Phoenix campus: 642 E. Monroe St., Phoenix
MHALL	Carrie Matthews Hall	—	Tempe campus
MOEUR	B. B. Moeur Administration	—	Tempe campus
MU	Memorial Union	—	Tempe campus
MUR	John Murdock Lecture Hall	—	Tempe campus
MUSIC	Music Building	E, W	Tempe campus
MVHAL	Mohave Hall	—	Tempe campus
NEEB	L. S. Neeb Hall	—	Tempe campus
NHI	Nursing & Healthcare Innovation	—	Downtown Phoenix campus: 500 N. Third St., Phoenix
NOBLE	Daniel E. Noble Science and Engineering Library	—	Tempe campus

OCOT	Ocotillo Hall	A–E	Tempe campus
PABLO	San Pablo Residence Hall	A–C	Tempe campus
PAC	Physical Activity Center	—	Polytechnic campus: 7411 E. Utah Ave., Mesa
PBS	Packard Baseball Stadium	—	Tempe campus
PEBE	Physical Education Building East	—	Tempe campus
PEBW	Physical Education Building West	—	Tempe campus
PEC	Physical Education Center	—	Polytechnic campus: CGCC
PGM	Professional Golf Management	—	Polytechnic campus: 5935 S. Edgewater, Mesa
POST*	Post Office	—	Downtown Phoenix campus: 522 N. Central Ave., Phoenix
PS	George M. Bateman Physical Sciences Center	A–H	Tempe campus
PSA	Wexler Hall	—	Tempe campus
PSY	Psychology Building	—	Tempe campus
PSYN	Psychology Building North	—	Tempe campus
PURL	Phoenix Urban Research Laboratory	—	Downtown Phoenix campus: 234 N. Central Ave., Phoenix
PVE	Palo Verde East Hall	—	Tempe campus
PVM	Palo Verde Main Hall	A–E	Tempe campus
PVW	Palo Verde West Hall	—	Tempe campus
PWH	Virginia G. Piper Writers House	—	Tempe campus
QUADS*	Student Affairs	—	Polytechnic campus
RES1*	Freshman Experience Dorm	—	Polytechnic campus
RITT	Ritter Building	A, B	Tempe campus
RSCOM*	Residential Commons	—	Downtown Phoenix campus: 401 N. First St., Phoenix
SAHU	Sahuaro Hall	A–D	Tempe campus
SANDS	Sands Classroom Building	—	West campus
SCD	Sonora Center Dormitory	—	Tempe campus
SCOB	John W. Schwada Classroom Office Building	—	Tempe campus
SCRED	Sonora Center Residence Education Center	—	Tempe campus
SHC*	Student Health Center	—	Polytechnic campus: 7153 E. Thistle, Mesa
SHS	Student Health Service	A, B	Tempe campus
SIM	Flight Simulator Building	—	Polytechnic campus: 7442 E. Tillman Ave., Mesa
SLB	CGCC Science Lab Building	—	Polytechnic campus: CGCC
SOLAR	Photovoltaic Testing Laboratory	—	Polytechnic campus: 7349 E. Unity Ave., Mesa
SRC	Student Recreation Complex	—	Tempe campus
SS	Social Sciences Building	—	Tempe campus
SSV	Student Services Building	—	Tempe campus
STAD	Sun Devil Stadium	—	Tempe campus
STAUF	Charles Stauffer Communication Arts Building	A, B	Tempe campus
SUTON	Sutton Hall	—	Polytechnic campus
TECH	Technology Center	—	Polytechnic campus
TECH2	Technology Center Annex	—	Polytechnic campus
TMPCT	Tempe Center	—	Tempe campus: 929 (Suite 150) and 951 (Suite 190) S. Mill Ave., Tempe (E-1)
TOWER	Tower Center	A, B	Tempe campus
TRACK	Joe Selleh Track	—	Tempe campus
UASB	Undergraduate Academic Services Building	—	Tempe campus
UCB	University Center Building	—	West campus
UCENT	University Center	—	Downtown Phoenix campus: 411 N. Central Ave., Phoenix
UCLUB	University Club	—	Tempe campus
UNION*	The Union	—	Polytechnic campus
UNON2*	Student Union Annex	—	Polytechnic campus

UNIVT	University Towers	—	Tempe campus: 525 S. Forest Ave., Tempe (B-3)
USB	University Services Building	—	Tempe campus: 1551 S. Rural Road, Tempe (H-9)
USE	Urban Systems Engineering	—	Tempe campus
UVCMN	University Commons	—	Tempe campus: 215 E. Seventh St., Tempe (C-2)
VISIT	ASU Visitor's Information Center	—	Tempe campus
WANER	Wanner Hall	—	Polytechnic campus
WFA	Wells Fargo Arena	—	Tempe campus
WHALL	West Hall	—	Tempe campus
WIB*	Welcome and Information Building	—	West campus
WILSN	George W. Wilson Hall	—	Tempe campus
WTC	Whiteman Tennis Center	—	Tempe campus
YMCA*	Lincoln Family YMCA Recreation Facility	—	Downtown Phoenix campus: 350 N. First Ave., Phoenix

* This abbreviation is not used for classroom scheduling.

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ASU Campus Maps

ASU comprises the Downtown Phoenix campus, Polytechnic campus, Tempe campus, West campus, the ASU Research Park, and various other entities and facilities. For more information, see [University Campuses and Sites](#).

ASU campus locations maps are located at an interactive Web site, where they are updated as the campuses grow. Access asu.edu/map for a map Web site located outside the catalog. There is a search feature on the Web site that lets you locate buildings by their building abbreviation, as used in the catalog, or search by building name.

[ASU Web Maps](#)

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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 five academic units: the Department of Industrial Design, the Department of Interior Design, the Department of Visual Communication Design, the School of Architecture and Landscape Architecture, 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 in the College of Design. Three areas of concentration are available: design; planning; and history, theory, and criticism.

Faculty in the College of Design offer five master's degree programs through the Graduate College: a professional program leading to the National Architectural Accrediting Board (NAAB)-accredited Master of Architecture degree (the two-year as well as three-plus-year programs); a research and applications MS degree in Building Design with concentrations in design knowledge and computing, energy performance and climate-responsive architecture, and facilities development and management; the Master of Science in Design degree with concentrations in arts, media, and engineering; graphic design; industrial design; interior design; Master of Real Estate Development; and a professional graduate program leading to the PAB-accredited Master of Urban and Environmental Planning degree.

See the [College of Design Graduate Degrees and Majors](#) table.

ADMISSION REQUIREMENTS

Applicants to each of the five graduate degree programs must meet Graduate College admission requirements, in addition to requirements of the academic unit offering the program. For application requirements and deadlines of the Graduate College, see [Admission to the Graduate College](#). 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, industrial design, interior design, landscape architecture, planning, or visual communication design, or must be able to

demonstrate equivalent standing. The degree is structured as a 54-semester-hour post-master's 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 Graduate College 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.

Master of Real Estate Development Degree

All students applying to the Master of Real Estate Development (MRED) degree program must meet ASU graduate admissions requirements and are required to take the GMAT, LSAT, or GRE. In addition, students applying to the MRED degree program are required to provide an essay succinctly addressing their goals within the real estate development industry (500 to 750 words). Applicants must also provide three letters of recommendation and a current résumé.

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 Graduate College 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 Science in Design Degree

Applicants must hold a baccalaureate degree in industrial design, interior design, visual communication 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.

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.

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

The College of Design facilities are organized for instruction, research, and service activities in a single complex. Facilities include the Architecture and Environmental Design Library, the modeling laboratory, 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 digital laboratory 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](#)). 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 building 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 Design/North building, the college's 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 Olgay, 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 design.asu.edu 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 design.advising@asu.edu. For information about the undergraduate program and for undergraduate advising, send e-mail to design.advising@asu.edu.

Design

Preadmission information, advising, and continued support are provided by the coordinator of the program. General information can be found on the program's Web site at design.asu.edu. For additional information, send e-mail to designmsd@asu.edu.

Planning

Students should consult the school's Web site at design.asu.edu 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 design.asu.edu.

ACCREDITATION

In the United States, most state architecture and landscape architecture 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.

The Department of Industrial Design and Department of Visual Communication Design are full members of the National Association of Schools of Art and Design (NASAD).

The Master of Science in Design is accredited by NASAD.

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College of Human Services

www.west.asu.edu/chs

John R. Hepburn, PhD, Dean

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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 Recreation and Tourism Management
- Department of Social Work
- Gerontology Program
- School of Criminology and Criminal Justice

GRADUATE PROGRAMS

See the [College of Human Services Graduate Degrees and Majors](#) table below.

SPECIAL ACADEMIC PROGRAMS

- Certificate in Gerontology
- Postbaccalaureate Certificate in Communication and Human Relations

College of Human Services Graduate Degrees and Majors			
Major	Degree	Concentration*	Administered By
Communication Studies	MA	—	Department of Communication Studies
Criminal Justice	MA	—	Department of Criminal Justice and Criminology
Recreation and Tourism Studies	MS	—	Department of Recreation and Tourism Management and School of Community Resources and Development
Social Work	MSW	Advanced generalist practice	Department of Social Work

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

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Communication Studies

Master's Program

www.west.asu.edu/chs/programs/comm_studies/graduate/

602/543-6606

FAB S141C

Jeffrey W. Kassing, Director of Graduate Studies

Professors

Morris, Waldron

Associate Professors

Di Mare, Kassing, Kelley, Nadesan, Ramsey, Wise

Assistant Professor

Mean

Lecturer

Kirsch

Nature of the Program

Within the MA program in Communication Studies, the notion of advocacy is explored. This is achieved by examining advocacy across the discipline's traditional classifications and within a variety of contexts. This approach allows faculty to journey with students to discover and attend to advocacy in new and unique ways, to collectively theorize and practice advocacy. People who come to our program join the faculty in this endeavor.

The advocacy occurs at the intersection of public and private lives, in the space where the two overlap and mutually inform one another, often in complex and challenging ways. It is here that we seek to uncover the ways in which symbols, messages, and meaning are constructed and arranged to establish, facilitate, enhance, or detract from the social status, social support, and/or social identity of particular and often marginalized groups. Although the faculty recognize fully that one can advocate on one's own behalf, the faculty believe that the true work of advocacy involves attending to the other. Advocacy though is not limited simply to speaking directly on another's behalf. Rather, advocacy involves working diligently and ethically to create a space, whether it is public or private, in which the other can speak for himself or herself. The advocate uses communication theory and practice to reclaim space for and to provide voice to the other. Advocacy is a calling to the responsibility we have for others in the global age. The MA in Communication Studies seeks to provide those interested in advocacy the opportunity to develop the intellectual and conceptual skills necessary to follow that calling.

Career Outlook

The program draws students and produces graduates who work in traditional business fields such as human resources, management, and marketing. The program also has students and graduates who work in research and assessment, community and media relations, and government and politics. In addition, several students have continued their education in doctoral programs. The breadth of experience the students bring to the program and into the workplace supports the faculty's contention that opportunities to practice advocacy can and will be found across occupations and professions.

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. three letters of recommendation, up to two of which may come from appropriate professional, nonacademic sources;
4. a writing sample of scholarly work or an example of professional activities (i.e., technical reports, grants, creative campaign); and
5. if the undergraduate cumulative GPA is below 3.00 for the last 60 semester hours, official Graduate Record Exam scores are required.

Students whose native language is not English must also achieve a minimum test score of 550 (paper-based test),

213 (computer-based test), or 83 (iBT score) on the Test of English as a Foreign Language (TOEFL) or a minimum overall score of 6.5 on the International English Language Testing System (IELTS).

Application

The completed application and all supporting materials must be received before applicants are considered for admission. Applicants may apply for either fall or spring enrollment. To be considered for fall enrollment completed applications must be received by April 15. To be considered for spring enrollment completed applications must be received by October 15. For admission procedures, access the Web site at www.asu.edu/graduate/admissions.

Program Requirements

The degree consists of 36 semester hours of course work at the 500 level or above, including these courses:

W CMN 502 Theory and Practice in Communication and Persuasion (3)
 W CMN 505 Methods in Applied Communication Research (3)
 W CMN 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 (6)

Total 36

* At least 21 semester hours of electives are selected in consultation with the student's program advisor. When appropriate, students may take up to six semester hours outside the department.

Additional Requirements

COM 502, 505, and 506 must be completed with a grade of 3.00 or higher. In addition, the student must earn a cumulative GPA of 3.00 or higher in all courses numbered 500 or above that appear on the transcript and all courses that appear on the program of study.

The determination of requirements for each student's program of study is the mutual responsibility of the student and his or her advisor. Students are permitted to take comprehensive examinations only concurrent with, or subsequent to, completion of their 36th semester hour of course work. Students who choose to complete the thesis or applied project option are permitted to register for thesis or applied project semester hours only concurrent with, or subsequent to, completion of their 24th semester hour of course work.

Thesis or Applied Project

The thesis or applied project must demonstrate intellectual, academic, and/or professional growth and ability. The thesis or applied project are supervised and approved by the student's advisor and committee. An oral defense is required for the thesis or applied project.

Descriptions of current program options and requirements are available from the Department of Communication Studies office in the FAB S116-1.

Research Activity

Faculty in the Department of Communication Studies investigate the various ways in which communication shapes social contexts, constructs people's realities, and constitutes human relationships. Collectively, the work explores the connection between communication and advocacy in diverse social settings. To achieve this aim, departmental scholars call upon rhetorical, philosophical, critical, cultural, postcolonial, feminist, and social scientific approaches to address issues related to justice and community. For more information, access the department's Web site at www.west.asu.edu/chs/programs/comm_studies/graduate/.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

Archive: 2007-2008

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Recreation and Tourism Studies

Master's Programscrd.asu.edu/grad

602/496-0550

UCENT 550

Rhonda Phillips, Director, School of Community Resources and Development

Victor B. Teye, Graduate Coordinator

Professors

Allison, Andereck, Gitelson, Knopf, Phillips, Tyrrell, Yoshioka

Associate Professors

Ashcraft, Hultsman, Teye, Timothy, Virden

Assistant Professors

Autry, Budruk, Chhabra, Guo, Ho, Jones, Nyaupane, White

Lecturer

Barry

MASTER OF SCIENCE

The faculty in the School of Community Resources and Development (Downtown Phoenix campus) and the faculty in the Department of Recreation and Tourism Management (West campus) jointly offer a program leading to the MS degree in Recreation and Tourism Studies. 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 Graduate College by February 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 and Tourism Studies 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 Critical Issues in Recreation and Tourism (3)
REC 555 Social Scientific Perspectives in Recreation and Tourism (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 and to 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 Critical Issues in Recreation and Tourism (3)
REC 555 Social Scientific Perspectives in Recreation and Tourism (3)
REC 580 Practicum (6)
Electives (12)
Introductory statistics (500-level) (3)

Total minimum semester hours required 36

Foreign Language Requirements

None.

Thesis Requirements

A thesis is an option.

Final Examination

A final oral examination in defense of the thesis or a practicum is required.

RESEARCH ACTIVITY

The study of recreation, tourism, and community development is a multidisciplinary field of research, scholarship, and program development. Recent scholarly activity of school faculty and students reflects this approach. Major research areas include the following: international travel and tourism; philosophy of leisure; recreation resource planning; social and psychological analyses of leisure behavior; leisure and youth development; travel and tourism policy and planning; urban recreation administration; outdoor recreation and wilderness management; cross-cultural analysis of play and leisure; gender differences in leisure behavior patterns; and nonprofit agency leadership/management. For more information, access the school's Web site at socrd.asu.edu/grad.

COURSES

Information about all courses is available on the Web at [ASU Interactive](http://asu.edu). For more information, see [Classification of Courses](#).

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Carlson, Shafer

Associate Professors

Fitzpatrick, Zorita

Assistant Professors

Hodge, Lietz, Nadir

Clinical Associate Professor

Bushfield

Lecturers

Davidson, Ealy, Klimek, Montaña

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 37 semester hours, beginning with a summer preparatory foundations class and a class in social research.

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

The application deadline is March 1 for fall semester. For admission procedures access the Web site at

www.asu.edu/graduate/admissions.

All letters of recommendation for admission 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.

The Council on Social Work Education (CSWE) requires that students in the regular two-year MSW program and the three-year, part-time program complete a minimum of 900 clock hours in the field setting. Advanced standing students complete a minimum of 500 hours. Students are in their field placements at different parts of the school year from January 2 through December 31, excluding university holidays.

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 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 Courses

W SWG 520 Research and Advocacy (3)
 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 614 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 615 Effective Intervention with Children and Adolescents (3)
- W SWG 626 Crisis Intervention and Short-Term Treatment (3)
- W SWG 653 Theory and Practice of Family Therapy (3)
- Other approved course (3)

Program total 60

Advanced standing total 37

* 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 healthcare, 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/programs/social_work/graduate/.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Gerontology

Interdisciplinary Certificate Program

www.west.asu.edu/chs/programs/gerontology/certificate/

602/543-6642

FAB S117

Communication Studies (West campus)Professor: V. Waldron
Associate Professors: Di Mare, Kelley**Exercise and Wellness (Polytechnic campus)**

Associate Professor: Swan

Geographical Sciences (Tempe campus)

Associate Professor: McHugh

Gerontology (West campus)

Lecturer: K. Waldron

Health Management and Policy (Tempe campus)

Professor: Schneller

History (Tempe campus)

Professor: Gratton

Human Evolution and Social Change (Tempe campus)

Professor: Carr

Industrial Design (Tempe campus)

Associate Professor: Boradkar

Integrative Studies (West campus)

Professor: McGovern

Interior Design (Tempe campus)

Associate Professor: Cutler

Kinesiology (Tempe campus)Regents' Professor: Daniel Landers
Professor: Stelmach
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 (Downtown Phoenix campus)**Professors: Keller, Komnenich
Associate Professors: Cesarotti, Killeen, McCarthy**Nutrition (Polytechnic campus)**Professor: Vaughan
Assistant Professor: Woolf**Psychology (Tempe campus)**Professors: Karoly, Okun, 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: Nájuez
Associate Professors: Burleson, Coon**Social and Family Dynamics (Tempe campus)**Professors: Kronenfeld, Kulis
Associate Professors: Miller-Loessi, Sullivan**Social Work (Downtown Phoenix campus)**

Assistant Professor: Kang

Social Work (West campus)Associate Professor: Fitzpatrick
Clinical Associate Professor: Bushfield
Lecturer: Ealy

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 more than 20 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.

GRADUATE CERTIFICATE PROGRAM

An interdisciplinary, 21-semester-hour graduate 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 graduate 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 530 Perspectives on Aging (3)
Choose one of the following courses (3)
GRN 550 Biology of Aging (3)
GRN 598 ST: Health Aspects of Aging (3)
GRN 598 ST: Mental Health and Aging (3)

Capstone Experience

Choose one of the following courses (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

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Criminal Justice

Master's Program

www.west.asu.edu/chs/programs/ccj/graduate/

602/543-6225

FAB S3231

Scott Decker, Director, School of Criminology and Criminal Justice

Professors

Decker, Spohn

Associate Professors

Bernat, Britt, Griffin, Katz, Rodriguez

Assistant Professors

Schnebly, Shaffer, Sweeten

Lecturer

Fornango

Nature of the Program

The Master of Arts in Criminal Justice degree (MACJ) is a 33-semester-hour program designed to provide criminal justice agency professionals with course work in criminology and the operation of the criminal justice system, as well as training in research methods and statistics. The MACJ degree program also provides students with advanced training in program planning and management, policy analysis, and program evaluation. Students are required to complete a capstone course, CRJ 505 Theory and Practice in Criminal Justice, in which they write a comprehensive research paper that focuses on a criminal justice policy or practice.

The master's program is offered to both full-time and part-time students. Full-time students can earn the degree in as few as 18 months. Part-time students may complete the degree on a longer schedule but may not exceed six years.

Admission

Admission to the master's program is open to individuals who

1. hold a baccalaureate degree from an institution with regional accreditation;
2. show promise of success as demonstrated by scores on the Graduate Record Examination (GRE), undergraduate accomplishments, and professional experience; and
3. have career goals that are compatible with the educational objectives of the program.

Application

Students must submit an application for admission, an official transcript from every university or institution attended, GRE scores, and the application fee to the Graduate College. The suggested application deadlines are April 1 for fall semester and November 1 for spring semester. For information on general admission procedures, access www.asu.edu/graduate/admissions.

In addition to the application material required by the Graduate College, applicants must submit (1) two letters of recommendation; and (2) a personal statement that addresses the applicant's prior education and professional experience, discusses the applicant career goals, and explains how the MACJ will help the applicant achieve those goals. For more information on these application procedures, access the school's Web site at www.west.asu.edu/chs/programs/ccj/graduate/.

The letters of recommendation and personal statement should be sent to

MA IN CRIMINAL JUSTICE PROGRAM
COLLEGE OF HUMAN SERVICES
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

Program Requirements

The 33-semester-hour master's program includes 12 semester hours of required core courses, a three-semester-hour capstone project, and 18 semester hours of electives. Students can develop specializations in areas such as policing, corrections, and management by combining required and elective course work. The planning of specializations is done jointly by the student and his or her faculty program committee.

Core Courses

- CRJ 501 Seminar in Criminal Justice (3)
- CRJ 502 Seminar in Criminology (3)
- CRJ 503 Research Methods for Criminal Justice (3)
- CRJ 504 Statistical Tools for Criminal Justice (3)

Total 12

Capstone Course

- CRJ 505 Theory and Practice in Criminal Justice (3)

Electives

Choose six in consultation with the faculty program committee (18)

Program total hours 33

Capstone course

The capstone course is taken during the student's last semester of course work. Students integrate material from required and elective course work and write a research paper that focuses on a criminal justice policy or practice. Students present their papers at a poster session that is held at the end of each semester.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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clas.asu.edu

Quentin Wheeler, PhD, Vice President and Dean

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Departments, Schools, and Programs African and African American Studies Asian Languages and Civilizations— Chinese/Japanese Asian Studies Atmospheric Science Chemistry and Biochemistry, Department of Communication, Hugh Downs School of Human Computational Biosciences Creative Writing Earth and Space Exploration, School of English, Department of Teaching English to Speakers of Other Languages French Geographic Information Science Geographical Sciences, School of German History, Department of Human Evolution and Social Change, School of	

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 30 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 Graduate College, 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, five professional degrees are offered: the Master of Advanced Study in Geographic Education and Geographic Information Systems, the Master of Natural Science, the Master of Teaching English to Speakers of Other Languages, 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 the Arts.

Interdisciplinary programs leading to the PhD degree are offered in Kinesiology, 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 Mary Lou Fulton 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 Schools of Human Evolution and Social Change, International Letters and Cultures, and Social and Family Dynamics, the Departments of History, Philosophy, Political Science, Psychology, and Religious Studies participate in the interdisciplinary PhD in Justice Studies program. Members of the faculty in the Department of Political Science and the schools of Geographical Sciences and Social and Family Dynamics contribute to the interdisciplinary Doctor of Public Administration program. Members of the faculty in the Departments of English and Speech and Hearing Science, and the School of Social and Family Dynamics 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.

ADMISSION REQUIREMENTS

Applicants to graduate programs within the College of Liberal Arts and Sciences must meet general requirements for admission established by the Graduate College (see [Admission to the Graduate College](#)). 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 subdisciplines; 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 Kinesiology is internationally recognized. The graduate Creative Writing program brings distinguished poets, playwrights, and novelists to ASU. The Teaching English to Speakers of Other Languages program attracts students from all over the world. The Southwest environment has favorably affected program development in several ways, ranging from research activities in water resources, archaeology, and fluvial geomorphology to distinguished programs in Hispanic language, literature, culture, and history.

In addition to traditional and innovative programs within departments, there are multidisciplinary research centers within the college, bringing together faculty from various departments. These include the Centers for Asian Research, Biology and Society, Exercise and Sport Research, Film and Media Research, Hispanic Research, the Joan and David Lincoln Center for Applied Ethics, Latin American Research, Medieval and Renaissance Studies, Meteorite Studies, Russian and East European Studies, Solid-State Science, the Study of Early Events in Photosynthesis, the Study of Religion and Conflict, and the Virginia G. Piper Center for Creative Writing. Centers sponsor colloquia, workshops, conferences, and visiting scholars. They administer international exchange programs, enhance library holdings and other collections, publish papers and monographs, maintain archives, and employ graduate research assistants.

COLLEGE FACILITIES

Strong and nationally funded research facilities, such as the Facility for High Resolution Electron Microscopy and the Planetary Geology Laboratory, have attained national and international prominence. Important research collections include one of the largest meteorite collections in the world, the holdings of the anthropology archives and museum, the space photography collection, the Herbarium, and extensive library holdings, including important manuscript collections in late 19th-century British literature and historical documents of the Southwest.

Graduate students in all disciplines have access to outstanding computer facilities. Mainframe computing for research is provided free of charge. There are substantial microcomputer facilities within individual academic units as well as clusters serving the humanities and social sciences. Minicomputer capabilities are found in various academic units. Also refer to [Computing Facilities and Services](#).

FINANCIAL ASSISTANCE AND SUPPORT

In addition to the usual support for graduate students in the form of stipends and teaching and research

assistantships, there is a vigorous funding program to support graduate student research. Not only do graduate students obtain grants from external sources to support their research projects, they also receive support from the college and university to present papers at professional meetings.

ADVISING

Faculty advisors in each academic unit provide guidance to graduate students from admission through completion of the program. Consult the director of graduate studies in the appropriate academic unit. Graduate students must follow an approved program of study filed with the Graduate College. 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.

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African and African American Studies

Interdisciplinary Graduate Certificate Program

www.asu.edu/clas/afamstu

480/965-4399

WILSN 140

Stanlie M. James, Director

Professors

Boulin Johnson, Reyes

Associate Professors

Bontemps, Robillard

Assistant Professors

Hinds, Usman

Clinical Associate Professor

Cox

Visiting Assistant Professor

Gallub

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 (WILSN 140):

1. a completed application form (available in WILSN 140);
2. a personal statement describing interest in the certificate, academic objectives, and career goals;
3. a résumé or curriculum vitae;
4. an official transcript showing the completion of a bachelor's degree in any academic field; and
5. two letters of recommendation.

After reviewing the application materials, the coordinator of the certificate program contacts the student to set up an interview.

Program of Study

The certificate program requires 18 hours of course work.

AFR 500 RM: Theory and Methods (3)
Emphasis courses* (9)
Capstone project (3)
Elective (3)

Total 18

* Students choose one of the following emphases: African studies, African diaspora studies (includes African American studies), women and gender in African and African diaspora studies, or comparative studies.

Prerequisites

One upper-division history course and one upper-division literature course, each related to African and African diaspora studies, are required.

Courses

For course information, contact the African and African American Studies office in WILSN 140, or access the Web site at www.asu.edu/clas/afamstu.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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480/965-4664

PS D102A

Petra Fromme, Chair, Graduate Programs Committee

Regents' Professors

Angell, Buseck, Mayer, Pettit

Foundation Professor

Gust

President's Professor

Gould

Professors

Allen, Fromme, Holloway, Kouvetakis, Lindsay, Lohr, A. Moore, T. Moore, Petuskey, Porter, Rose, Shock, Skibo, Steimle, Thorpe, Wang, Williams, Woodbury, Yarger

Associate Professors

Anbar, Bond-Robinson, Chizmeshya, Francisco, Hayes, Matyushov, Richert, Wolf

Assistant Professors

Chaput, Chen, Ghirlanda, Hartnett, Häussermann, Herckes, Jones, Levitus, Seo, van der Vaart, Wachter, Yan

MASTER'S AND DOCTORAL PROGRAM

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, chemical education, 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](#)), and the interdisciplinary programs, leading to the PhD degrees with majors in the Science and Engineering of Materials (see [Science and Engineering of Materials](#)).

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](#) 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](#) 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 [Doctoral Dissertations](#).)

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

MASTER'S AND DOCTORAL PROGRAMS

The faculty in the Department of Chemistry and Biochemistry offer programs leading to the MS and the PhD degrees in Biochemistry, with an area of concentration in biochemistry.

The faculty also participate in the interdisciplinary program leading to the PhD degree with a major in Molecular and Cellular Biology (see [Molecular and Cellular Biology](#)).

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](#) 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](#) 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

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COURSES

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480/965-3168

LL 542

Neal A. Lester, Chair**Elly van Gelderen, Director, MTESOL Program****Regents' Professors**

Candelaria, Dubie, Ríos

Professors

Adams, Bjork, Boyer, Brack, Codell, Crowley, Goldberg, Hogue, Horan, Hummer, Lehman, Lester, Major, Miller, A. Nilsen, D. Nilsen, Pritchard, Reyes, Rhodes, Roen, Tobin, van Gelderen

Associate Professors

Baker, Bates, Bivona, Blasingame, Castle, Corse, Fulton, M. Goggin, Lussier, McNally, Nelson, Privateer, Savard, Schwalm, Tohe, Voaden, Webb, Wertheimer

Assistant Professors

Bernick, Fox, P. Goggin, James, Lockard, Parchesky, Sadowski-Smith, Scarberry-Garcia, Thompson

Senior Lecturers

Cook, Duerden, Dugan, Dwyer, Heenan, Wheeler

Lecturers

Baldini, Cutrara, Dutttagupta, Ellis, Fuse, Newton, Sands

Academic Professionals

Glau, McNeil

The faculty in the Department of English offer the MA degree in English, the Master of Teaching English to Speakers of Other Languages 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](#).

Students may also pursue an interdisciplinary program leading to the Master of Fine Arts degree in Creative Writing, offered by the faculties in the Department of English and the School of Theatre and Film. See [Master of Fine Arts](#).

MASTER OF ARTS

This degree is designed to provide further cultural and professional advancement for students of English.

Admission Requirements

The department requires that applicants have an undergraduate degree and a 3.00 GPA in courses taken in the major field. Deadline for admission applications and requests for financial assistance, including teaching assistantships, is February 1. Incomplete files are not considered.

Materials should be sent to

GRADUATE COORDINATOR
DEPARTMENT OF ENGLISH
ARIZONA STATE UNIVERSITY
PO BOX 870302
TEMPE AZ 85287-0302

Applicants for the MA program in English with a concentration in literature are required to have an undergraduate major in English. Those who do not have a major in English are encouraged to register as nondegree students while they take courses in areas of deficiency as identified by the advisor. Applicants must also submit Graduate Record Examination (GRE) general test scores, three letters of recommendation, a personal statement of aims and purposes, and an academic writing sample.

Applicants for the MA program in English with a concentration in linguistics and with a concentration in rhetoric

and composition may have undergraduate majors in fields such as, but not limited to, anthropology, applied linguistics, cognitive science, communication, comparative languages and literatures, education, English literature, history, law, linguistics, modern languages, philosophy, political science, psychology, religion, rhetoric/composition, sociology, and speech and hearing science. Students should consult with an advisor to determine whether their preparation is deficient in any area. Applicants must also submit three letters of recommendation and a personal statement of aims and purposes. Applicants for the rhetoric and composition concentration must also submit Graduate Record Examination (GRE) general test scores and an academic writing sample. Applicants for the linguistics concentration must show completion of one upper-division course in a linguistics-related field.

Applicants for the MA program in English with a concentration in comparative literature must prove fluency in a foreign language to a level sufficient for graduate study. Applicants must also submit three letters of recommendation and a statement of aims and purposes.

Program of Study

A student may pursue a concentration in comparative literature, English linguistics, literature and language, or rhetoric and composition.

For the concentration in comparative literature, a candidate must complete 36 semester hours of graduate courses, with a minimum of 12 hours being taken in the School of International Letters and Cultures. 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, 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.

MASTER OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

The faculty in the Department of English offer a professional program leading to the Master of Teaching English to Speakers of Other Languages (MTESOL) degree. This specialized degree program provides students with the knowledge and the skills necessary to teach English as a second language. For information, call 480/965-3194, visit the office in LL 543B, or access the Web site www.asu.edu/clas/english/linguistics.

Admission Requirements

Applicants for the MTESOL 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. The deadline is February 1. All applicants must meet the general requirements for admission to the Graduate College (see [Admission to the Graduate College](#)). International students must submit a TOEFL score of at least 600, or 250 computer-based.

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 to Speakers of Other Languages, and a three-hour applied project (LIN 593) overseen by the supervisory committee. An internship is recommended if a student has no teaching experience.

Foreign Language Requirements

A foreign language is required, to be completed during the program. 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.

DOCTOR OF PHILOSOPHY

See [Doctor of Philosophy](#) 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 optional for the literature concentration. Deadline for admission applications and requests for financial aid, including teaching assistantships, is February 1. Incomplete files are not considered.

Materials should be sent to

GRADUATE COORDINATOR
DEPARTMENT OF ENGLISH
ARIZONA STATE UNIVERSITY
PO BOX 870302
TEMPE AZ 85287-0302

Areas of Concentration.

The PhD degree in English offers concentrations in the following areas:

Literature

At least 60 semester hours of graduate courses (exclusive of dissertation) beyond the bachelor's degree constitute the formal course preparation. Specifically required are six semester hours in theory courses and ENG 500 Research Methods. Students must complete (or have completed at the Master's level or its equivalent) one graduate course in eight of the following 10 categories: Literature to 1500, Literature 1500-1660, Literature 1660-1900, Literature since 1900, Genre, Gender Studies, Ethnic Studies, Postcolonial/Anglophone literatures, Cultural Studies, and History/Structure of the English Language. Students must take at least five graduate seminars at the 600 level en route to the PhD degree, at least three of which must be taken in the PhD program. Up to 12 semester hours taken outside the department may be counted toward the degree. Students should consult with their supervisory committees when choosing electives.

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, to be selected by the student, subject to the approval of the chair of the dissertation committee. The language requirement must be completed before the student is eligible to take 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 two essays:

1. a scholarly paper within the student's primary area of specialization; and
2. a scholarly paper within a secondary area of specialization.

Part II

After successful completion of Part I the student may advance to Part II, an oral examination in the student's area of specialization based on a bibliography compiled by the student and approved by the student's supervisory committee.

Part III

Part III is a colloquy on the dissertation prospectus.

Dissertation Requirements

(See [Doctoral Dissertations](#).) 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 falls 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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www.asu.edu/clas/history/grad/graduate

480/965-5778

COOR 4595

Mark L. von Hagen, Chair

Core Faculty

Regents' Professor: Iverson
Snell Family Dean's Distinguished Professor of History: Longley
Distinguished Foundation Professors of History: Fixico, Fuchs
Professors: Adelson, Batalden, Burg, Davis, Gratton, Green, Lavrin, MacKinnon, Rosales, Samuelson, Simpson, Stowe, Tillman, von Hagen, Warnicke
Associate Professors: Barnes, El Hamel, Gray, Gullett, Harzig, Hirt, Rush, Smith, Stoner, Thompson, Thornton, VanderMeer, Warren-Findley, Whitaker, Wright
Assistant Professors: Holian, Kaplan, Manchester, Plotkin, Wood
Professor of Practice: Calder

Affiliated Faculty**Art**

Associate Professor: Brown
Assistant Professor: Mesch

North American Center for Transborder Studies

Professor: Hoerder

Transborder Chicana/o and Latina/o Studies

Associate Professor: Escobar

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. Candidates are offered an opportunity to develop knowledge of a specific historical field, to study comparative history, and to learn research techniques.

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](#) for general requirements.

Admission

Applications for the master's program must be accompanied by

1. a letter of application;
2. copies of unofficial transcripts;
3. a departmental data form;
4. a graduate assistantship application (optional);
5. the applicant's scores on the Graduate Record Examination (GRE);
6. three letters of recommendation from faculty members or others who are qualified to judge the applicant's potential for advanced study in history;
7. a résumé;
8. a writing sample;
9. a statement of ambitions and career goals; and
10. TOEFL scores and TSE scores for students applying from outside the U.S. whose native language is not English must be submitted to the Graduate College. TWE scores are also requested. On the TOEFL, students are required to score 600 or higher on the regular examination (or an equivalent score on the computerized version). Unofficial scores should be sent directly to the History Department. Policy exceptions can be obtained from www.asu.edu/graduate/international.

Application forms and instructions for filling them out are available from the graduate program coordinator, the Graduate College 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](#).

Fields of Study

The candidate selects a field of study from the following: North America, East/Southeast Asia, Europe, Latin America, or public history. For information on the concentration in public history, see [Public History Concentration](#) below. Under the North American field of study, students may choose to specialize in a variety of areas; examples are African American, American Indian, Chicana/Chicano, environmental, gender, politics and policy, and U.S. West.

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 program coordinator for details.
3. At least three of the 24 semester hours must be in HST 591 Seminar (normally 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; the other is a geographic field, e.g., U.S. 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; public sector, 39; and scholarly publishing, 44. A module in museum studies is offered in conjunction with the anthropology degree program in the School of Human Evolution and Social Change, and culminates with the award of a certificate. 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 GPA in HST courses.

Foreign Language Requirements

The student is expected to have a reading knowledge of one foreign language or an advanced research skill approved by the student's committee and documented by enrollment in at least one semester hour of HST 692.

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) and (2) two three-semester-hour research courses (HST 592).

Both the MA thesis and the MA thesis equivalent must be prepared according to Graduate College requirements, defended, and approved by a thesis committee. Consult the graduate handbook for more information.

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 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 graduate handbook details the fields of study and offers a full description of the program.

See [Doctor of Philosophy](#) for general requirements.

Admission

Applications for the PhD degree in History must be accompanied by

1. a letter of application;
2. copies of unofficial transcripts;
3. a departmental data form;
4. a graduate assistantship application (optional);
5. the applicant's scores on the Graduate Record Examination (GRE),
6. three letters of recommendation from faculty members or others who are qualified to judge the applicant's potential for doctoral study;
7. a résumé;
8. a writing sample;
9. a statement of ambitions and career goals; and
10. TOEFL scores and TSE scores for students applying from outside the U.S. whose native language is not English must be submitted to the Graduate College. TWE scores are also requested. On the TOEFL, students are required to score 600 or higher on the regular examination (or an equivalent score on the computerized version). Unofficial scores should be sent directly to the History Department. Policy exceptions can be obtained from www.asu.edu/graduate/international.

Application forms and instructions for filling them out are available from the graduate program coordinator, or access www.asu.edu/graduate and www.asu.edu/clas/history/grad/graduate.

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, of which 24 semester hours are 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, of which 24 semester hours are 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.

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 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 must conform to the following guidelines (consult the graduate handbook):

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 program coordinator for details;
3. a course is required on research, theory, and methodology: HST 500 (three semester hours);
4. at least nine semester hours must be in research seminars (HST 591);
5. 24 semester hours of dissertation research and writing are required; and
6. at least three out of four of the core HST 598 courses offered by faculty in the North American and European history fields are required (for only those students majoring in these two fields).

Advanced Research Skill

The student is expected to have a reading knowledge of one foreign language or an advanced research skill approved by the student's committee and documented by enrollment in at least one semester hour of HST 692.

The Three-Member Committee

A potential advisor is specifically identified and assigned at the time of admission to the doctoral program based on the application information provided by the applicant. Upon arrival the student may elect to change a graduate chair with the approval of the director of graduate study and with the approval of the new chair. At the beginning of the first semester, the chair works with the student to identify the other two committee members based on the fields of study, select an initial set of courses for the program of study, and establish the schedule for the first year leading to the first-year review. The committee chair and committee along with the director of graduate study are the final determiners of the program of study, *which must be in place by the end of the first year of doctoral study*. The initial supervisory committee serves as a mentoring committee for the student. As the student determines the dissertation topic more exactly, the committee may need to change before the prospectus defense in order to guide the writing of the dissertation.

Preliminary Reviews

Each spring, each field selects a committee of three faculty members to assess the work of each first-year student in the field. To assist the first-year review committee in making its recommendations, each first-year student ensures his or her portfolio is ready for the first-year review committee no later than the day of spring commencement. In reviewing each student's work, the committee decides whether the student should be encouraged to continue. Consult the graduate handbook for more details.

Qualifying Examination

The department administers written and oral qualifying examinations that signify that the candidate is qualified in the literature of the field and discipline area and ready to proceed to the next stage of dissertation prospectus and defense. The qualifying examination is normally administered in the early fall of a student's third year in the program. Students entering the program with a master's degree may volunteer to take the examination before that time. Doctoral students must complete all course work on the program of study (except for HST 792 and 799 for dissertation credit) and satisfy the research skill requirement before taking the qualifying examination. Consult the

graduate handbook for more details.

Dissertation Prospectus

Upon satisfactory completion of the qualifying examination, the candidate immediately begins to prepare for the submission of the prospectus. The process of developing the prospectus begins when the student selects the research field and committee during the first semester of study. The candidate is expected to defend the prospectus before the close of the semester following the one in which the qualifying exam has been passed. Consult the graduate handbook for more details.

Dissertation

The dissertation must be an original contribution to knowledge and demonstrate the candidate's proficiency in independent research. Consult the graduate handbook for more details.

Oral Defense of the Dissertation

Defenses include a presentation of the argument of the dissertation by the candidate and questions from each of the committee members. The candidate must take the final oral examination in defense of the dissertation within five years after passing the qualifying examinations. Consult the graduate handbook for more details.

GRADUATE PREPARATION IN PUBLIC HISTORY (MA AND PHD)

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](#) 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 HST 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 (HST 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 details about public history work.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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www.asu.edu/clas/kines

480/965-3875

PEBW 218

Lawrence J. Mandarino, Chair

Core Faculty

Regents' Professor: Landers
Professors: Mandarino, Matt, Stelmach
Associate Professors: Hinrichs, Ringenbach, Santello, Willis
Assistant Professors: Dounskaia, Jindrich, Katsanos
Research Professor: Brophy

Affiliated Faculty**Bioengineering**

Assistant Professor: Helms

Physical Education

Associate Professor: Kulinna

The faculty in the Department of Kinesiology offer graduate programs leading to the MS and PhD degrees in Kinesiology. Concentrations are available in biomechanics, motor behavior/sport psychology, and physiology of exercise.

MASTER OF SCIENCE

Applicants for the MS degree program in Kinesiology may choose from four areas of study: biomechanics, exercise/human physiology, motor behavior (motor learning and control, motor development), and exercise/health 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 each semester. To be considered for admission in the fall semester, all application materials must be received by the department by December 1. For admission in the spring semester, applications must be received by August 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.

DOCTOR OF PHILOSOPHY

The PhD degree in Kinesiology 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 five research areas: biomechanics, motor behavior, physiology of exercise, exercise/health psychology, and human physiology.

Admission

In addition to meeting Graduate College requirements, students must submit a letter designating a potential area of interest, the name of a potential mentor or mentors (from the list of faculty), and a statement of career goals to the Department of Kinesiology director, in care of the graduate studies committee. 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. 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.

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 the Graduate College. 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 graduate studies committee, and the dean of the Graduate College and ordinarily involves repetition of the comprehensive examinations.

COURSES

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Department of Mathematics and Statistics

Master's and Doctoral Programs

mathJa.asu.edu

480/965-3951

PS A216

Dieter Armbruster, Interim Chair

Regents' Professor

Castillo-Chavez

Professors

Armbruster, Barcelo, Bremner, Carlson, Eubank, Gardner, Ihrig, Jackiewicz, Kadell, Kawski, Kierstead, Kostelich, Kuang, Kuiper, Lohr, Lopez, Mahalov, Mittelman, Nicolaenko, Quigg, Renaut, Ringhofer, Smith, Suslov, Thieme, Thompson, Young

Associate Professors

Baer, Blount, Childress, Gelb, Hurlbert, D. Jones, J. Jones, Kaliszewski, Moore, Nikitin, Prewitt, Spielberg, Taylor, Welfert, Zandieh

Assistant Professors

Chen, Crook, Czygrinow, Fishel, Majumdar, Oehrtman, Roh, Roudenko, Sanchez, Yang

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 Mary Lou Fulton College of Education, the department offers an option for the MNS degree that leads to high school certification.

In addition, the faculty participate in interdisciplinary programs leading to the MS degree in Statistics (see [Statistics](#)), and to the Professional Science master's degree in Computational Biosciences (see [Computational Biosciences](#)).

It is required that students applying to one of these programs submit scores on the Graduate Record Examination.

Students in the Mary Lou Fulton College of Education admitted to the Master of Education (see [Master of Education](#)) or Doctor of Education (see [Doctor of Education](#)) degree program in Secondary Education may elect mathematics as the subject matter field. These programs are offered through the Mary Lou Fulton 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](#) 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. The program of study is constructed with the recommendation of the student's supervisory committee. Students may choose a wide range of options in pure and applied mathematics, including an emphasis in Interdisciplinary Mathematical Sciences. For more information, access math.asu.edu/grad/IMS.

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](#)). 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](#) for general requirements.

Program of Study

The program of study is constructed with the recommendation of the student's supervisory committee. Students may choose a wide range of options in pure and applied mathematics, including an emphasis in interdisciplinary mathematical sciences. For more information, access math.asu.edu/grad/IMS.

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](#).

Final Examination

A final oral examination in defense of the dissertation is required.

Optional PhD Concentration in Computational Bioscience

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 advancement 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 doctoral concentration in computational biosciences enables graduate students to transition immediately into the computationally oriented biological workforce. The program is designed to parallel the complementary PhD in Molecular and Cellular Biology but with a stronger mathematical component. For more information, links to courses, current faculty, and application procedures, access math.asu.edu/grad/grad-phd.

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.

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Department of Philosophy

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www.asu.edu/clas/philosophy

480/965-3394

COOR 3309

Jack Nelson, Interim Chair

Regents' Professor

Murphy

President's Professor

Humphrey

Professors

Cohen, Creath, Fitch, French, McGregor, Nelson, Walker, White

Associate Professors

Armendt, Blackson, De Marneffe, Guleserian, Kobes, Reynolds

Assistant Professors

Pinillos, Portmore

Senior Lecturer

Bolton

The faculty in the Department of Philosophy offer a graduate program leading to the MA or PhD degree in Philosophy.

RESEARCH ACTIVITY

The department offers a solid program in traditional and contemporary philosophy. General areas of research include epistemology, ethics, history of philosophy, metaphysics, philosophy of language, philosophy of law, philosophy of religion, philosophy of science, and political philosophy. For current research, see the department's Web site at www.asu.edu/philosophy.

DOCTOR OF PHILOSOPHY

See [Doctoral Degrees](#) for general requirements.

Prerequisites

At least 15 semester hours of upper-division course work in philosophy, including history of ancient and modern philosophy, epistemology, metaphysics, and the equivalent of PHI 333 Introduction to Symbolic Logic are required. No course credits in which a grade of less than "B" (3.00) has been earned may count toward meeting this 15-semester-hour requirement. If some or most of the prerequisites have already been met, the student may be admitted into the program under "provisional status" or under "regular status with deficiencies."

Admission Standards and Procedures

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.

The graduate application, transcripts, GRE, and TOEFL scores should be mailed to

ADMISSIONS OFFICE
GRADUATE COLLEGE
ARIZONA STATE UNIVERSITY
PO BOX 871003
TEMPE AZ 85287-1003

The letters of recommendation, philosophical writing sample, and statement of purpose should be mailed to

DIRECTOR OF GRADUATE STUDIES
DEPARTMENT OF PHILOSOPHY

ARIZONA STATE UNIVERSITY
PO BOX 874102
TEMPE AZ 85287-4102

The application deadline is February 15. For TOEFL requirements see [English Language Requirement](#).

DEGREE REQUIREMENTS

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).

Supervisory Committee

The supervisory committee is responsible for the guidance and direction of the student's graduate program. The doctoral supervisory committee consists of a minimum of three faculty members selected at the time the student files a program of study. At least two committee members must be members of the Department of Philosophy. In consultation with the director of graduate studies, the student will select the committee chair, who also serves as the student's advisor, and two other committee members. Committee members from outside the Department of Philosophy need approval of the associate dean of the Graduate College.

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 supervisory 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.

Admission to Candidacy

PhD students achieve candidacy status in a letter from the dean of the Graduate College upon (1) passing the comprehensive examinations, and (2) successfully defending the dissertation prospectus.

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.

Final Examination

An oral examination in defense of the dissertation is required.

Satisfactory Progress

Students are considered to be performing satisfactorily when

1. they maintain a GPA of 3.00 or higher in their graduate course work;
2. their research is progressing satisfactorily; and
3. their performance of duties incident to any appointment they may hold is satisfactory (e.g., teaching assistantship).

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. 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.

Advising

Students should consider the director of graduate studies their chief source of advising until such time as the supervisory committee (also referred to as the dissertation committee) has been formed.

Maximum Time Limit

The candidate must take the final oral examination in defense of the dissertation within five years of passing the comprehensive examinations. Any exception must be approved by the supervisory committee and the dean of the Graduate College and ordinarily involves repetition of the comprehensive examinations.

MASTER'S IN PASSING

The Master's in Passing will be offered only to PhD students admitted into the program without any master's degrees in philosophy and who take the following steps:

1. Complete 30 semester hours of graduate course work, including completion of the core course requirements, and receive a grade average of GPA of 3.00 or higher.
2. Complete Application for Master's in Passing, subsequently approved by the supervisory committee and the department.
3. Successfully complete two qualifying examinations in the Department of Philosophy. The two qualifying examinations are the same oral and written comprehensive examinations that are required for PhD students in Philosophy. The oral comprehensive (or "qualifying") examination required as part of the culminating experience for the Master's degree in Passing is not the dissertation prospectus defense.

MASTER OF ARTS

See [Master's Degrees](#) 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 Standards and Procedures

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.

The graduate application, transcripts, GRE, and TOEFL scores should be mailed to

ADMISSIONS OFFICE
GRADUATE COLLEGE
ARIZONA STATE UNIVERSITY
PO BOX 871003
TEMPE AZ 85287-1003

The letters of recommendation, philosophical writing sample, and statement of purpose should be mailed to

DIRECTOR OF GRADUATE STUDIES
DEPARTMENT OF PHILOSOPHY
ARIZONA STATE UNIVERSITY
PO BOX 874102
TEMPE AZ 85287-4102

The application deadline is February 15. For TOEFL requirements see [English Language Requirement](#).

DEGREE REQUIREMENTS

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.

Supervisory Committee

The supervisory committee is responsible for the guidance and direction of the student's graduate program. The supervisory committee consists of a minimum of three faculty members selected at the time the student files a program of study. At least two committee members must be members of the Department of Philosophy. In consultation with the director of graduate studies, the student will select the committee chair, who also serves as the

student's advisor, and two other committee members. Committee members from outside the Department of Philosophy need approval of the associate dean of the Graduate College.

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.

Satisfactory Progress

Students are considered to be performing satisfactorily when

1. they maintain a GPA of 3.00 or higher in their graduate course work;
2. their research is progressing satisfactorily; and
3. their performance of duties incident to any appointment they may hold is satisfactory (e.g., teaching assistantship).

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. 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.

Advising

Students should consider the director of graduate studies their chief source of advising until such time as the supervisory committee (also referred to as the thesis committee) has been formed.

Maximum Time Limit

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. The six-year maximum time limit applies to nondegree transferred semester hours appearing on the program of study.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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phy.asu.edu

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PS F470

Robert Nemanich, Chair

Regents' Professors

Smith, Spence

Professors

Alarcon, Bauer, Bennett, Chamberlin, Comfort, Doak, Dow, Lindsay, Menéndez, Nemanich, Ponce, Rez, Ritchie, Sankey, Schmidt, Thorpe, Treacy, Tsen, Tsong, Venables

Associate Professors

Culbertson, Drucker, Lebed, Marzke, McCartney, Newman

Assistant Professors

Belitsky, Desch, Ortiz, Ozkan, Shumway

Lecturers

Adams, Covatto

The faculty in the Department of Physics 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 also participate in the program leading to the Master of Natural Science degree (see [Natural Science](#)) 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](#)).

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](#)) and EdD (see [Doctor of Education](#)) are offered and administered through the Mary Lou Fulton 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](#)). 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](#) 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 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.

Astronomy and Astrophysics

A selection of AST courses, listed in the Astronomy (AST) course list, is taken in partial replacement of 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, or affiliate faculty, members of the Department of Physics 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 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 may be conducted either in the Department of Physics 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 15 semester hours in these courses can be counted toward the 30 semester hours required for the MS degree.

Final Examination

The final examination for the MS degree is an oral examination on the subject of the student's thesis and on graduate course work taken.

MASTER OF NATURAL SCIENCE

The Master of Natural Science (MNS) degree curriculum provides interdisciplinary graduate training in physics, physical science, or physics education. The degree is especially suited for individuals who desire professional training rather than research training. Designed for flexibility, the curriculum also features individualized professional graduate programs. These programs are well-suited to the backgrounds and goals of students. The major is Natural Science and students are expected to emphasize course work in two or more areas of concentration. The program must be interdisciplinary.

See [Master's Degrees](#) for general requirements. See [Natural Science](#) 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 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 the Graduate College upon the recommendation of the chair of the Department of Physics. The supervisory committee is formed soon after the student has been admitted to the degree program, and must reflect the interdisciplinary nature of the program. The graduate advisor and the student suggest names of persons to serve on the supervisory committee.

Program of Study

The supervisory committee recommends the program of study, after conferring with the student. A minimum of 30 semester hours is required for the degree. The supervisory committee may require more courses, depending upon the background of the student and the nature of the proposed program. In some cases undergraduate courses may be required to overcome deficiencies. Additional information about the MNS for high school physics teachers is available on the department Web site at phy.asu.edu.

Foreign Language Requirements

None.

Thesis Requirement

A thesis is optional.

Final Examinations

A final written or oral examination, or both, is required. Each examination is administered by the supervisory committee.

DOCTOR OF PHILOSOPHY

See [Doctor of Philosophy](#) 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](#) and [Oral Comprehensive Examination](#).

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 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

A selection of Astronomy (AST) courses is taken in addition to the required graduate physics courses for the PhD program. This will normally include the two sequences AST 521, 522, 523 and 531, 532, and 533, according to availability.

Condensed Matter and Materials Physics

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

PHY 511 Materials Physics I (3)
 PHY 512 Materials Physics II (3)
 PHY 576 Quantum Theory (3)
 PHY 577 Quantum Theory (3)
 PHY 581 Quantum Theory of Solids I (3)

Subatomic Physics

The following courses are required for all students enrolled in the emphasis on subatomic physics.

PHY 567 Relativistic Quantum Mechanics and Field Theory (3)
 PHY 568 Particle Physics Phenomenology (3)
 PHY 576 Quantum Theory (3)
 PHY 577 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 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, access the department's Web site at phy.asu.edu.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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catalog.asu.edu

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Department of Political Science

Master's and Doctoral Programs

www.asu.edu/clas/polisci

480/965-6551

COOR 6801

Patrick J. Kenney, Chair

Professors

Artibise, Ball, Dagger, Fridkin, Guston, Iheduru, Jones, Kenney, Simon, Youngblood

Associate Professors

Ashley, Crittenden, Dantico, Doty, C. Elman, M. Elman, Herrera, Hoekstra, Keating, Miller, Mitchell, Simhony, Warner

Assistant Professors

Espino, Gortzak, Hindman, Kittilson, Lewis, Schatzman

The faculty in the Department of Political Science offer graduate programs leading to the joint bachelor/master's, 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.

RESEARCH ACTIVITY

Political science faculty and the department's curriculum are organized into five 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 study decision making on state and federal courts, judicial independence, and public perceptions of the Supreme Court using data from actual court decisions, longitudinal and comparative data on changes to the rules governing judicial selection and retention, and experiments and surveys to examine public reaction to court decisions and support for courts.

Comparative Politics

Faculty in comparative politics investigate a variety of topics in several world regions. Research interests include political and economic development, political parties, race and politics, women and politics, political participation, religion and politics, and ethnic-based movements. Faculty incorporate a variety of approaches and methodologies, including political behavior, political processes, institutions, and policies, as well as qualitative and quantitative methodologies. Regions of particular emphasis include Western Europe, Latin America, and Africa.

International Relations

Faculty in the international relations subfield investigate a diverse set of issues in international security and political economy, including comparative foreign policy, democracy and war, international order, insurgency and counter-insurgency, immigration, great power war, gender and race in international relations, terrorism, and sovereignty and the evolution of statecraft. The international relations subfield is particularly strong in the area of international relations methodology, and its faculty are leading contributors to the development and application of qualitative social inquiry. Faculty teaching and research interests include the Asia-Pacific region, South America, and the Middle East.

Political Theory

Faculty research interests cover a range of topics in the history of political thought and contemporary political theory. Historical topics include Rousseau, histories of concepts, and modern liberalism. Research in contemporary political theory includes autonomy and freedom; rights and obligations; citizenship, civic virtues, and the idea of the common good; various issues in democratic political theory (with particular attention to education); aspects of

political and legal theory regarding corporate personality; conceptions of self in various cultures; analysis of the myths in aboriginal societies (particularly Native American); punishment; justice; community; language and politics; social ecology; and peace and nonviolence.

Public Policy

The study of public policy involves understanding and analyzing the processes, institutions, and consequences of governmental decision making, drawing on intellectual approaches from political science, economics, public affairs, sociology, and other disciplines. Faculty concentrate on issues of policy development and policy change, the role of experts and bureaucrats in the policy process, and intergovernmental relationships. Faculty pursue policy research in the United States, in comparative national contexts, and in international governance. Specific areas of focus include science, technology, and environmental policy; urban development; housing; transportation; and social and family policy.

ACCELERATED BACHELOR/MASTER'S PROGRAM

Degree Requirements

The Graduate College has approved a plan whereby undergraduates can "share" credits for both their undergraduate and graduate degrees. Students can count one 400-level course and two 500-level courses as credit hours for both degrees. Using this system of shared credits, undergraduates will be able to complete both degrees in five years.

Once all existing degree requirements for the undergraduate degree have been completed students will have completed enough courses to be able to finish their master's degree in one academic year. Students are only eligible for research or teaching assistantships, health insurance, financial aid, or graduate awards once they have completed all requirements for the undergraduate degree and the undergraduate degree has been posted.

A minimum of 31 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 31-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 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; and
5. three letters of recommendation, two of which must be written by members of our political science faculty.

Departmental application materials should be mailed to

GRADUATE SECRETARY
DEPARTMENT OF POLITICAL SCIENCE
PO BOX 873902
TEMPE AZ 85287-3902

Students applying for the five-year program do not need to take the Graduate Record Examination.

Foreign Language Requirement

None.

MASTER OF ARTS

See [Master's Degrees](#) 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 Graduate College, the following items should be submitted to 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.

Departmental application materials should be mailed to

GRADUATE SECRETARY
DEPARTMENT OF POLITICAL SCIENCE
PO BOX 873902
TEMPE AZ 85287-3902

Applicants for financial aid should submit these items and complete the application form for graduate assistantships by February 1.

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.

Degree Requirements

A minimum of 31 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. Each student must take a pass/fail one-semester-hour workshop course each semester. In the spring of the first year, the student is required to take POS 598 ST: Teaching and Writing Workshop. 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 and six hours of reading and conference (POS 590) courses may count toward the 31-hour requirement.

Supervisory Committee

A three-member supervisory committee, with at least two faculty members from the department, is required to direct the MA thesis/nonthesis. The committee chair must be from the Department of Political Science. Upon approval of the department faculty committee members and the director of graduate studies, the third faculty member may be from another ASU department, and/or additional members (beyond the three required) may be added to the committee. The student is responsible for recruiting a supervisory committee and gaining their approval of the program of study and MA thesis/nonthesis topic. The committee chair should also assist the student in establishing an appropriate committee.

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 Graduate College. 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.

Nonthesis Option Requirements

The program of study must include 28-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 that is assembled by the student and approved by the director of the Graduate College.

Satisfactory Progress

The department requires that grades of "A+", "A", "A-", "B+", "B", or "Y" be obtained in all course work counted for the MA program.

Course Load

Graduate students must be registered for a minimum of one semester hour of graduate-level credit that appears on the program of study or in an appropriate graduate-level course in the academic unit in which they are pursuing their degree program whenever university facilities or faculty services are used. This includes registration during any semester or summer session in which written or oral examinations are taken even if graduation occurs in a later semester. The department requires that all graduate assistants register for a minimum of nine hours of course work per semester. The maximum number of semester hours allowed is 12, including audit hours in which students are officially enrolled.

Maximum time limit

All requirements listed on the program of study must be completed within six consecutive years. The six-year period begins with the earliest course counted for credit toward the degree and listed in the student's program of study.

DOCTOR OF PHILOSOPHY

See [Doctor of Philosophy](#) for general requirements.

Admission

In addition to meeting Graduate College 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 before February 1 to

GRADUATE SECRETARY
DEPARTMENT OF POLITICAL SCIENCE
PO BOX 873902
TEMPE AZ 85287-3902

Applicants for financial aid should also complete and submit the application form for graduate assistantships by February 1.

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.

Degree Requirements

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. Each student must take a pass/fail one-semester-hour workshop course each semester. In the spring of the first year, the student is required to take POS 598 ST: Teaching and Writing Workshop. 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.

Master's in Passing

Students without a Master's degree who are admitted directly into the PhD program complete a Master of Arts in Passing. Students in this category sit for a third-semester review: This is an oral examination of a portfolio of their work to date or a defense of a revised version of a paper originally prepared for a seminar. The examination is conducted by a committee selected by the student and approved by the director of the Graduate College. Students who pass the oral examination and have completed 30 semester hours of course work toward the PhD are then awarded the MA.

Supervisory Committees

There are two supervisory committees.

Examination Committee

A five-member supervisory committee is required to approve the program of study and supervise the PhD comprehensive exams. Three members are normally from the student's major area (with at least two of the faculty from the department), and two are from the minor area. Additional professors from outside of the department may serve on the exam committee. The majority in each field must be from the Department of Political Science.

Dissertation Committee

The dissertation must be supervised by a three-member committee. The majority of faculty on the committee must be from the Department of Political Science, and the chair of the committee must be both from the Department of Political Science and from the student's major field. Additional members, including faculty in other ASU departments or other accredited universities in the United States, may be added to the dissertation committee.

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, political theory, and public policy. 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 prospectus follows the written examinations.

Admission to Candidacy

Students are advanced to candidacy by the Graduation Office immediately after they have passed the comprehensive examinations, completed their course work, fulfilled the research skill requirements, and defended their dissertation prospectus.

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.

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.

Satisfactory Progress

The department requires that grades of "A+", "A", "A-", "B+", "B", or "Y" be obtained in all course work counted for the PhD program.

Course Load

Graduate students must be registered for a minimum of one semester hour of graduate-level credit that appears on

the program of study or in an appropriate graduate-level course in the academic unit in which they are pursuing their degree program whenever university facilities or faculty services are used. This includes registration during any semester or summer session in which written or oral examinations are taken, even if graduation occurs in a later semester. The department requires that all graduate assistants register for a minimum of nine semester hours of course work per semester. The maximum number of semester hours allowed is 12, including audit hours in which students are officially enrolled.

Students enrolled in the doctoral program must meet the residency requirements, as stipulated by the Graduate College. The residency requirement states that students must be enrolled full-time at ASU for two consecutive semesters, not including summer session.

Maximum Time Limit

A PhD candidate must take the final oral examination in defense of the dissertation within five years of passing the written comprehensive examinations.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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ARCHIVE:**2007-2008 GRADUATE CATALOG****Department of Psychology****Doctoral Program**www.asu.edu/clas/psych

480/965-3326

PSY 237C

Keith A. Crnic, Chair**Regents' Professors**

Chassin, Cialdini, Eisenberg, Russo, Sandler

Professors

Aiken, Barrera, Braver, Capaldi, Castro, Crnic, Goldinger, Gonzales, Homa, Karoly, Kenrick, Killeen, Knight, Ladd, Langley, Lanyon, MacKinnon, Millsap, Neisewander, Neuberger, Okun, Parkinson, Presson, Sadalla, Saks, Somerville, West, Wolchik, Zautra

Associate Professors

Alexander, E. Amazeen, P. Amazeen, Castañeda, Conrad, Davis, Fabricius, Leshowitz, Luecken, McBeath, Nagoshi, Nemeroff, Saenz, Stone

Assistant Professors

Bimonte-Nelson, Campana, Campana, Cohen, Enders, Lemery, Piña, Shiota

Senior Lecturers

Barton, Wosinski

Lecturer

Palmer

OVERVIEW

The Department of Psychology offers doctoral programs whose purpose is to provide outstanding training in innovative research, methodology, and the application of psychological principles to a wide variety of human conditions.

ORGANIZATION

The department is organized into six major areas of interest:

1. behavioral neuroscience;
2. clinical;
3. cognition, action, and perception;
4. developmental;
5. quantitative; and
6. social psychology.

Students pursue their graduate studies within one of these six areas, and each area determines the basic curriculum for their graduate program. There is, however, substantial opportunity to integrate courses of study across areas in the department. Further, specialized emphases are available that integrate across programs in the university (e.g., cognition, action, and perception studies and arts, law and psychology, media, and engineering).

RESEARCH ACTIVITY

At the core of doctoral training in psychology is an emphasis on the development of skill in research and quantitative methods. Faculty in all six areas are actively engaged in major research programs. These theoretically grounded research programs address the breadth of psychological processes from basic research in the neurobiological processes that underlie behavior and health (e.g., drug abuse, stress, heart disease), cognitive processes involving human memory and perception, personality and issues of stigma and prejudice, and developmental aspects of emotion and cognition to more applied research that address prevention of child mental health problems, individual resilience, cultural influences on psychological processes, and women's issues. A particularly unique strength of the department of psychology is the wealth of outstanding faculty whose specialization is quantitative methods. A breadth of courses

and experiences in quantitative methods are available that are well integrated into the areas of research that characterize the department, and offer students a rare opportunity to develop expertise in this critical domain.

DOCTOR OF PHILOSOPHY

See [Doctor of Philosophy](#) for requirements.

Admission Standards and Procedures

Completed applications, including all letters and supporting documents, must be received by December 15 for applicants to the clinical program, and by January 5 for all other applicants (behavioral neuroscience, cognitive, developmental, quantitative, social psychology).

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. International students must include their TOEFL scores.

All materials, except for letters of recommendation, should be submitted to the Graduate College. The letters of recommendation, as well as copies of the statement of purpose, transcripts, and GRE scores (unofficial copies are acceptable) should be sent directly to

COORDINATOR OF GRADUATE ADMISSIONS
PSYCHOLOGY DEPARTMENT
PO BOX 871104
ARIZONA STATE UNIVERSITY
TEMPE AZ 85287-1104

Program of Study

At present, the department offers the PhD degree in the following research areas: behavioral neuroscience; clinical; cognition, action, and perception; developmental; 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/Satisfactory Progress

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.

To be considered to be making satisfactory progress, students must complete course work in a timely manner (according to the requirements of their specific training area), maintain a 3.00 GPA or higher, perform at a satisfactory level in research and professional activities (e.g., teaching or in the clinical program, developing clinical competencies), and complete program milestones in a timely manner. Timing of program milestones has been specified in each training area.

Supervisory Committee

The masters supervisory committee is a three-person faculty committee and the doctoral supervisory committee is a four-person faculty committee.

Maximum Time Limit

Individual training areas within psychology have specified the time line for completion of program milestones.

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](#).)

Final Examination

A final oral examination in defense of the dissertation is required.

Advising

Each entering student is assigned to a faculty advisor. When a student chooses a faculty member to chair his/her supervisory committee, that faculty member typically (although not necessarily) also becomes the student's faculty advisor. In addition to their faculty advisors and chairs, students are expected to seek advice from multiple mentors (including but not restricted to) members of their supervisory committees.

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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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www.asu.edu/clas/religious_studies

480/965-7145

ECA 377

Joel D. Gereboff, Chair

Professors

Bokenkamp, Cady, Feldhaus, Foard, Morrison, Samuelson

Associate Professors

Clay, Fessenden, Gereboff, Henn, Moore, Schober, Swanson, Woodward

Assistant Professors

Aguilera, Carlson, Duncan, Espinosa, Park, Ramirez, Talebi, Wenger

Lecturers

Gallab, Kefeli-Clay

The faculty of the Department of Religious Studies offer graduate programs leading to the MA and PhD degrees in Religious Studies.

MASTER OF ARTS

See [Master's Degrees](#), 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 Graduate College requirements (see [Admission to the Graduate College](#)) and provide the following:

1. The student must submit test scores from the Graduate Record Exam.
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 January 15.

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 required;
2. 24 hours of course work, including six hours in methods and theory (REL 501, 502); six hours of graduate seminar (REL 591), offered each semester on varying topics within the academic study of religion; and three hours of research (REL 592) to prepare the thesis proposal;
3. a thesis that earns six semester hours of 599 Thesis credit; and
4. an oral defense of the thesis.

Portfolio Option

This option is recommended for students intending to augment their primary area of expertise and professional training in fields such as journalism, law, teaching K-12, counseling, social work, and the ministry. For the portfolio option, the student must satisfy the following requirements:

1. reading knowledge of a foreign language relevant to the proposed area of concentration;
2. 30 hours of course work, including six hours in methods and theory (REL 501, 502), six hours of graduate seminar (REL 591), four courses in a major area of concentration, and two courses in a minor area;
3. a portfolio consisting of three publishable papers: one on theory and method, one on the student's minor area of study, and one on the major area of study; and
4. an oral defense of the portfolio.

DOCTOR OF PHILOSOPHY

See [Doctor of Philosophy](#) for general requirements.

The academic study of religion is a central component of the humanities and has become increasingly recognized as a critical tool in understanding society and politics in a globalized world. The doctoral program has two main goals: (1) to train graduate students for careers as scholars and teachers in the academic study of religion and (2) to provide supplementary training for graduate students in a range of related programs (including history, anthropology, political science, journalism, secondary education, and justice studies) who would benefit from greater expertise regarding the nature and role of religion around the world.

Admission Standards and Procedures

In addition to the general requirements for admission to the Graduate College, applicants must also submit

1. GRE scores,
2. a statement of purpose of approximately 1,000 words,
3. three letters of recommendation from faculty members or others who are qualified to judge the applicant's potential for doctoral study, and
4. a writing sample.

Applicants should send the statement of purpose, letters of recommendation, and writing sample directly to the Department of Religious Studies. Complete applications are due by January 15.

The applicant must have completed the equivalent of 15 semester hours of undergraduate work in the study of religions, including advanced courses in both Western and Asian or other non-Western religions.

Degree Requirements

Course Work

The program of study must contain a minimum of 84 semester hours of course work, including 24 hours of dissertation research and writing, approved by the student's supervisory committee, department chair, and the dean of the Graduate College. The breakdown is as follows:

- 30 semester hours completed for master's degree (Phase I);
- 30 semester hours of additional course work (Phase II); and
- 24 semester hours of dissertation research and writing (Phase III).

Graduate course work taken at other accredited institutions may be included in the program of study. Ordinarily a master's degree program successfully completed at another accredited institution may be included in a program of study as the equivalent of 30 semester hours.

Phase I

The first phase consists of 30 semester hours of graduate course work and readings, which must include

1. three semester hours of research (REL 592) and six semester hours of thesis (REL 599) credit for the thesis or three semester hours of research (590) for a research paper;
2. six hours of method and theory (REL 501 and 502); and
3. up to six semester hours in approved courses taken outside the department (no more may count toward the 30 hour requirement).

Mastery of the Phase I course material is demonstrated by successful completion and oral defense of the thesis or the research paper.

Students who apply to the program with an MA may be admitted directly into Phase II of the doctoral program, although deficiencies may be identified.

Students entering the program with an MA degree may receive credit for some or all of the 30 semester hours in the first phase of the PhD program.

Phase II

Phase II consists of completing 30 semester hours of course work per the requirements listed below, passing the foreign language examination, passing the comprehensive examinations, and successfully defending the dissertation prospectus.

A student in the second phase of the PhD program in Religious Studies must take a total of 30 semester hours of graduate courses. Twelve of these hours may be taken outside the department. Please note the following requirements and components of course work for Phase II.

1. three hours of Teaching World Religions;
2. six hours of core courses in the student's specialty area;
3. six to nine hours of seminars taken with the advice and consent of the student's advisor; and
4. three hours of the Religious Studies Workshop.

Supervisory Committee

Each graduate student selects a supervisory committee to direct the graduate work and submits a program of study. This should be done by the end of the second semester of graduate work, and must be done before the student

registers for any departmental examinations.

A supervisory committee has three basic charges:

1. to recommend and approve the student's program of study,
2. to advise a student regarding the research for a thesis or dissertation, and
3. to administer the final oral examination in defense of the thesis or dissertation.

Membership on the supervisory committee is restricted to regular, full-time members of the university faculty who hold a doctoral degree and who are well-qualified in the student's particular area of research, experienced in research methods, and knowledgeable about recent advances in the field of study. In exceptional cases, upon recommendation of the department or college and with the approval of the dean of the Graduate College, the committee may include well-qualified nonfaculty (adjunct) members.

The supervisory committee for a doctoral program consists of three to five persons—a chair and two to four other members. The advisor and one other member must be regular tenured or tenure-track faculty members of the Department of Religious Studies. The committee may include up to three members from outside religious studies—such as professors from history, sociology, or philosophy. The committee members listed on the program of study serve as the supervisory committee.

Foreign Language Requirement

The foreign language requirement specifies proficiency in the languages of both primary sources and scholarly literature in the major field of specialization. Proficiency in reading is required of all students and is established by passing the language exam administered through the School of International Letters and Cultures at ASU. The specific languages required are determined by the student's committee before the comprehensive exams.

Comprehensive Examinations

Phase II also includes comprehensive examinations in

1. method and theory in the academic study of religion;
2. the student's major area of study; and
3. the student's minor area of study.

The exam consists of three written exams. Within two weeks, the student meets with the examining committee for the oral exam. At the conclusion of the oral part of the exam, the supervisory committee determines the grade.

Dissertation Prospectus

The supervisory committee must approve the dissertation prospectus. Students should confer with their supervisors before preparing the prospectus for advice concerning its format; however, the following observations apply in most instances:

1. The preparation of the prospectus should begin with a clear statement of the major question addressed in the thesis.
2. The prospectus should include a thorough literature review in the prospectus and must be of sufficient scope to make the statement of the problem fully comprehensible. The review of the literature should provide the reader with a clear and concise understanding of the current scholarly dialogue about the question. The student should also show the reader how the project contributes in an original way to this broader scholarly dialogue. There are many ways to be original; the student may ask new questions of well-known sources, may introduce new sources into the literature, or may use the methods of one field to examine anew the sources used primarily in another.
3. The prospectus should also outline the sources of data and defend the selection of those sources.
4. The prospectus should report all those details of the methods employed in the research project. In the humanities, the methods often come down to the specific questions that the researcher addresses.

The Graduate College requires a formal defense of the dissertation prospectus. The appropriate form (maintained in the student's file) must be signed at the defense.

PhD students complete Phase II upon

1. completing 30 semester hours of course work per the requirements listed above;
2. passing the foreign language examination;
3. passing the comprehensive examinations; and
4. successfully defending the dissertation prospectus.

Admission to Candidacy

When a student has completed the comprehensive examination, successfully defended the prospectus, and has submitted the Report of Doctoral Comprehensive Examinations and Approval of the PhD Dissertation Prospectus form to the Graduate College, he or she is admitted to candidacy and enters the third phase of the PhD program. The student receives a letter from the Graduate College congratulating him or her on this achievement.

Dissertation

During Phase III the student must complete 24 semester hours of research and dissertation and a successful oral defense of the dissertation. The student's supervisory committee directs the research and writing of the dissertation, which must make an original scholarly contribution to religious studies and demonstrate the student's ability as an independent investigator.

Following the semester in which they are admitted to candidacy, students must enroll for a minimum of 12 semester hours of either 792 research credit, 799 dissertation credit, or a combination of both in subsequent semesters.

Satisfactory Progress

Every year each student in the PhD program must have the supervisory committee certify that he or she has made satisfactory academic progress. Students must establish a supervisory committee by the end of the first year of course

work. Normally, a student must pass the comprehensive examinations and defend the dissertation prospectus within a year of completing course work.

Course Load

Graduate students normally take no more than nine semester hours per semester.

Advising

Each graduate student should seek guidance from his or her supervisory committee, and especially from the chair of the committee. For general questions about the graduate program, the student may also consult the director of graduate studies.

RESEARCH ACTIVITY

For information on current research activity, access the Department of Religious Studies Web site at www.asu.edu/clas/religious_studies.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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COOR 2211

Sid P. Bacon, Chair

Professors

S. Bacon, Dorman, D. Ingram, Wilcox

Associate Professors

Azuma, Liss, Restrepo

Assistant Professors

Bian, Gray, Pittman, Wheeler, Wright

Clinical Professors

Brown, Mathy, Wiley

Clinical Associate Professors

C. Bacon, Greer, K. Ingram, Maxwell, McBride, Mehta

Clinical Assistant Professors

Garlant, Wexler

The Department of Speech and Hearing Science offers graduate programs leading to the MS degree in Communication Disorders, the PhD degree in Speech and Hearing Science, and the Doctor of Audiology.

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 39 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 39 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 Graduate College.

Nonthesis Option.

Students choosing the nonthesis option must complete 39 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), only the ASHA Praxis national certification examination in speech-language pathology is required.

Students should expect to spend two years completing the academic, practicum, and research requirements for either degree option.

DOCTOR OF PHILOSOPHY

The PhD program in Speech and Hearing Science is designed to prepare scholars for careers of basic and applied research in educational, industrial, or healthcare delivery environments. The student pursues a program with the unifying theme of 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.

Admittance and continuation in the PhD program is based on the requirements for admission to the Graduate College and for the completion of the PhD degree program as set forth in this catalog. See [Doctor of Philosophy](#) for general requirements. In addition, applicants must meet the following departmental requirements for acceptance into the PhD program.

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 Graduate College 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 Graduate College.

The application form and official copies of transcripts should be submitted to the Graduate College. Other application materials should be sent to

CHAIR, PHD PROGRAM COMMITTEE
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, beginning February 1 for fall admission. Applications received after this date are also reviewed; however, applicants should be aware that the availability of mentors and funding opportunities diminish over the course of the semester. Criteria for admission include

1. evidence of high scholarship and research potential from GRE scores and previous academic record;
2. professional goals compatible with the degree program; and
3. scholarly interests compatible with one or more of the faculty, at least one of whom agrees to serve as the primary mentor and chair of the student's program committee.

General Requirements

The general requirements for the PhD include a minimum of 54 semester hours of graduate work beyond the master's degree or 84 semester hours of graduate work beyond the bachelor's degree. Of the required semester hours, at least 24 are research (SHS 792) and dissertation (SHS 799) credits completed at ASU. A minimum of 30 hours of the approved PhD program, exclusive of dissertation and research hours, are to be completed at ASU. However, students transferring from a doctoral program at another institution may petition to transfer up to 12 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 nine semester hours per semester may be admitted to the program, pending approval.

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 Graduate College.

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 Graduate College, 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.

DOCTOR OF AUDIOLOGY

The Doctor of Audiology (AuD) degree program is designed to prepare audiologists for autonomous clinical practice. The clinical doctorate model at ASU stresses the integration of academic classroom learning and practical experience across a broad spectrum of clinical specialities and practice environments. The AuD program is designed for full-time students over a period of 45 months, including four fall and four spring semesters and three summers. The four-year course of study includes both academic and clinical practicum components. The AuD program requires

a minimum of 101 semester hours, of which 66 are required academic credits provided through the Department of Speech and Hearing Science, and 35 are required clinical credits.

For more information, call the program office at 480/965-2374, or access the Web site at www.asu.edu/clas/shs/AuD.

The AuD program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

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: 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.

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.

COURSES

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480/965-5096

STAUF A412

H. L. "Bud" Goodall, Director
Kory Floyd, Director, Master's Program
Paul A. Mongeau, Director, Doctoral Program

Core Faculty

President's Professor: Alberts
Professors: Broome, Canary, Carlson, Corman, Guerrero, Jain, Lederman, Martin, McPhee, Mongeau, Nakayama
Associate Professors: Brouwer, Corey, Davey, Davis, De la Garza, Floyd, Martinez, Tracy, Trethewey
Assistant Professors: McDonald, Park-Fuller
Instructional Professional: Olson
Assistant Instructional Professional: Edson

Affiliated Faculty**Community Resources and Development**

Professor: Allison

Educational Leadership and Policy Studies

Associate Professor: Margolis

English

Professors: Miller, Roen
Associate Professor: Goggin

Family and Human Development

Professors: Christopher, Fabes

Journalism and Mass Communication

Professor: Godfrey

Justice and Social Inquiry

Regents' Professor: Altheide
Professors: Johnson, Romero

The Hugh Downs School of Human Communication strives to advance the understanding of message-related human behavior, for the purpose of improving communicative 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 Graduate College 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 Graduate College](#), for Graduate College 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 (COM courses numbered 691);
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.

For more information, access asu.edu/clas/communication/graduate/mastersprogram.

DOCTOR OF PHILOSOPHY

The Committee of Faculty offers an interdisciplinary graduate program leading to the PhD degree in Communication. Concentrations are available in communicative development, intercultural communication, and organizational communication.

The program is housed in the Hugh Downs School of Human Communication and is designed to prepare scholars for research-oriented careers in universities and in the public or private sectors. Students are provided training in communication theory, research methodology, and a specialization in one or more areas of concentration. The goal of the program is to meet the needs of students whose interests transcend traditional disciplinary boundaries.

See [Doctor of Philosophy](#) for general requirements. For more information about the program, access asu.edu/clas/communication/graduate/doctoralprogram.

Admission Requirements

Admission to the program is very 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 Graduate College 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 Graduate College 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 the Graduate College 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 developmental 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 core courses (9 semester hours), area of concentration (33 semester hours), dissertation (COM 799) and research (COM 792) (24 semester hours) for a total of 66 hours (minimum). Up to 12 semester hours of research (COM 792) may be taken before admission to candidacy. Three interdisciplinary theory and methodology courses are required of all students entering the program. The required theory course is COM 604 Theory Construction in Communication. Students are required to take three semester hours of COM 792 R: Prospectus/Dissertation Practicum and three semester hours of COM 792 R: Seminar Assistant. In addition, students must take two of the three advanced 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 Graduate College 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 the student successfully completes the comprehensive examination. Research hours (COM 792) may be taken at any point in a student's program, however. Students must enroll for 12 hours of dissertation (COM 799) credit following the semester in which they successfully complete the comprehensive examination.

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 experiments, 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, access asu.edu/clas/communication/graduate/research.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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sese.asu.edu

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PSF 686

Kip V. Hodges, Director

Regents' Professors

Buseck, Christensen, Greeley, Starrfield, Windhorst

Edgar and Helen Korrick Presidential Professor

Christensen

Professors

Burstein, Burt, Cowley, Farmer, Fink, Hester, Hodges, Holloway, Knauth, Peacock, Reynolds, Shock, Stump, Tyburczy, Williams

Associate Professors

Anbar, Arrowsmith, Garnero, Malhotra, Rhoads, Sharp

Assistant Professors

Clarke, Desch, Fouch, Hartnett, McNamara, Semken

The faculty in the School of Earth and Space Exploration offer graduate programs leading to the MS and PhD degrees in Astrophysics and Geological Sciences.

RESEARCH ACTIVITY/FACILITIES

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 stacking sequences in sheet silicates (micas, chlorites, clays); mechanisms of phase transitions; surface studies: scanning tunneling and atomic force microscopy of mineral surfaces; determination of oxidation states and specific site environments through electron energy-loss spectroscopy (EELS); TEM cathodoluminescence studies of defects; airborne minerals: small airborne particles, air quality, air pollution; mineral thermodynamics and spectroscopy; high pressure mineralogy; phase transformation studies.

Paleontology/Paleoecology

Geobiology and the role of organisms in sedimentary processes; early biosphere evolution and the fossil record of early multicellular life; invertebrate paleontology; evolutionary paleoecology; stable isotopic and geochemical techniques; biological response to global change; ichnology; exopaleontology and the exploration for fossil records of extraterrestrial life.

Petrology

High temperature, high pressure phase equilibrium experiments, and models for the origin of major igneous rock types; volatile diffusion in silicate melts; experimental determination of mantle minerals and melts; field and analytical studies of temperature, pressure, and fluids during metamorphism; computer modeling of heat and mass transfer at convergent plate margins; subduction zones; continental extension; mineral equilibria in ore deposits.

Planetary Studies

Compositional and physical properties of the terrestrial planets; comparative geomorphology of the moon, Earth, Mars, Mercury, Venus, and the outer planet satellites; Venus tectonics; thermal infrared spectroscopy of planetary materials; planetary volcanic processes; laboratory simulation of eolian processes on Venus, Mars, and Earth; impact cratering experiments; meteorite studies; micro- and isotopic analysis of meteorites and planetary materials.

Remote Sensing

Geologic mapping based on integrated field and remote sensing studies; multispectral mineralogical investigations; urban environmental studies.

Structure and Tectonics

Structural and tectonic evolution of Arizona and the North American Cordillera; regional geology of the Transantarctic Mountains; relation between fluid and tectonic processes; active tectonic processes; development of the North Atlantic Caledonides, the Cordillera of western North America and the Himalaya of South Asia.

Volcanology

Explosive eruption processes; mechanisms of dike intrusion; structures in lava flows; multiphase flow in volcanic and geothermal systems; textures and volatile contents of volcanic domes; mineralization related to rhyolite domes; laboratory simulation of lava flow processes; field studies throughout the western United States, Hawaii, and Central and South America.

For details about the most current research activity, see the SESE Web site at se.se.asu.edu.

Formation and evolution of planetary systems.

How solar systems form and survive; observation of nearby nascent solar systems and linkages of their properties to the physical conditions existing at the time that our solar system formed.

Formation and evolution of stars.

Mapping and understanding of star formation with infrared and sub-millimeter facilities; studies of star evolution based on high resolution spectroscopy of stellar atmospheres and hydrodynamical modeling of stellar atmospheres and interiors.

Formation and evolution of galaxies.

Formation and evolution of galaxies as governed by gravity and complex feedback mechanisms.

Formation and evolution of space.

Formation and evolution of space; nature of Dark Energy.

Astrobiology Program

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 program 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 this solar system and beyond. The ASU Astrobiology Program is made up of a distributed faculty drawn from the School of Earth and Space

Exploration, the Department of Chemistry and Biochemistry, the School of Life Sciences, the Department of Physics, and the Fulton School of Engineering. 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 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 and hardcopy capabilities is available for research utilizing spacecraft images.

Center for Meteorite Studies

The Center houses one of the largest collections of meteorites in the world. The geochemical and cosmochemical research in progress includes: 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.

Astrophysics

The MS and PhD degrees in Astrophysics are administered by the School of Earth and Space Exploration.

MASTER OF SCIENCE

The MS degree consists of a minimum of 30 semester hours beyond the bachelor's degree, of which 20 semester hours are structured courses. The program provides fundamental graduate training in astrophysics to prepare candidates for careers in astrophysics, such as scientific staff positions at government laboratories, teaching at the community college level, technical positions in industry, or further graduate study.

Program of Study

The student, with the approval of the advisor and supervisory committee (formed upon enrollment), selects courses that make up a coherent program of study. It is normally expected that course work consists of the existing AST 521-522-523 and AST 531-532-533 graduate sequences, which provide comprehensive graduate training in the major fields of astrophysics. These courses are combined with additional work in core fields such as physics or mathematics. Students are expected to exhibit mastery of topics in these core fields, and may be required by their advisor and committee to include such courses in their program of study. Specific course requirements may be waived by the advisor if the student has successfully completed equivalent courses at universities elsewhere. Individual programs of study that include work in related fields may also be designed with advisor approval, subject to the requirements of the ASU Graduate College. MS programs of study also include a minimum of six semester hours of research and thesis credit. ASU Graduate College policies and procedures must also be met for admission to the program as well as for fulfilling the requirements of the degree.

Thesis Requirements

A thesis based on observational, theoretical, laboratory, and/or literature research in astrophysics is required.

Final Examination

A final oral examination in defense of the thesis or the student's written research propositions is required.

DOCTOR OF PHILOSOPHY

The PhD degree consists of a minimum of 84 semester hours of work beyond the bachelor's level. The program is designed to develop creative scholarship and prepare students for professional careers in astrophysics, astronomy, or related fields.

Program of Study

Students may be admitted to the program with a bachelor's or master's degree in a related field. Up to 30 semester hours of master's-level work in a related field can be accepted toward the fulfillment of the PhD requirements. The program of study for the PhD is selected with the recommendation of the student's supervisory committee, and should include sufficient course work to assure mastery of fields such as classical mechanics, quantum mechanics, statistical physics, electrodynamics, and/or other core subjects in addition to those covered in the six-course core AST sequence. Each program of study must include 24 semester hours of a combination of research and dissertation. ASU Graduate College policies and procedures must also be met for admission to the program as well as for fulfilling the requirements of the degree.

Foreign Language Requirements

None.

Comprehensive Examination

The student's supervisory committee determines the content of the comprehensive examination, consisting of a written and an oral examination.

Dissertation Requirements

A dissertation is required that is based on original work demonstrating creativity in research and scholarly proficiency in the subject area.

Final Examination

A final oral examination in defense of the dissertation is required.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

Geological Sciences

The MS and PhD degrees in Geological Sciences are administered by the School of Earth and Space Exploration.

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](#), for information on the MEd 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](#), for information on the MNS degree.

Students applying for admission to the MS, MNS, or PhD degree program must submit scores on the Graduate Record Examination 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 RM: 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 in 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](#) 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 RM: 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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SCOB 330

Luc Anselin, Director**Anthony J. Brazel, Associate Director****President's Professor**

Cervený

Professors

Arreola, Balling, Brazel, Dorn, Fall, Gober, Kuby, ÓHúallacháin, Pasqualetti, Zehnder

Associate Professors

Ellis, Li, McHugh, Wentz

Assistant Professors

Edsall, Larson, Lukinbeal, Myint, Schmeekle, Torrens

Lecturers:

Larson-Keagy, Shaeffer

The faculty in the School of Geographical Sciences offer graduate programs leading to the MA, master's in passing, and PhD degrees in Geography and the MAS in Geographic Information Systems and Geography Education.

Departmental research and graduate education focus on four areas of study: social and cultural dynamics of space and place, complex land use systems, climate and environmental change, and GIScience.

Students admitted to the Master of Education degree program with a major in Secondary Education may also elect geography as the subject matter field. See [Master of Education](#) for information on the Master of Education degree.

MASTER OF ARTS

The MA program is designed to offer a specialized program of academic and professional training in geography so that the student may secure a sound graduate background for further specialization or for immediate employment. The program has sufficient flexibility to allow for individual needs and interests of the student. A minimum of 30 semester hours beyond the bachelor's degree is required. At least 24 semester hours must be in geography.

Admission

Applications for the MA program must be accompanied by the applicant's scores on the Graduate Record Examination (verbal and quantitative) and three letters of recommendation from professors. All applications are reviewed by the Graduate Recruiting and Admissions Committee and the chair of the Department of Geography. To be considered for financial assistance for the next academic year, students must be admitted by February 15.

It is presumed that all students entering the master's program have an adequate background in geography, including course work that is the equivalent of GPH 371 Introduction to Cartography and Georepresentation and GCU 495 Quantitative Methods in Geography. Additional prerequisite course work is required of students insufficiently prepared in geography. The program of study consists of the following elements:

GCU 529 Contemporary Geographic Thought (3)
 GCU 585 Advanced Research Methods in Geography (3)
 GCU 591 Seminar (3)
 or GPH 591 Seminar (3)
 GCU 599 Thesis (6)
 or GPH 599 Thesis (6)

Total 15

The remaining 15 semester hours are composed of a suitable combination of course work and/or research.

A student in the MA program is required to pass an oral and a written examination administered by the student's supervisory committee. The written examination consists of questions from the area of interest. The oral examination serves as a defense of the thesis.

MASTER OF ADVANCED STUDY

The Master of Advanced Study (MAS) degree in Geographic Information Systems (GIS) program is a compact one-year nonthesis degree fostering advanced study in management and the use of GIS technology in public and corporate environments. The degree meets important educational needs of working professionals and recent college graduates seeking to improve their career standing. The program provides a comprehensive professional degree that balances work in the theoretical aspects of GIS, the technical side of the discipline, and the applications domain. Students are exposed to cutting edge technology, management theory and practice, and several societal dimensions associated with the application of GIS technology. Courses are held in the evenings and on weekends, the curriculum is highly adaptable to the work environment, and thus the MAS degree is achievable in a one-year time period.

Admission

In addition to ASU Graduate College standards, prospective students seeking the degree must (1) have successfully completed a bachelor's degree in a related area with a minimum GPA of 3.00 (4.00 scale) or (2) demonstrate a minimum of three years of related professional experience and the successful completion of a bachelor's degree in an unrelated area as determined by the MAS-GIS Steering Committee. Applicants must submit two letters indicating support from any combination of current/former instructors, supervisors, or professionals currently employed within GIS or a related discipline. Applicants must prepare a formal, written statement regarding relevant academic experience, professional experience, and overall interest in GIS. Application materials for the coming academic year are accepted and reviewed on a rolling basis until June 30. Applicants are notified of their status within six weeks of receipt of their application materials.

Program of Study

Enrolling students must complete three sequential semesters of course work totaling 30 semester hours. The first semester, offered during the fall, is composed of six two-semester-hour modules (12 hours total). Each module has a minimum of 30 hours of instructor contact time and 60 hours of out-of-class assignments; each module lasts two weeks. Students in the spring semester must complete one mandatory and three elective 15-week 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.

The Master of Advanced Study (MAS) degree in Geographic Education is an online nonthesis degree that assists teachers in obtaining highly qualified status in geographic education. The degree is intended for K-12 teachers and is appropriate for elementary and secondary school teachers. Although the courses are completed online, there are two in-person meetings, including an orientation and a graduation event where capstone projects are presented. Enrolling students must complete 30 semester hours in a nontraditional quarter system designed to accommodate the schedule of working teachers. The first 24 semester hours focus on geography, while the capstone experience (DCI 593 and COE 501) links geographic knowledge to pedagogy where students develop a detailed, sophisticated, and innovative project based on a real or potential issue related to geographical education.

In addition to ASU Graduate College standards, prospective students seeking the degree must (1) have a bachelor's degree from a regionally accredited institution (or equivalent) in education, geography, or related area with a minimum GPA of 3.00 (4.00 scale) or (2) demonstrate a minimum of one year of related professional experience and successful completion of a bachelor's degree from a regionally accredited institution (or equivalent) with a minimum GPA of 3.00 (4.00 scale). Applicants with a GPA below 3.00 can apply and may be accepted if they show substantial promise of success based on the candidate's statement and letters of recommendation. Applicants to the program are accepted year-round for admission to start each fall quarter.

MASTER'S IN PASSING

Students without a master's degree who are admitted directly into the PhD program (post-bachelor's PhD students) have the option to earn a master's in passing. Upon successful completion of 30 semester hours, including the core course requirements, and the department research and field examination, students qualify for the master's in passing. The research and field examination is a two-week examination that evaluates a PhD student's capacity to undertake and successfully complete a research project. The examination is conducted by an examining committee composed of the graduate program committee (GPC) and the student's advisor or other student representative if the advisor is already a member of the GPC. One reexamination may be permitted pending approval by the examining committee and the school director. Students who do not pass the research and field examination or who prefer not to attempt the research and field examination may petition the Graduate College to switch to the MA program, transfer their credits, and complete a master's thesis.

Following the successful completion of 30 semester hours and the research and field exam, post-bachelor's PhD students are then governed by the usual rules for PhD students.

Program of Study

A minimum of 30 semester hours of course work at ASU is required to qualify for the master's in passing. Beyond the master's in passing degree, another 30 semester hours of course work is required, plus a minimum of six semester hours of credit in research and 18 semester hours of dissertation. For the master's in passing phase, all post-bachelor's PhD students are required to take the following courses:

GCU 529 Contemporary Geographic Thought
GCU 585 Advanced Research Methods in Geography
One three-semester-hour seminar (GCU 591 or GPH 591)

The following courses are recommended

One three-semester-hour readings and conference with the student's advisor (GCU 590 or GPH 590)
One three-semester-hour seminar in writing and publication with the student's advisor (TBD)

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](#) 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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School of Human Evolution and Social Change

Master's and Doctoral Programs

www.asu.edu/clas/shesc

480/965-6213

ANTH 233

Sander E. van der Leeuw, Director**Ben Nelson, Associate Director****Kaye Reed, Associate Director****Regents' Professor**

Clark

Professors

Barton, Bolin, Brandt, Brewis, Buikstra, Carr, Chance, Eder, Falconer, Hackett, Hegmon, Hill, Hudak, Hurtado, Johanson, Kimbel, Kintigh, Marean, Martin, Nash, B. Nelson, M. Nelson, Perrings, Redman, Smith, Spielmann, Stark, van der Leeuw, Williams

Associate Professors

Abbott, Baker, Boone, Haenn, Harlan, Jonsson, Reed, Stone, Tsuda, Welsh, Winkelman

Assistant Professors

Anderies, Isaac, Janssen, Knudson, Schwartz, Scott, Spencer, Stojanowski

Research Professor

Ostrom

Associate Research Professors

Simon, Sugiyama

The faculty in the School of Human Evolution and Social Change offer graduate programs leading to the MA and PhD degrees in Anthropology.

Admission

In addition to the general requirements for admission to the Graduate College, the School of Human Evolution and Social Change requires applicants to provide a statement of their interests and professional goals and three letters of recommendation. Applicants who received their BA during the past ten years must also submit scores on the Graduate Record Examination. Undergraduate course work in anthropology is not a prerequisite for admission, but is generally advisable. Students may be admitted without such a background and may be required to acquire knowledge of general anthropology in a manner to be specified at the time of admission.

Program of Study

The primary purpose and scope of the graduate program in Anthropology are intended to lead to the PhD degree. However, 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 doctoral program is divided into three phases. The first consists of 24 semester hours of course work and readings, culminating in a research portfolio, which normally consists of two research papers. 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 the MA research portfolio, 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 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.

Museum Studies Certificate

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 anthropology.

MASTER OF ARTS

Special training programs are designed at the master's level in archaeology, museum anthropology, physical anthropology, and social-cultural anthropology.

See [Master's Degrees](#) for general requirements. A concurrent MA degree in Anthropology and MS degree in Justice Studies is also available.

DOCTOR OF PHILOSOPHY

For more information on the PhD degree, see [Doctor of Philosophy](#).

Concentrations

The school's faculty are organized into two sets of cross-cutting units: academic concentrations and thematically based research groups. Graduate students may pursue curricula associated with a single academic concentration and/or research group, or may design a program of study that combines various foci or is interdisciplinary in nature. Examples of single academic concentrations are described below.

Archaeology Concentration

Graduate studies in archaeology provide training that emphasizes 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 Concentration

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 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.

Environmental Technology and Society

This concentration provides an interdisciplinary social science perspective, which may be applied to issues of anthropological concern. Among the theoretical and methodological perspectives and issues emphasized by this approach are historical and urban geography, political ecology, conceptual and mathematical modeling, and science and technology studies.

Museum Anthropology Concentration

Museum anthropology 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 anthropology 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 also offers an MA degree in Anthropology with a concentration in museum anthropology and a nondegree certificate in Museum Studies at the graduate level.

Physical Anthropology Concentration

The graduate program in physical anthropology introduces students 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 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 Concentration

The social-cultural program provides education in most topics of social-cultural 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. Social-cultural 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 specific research activity, access the School of Human Evolution and Social Change Web site at www.asu.edu/clas/shesc.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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ARCHIVE:

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School of International Letters and Cultures

Master's and Doctoral Programs

www.asu.edu/languages

480/965-6281

LL 440

Robert Joe Cutter, Chair

Regents' Professors

Foster, Keller

Professors

Acereda, Alexander, Baldini, Bokenkampe, Chambers, Croft, Cutter, Carlos Garcia-Fernández, Horwath, Lafford, Losse, M. Sanchez, Orlich, Sipka, Sorensen, Spring, Volek, West, Wetsel, T. Wong

Associate Professors

Candela, Canovas, Choi, Carmen Garcia-Fernández, Hernández-G., Ossipov, Reiman, A. Sanchez, Suwarno, Tompkins, Urioste-Azcorra, Vitullo

Assistant Professors

Ali, Cashman, Cruse, Gilfillan, Gruzinska, Haberman, McElroy, Oh, Saposnik, Zou

Senior Lecturers

Elorrieta, Falce-Robinson, Foard, Zhang

Lecturers

Bell, Deal, Devitt, Lage, Le, Mango, Martinez, Melucci, Pang, Poudrier, Shimomura, Siriprakob, Stiftel, Walton-Ramirez, E. Wong

The faculty in the School of International Letters and Cultures offer graduate programs leading to the MA degree in Asian Languages and Civilizations—Chinese/Japanese, French, German, and Spanish. For concentrations available under each major, see the [College of Liberal Arts and Sciences Graduate Degrees and Majors](#) table.

Students admitted to the Master of Education degree program in Secondary Education may elect foreign languages as the subject matter field. See [Master of Education](#), for information on the Master of Education degree.

The faculty also offer a graduate program leading to the PhD degree in Spanish. See [Doctor of Philosophy](#) for general requirements.

It is recommended, but not required, that students applying for admission to the MA, MEd, or PhD program submit scores on the Graduate Record Examination.

The department also offers a Certificate in Translation.

MASTER OF ARTS

Candidates for the MA degree should, upon entrance, present the equivalent of an undergraduate major in the language in which the degree is sought. Those who lack this background, but who show strong potential and meet Graduate College 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 in the target language and in English.

The program of study for the MA degree includes a minimum of 30 semester hours of graduate-level work, as approved by the candidate's supervisory committee. The program must include a 500-level Bibliography and Research Methods course offered by the department. When approved by the candidate's supervisory committee, in some programs, nine hours in another language or in closely related courses may be included in the program.

Students who are primarily interested in teaching on the secondary or community college levels may select a program of study with a concentration in language and cultures. Students seeking an MA degree in Asian Languages and Civilization or in Spanish, should consult with the respective director of graduate studies.

Comprehensive Examination

All candidates, with the exception of those in Asian Languages and Civilization, 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 and German, 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 or in Asian Languages and Civilizations. Consult the respective graduate handbooks 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 RM: 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).

The PhD in Spanish consists of 30 semester hours of graduate-level work beyond the MA plus 24 semester hours of research (SPA 792 for Research and SPA 799 for Dissertation). Thirty semester hours of graduate course work are considered the minimum for a doctoral program and must be taken at ASU.

Foreign Language Requirements

Each candidate is expected to demonstrate a reading knowledge of two languages other than English and 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 School of International Letters and Cultures 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 School of International Letters and Cultures 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 includes a range of disciplines. These cover linguistics (including language pedagogy), literary history and theory, and literary translation. Current research of the faculty explores such areas as the use and transformation of Chinese characters in Japan, premodern and modern fiction in both China and Japan, and the Chinese tradition of performance literature.

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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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School of Justice and Social Inquiry

Master's and Doctoral Programs

www.asu.edu/clas/justice

480/965-7682

WILSN Second Floor

Doris Marie Provine, Director

Regents' Professor

Altheide

Professors

Cavender, Haynes, Johnson, Jurik, Lauderdale, Provine, Romero, Schneider, Zatz

Associate Professor

Adelman

Assistant Professors

Gonzales, Haglund, Kulkarni, Lim, Lopez, Mason, Monahan, Quan, Varsanyi

The School of Justice and Social Inquiry (SJSI) is an interdisciplinary, transdisciplinary unit in the College of Liberal Arts and Sciences at ASU. Justice is an inter-disciplinary engagement that includes both the social sciences and the humanities.

The variety of interests represented in SJSI can be assessed from the backgrounds and interests of its faculty. SJSI also has a tradition of strong ties to other units, which is evident through the school's affiliated faculty.

The school is a founding member of the Law and Society Association's Consortium for Graduate Law and Society Programs, along with NYU (Institute of Law and Society), UC Berkeley (Jurisprudence and Social Policy), Irvine (Criminology, Law, and Society), and Wisconsin (Institute for Legal Studies).

MASTER OF SCIENCE

The MS degree has been designed to prepare students for professional positions in justice-related agencies, for teaching in community colleges, and for further study and research in the justice field.

Areas of Study

Students use elective courses to develop a specialization in an area relevant to their own interests and consistent with the school's focus on the following areas:

1. economic justice, particularly the global dimensions of changing economic relations;
2. social justice, law and policy, focusing on crime, environment, immigration, welfare, health, and other policies that inspire justice concerns, especially around race, class, and gender; and
3. cultural transformation and justice, especially the role of media and new technologies in changing perspectives on justice.

Degree Requirements

The MS degree has two options: a thesis or an applied project.

The thesis option requires the completion of 36 semester hours, six of which are JUS 599 Thesis. To satisfy the thesis requirement for the MS degree, candidates must write a thesis and defend it in an oral examination conducted by the student's advisory committee.

The applied project option requires the completion of 36 semester hours, six of which are JUS 593 Applied Project. 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 applied project typically includes a brief literature review to identify the nature of the issue or problem and a description of the methodology used and, if relevant, of the program studied, followed by an analysis.

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 and applied project requirements.

The required foundation courses provide students with a fundamental understanding of the theories, methods, and analytic techniques associated with the study of justice. The foundation courses include

JUS 500 RM: 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)

The successful completion of an undergraduate course in statistical analysis of data is strongly advised before taking JUS 509 Statistical Problems in Justice Research. Students who are admitted into the master's program and have not taken an undergraduate statistics course may be required to correct this deficiency (without graduate credit) with an appropriate undergraduate course upon entering the program.

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 the Graduate College 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.

Policy on Academic Standards

The School of Justice and Social Inquiry expects its graduate students to maintain high academic standards. Specifically, a student must maintain a minimum GPA of 3.00 in all graduate-level course work within the program of study for regular status in the program. In addition, each student must earn a grade of "B" (3.00) or higher in each of the required core courses. A student who earns a grade below "B" (3.00) in a required core course must retake that course and earn a grade of "B" (3.00) or higher. A student whose GPA falls below 3.00 will be notified in writing that he/she will be placed on probationary status. While on probationary status, the student must take no fewer than nine semester hours within two consecutive semesters immediately following placement on probationary status. The nine semester hours will be determined after consulting with the director of the Graduate Programs and obtaining approval from the chair of the student's committee or temporary advisor. If the student does not attain a minimum 3.00 GPA after taking nine semester hours, the student will be notified in writing that the school will recommend his/her dismissal to the dean of the Graduate College.

Admission

In addition to the general admission requirements of the Graduate College, applicants must submit the following materials by January 1 for fall admissions:

1. Graduate Record Examination (GRE) scores or LSAT score taken within the last five years; and
2. transcripts.

Send these materials to

GRADUATE COLLEGE
ARIZONA STATE UNIVERSITY
PO BOX 871003
TEMPE AZ 85287-1003

Applicants must submit these items directly to the School of Justice and Social Inquiry by the same deadline.

1. personal statement (800 to 1000 words) outlining areas of interest, educational and career goals;
2. three letters of recommendation (academic, if possible); and
3. a writing sample.

Send these materials to

SCHOOL OF JUSTICE AND SOCIAL INQUIRY GRADUATE PROGRAMS
ARIZONA STATE UNIVERSITY
PO BOX 870403
TEMPE AZ 85287-0403

JUSTICE STUDIES—PHD

The School of Justice and Social Inquiry is recognized as a leader in the interdisciplinary study of justice and a pioneer in the establishment of a full-fledged program in the field. Other major universities, and many colleges, have followed suit, some using SJSI as their model. The doctoral program is truly interdisciplinary and requires its students to gain an interdisciplinary expertise. Students are required to take courses from other departments and schools within ASU; at least one member of the student's dissertation committee must be from outside the school. More than 40 faculty from across ASU are faculty affiliates with the School of Justice and Social Inquiry.

AREAS OF STUDY

Students use elective courses to develop a specialization in an area relevant to their own interests and consistent with the school's focus on the following areas:

1. economic justice, particularly the global dimensions of changing economic relations;
2. social justice, law and policy, focusing on crime, environment, immigration, welfare, health, and other policies that inspire justice concerns, especially around race, class, and gender; and
3. cultural transformation and justice, especially the role of media and new technologies in changing perspectives on justice.

JD/PHD CONCURRENT DEGREE

The School of Justice and Social Inquiry offers a concurrent JD/PhD degree in Justice Studies, which provides a

rigorous education for highly qualified students interested in pursuing academic careers in law, law and the social sciences, or law and philosophy. Students must request special approval to pursue concurrently the JD and PhD degrees and apply separately for admission to the Sandra Day O'Connor College of Law and the School of Justice and Social Inquiry.

Degree Requirements

The doctoral program requires that students complete four foundation courses as a part of their course work for the PhD in Justice and Social Inquiry. Students must earn a grade of "B" (3.00) or higher in each of the foundation courses:

- JUS 610 Law and the Social Sciences (3)
- JUS 620 Justice Research Methodology (3)
- JUS 630 Data Analysis for Justice Research (3)
or JUS 650 Advanced Qualitative Data Analysis (3)
- JUS 640 Theoretical Perspectives on Justice (3)

Students entering the doctoral program with a master's or JD degree are required to complete 54 semester hours. Of those 54 hours, 24 semester hours are earned as part of the dissertation research. Of the remaining 30 semester hours, each student is required to take a minimum of 24 semester hours (exclusive of reading and conference, research, and internship hours). Of these 24 semester hours, 12 hours are the required core courses and 12 hours are elective courses. The remaining six semester hours may be any combination of electives, reading and conference hours, and research hours.

Students entering the doctoral program without a master's or JD degree are required to complete 84 semester hours, of which 24 hours are earned as part of the dissertation research. Of the remaining 60 semester hours, each student is required to take a minimum of 45 semester hours (exclusive of reading and conference, research, and internship hours). Of these 45 semester hours, 12 hours are the required foundation courses for the master's, 12 hours are the required core courses for the PhD, and 21 hours are elective courses. The remaining 15 semester hours may be any combination of electives, reading and conference, and research hours.

Foreign Language Requirement

None

Advisory Committee

Each graduate student has a faculty advisory committee. Advisory committees serve the following functions:

1. guide students in preparation for the program of study;
2. provide guidance and monitor academic progress;
3. determine (with student participation) the areas to be covered by the comprehensive examination; and
4. administer and grade the comprehensive examination.

The advisory committee consists of at least three persons: a chair and two other faculty members. The committee is appointed by the dean of the Graduate College on the recommendation of the director of the Graduate Programs. To ensure the university-wide, interdisciplinary nature of the doctoral program, no three advisory committee members can be from the same discipline or academic unit. At least 50 percent of the committee members must be faculty from ASU. It is mandatory to have one faculty member of the School of Justice and Social Inquiry (SJSI) on the advisory committee. To chair an advisory committee, an individual must be a tenured or tenure-track faculty member of the SJSI or affiliated faculty.

Comprehensive Examination/Prospectus Defense

Upon completion of course work and before the start of dissertation research, the student completes a written examination. The examination evaluates the student's accumulation of interdisciplinary knowledge and ability to communicate across disciplines. The examination is developed and administered by the student's advisory committee. The student is examined in two areas of specialization. This examination accomplishes two goals. First, it demonstrates the student's ability to synthesize knowledge attained in the core areas of study. Second, the examination explores the student's knowledge in the declared area of specialization and focuses on the ability to synthesize material drawn from elective courses and primary research. After the comprehensive examinations are completed, the student should finalize the prospectus with the dissertation committee.

The prospectus should include a statement of the problem, a review of the literature, and a plan for research. Before achieving candidacy, the student must successfully present and defend the prospectus to the dissertation committee.

Policy on Academic Standards

The School of Justice and Social Inquiry expects its graduate students to sustain high academic standards. Specifically, a student must maintain a minimum GPA of 3.00 in all graduate-level course work within the program of study for regular status in the program. In addition, each student must earn a grade of "B" (3.00) or higher in each of the required core courses. A student who earns a grade below "B" (3.00) in a required core course must retake that course and earn a grade of "B" (3.00) or higher. A student whose GPA falls below 3.00 will be notified in writing that he/she will be placed on probationary status. While on probationary status, the student must take no fewer than nine semester hours within two consecutive semesters immediately following placement on probationary status. The nine semester hours will be determined after consulting with the director of the Graduate Programs and obtaining approval from the chair of the student's committee or temporary advisor. If the student does not attain a minimum 3.00 GPA after taking nine semester hours, the student will be notified in writing that the school will recommend his/her dismissal to the dean of the Graduate College.

Admission

In addition to the general admission requirements of the Graduate College, applicants must submit the following materials by January 1 for fall admissions:

1. Graduate Record Examination (GRE) scores or LSAT score taken within the last five years; and
2. transcripts.

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GRADUATE COLLEGE
ARIZONA STATE UNIVERSITY
PO BOX 871003
TEMPE AZ 85287-1003

Applicants must submit these items directly to the School of Justice and Social Inquiry by the same deadline.

1. personal statement (800 to 1000 words) outlining areas of interest, educational and career goals;
2. three letters of recommendation (academic, if possible); and
3. a writing sample.

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480/965-1768

LSE 226

Robert E. Page, Director

Rajeev Misra, Associate Director for Graduate Programs

Regents' Professors

Alcock, Arntzen, Pyne

Regents' and President's Professor

Maienschein

Regents' Professor and Del E. Webb**Distinguished Professor**

Poste

Foundation Professors

Hölldobler, Page

Ullman Professors

Collins, Hedrick

Professors

Briggs, Capco, Chandler, Clark-Curtiss, Creath, Curtiss, Day, Deviche, Dowling, Elser, Faeth, Fisher, Frasc, Garcia-Pichel, Grimm, Harrison, B. Jacobs, M. Jacobs, Johnston, Klopatek, Kumar, Lawson, Marchant, McGregor, Misra, Moore, Mossman, Nash, Rutowski, Sarewitz, A. Smith, B. Smith, Trent, Vermaas, Walsberg, Webber, Wheeler, Wu, Young

Associate Professors

Armendt, Chang, Duch, Escalante, Fewell, Goldstein, Hoffman, Hogue, Kinzig, Kusumi, Lake, Mason, Neuer, Newfeld, Nickerson, Orchinik, Pigg, Ramakrishna, Rawls, Roberson, Slater, Stout, Stromberg, Szarek, Towill, Ugarova

Assistant Professors

Amdam, Chen, Crook, DeNardo, Gadau, Gerber, Hall, Hamilton, Haydel, Kim, Laubichler, Lei, Liebig, McGraw, Minter, Mor, Pratt, Robert, Rosenberg, Sabo, Shi, Sykes, Touchman, Tyler, Verrelli, Wilson-Rawls, Wojciechowski

Research Professors

Cardineau, Davidson, Mahoney, Pearson

Associate Research Professor

Lopez

Assistant Research Professors

Langland, Luo

Senior Research Scientist

LoBrutto

Assistant Research Scientist

Judson

Herbarium Curator

Landrum

Assistant Museum Curator

Gill

[Biology](#)**[Microbiology](#)****[Molecular and Cellular Biology](#)****[Plant Biology](#)**

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. Concentrations in biology and society, ecology, and photosynthesis, and a Graduate Certificate in Bioethics, Policy, and Law are available.

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](#)).

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.

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.

Application Deadline.

Complete college and School of Life Sciences supplemental application materials should be received by December 15 for admission in the fall semester. Students are not admitted in the spring semester.

FACILITIES

The modern Life Sciences center, Arizona Biodesign Institute, and Interdisciplinary Science and Technology Buildings I and II 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. There is also a DNA sequencing laboratory. 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; bioinformatics; 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.

GRADUATE CERTIFICATE

Graduate Certificate in Bioethics, Policy, and Law

Advances in the biosciences, medicine, and biotechnology raise a vast array of ethical, policy, and legal issues. The Graduate Certificate in Bioethics, Policy, and Law is designed to enhance training for graduate students or professionals from a variety of disciplines. This certificate provides the skills for addressing the moral issues facing a complex society. The program is richly interdisciplinary, drawing from philosophy, life sciences, religious studies, history, anthropology, law, health administration, science policy, nursing, sociology, as well as other programs.

For more information, call 480-965-8927, visit the program office in LSC 284, or access sols.asu.edu/cbs.

Biology

ACCELERATED BACHELOR AND MASTER OF SCIENCE

This program allows students to pursue an accelerated 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 awarded. (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 Graduate College 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](#)). 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](#) 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 an oral examination and defense of the written dissertation proposal. 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](#).)

Final Examination

A final defense of the dissertation is required. (See [Doctoral Dissertations](#).)

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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](#) 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. If these course requirements are completed, no comprehensive examination is required. 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](#) 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](#).)

Final Examination

A final oral examination in defense of the dissertation is required.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

Molecular and Cellular Biology

The interdisciplinary MS and PhD degrees in Molecular and Cellular Biology are administered by the School of Life Sciences and include a doctoral concentration in computational biosciences. 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 Bioengineering, Chemical and Materials Engineering, Kinesiology, Physics, Psychology, and the School of Human Evolution and Social Change. 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.

MASTER OF SCIENCE

See [Master's Degrees](#) 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](#) 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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, 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](#) 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. 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](#).)

Final Examination

A final oral examination in defense of the dissertation is required.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Women and Gender Studies

Certificate and Doctoral Programs

www.asu.edu/clas/womens_studies

480/965-2358

WHALL 205

Mary Margaret Fonow, Director

Core Faculty

Professors:

Fonow, Kitch, Koblitz, Weitz

Associate Professors:

Anderson, Cruz-Torres, Leong, Scheiner-Gillis

Assistant Professors:

Archuleta, Durfee, Fisher, Katsulis

The faculty of the Women and Gender Studies Program offer both a graduate certificate and a PhD degree. Both programs address the scientific, social and cultural construction of gender; the dynamics of gender relations; the processes of social change; and the intersection of gender with race, class, nation, and sexuality. The programs take an interdisciplinary approach to the study of gender, bringing together the theory and methods of feminist scholars who study gender in the social sciences, humanities, arts, and physical sciences. Faculty specializations center around three areas: justice, social change and sustainability; health, science, and technology; and visual and narrative culture.

GRADUATE CERTIFICATE

The graduate Certificate in Gender Studies is an interdisciplinary program that enables ASU graduate students to enhance their degrees by gaining demonstrated proficiency and knowledge about gender research and theories. The certificate explores such topics as how cultural and social constructions of masculinity and femininity shape the economy, the family, government, media and the arts, and civil society. Understanding these social dimensions of gender will enhance students' educational and working opportunities in areas such as policy, health, urban planning, business, education, international development, design, sciences, media, and the arts. The program requires a total of 15 semester hours, including two required courses.

Admission

Prerequisites

All Applicants must have completed their baccalaureate degree and must be graduate students in good standing at ASU, in any degree program. Nondegree students may take courses, but cannot earn a certificate unless admitted to a graduate program.

Application form

Candidates must complete the application form, which is available on the Web site at www.asu.edu/clas/womens_studies/students. The form must be signed by the student's major advisor.

Essay

An essay of no more than 500 words explaining the student's intentions in pursuing a Certificate in Gender Studies must also be submitted. The essay should be specific as to career goals, why this program fits the student's needs, and what makes the student a strong candidate for the program. The statement should indicate any demonstrated interest in the study of women and/or gender, for example, previous course work, professional experience, or internships.

The application form and essay should be sent to

GRADUATE CERTIFICATE PROGRAM
WOMEN AND GENDER STUDIES PROGRAM
ARIZONA STATE UNIVERSITY
PO BOX 873404
TEMPE AZ 85287-3404

Online or e-mail applications are not accepted.

Program of Study

The certificate program requires 15 hours of course work. To receive the certificate, a student must

1. maintain at least a 3.00 GPA and have no more than one grade below a B- in courses taken within the certificate program;
2. complete two required courses:
WST 601: Critical Concepts of Gender
WST 602: Mapping the Intersections of Gender; and
3. complete three additional courses from a list of approved electives, chosen in consultation with the graduate director. (Only 20 percent of the required semester hours can be transferred, with program approval, from another university.)

Courses

For course information, contact the Women and Gender Studies office in WHALL 205, or access the Web site at www.asu.edu/clas/womens_studies/class.

DOCTOR OF PHILOSOPHY

See [Doctor of Philosophy](#) for general requirements.

The academic study of gender is increasingly recognized as central across academic fields, from literature to psychology to biology and law. The goal of the doctoral program is to train researchers who can take their place in the world as academic faculty, as researchers inside and outside of academia, and as policymakers.

Program Specializations

The PhD program in Gender Studies is designed around three areas of specialization:

Health, Science, and Technology

Courses in this area explore the impact of gender on health care, health occupations, and scientific enterprise. The program's faculty have expertise in health and sexuality, bioethics, women's roles as healers and care-givers, HIV/AIDS prevention, gender and technology, and the participation of women in math and science in the developing world.

Justice, Social Change, and Sustainability

Courses in this area explore such topics as the gender dimensions of social structure, social and cultural change, community development, sustainability, and the social and cultural division of labor; and analyze how policies and laws can improve or hinder the quality of life for everyone. The program's faculty have expertise linking gender to globalization, immigration, work, social policy, domestic violence, child welfare, environmental issues, and economic development, both in the United States and elsewhere.

Visual and Narrative Culture

Courses in this area explore historical and contemporary representations of gender in all genres, including popular culture, literature, theater, art, film, historical texts, scientific rhetoric, government documents, medical research, legal narratives, and advertising; especially as those representations intersect with representations of race, sexuality, and class. In addition, students will study representation as a process in which representational forms produce as well as reflect gender inequality, difference, and polarized identities.

Admission Standards and Procedures

Applicants to the PhD program in Gender Studies must submit various items, some directly to the Women and Gender Studies Program, some to the Graduate College. The application deadline is January 15.

In addition to submitting the standard materials to the Graduate College, prospective students must submit the following items directly to the program office:

1. applicant information form;
2. résumé or curriculum vitae;
3. statement of purpose;
4. application for graduate assistantship form found on the Web at www.asu.edu/graduate/forms (for additional financial information, contact the Financial Aid Office at 480/965-3355);
5. unofficial GRE scores;
6. unofficial transcripts (Note: Junior/Senior GPA must be 3.00 or higher);
7. writing sample (10 to 25 pages); and
8. three letters of reference (with recommendation cover form), preferably from faculty or other researchers. Letters must be sent by the recommenders, not by the applicant.

Send these materials to

WOMEN AND GENDER STUDIES PROGRAM
ATTN: GRADUATE PROGRAM
ARIZONA STATE UNIVERSITY
PO BOX 873404
Tempe AZ 85287-3404

Residence

In general, PhD degree students should expect to devote the equivalent of at least three academic years (84 semester hours) beyond the bachelor's degree to their program of study. Students must spend their first academic year (fall/spring) after admission to the PhD program in full-time residence at ASU. At least 30 semester hours of the PhD program, exclusive of dissertation and research hours, must be completed at ASU in accordance with the approved

program of study.

Degree Requirements

Course Work

Students may be admitted with either a bachelor's or master's degree from a regionally accredited U.S. institution or the equivalent of these from an international institution that is officially recognized by that country. If admitted with a bachelor's degree, students are required to complete a minimum of 84 semester hours. These hours include a minimum of 30 semester hours of course work, 24 semester hours of dissertation research, and 30 semester hours of general electives. If admitted with a master's degree, a student is required to complete a minimum of 54 semester hours at ASU. Thirty semester hours from a previously awarded master's degree would count toward the PhD requirements.

Requirements for students admitted with a bachelor's degree

Required core (12)
 Elective course work in methodology (6)
 Elective course work in specialization (12)
 General electives (30)
 Research/Dissertation (24)
Total 84

Requirements for students admitted with a master's degree*

Required core (12)
 Elective course work in methodology (6)
 Elective course work in specialization (12)
 Research/Dissertation (24)
Total 54

* In addition, 30 semester hours from a previously awarded master's degree will count toward the degree requirements for the PhD program.

Core Courses (12 semester hours)

The four required core courses explore the theoretical, methodological, and ethical dimensions of gender knowledge; the intersections of gender with other forms of social and cultural diversity; and professional issues in the field of gender studies. All students are required to take or gain exemption from (if they have previously taken an equivalent course) the following four courses.

WST 601 Critical Concepts of Gender

An examination of the key concepts, theoretical frameworks, disciplinary and interdisciplinary approaches, and the critical debates that have shaped the field of gender studies.

WST 602 Mapping the Intersections of Gender

An interdisciplinary examination of various theoretical and methodological approaches to the understanding of difference with a focus on the intersections and convergences between race, class, gender, nation, physical ability, and sexuality.

WST 603 Engendering Methodology

An overview of research tools, methodological and epistemological debates, applications, techniques, and ethics pertinent to research in gender studies.

WST 701 Research Design and Proposal Development in Gender Studies

Prepares students for professional careers in gender studies by developing skills in research design and proposal writing, and in identifying outlets for funding and for publication.

Elective Courses within the Specialization (12 semester hours)

All students are required to choose one of three areas of specialization and take 12 semester hours within it. Students choose courses offered by the Women and Gender Studies program and by other units at ASU from a list which is updated each semester. Students who enter with a master's degree may be exempt from courses in their area of specialization if they have previously taken an equivalent course. Three reading and conference hours can be applied to the specialization.

No more than six semester hours of 400-level courses may be counted toward the degree.

Methods Requirement (six semester hours)

Students must choose two research methods courses to complete the degree. Due to the interdisciplinary nature of gender studies, these courses can be drawn from a wide array of ASU units across the various campuses. The program committee advises the student on the selection of methods courses. Students who enter with an MA may be exempt from methods courses if they have previously taken an equivalent course.

Required Research (24 semester hours)

All students are required to enroll in the following research courses: WST 792 Research and WST 799 Dissertation.

General Electives (30 semester hours)

Students who enter with only a bachelor's degree are required to complete 30 semester hours of general electives. These hours can be used for course work, internship, seminar, and reading and conference credit. Electives can be chosen from the list of courses approved by the graduate studies committee.

No more than six hours of 400-level courses may be counted toward the degree.

ADVISORS AND SUPERVISORY COMMITTEES

By the third semester of studies or earlier, students should consult with the graduate director in order to express a preference for the chair of their supervisory committee and form the committee. Any regular full-time tenured or tenure-track faculty member in the Women and Gender Studies (WGS) Program may serve as the chair of a doctoral dissertation committee. Emeriti Gender Studies faculty may continue to serve as co-chair of the supervisory committee for three years upon retirement.

The chair of the supervisory committee and the student together choose the remaining members of the committee (two more are required). One must be a full-time tenured or tenure-track faculty member of the Women and Gender Studies Program. The second may be a tenured/tenure-track WGS faculty member, a tenured/tenure-track WGS-affiliated faculty member, or an emeritus WGS or WGS-affiliated faculty member. A student's supervisory committee may also include a fourth member, if approved by the Graduate Committee. That fourth member can be either an ASU faculty member not affiliated with WGS or a tenured/tenure-track faculty member at another university. Any member of the supervisory committee, with the exception of a member outside of ASU, may serve as a co-chair. The official appointment of the chair and members of the supervisory committee is made by the dean of the Graduate College upon the recommendation of the WGS director.

Foreign Language Requirement

Competency in a foreign language is not generally required unless such competency seems useful or essential to a candidate's research. The supervisory committee decides whether a foreign language is essential to the student's research.

Dissertation Proposal

After successful completion of the comprehensive examinations, the student should prepare and defend a dissertation proposal. The proposal provides an overview of the main ideas of the dissertation; describes how the dissertation will add to the existing literature; discusses the methods, data, sources, and/or research questions to be addressed; and includes both a working bibliography and a rough outline of the dissertation.

Candidacy

After successfully passing the comprehensive exam and defending the dissertation proposal, the student will submit the Report of the Doctoral Comprehensive Exams (signed by the supervisory committee). Upon receipt of this form, the Graduate College will write a letter to the PhD student admitting him or her to candidacy. The oral defense of the dissertation must occur within five years of becoming a candidate. Consult the Graduate College for the timing of obtaining format approval, filing for graduation, and scheduling the dissertation defense. Each must be completed within a specified time period before commencement.

PhD Comprehensive Examinations

When students have completed the course work in an approved program of study, they may request permission to take the comprehensive examinations. PhD comprehensive examinations are administered by the supervisory committee. Students achieve candidacy status in a letter from the dean of the Graduate College upon: (1) passing the comprehensive examinations and (2) successfully defending the dissertation prospectus.

Dissertation Examination

A final oral examination in defense of the dissertation is required and will be scheduled by the supervisory committee with the approval of the dean of the Graduate College.

Dissertation

Students must complete and successfully defend a research-based written dissertation. The student's supervisory committee directs the research and writing of the dissertation, which must make an original scholarly contribution to gender studies and demonstrate the student's ability as an independent investigator.

Following the semester in which they are admitted to candidacy, students must enroll for a minimum of 12 semester hours of either 792 Research, 799 Dissertation, or a combination of both in subsequent semesters.

Satisfactory Progress

Every year each student in the PhD program must have the supervisory committee certify that he or she has made satisfactory academic progress. Students must establish a supervisory committee by the end of the first year of course work. Normally, a student must pass the comprehensive examinations and defend the dissertation prospectus within a year of completing course work. Students must maintain a 3.20 average GPA in their courses and complete degree requirements in a timely manner to continue in the program.

Course Load

Graduate students normally take no more than nine semester hours per semester.

Research Activity

For information on the current research activity of faculty and students, see www.asu.edu/clas/womens_studies.

COURSES

Information about all courses is available on the Web at [ASU Interactive](http://www.asu.edu). For more information, see [Classification of Courses](#).

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College of Public Programs

copp.asu.edu

Debra Friedman, PhD, Dean

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PURPOSE

The College of Public Programs offers graduate students professional research and scholarship opportunities to strengthen capacities in social work, public administration, nonprofit leadership and management, and resources for recreation and tourism management. The college prepares graduate students for career progression and leadership in government, nonprofit agencies, politics, social services, public administration and public management, education, business and industry, and international service.

Established in 1979, the college is home to the School of Social Work, School of Public Affairs, and School of Community Resources and Development. The college was established to bring together academic disciplines that have a focus on public enterprise, community leadership and partnership, and civic engagement. Transdisciplinary degree and certificate programs incorporate the spirit of leadership, scholarship, accountability, and professionalism.

Graduate students benefit from the location and resources of the university to address urban issues, cultural diversity, globalization, and shifting demographics. Academic programs integrate professional training, social science research, community engagement, and the very latest social theories. Academic and student support staff are responsive to graduate student needs and are committed to providing student support services to ensure academic success.

ORGANIZATION

The college is composed of three academic units, each administered by a director. The three academic units are the School of Community Resources and Development, School of Public Affairs, and School of Social Work. Centers and institutes include the Bob Ramsey Executive Education Program, Center for Community Development and Civil Rights, Center for Nonprofit Leadership and Management, Center for Urban Innovation, Morrison Institute for Public Policy, and Southwest Interdisciplinary Research Center.

The general administration of the college is the responsibility of the dean, who reports to the senior vice president and provost. For more information, access the college's Web site at copp.asu.edu.

School of Community Resources and Development

The faculty in the School of Community Resources and Development advance the social, economic, environmental, and cultural well-being of local and global communities through instruction, research, and service. The school provides nationally recognized interdisciplinary research expertise and innovative academic programs in the areas of recreation and tourism studies and nonprofit studies. The programs focus on building professional knowledge and developing the ability to analyze topics and issues in relation to the recreation, tourism, and nonprofit fields.

School of Public Affairs

The School of Public Affairs pursues its mission through these programs: the Bachelor of Arts and Bachelor of Science degrees in Urban and Metropolitan Studies, the Bachelor of Interdisciplinary Studies concentration in public administration and public management, the Master of Public Administration (MPA), the Master of Public Policy (MPP), the interdisciplinary PhD in Public Administration, the Morrison Institute for Public Policy, and the Bob

Ramsey Executive Education Program. In addition, the school participates in the graduate certificate in Nonprofit Leadership and Management.

Graduate courses are offered both in the evenings and in intensive formats to fit the scheduling needs of working students. The diversity of the school's programs accommodates both pre-service students and mid-career public administrators. Public and nonprofit internships are available. Students also work with faculty on the school's active research and publications programs, including public policy reports and other community-service projects for state and local governments and nonprofits in Arizona.

School of Social Work

The faculty in the School of Social Work offer programs leading to the Master of Social Work degree and the PhD degree in Social Work. The mission and the goals of the school are consistent with the university's mission and overall objectives, as can be seen in the school's focus on excellence in professional instruction; the advancement of social work research; the understanding of social issues; and public/community service. Central to the mission of the school is the emphasis on the understanding of and respect for the unique cultural diversity of the Southwest and the promotion of social and economic justice.

GRADUATE PROGRAMS

Graduate degree programs as shown in the [College of Public Programs Graduate Degrees and Majors](#) table below, 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.

College of Public Programs Graduate Degrees and Majors			
Major	Degree	Concentration*	Administered By
Nonprofit Studies	MNpS	—	School of Community Resources and Development
Public Administration	MPA	Optional: nonprofit administration*	School of Public Affairs
	PhD	—	School of Public Affairs
Public Policy	MPP	—	School of Public Affairs
Recreation and Tourism Studies	MS	—	School of Community Resources and Development
Social Work	MSW	Advanced direct practice or planning, administration, and community practice	School of Social Work
	PhD	—	School of Social Work

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

ADMISSION REQUIREMENTS

Admission requirements of all advanced degree programs within the college are connected with those required by the Graduate College. 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 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 assists 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 the Graduate College.

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.

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scrd.asu.edu/grad

602/496-0550

UCENT 550

Rhonda Phillips, Director, School of Community Resources and Development

Victor B. Teye, Graduate Coordinator

Professors

Allison, Andereck, Gitelson, Knopf, Phillips, Tyrrell, Yoshioka

Associate Professors

Ashcraft, Hultsman, Teye, Timothy, Virden

Assistant Professors

Autry, Budruk, Chhabra, Guo, Ho, Jones, Nyaupane, White

Lecturer

Barry

MASTER OF SCIENCE

The faculty in the School of Community Resources and Development (Downtown Phoenix campus) and the faculty in the Department of Recreation and Tourism Management (West campus) jointly offer a program leading to the MS degree in Recreation and Tourism Studies. 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 Graduate College by February 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 and Tourism Studies 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 Critical Issues in Recreation and Tourism (3)
REC 555 Social Scientific Perspectives in Recreation and Tourism (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 and to 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 Critical Issues in Recreation and Tourism (3)
REC 555 Social Scientific Perspectives in Recreation and Tourism (3)
REC 580 Practicum (6)
Electives (12)
Introductory statistics (500-level) (3)

Total minimum semester hours required 36

Foreign Language Requirements

None.

Thesis Requirements

A thesis is an option.

Final Examination

A final oral examination in defense of the thesis or a practicum is required.

RESEARCH ACTIVITY

The study of recreation, tourism, and community development is a multidisciplinary field of research, scholarship, and program development. Recent scholarly activity of school faculty and students reflects this approach. Major research areas include the following: international travel and tourism; philosophy of leisure; recreation resource planning; social and psychological analyses of leisure behavior; leisure and youth development; travel and tourism policy and planning; urban recreation administration; outdoor recreation and wilderness management; cross-cultural analysis of play and leisure; gender differences in leisure behavior patterns; and nonprofit agency leadership/management. For more information, access the school's Web site at socrd.asu.edu/grad.

COURSES

Information about all courses is available on the Web at [ASU Interactive](http://ASUInteractive). For more information, see [Classification of Courses](#).

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Public Administration

Master's Program

spa.asu.edu/programs/mpa.htm

602/496-0450

UCENT 450

Robert Denhardt, Director, School of Public Affairs

Heather E. Campbell, Director, Graduate Studies

Regents' Professor

R. Denhardt

Professors

Cayer, Chapman, Coor, Crow, J. Denhardt, Hall, Lan, Perry

Associate Professors

Campbell, McCabe

Assistant Professors

Al-Yahya, Catlaw, Corley, Peck, Voorhees

Professor of Practice

Vanacour

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 Bachelor of Urban and Metropolitan Studies degree program, undergraduate certificates in Public Administration and Public Management and Leadership and Ethics, a BIS concentration in public administration and public management, a 42-semester-hour professional Master of Public Administration degree, a 42-semester-hour Master of Public Policy 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 February 15.

All applicants must submit the following materials to the Graduate College:

1. an official application;
2. official transcripts of all undergraduate and graduate work;
3. scores on the GRE (verbal, quantitative, and analytical writing; special subject tests not required); and
4. TOEFL scores for international students.

All applicants must submit the following materials to the School of Public Affairs:

1. three letters of recommendation, at least two of which should be written by faculty who can evaluate the applicant's academic performance;
2. a written statement of applicant's educational and career goals, which also is used as a sample of the applicant's writing abilities; and
3. résumé or additional documents as the applicant sees fit.

Program of Study

The MPA program consists of 42 hours of graduate credit. Students take 27 of these hours in nine core classes in the School of Public Affairs, and 15 additional hours in elective courses.

No more than nine semester hours of ASU graduate courses taken before admission to the school and approved by the MPA Committee can be included in the Program of Study.

Students enrolling in core courses must demonstrate minimum competency in statistics and American government. Courses taken to fulfill the competency do not count toward the 42-hour degree program. Competency in statistics is met with a grade of "B" (3.00) or higher in an approved course (PAF 401, POS 401, PSY 230, QBA 221, or SOC 390) within the last two years or passing a diagnostic test approved by the MPA Committee. Other courses taken within the last two years may be substituted upon approval of the MPA director. Competency in American government is a demonstrated understanding of American government institutions and processes. Students may be required to take an undergraduate class in American government (PAF 300, PAF 340, POS 110, or POS 310). In addition, competency in computer use is expected of all students.

Internship

A public service internship is recommended for MPA students without previous administrative experience in government. The purpose of the internship is to provide students with practical and professional experience in a specific career area. Students work in and for public organizations applying the knowledge, skills, and abilities acquired in their program of study. During the internship experience, students can develop a professional network that will aid them in their pursuit of a career in government or nonprofit organizations. Students can apply three hours of internship credit to the degree program. To receive course credit for an internship, students are required to attend class sessions and submit a paper to the internship coordinator.

Foreign Language Requirements

None.

Comprehensive Examination

None.

Thesis Requirements

None.

Capstone Requirement

The MPA degree requires students to demonstrate competency for public service by synthesizing and applying core course knowledge, skills, and abilities to public service problems. Students demonstrate their public service competency by earning an "A" (4.00) or a "B" (3.00) in the MPA capstone course, PAF 509 Public Service.

Morrison Institute for Public Policy

As an integral part of the School of Public Affairs, the Morrison Institute is an applied public policy research center that conducts research on public policy, informs policy makers and citizens about issues, and advises leaders on choices and actions. In partnership with government officials, university faculty, and the private sector, the Morrison Institute conducts research, policy forums, program evaluations, and strategic planning for public, private, and nonprofit clients. The institute produces publications on a wide range of topics, including urban growth, education, natural resources, governmental systems and relations, healthcare, social services, quality of life, and economic development.

Bob Ramsey Executive Education Program

The Bob Ramsey Executive Education Program 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 Mercado (formerly known as the Downtown Center), the Bob Ramsey Executive Education Program sponsors the Certified Manager Program, the Institute for Public Executives, Total Quality Management in the Public Sector, and the County Elected Officials' Certification Program, and presents customized professional development programs for public-sector managers.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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ssw.asu.edu

602/496-0800

UCENT 800

Mary Rogers Gillmore, Director, School of Social Work**Professors**

Ashford, Gillmore, LeCroy, Leighninger, MacEachron, Marsiglia, Martinez-Brawley, Moroney, Segal

Associate Professors

Brzuzu, Gerdes, Gustavsson, Krysik, Montero, Napoli, Nichols, Paz, Risley-Curtiss, Robles, Steiner, Stromwall, Waller

Assistant Professors

Bacchus, Holley, Kang, Larson, Niles, Roe-Sepowitz

Senior Instructional Professional

Gonzalez-Santin

Academic Professional

Knutson-Woods

The faculty in the School of Social Work offer programs leading to the Master of Social Work degree and the PhD degree in Social Work.

MASTER OF SOCIAL WORK

The professional program leading to the Master of Social Work (MSW) degree prepares social workers for advanced direct practice or planning, administration, and community practice. The program is designed to prepare social workers to be capable of responding effectively to the needs of special populations in the Southwest. The MSW degree program is accredited by the Council on Social Work Education.

Advanced Standing Program

The advanced standing program is a full-time, 36-semester-hour program.

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 not offered in Tucson. 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 not offered in Tucson.

Summer Session Course Work

D SWG 598 ST: Advanced Standing Bridge Seminar (3)

D SWG 598 ST: Advanced Standing Bridge Seminar (3)

Total 6

The following concentration courses are required:

Advanced Direct Practice (ADP)

D SWG 606 Assessment of Mental Disorders (3)

D SWG 611 Social Work with Families (3)

D SWG 619 Practice-Oriented Research (3)

D SWG 621 Integrative Seminar (3)

D SWG 632 Social Policy and Services II (3)

D SWG 641 Advanced Practicum: Direct Practice I (3)

D SWG 642 Advanced Practicum: Direct Practice II (3)

One of the following approved advanced courses (3)

D SWG 613 Advanced Social Work Practice in Behavioral Health (3)

D SWG 616 Social Work with Chemically Dependent Families (3)

D SWG 617 Advanced Social Work Practice with Children and Adolescents (3)

D SWG 618 Domestic Violence (3)

Electives (6)

Total 30

Planning, Administration, and Community Practice (PAC)

D SWG 623 Agency and Community-Based Research in Social Work (3)

D SWG 632 Social Policy and Services II (3)

D SWG 643 Advanced Practicum: Planning, Social Work Administration, and Community Practice I (3)

D SWG 644 Advanced Practicum: Planning, Social Work Administration, and Community Practice II (3)

D SWG 680 P: Program Planning in Social Services (3)

D SWG 681 Social Work Administration (3)

D SWG 682 Community Participation Strategies (3)

Electives (9)

Total 30

Electives may be selected from offerings at the School of Social Work or courses offered through other departments with the approval of the MSW program coordinator.

Application Procedures

Applicants must follow the procedures for admission to the Graduate College (see [Admission to the Graduate College](#)). 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 Graduate College:

1. a completed Graduate College 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:

D SWG 501 Human Behavior in the Social Environment I (3)

D SWG 502 Human Behavior in the Social Environment II (3)

D SWG 510 Foundation Practice I (3)

D SWG 511 Foundation Practice II (3)

D SWG 519 Research Methods in Social Work (3)

D SWG 531 Social Policy and Services I (3)

D SWG 533 Diversity and Oppression in a Social Work Context (3)

D SWG 541 Field Practicum I (3)

D SWG 542 Field Practicum II (3)

D SWG 580 P: 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)

- D SWG 606 Assessment of Mental Disorders (3)
- D SWG 611 Social Work with Families (3)
- D SWG 619 Practice-Oriented Research (3)
- D SWG 621 Integrative Seminar (3)
- D SWG 632 Social Policy and Services II (3)
- D SWG 641 Advanced Practicum: Direct Practice I (3)
- D SWG 642 Advanced Practicum: Direct Practice II (3)
- One of the following approved advanced courses (3)
 - D SWG 613 Advanced Social Work Practice in Behavioral Health (3)
 - D SWG 616 Social Work with Chemically Dependent Families (3)
 - D SWG 617 Advanced Social Work Practice with Children and Adolescents (3)
 - D SWG 618 Domestic Violence (3)

Electives (6)

Total 30

Planning, Administration, and Community Practice (PAC)

- D SWG 623 Agency and Community-Based Research in Social Work (3)
- D SWG 632 Social Policy and Services II (3)
- D SWG 643 Advanced Practicum: Planning, Social Work Administration, and Community Practice I (3)
- D SWG 644 Advanced Practicum: Planning, Social Work Administration, and Community Practice II (3)
- D SWG 680 P: Program Planning in Social Services (3)
- D SWG 681 Social Work Administration (3)
- D 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 Graduate College (see [Admission to the Graduate College](#)). 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 Graduate College the following:

1. a completed Graduate College 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 D 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: D 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. D SWG 501, if the student has an "A" (4.00) in D SWU 301 or an equivalent social work course;
2. D SWG 502, if the student has an "A" (4.00) in D SWU 340 or an equivalent social work course;
3. D SWG 519, if the student has an "A" (4.00) in D SWU 320 or an equivalent social work course;
4. D SWG 531, if the student has an "A" (4.00) in D SWU 171 and 332 or equivalent social work courses;
5. D SWG 533, if the student has an "A" (4.00) in D SWU 374 or an equivalent social work course.

Waiver Examinations

Students who believe they have successfully completed equivalent undergraduate courses or have related work experience covering content taught in these courses can take a written waiver examination, before starting the MSW program in the fall, for the following courses:

- D SWG 501 Human Behavior in the Social Environment I (3)
- D SWG 502 Human Behavior in the Social Environment II (3)
- D SWG 519 Research Methods in Social Work (3)

Comprehensive Examination

ASU requires a comprehensive examination or thesis for graduation in all professional master's programs. All Social Work students must pass a comprehensive examination, administered by the school, or complete a thesis before graduation.

Academic Standing and Curriculum Sequencing

In order to remain in good academic standing, the student must maintain an overall GPA of 3.00 at the end of each semester. Most courses in the program are sequential; successful completion of the prior course in the sequence is required to enroll in the following course. Students may not enroll in any second-year required courses until all foundation courses, including the foundation field (D SWG 541 and 542), have been successfully completed.

Financial Assistance

Recent federal reductions in support of human services and educational programs have severely limited the resources available for stipends. Therefore, it is important that applicants have a sound financial plan to cover expenses for the duration of the degree program.

For financial assistance information visit the Student Financial Assistance Office, SSV second floor, call 480/965-3355, or access asu.edu/fa.

DOCTOR OF PHILOSOPHY

The program seeks to prepare future social work scholars who are involved in the development and application of theories in social work practice, and who plan to enhance social work knowledge through classroom and field settings.

The program introduces students to the range of roles and responsibilities of faculty leadership, to the challenging expectations of critical thinking and creativity in research and teaching, and to the multiple ways of integrating research, teaching, and service in the social work profession.

The Social Work faculty advocate for and support the human potential in the distinct experiences and perspectives of the Southwest region. The cultural and economic diversity of the Southwest makes it possible for faculty and students to engage in many issues in their community-based research and practice.

Admission

Applicants must hold an MSW degree from an accredited school of social work, preferably have a minimum of two years of post-MSW professional social work paid employment, and apply to both the ASU Graduate College and the School of Social Work.

Admission to the PhD program requires completion of all admission requirements and procedures set forth by the Graduate College and test scores from the Graduate Record Examination (GRE) (verbal, quantitative, and analytical). Applications are accepted up to February 1 preceding the fall semester to which the applicant is seeking admission.

Application Procedure

The following items should be submitted to

ADMISSIONS OFFICE
GRADUATE COLLEGE
ARIZONA STATE UNIVERSITY
PO BOX 871003
TEMPE AZ 85287-1003

1. the application for admission to the Graduate College;
2. one official transcript from each institution the applicant has attended previously; and
3. test scores from the GRE.

The following items should be submitted to

ACADEMIC SERVICES
SCHOOL OF SOCIAL WORK
ARIZONA STATE UNIVERSITY
411 N. CENTRAL AVE., SUITE 800
PHOENIX AZ 85004-0689

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 course work and the qualifying examination, but before beginning dissertation research, students are given a written examination covering research, theory, and methods in their substantive area. If students should fail one or more components of the examination, a reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. Approval of the reexamination must be obtained from the supervisory committee and the dean of the Graduate College.

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 the Graduate College at least three weeks before the degree conferral date.

Final Examination

The final oral examination in defense of the dissertation is scheduled and conducted by the student's dissertation committee. A candidate must pass the final examination within five years after completing the comprehensive examination.

RESEARCH ACTIVITY

Research within the School of Social Work is multifaceted. The faculty research agendas emphasize an understanding for the unique social, political, and cultural issues of importance to populations of the Southwest. For more details about the research interests of the faculty of the School of Social Work, access the school's Web site at ssw.asu.edu.

Drug Resistance Strategies Project

This is a school-based substance abuse program funded by the National Institute on Drug Abuse. Dr. Flavio Marsiglia is the principal investigator for the project. The 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 50 schools and 5,500 students. Latino, non-Latino, and mixed versions of the drug prevention curriculum have been developed. This innovation enables students to recognize themselves in the prevention message and provides solutions that are sensitive to their unique cultural environment. The objective of DRS is to prevent and reduce substance abuse by teaching valuable communication and life skills.

Southwest Interdisciplinary Research Center

The mission of the Southwest Interdisciplinary Research Center (SIRC) is to develop a research infrastructure for conducting multidisciplinary, community-based social work research on family and youth drug use prevention and services. SIRC is funded through a five-year National Institutes of Health/National Institute on Drug Abuse research development grant. Interdisciplinary teams composed of faculty from the Schools of Social Work and Justice Studies; the Departments of Psychology and Sociology; and the Mary Lou Fulton 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,

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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College of Teacher Education and Leadership

www.west.asu.edu/ctel

Mari E. Koerner, PhD, Dean

Master of Education

[MEd in Elementary Education](#)

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[MEd in Educational Administration and Supervision](#)

Doctor of Education**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.

GRADUATE PROGRAMS

Graduate degree programs, as shown in the [College of Teacher Education and Leadership Graduate Degrees and Majors](#) table, are offered by the faculty in the Department of Graduate Studies and Professional Development in cooperation with faculty from the Department of Elementary Education, the Department of Secondary Education, and the Department of Special Education.

Teacher Certification

Those holding a bachelor's degree who desire Arizona teacher certification are encouraged to apply for a Master of Education with certification concentration in elementary education, secondary education, or special education. Send e-mail to the College of Teacher Education and Leadership graduate programs at ctelgrad@asu.edu, or call 602/543-3634. Those with a bachelor's degree who wish to earn teacher certification but do not desire a master's program may enroll as nondegree graduate students in a postbaccalaureate program. For information on this option, access the Web site at www.west.asu.edu/ctel/advising/index.htm, or call 602/543-6354.

Department of Graduate Studies and Professional Development

Master's and Doctoral Programs

www.west.asu.edu/ctel/graduate

602/543-3634

FAB S220

Ray R. Buss, Interim Chair

President's Professor

Christie

Professors

Cardelle-Elawar, Koerner, Lawton, Malian, Moore, Wetzel

Associate Professors

Buss, De La Cruz, Haas, Irwin, Kelley, Painter, Puckett, Ridley, Rillero, R. Zambo

Assistant Professors

Amobi, Beardsley, Brady, Coulter, Foulger, Hansen, Herold, Hinde, Jimenez-Silva, Kochanoff, Mitchell-Kay, Olson, Osborn-Popp, Perry, D. Zambo

Master of Education

Nature of the Programs

The College of Teacher Education and Leadership offers the MEd degree in four program areas: Elementary Education, Secondary Education, Special Education, and Educational Administration and Supervision. In addition to master's degree course work, the Educational Administration and Supervision program also offers courses that 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 local teachers. For specific information about the four master's programs in Education, visit FAB S220, call 602/543-3634, or e-mail ctelgrad@asu.edu.

Admission Requirements

Individuals pursuing any of the MEd programs must apply to the ASU Graduate College and to the specific program and concentration 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 unless they are pursuing an MEd with certification. 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 TEL 501 Introduction to Research and Evaluation in Education (3)

W TEL 504 Learning and Instruction (3)

W TEL 505 American Education System (3)

Total 9

Required Elementary Education Courses

EED 511 Principles of Curriculum Development (3)

or ECD 555 Modern Practices in Early 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, reading, or teacher certification.

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)

W BLE 520 ESL for Children (3)

W BLE 522 Literacy/Biliteracy Development (3)

W BLE 541 Nature of Bilingualism/Second-Language Acquisition (3)

W BLE 561 Parent Involvement in Language Minority Education Programs (3)

W BLE 580 Practicum* (3)

or BLE elective (3)

W BLE 598 ST: Assessment and Curriculum (3)

Total 21

* This course is not required of teachers with two years of verifiable ESL teaching experience.

Concentration in Educational Technology

Required Courses

W EDT 530 Technology Integration Methods Across the Curriculum (3)

W EDT 575 Critical Issues in Technology (3)

W EDT 593 Applied Project (3)

W EDT electives* (9)

Other electives* (3)

Total 21

* These courses must be selected in consultation with an advisor.

Concentration in Reading

Required Courses

W RDG 505 Developmental Reading (3)
W RDG 550 Practicum Experiences in Reading (3)
W RDG 556 Assessment Procedures in Reading (3)
W RDG electives* 6
Other electives* (6)

Total 21

* These courses must be selected in consultation with an advisor.

Concentration in Teacher Certification

Required Courses

W BLE 520 ESL for Children (3)
W BLE 522 Literacy/Biliteracy Development (3)
W EDP 523 Educational Assessment (3)
W EED 324 Social Studies in Elementary Schools* (3)
W EED 397 Field Experience 2* (0)
W EED 411 Science in Elementary Schools* (3)
W EED 412 Mathematics in Elementary Schools* (3)
W EED 521 Instructional Planning and Management in the Inclusive Classroom (3)
W EED 531 Teaching with Educational Technology (3)
W EED 578 Student Teaching in the Elementary School* (9)
W EED 593 Applied Project* (3)
W RDG 531 Language and Literacy I (3)
W RDG 532 Language and Literacy II (3)
W TEL 396 Field Experience I* (0)

Total 42

* These semester hours are not required to complete the MEd but for issuance of a teaching certification by the State of Arizona.

MASTER OF EDUCATION IN SECONDARY EDUCATION

Program Requirements

Core Requirements

W TEL 501 Introduction to Research and Evaluation in Education (3)
W TEL 504 Learning and Instruction (3)
W TEL 505 American Education System (3)

Total 9

Required Secondary Education Courses

W SED 522 Secondary School Curriculum Development (3)
or SED 564 Middle-School Curriculum and Organization (3)
W SED 533 Improving Instruction in Secondary Schools (3)
W SED 577 Issues and Trends in Secondary Education (3)

Total 9

Electives

Electives* (15)

Program total 33

* These courses must be selected in consultation with an advisor.

For the Secondary MEd program, students may complete an optional concentration in educational technology or teacher certification.

Concentration in English as a Second Language/Bilingual Education

Required courses

BLE 535 Sociolinguistic Issues in Bilingual Education (3)
BLE 541 Nature of Bilingualism/Second-Language Acquisition (3)
BLE 561 Parent Involvement in Language Minority Education Programs (3)
BLE electives* (6)

Total 15

*These courses must be selected in consultation with an advisor.

Concentration in Educational Technology

Required Courses

W EDT 530 Technology Integration Methods Across the Curriculum (3)
W EDT 575 Critical Issues in Technology (3)
W EDT 593 Applied Project (3)
W EDT electives* (6)

Total 15

* These courses must be selected in consultation with an advisor.

Concentration in Reading

Required courses

RDG 505 Developmental Reading (3)

RDG 531 Language and Literacy I (3)
RDG 532 Language and Literacy II (3)
RDG 550 Practicum Experiences in Reading (3)
RDG 556 Assessment Procedures in Reading (3)

Total 15

Concentration in Teacher Certification

Required Courses

W BLE 520 ESL for Children (3)
W EDP 523 Educational Assessment (3)
W RDG 507 Content Area Reading* (3)
W SED 397 Field Experience II* (0)
W SED 501 Introduction to Effective Instruction (3)
W SED 577 Issues and Trends in Secondary Education (3)
W SED 578 Student Teaching in the Secondary School* (12)
W SED 593 Applied Project (3)
W TEL 396 Field Experience I* (0)
Methods of teaching in subject area (3)

Total 33

* These semester hours are not required to complete the MEd but for issuance of a teaching certification by the State of Arizona.

MASTER OF EDUCATION IN SPECIAL EDUCATION

For the MEd in Special Education students must complete 12 semester hours of core courses and one of the following concentrations:

Collaboration and Consultation (General)

The general special education program is designed to provide practicing teachers with the knowledge base and skills needed to develop and provide the most current instructional methods and materials for their students. The program emphasizes practical classroom applications based on the latest theory, research, and best current practice. The program emphasizes collaboration and consultation, and is designed with the assistance of a faculty advisor to meet the needs of a student's professional and career goals.

Infants and Young Children

The infants and young children concentration is designed to prepare individuals to work with children birth to five years old, including those with disabilities and developmental vulnerabilities.

Certification.

The certification concentration is designed for those with bachelor's degrees who wish to earn both the MEd degree and Arizona State Cross-Categorical Special Education Certification K-12.

Program Requirements

Concentration in Collaboration and Consultation (General)

Prerequisite

W SPE 222 Orientation to Education of Exceptional Children (3)
or SPE 511 The Exceptional Child (3)

Core Requirements

W SPE 540 Family Centered Practices (3)
W SPE 541 Consultation Frameworks and Issues (3)
W SPE 593 Applied Project (3)
or Comprehensive Exam and one elective course (3)
W TEL 501 Introduction to Research and Evaluation in Education (3)

Concentration Courses

W BLE 520 ESL for Children (3)
W BLE 522 Literacy/Biliteracy Development (3)
W RDG 531 Language and Literacy I (3)
W SPE 532 Systems, Policies, and Program Practices (3)
W SPE 533 Issues in Special Education (3)
W SPE 534 Assessment and Evaluation (3)
W SPE 535 Curricula, Methods, Technology and Adaptations (3)

Total 33

Concentration in Infants and Young Children

Prerequisite

W SPE 222 Orientation to Education of Exceptional Children (3)
or SPE 511 The Exceptional Child (3)

Core Requirements

W SPE 540 Family Centered Practices (3)
W SPE 541 Consultation Frameworks and Issues (3)
W SPE 593 Applied Project (3)
or Comprehensive Exam and one elective course (3)
W TEL 501 Introduction to Research and Evaluation in Education (3)

Concentration Courses

W SPE 542 Systems, Policies, and Program Practices for Infants and Young Children (3)
W SPE 543 Issues in the Development of Infants and Young Children (3)
W SPE 544 Assessment and Evaluation of Infants and Young Children (3)
W SPE 545 Curricula, Methods, Technology, and Adaptations for Infants and Young Children (3)

W SPE 546 Communication, Language, and Early Literacy (3)
W SPE 547 Supporting Motor Development (3)
W SPE 580 Practicum (3)
Total 33

Concentration in Teacher Certification

Prerequisites

W MTE 180 Theory of Elementary Mathematics (3)
W MTE 181 Mathematics for Elementary Teachers 2 (3)
W SPE 222 Orientation to Education of Exceptional Children (3)
or SPE 511 The Exceptional Child (3)

Core Requirements

W SPE 540 Family Centered Practices (3)
W SPE 541 Consultation Frameworks and Issues (3)
W SPE 593 Applied Project (3)
or Comprehensive Exam and one elective course (3)
W TEL 501 Introduction to Research and Evaluation in Education (3)

Concentration Courses

W BLE 520 ESL for Children (3)
W BLE 522 Literacy/Biliteracy Development (3)
W EED 412 Mathematics in Elementary Schools (0-3)
W RDG 531 Language and Literacy I (0-3)
W SPE 322 Behavior Management Consultation (3)
W SPE 397 Field Experience II (0)
W SPE 496 Field Experience III (0)
W SPE 532 Systems, Policies, and Program Practices (3)
W SPE 533 Issues in Special Education (3)
W SPE 534 Assessment and Evaluation (3)
W SPE 535 Curricula, Methods, Technology and Adaptations (3)
W SPE 578 Student Teaching in Special Education (12)

Total* 45-51

* This program requires 12-18 semester hours of certification course work beyond the required MEd course work.

MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Students in the Master of Education in Educational Administration and Supervision program complete core requirements (9 semester hours), program requirements (6 semester hours), and concentration requirements (21 to 30 semester hours). Concentrations include

1. principalship, intended for those desiring Arizona State certification as school principals;
2. supervision, intended for teacher leaders desiring state certification for supervisory positions; and
3. superintendency, intended for those desiring state certification as school superintendents.
4. A fourth concentration in educational entrepreneurship is in the development stages.

Students typically complete MEd programs in two years, enrolling in two courses per semester plus summer sessions. Classes normally meet one night per week.

Program Requirements

Core Requirements

W TEL 501 Introduction to Research and Evaluation in Education (3)
W TEL 504 Learning and Instruction (3)
or EDP 504 Learning and Instruction (3)
W TEL 505 American Education System (3)
or EDA 505 American Education System (3)

EDA Requirements

W EDA 514 Leadership in Curriculum and Assessment (3)
W EDA 526 Instructional Supervision (3)

Total 15

Concentration for Educational Entrepreneurs

Required Courses

EDA 512 School Law for Educational Entrepreneurs (3)
EDA 547 Marketing and Community Relations for Educational Entrepreneurs (3)
EDA 556 Management and Human Resources for Educational Entrepreneurs (3)
EDA 557 Facilities Planning for Educational Entrepreneurs (3)
EDA 558 Financial Planning and Reporting for Educational Entrepreneurs (3)
EDA 593 Applied Project (3)
EDA 684 I: Educational Entrepreneur Internship (3)

Total 21

Concentration in Principalship

W EDA 511 School Law (3)
W EDA 548 Community Relations in Education (3)
W EDA 572 School-Site Business and Human Resources (3)
W EDA 576 Critical Issues in Educational Leadership (3)
W EDA 634 Instructional Leadership (3)
W EDA 684 I: Principal Internship (3)

W EDA elective (3)

Total 21

Concentration in Supervision (Teacher Leader)

W EDA 511 School Law (3)

W EDA 548 Community Relations in Education (3)

W EDA 572 School-Site Business and Human Resources (3)

W EDA 584 I: Supervision Internship (3)

W EDA 634 Instructional Leadership (3)

W EDA, EED, SED, SPE, or other graduate electives (6)

Total 21

Concentration in Superintendency

W EDA 511 School Law (3)

W EDA 544 Public School Finance (3)

W EDA 548 Community Relations in Education (3)

W EDA 555 Educational Facility Planning (3)

W EDA 576 Critical Issues in Educational Leadership (3)

W EDA 634 Instructional Leadership (3)

W EDA 679 Administration of Special Programs in Education (3)

W EDA 772 School District Human Resources and Business Management (3)

W EDA 773 The Superintendency and School District Leadership Roles and Responsibilities (3)

W EDA 784 I: Superintendent Internship (3)

Total 30

Internship

To be eligible to participate in the internship program, students must have completed 12 semester hours of EDA course work and obtain a certified K–12 administrator’s agreement to supervise the internship.

Program Information

For information on programs for senior administrators, charter school administrators, and educational entrepreneurs, access the Web site at www.west.asu.edu/ctel/graduate/gsadmin.htm, or call 602/543-3634.

Doctor of Education

The EdD in Leadership and Innovation is a cohort program designed to develop educational leaders, innovators, and scholars with the knowledge and skills to respond to a variety of educational issues in schools and educational agencies throughout Arizona and the nation. Students may focus on leadership in policy and administration or leadership of teaching innovation, will participate in Leader-Scholar Communities (LSC) and directed field-based studies, and complete a comprehensive examination and Education Innovation Dissertation (EID). The program builds upon the extant abilities of educational professionals and emphasizes the authentic application of knowledge to analyze programs, suggest solutions, and investigate and evaluate the impact of innovations on individuals and organizations.

ADMISSION REQUIREMENTS

Requirements for admission to the EdD in Leadership and Innovation include all requirements of the Graduate College. Additional requirements include

1. an earned master’s degree in education or a related field from a regionally accredited institution;
2. three professional references;
3. a résumé; and
4. a statement describing personal and professional goals that motivate the student to apply for the EdD concentration selected.

Applications are to be submitted online at www.asu.edu/gradapp.

Completed applications are reviewed commencing mid-February. Cohorts are normally formed by mid-April. Noncredit predoctoral workshops are available in the summer before courses commence.

The Doctoral Program Admission Committee assesses each applicant’s application package holistically; those individuals selected have demonstrated innovative professional leadership and have career goals consistent with the purposes of the program. Cohort members reflect diverse experiences, perspectives, and are balanced between the two program concentrations.

DEGREE REQUIREMENTS

The EdD consists of a minimum of 60 semester hours beyond a master’s degree. Up to nine semester hours may be transferred in or recognized for advanced standing applicable to the research core or advanced professional studies only. The program requirements include

1. professional core (12 semester hours),
2. research core (nine semester hours),
3. advanced professional studies (21 semester hours),
4. directed field-based studies (six semester hours),
5. participation in LSC (three semester hours),
6. comprehensive examination, and
7. EID (nine semester hours).

Progress through the program requires maintaining satisfactory grades (a 3.25 overall GPA and a “B” [3.00] or higher in each course), passing written and/or oral comprehensive examinations, participating in an LSC and field-

based studies, and completing and defending an EID.

Course Requirements

Professional Core (12 Hours)

The professional core consists of courses that promote knowledge and facilitate informed practice and innovation in classrooms, schools, educational agencies, and allied organizations. Advanced practice of leadership and innovation requires an in-depth understanding of a common core of concepts within the profession.

Research Core (Nine Hours)

The research core develops students' knowledge, competencies, and skills applicable to disciplined inquiry, including qualitative and quantitative research methods, action research, program evaluation, and the development and synthesis of information. These resources are applied to analyzing problems, suggesting solutions, and investigating and assessing the impact of innovations in teaching, learning, and leadership on individuals, organizations, and society. After completing an overview Strategies for Inquiry course, students select two courses from either the quantitative area or the qualitative area that are consistent with their research interests, philosophy of inquiry, and the EID they are developing.

Advanced Professional Studies (21 Hours)

Advanced professional studies includes courses in one of two concentrations: leadership in policy and administration or leadership of teaching innovation. These series of related courses are intended to provide a firm grounding in the respective specializations. Of the 21 hours required, a minimum of nine and maximum of 12 hours must be taken from the College of Teacher Education and Leadership while a minimum of nine and maximum of 12 are to be taken from other colleges of the university. All courses are to be selected in consultation with the doctoral program or concentration advisor.

Leader Scholar Communities (Three Hours)

LSCs serve as thematic seminars and forums for doctoral students until they advance to the EID. LSCs connect to Field-Based Studies and themes generated by other courses to address community-based problems using a variety of strategies for inquiry. Both face-to-face and online communication and collaboration are used.

Directed Field-Based Studies (Six Hours)

Directed field-based studies are projects in schools, classrooms, agencies, and other sites focusing on in-service or intervention initiatives or interaction with educational, corporate, political, legal, health, and social leaders. Their purpose is to test and develop skills in communication, observation, persuasion, analysis, and documentation.

Comprehensive Examination

The comprehensive examination assesses the doctoral student's knowledge and skills related to the development of the EID. Students are examined on their EID proposal (including its content, rationale, implementation plan, and evaluation plan) and the student's knowledge and understanding of the Professional Core, Research Core, and Advanced Professional Studies areas. Their ability to present and defend their EID successfully demonstrates students' readiness to proceed to the final phase of the program.

Educational Innovation Dissertation (EID)

The EID is an applied project that addresses, in part or in whole, a major challenge faced by education at the local, district, state, national, or international level. The EID includes a comprehensive review and synthesis of relevant literature; a proposed change, intervention, or research question; a research design that includes the collection of data, scheme of analysis, and framework for assessing the effect of the proposed project; an analysis of data collected; a presentation of results and conclusions; and a discussion of the implications of findings for policy, practice, and research. The public defense of the dissertation consists of an oral presentation of the EID followed by questions from committee members.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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College of Technology and Innovation

www.poly.asu.edu/technology

Timothy E. Lindquist, PhD, Interim Dean

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PURPOSE

The College of Technology and Innovation 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 Graduate College by the faculty in the College of Technology and Innovation and its units: the Departments of Aeronautical Management Technology, Electronic Systems, Mechanical and Manufacturing Engineering Technology, and Technology Management, 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 Innovation Graduate Degrees and Majors](#) table below are offered by the faculty within the college.

College of Technology and Innovation Graduate Degrees and Majors			
Major	Degree	Concentration ¹	Administered By
Computing Studies	MCST	—	Division of Computing Studies
Environmental Design and Planning ²	PhD	Design; history, theory, and criticism; or planning	Committee on Environmental Design and Planning
Technology	MSTech	Aeronautical engineering technology, manufacturing engineering technology, mechanical engineering technology, or security engineering technology	Department of Mechanical and Manufacturing Engineering Technology
		Aviation management and human factors	Department of Aeronautical Management Technology
		Computer systems	Division of Computing Studies
		Electronic systems engineering technology, instrumentation and measurement technology, or integrated electronic systems	Department of Electronic Systems
		Environmental technology management, fire service administration, global technology and development, graphic information technology, or management of technology	Department of Technology Management

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

² Doctoral courses for this interdisciplinary program administered by the Tempe campus are offered at the Polytechnic campus.

ADMISSION REQUIREMENTS

Admission to the degree program requires the completion of all general admission requirements and procedures set forth by the Graduate College. The College of Technology and Innovation 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 the College of Technology and Innovation 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 the College of Technology and Innovation at the discretion of the program or department in which the concentration is administered. A maximum of nine semester hours of appropriate course work completed before admission may be included in the program of study. Specific credit requirements are as follows:

Thesis Option

Technical area of emphasis (15–18)

Supporting area (6–9)

Thesis writing course (3)

Research (6)

Total minimum semester hours required 33

Applied Project Option

Technical area of emphasis (15–18)

Supporting area (9–12)

Research/applied project (3)

Research/writing course (3)

Total minimum semester hours required 33

A master's degree candidate forms a supervisory committee, the chair of which is from one of five College of Technology and Innovation 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 the student's goals.

The Department of Aeronautical Management Technology offers a concentration in aviation management and human factors.

The Division of Computing Studies offers the Master of Computing Studies degree and the Master of Technology with a concentration in computer systems.

The Department of Electronic Systems offers concentrations in electronic systems engineering technology, instrumentation and measurement technology, and integrated electronic systems.

The Department of Mechanical and Manufacturing Engineering Technology offers concentrations in aeronautical engineering technology, manufacturing engineering technology, mechanical engineering technology, and security engineering technology.

The Department of Technology Management provides students the opportunity to study environmental technology management, fire service administration, global technology and development, graphic information technology, and management of technology.

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Department of Aeronautical Management Technology

Master's Program

www.poly.asu.edu/aviation

480/727-1381

SIM 201

Professors

Gesell, McCurry

Assistant Professor

Niemczyk

Clinical Associate Professor

Pearson

Professor of Practice

Karp

Lecturers

Anderson, Kimberly, O'Brien

Admission

Applicants are expected to satisfy all requirements for admission to the Graduate College. 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 broad-based industrial partnerships through teaming arrangements, internships, and capstone course participation.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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[Contents](#) > [School of Applied Arts and Sciences](#) > Department of Applied Biological Sciences

ARCHIVE:**2007-2008 GRADUATE CATALOG****Department of Applied Biological Sciences****Master's Program**poly.asu.edu/saas/appliedbiologicalsciences/

480/727-1444

WANER 340

Ward W. Brady, Chair
Douglas Green, Associate Chair

Professors

Brady, Brock, Martin, Mushkatel, Sommerfeld, Stutz

Associate Professors

Green, Miller, Slater, Steele, Whysong

Assistant Professors

Chen, Hu, Marcum

Senior Lecturer

Cunningham

Lecturers

Alford, Hart-Weber, Huffman, Oberstein, Sniegowski

The faculty of the Department of Applied Biological Sciences 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](#), for general information on the PhD degree.

The MS degree in Applied Biological Sciences is supported by faculty with backgrounds in botany, ecology, rangeland resources, urban horticulture, wildlife biology, and a wealth of field experiences. Research projects in wildlife inventory, habitat restoration, GIS and remote sensing, and urban horticulture, among others, help support the applied nature of the program.

The MS degree in Applied Biological Sciences is designed to train students who are scientifically competent, aware of the necessity of communicating the importance of sound ecosystem management, and able to work with numerous groups interested in biological resources. Students have the opportunity to study in the areas of applied biotechnology, plant systematics, urban horticulture, and wildlife and restoration ecology. 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 Graduate College. In addition, scores from the Graduate Record Examination or Miller Analogies Test are required. Applicants are expected to have completed 18 semester hours in biological sciences or closely related courses. Applicants not meeting these requirements may be considered for admission with deficiencies.

Submit the following separate application materials to

DEPARTMENT OF APPLIED BIOLOGICAL SCIENCES
ARIZONA STATE UNIVERSITY
7001 E WILLIAMS FIELD ROAD
MESA AZ 85212

1. a statement of intent (maximum 600 words) explaining
 - (a) the applicant's interest in applied biological sciences,
 - (b) the applicant's academic background, and
 - (c) the applicant's educational objectives;
2. three letters of recommendation from references who are qualified to comment on the applicant's potential in the selected area of study; and
3. a résumé.

Application Deadlines

For fall enrollment, application materials are due in the Department of Applied Biological Sciences and the Graduate College on March 15.

For spring enrollment, application materials are due in the Department of Applied Biological Sciences and the Graduate College on October 15.

Selection Procedures and Notifications

School faculty evaluate the applications and supporting materials and recommend to the Graduate College whether the applicant should be granted regular or provisional admission or if admission should be denied. If admission is provisional, the Graduate College 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 research methods course. First-year students are expected to complete ABS 591 Seminar. Second-year students are required to complete ABS 691 Seminar in the fall semester. All students are also expected to complete three semester hours of research and three semester hours of thesis. The remaining 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.

A few examples of this scholarship are a project involved in "The Adaptation of Sonoran Desert Vegetation to Wildfire on the Tonto National Forest"; "Use of Algae for Biofuels Production"; a "Wildlife Vegetation Inventory for Northern Phoenix"; "Relationships of Temperate Legumes in North America and Eurasia"; "Flora of the Utery Mountains, Maricopa County"; and an investigation into the "Effects of Livestock Use Levels on Riparian Trees on the Verde River."

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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www.poly.asu.edu/technology/esd

480/727-1514

TECH 101

Lakshmi V. Munukutla, Chair

Professors

McHenry, Munukutla, Robertson

Associate Professors

Darveaux, Macia, Madakannan, Petrovic, Tamizhmani

Professor of Practice

Subach

Lecturer

Rempel

The faculty in the Department of Electronic Systems offer a graduate program leading to the MSTech. Three concentrations are available: electronics systems engineering technology, instrumentation and measurement technology, and integrated electronic systems. The instrumentation and measurement technology concentration is offered in conjunction with the Department of Mechanical and Manufacturing Engineering Technology.

Admission and Proficiency Requirements

For general admission requirements, see [Admission to the Graduate College](#). Admission and proficiency requirements and course work may be obtained from the department or from the department Web site at www.poly.asu.edu/technology/esd.

Program of Study

The minimum requirements for the MSTech degree offered by the Department of Electronic Systems are as follows:

Thesis Option

Concentration (15-18)

Supporting area (6-9)

Research Methods Courses

EET 500 RM: Research/Writing (2)

EET 591 ST: Graduate Seminar (1)

EET 592 Research (3)

EET 599 Thesis (3)

or CET 599 Thesis (3)

Total minimum semester hours required 33

A minimum of 20 semester hours must be 500-level courses. At least nine hours of 500-level course work must be included in the concentration. Students may take up to 12 semester hours of 400-level course work to broaden their technical knowledge within the technical concentration or the supporting area. Students are required to complete EET 592 and 599, write a thesis, and present an oral defense.

Applied Project Option

Concentration (15-18)

Supporting area (9-12)

Research Methods Courses

EET 500 RM: Research/Writing (2)

EET 591 ST: Graduate Seminar (1)

EET 593 Applied Project (3)

Total minimum semester hours required 33

A minimum of 20 semester hours must be 500-level courses. At least nine hours of 500-level course work must be included in the technical concentration. A maximum of three semester hours of applied project (EET 593) may be

applied toward the 20 semester hour 500-level minimum. The applied project requires a supporting report; the project and report are defended in a final oral examination. All course work applied toward the minimum 33 semester hour total must be at the 400 level or higher.

All course work outside the Department of Electronic Systems must be preapproved. Completion of deficiencies or prerequisites may be required before admission to the MSTech degree program.

RESEARCH ACTIVITY

Research activities in the Department of Electronic Systems include systems; circuit applications; hardware design; and alternative energy technologies, which include fuel cells, batteries, and automotives. Teaching and research are conducted in microelectronics fabrication, utilizing the clean-room facilities of the Microelectronics Teaching Factory. Electronic systems is also a topic 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.poly.asu.edu/technology/esd.

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.

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

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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Department of Mechanical and Manufacturing Engineering Technology

Master's Programwww.poly.asu.edu/technology/mmet

480/727-1584

SIM 295

Scott G. Danielson, Chair**Associate Professors**

Biekert, Danielson, Nam, Palmgren, Rajadas, Rogers

Senior Lecturer

Gintz

Lecturer

Georgeou

The faculty in the Department of Mechanical and Manufacturing Engineering Technology in the College of Technology and Innovation offer the MSTech degree. 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 Electronic Systems.

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.

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 and thesis credits spread over at least two semesters.

Admission

Applicants are expected to satisfy all requirements for admission to the Graduate College. Industrial experience beyond completion of a baccalaureate degree is 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)

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, composite materials, hydrogen power and fuel cells and other alternative energy sources, 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.poly.asu.edu/technology/mmet.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Department of Technology Management

Master's Program

technology.poly.asu.edu/dtm

480/727-1781

[TECH 102](#)

Thomas E. Schildgen, Chair

Professors

Duff, Hild, Schildgen

Associate Professors

Grossman, Humble, Matson, Olson

Assistant Professors

Edwards, Harris, W. Peterson

Clinical Associate Professor

Thomas

Clinical Assistant Professor

Nelson

Professors of Practice

Kime, D. Peterson

Senior Lecturer

Wilson

Lecturers

Dolin, Lestar, Parmentier

The faculty in the Department of Technology Management through the College of Technology and Innovation offer the MSTech degree. The student may select one of five technical concentrations: environmental technology management, fire service administration, global technology and development, graphic information technology, or management of technology.

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. A Web-based distance learning format is also available.

Global Technology and Development

The global technology and development (GTD) concentration is an interdisciplinary program offered by the faculty of the department. 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.

Graphic Information Technology

The graphic 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. A Web-based distance learning format is also available.

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 Graduate College. 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 Graduate College 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 MSTech; and
4. three letters of recommendation required in cases where minimum Graduate College 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.

JOINT BS/BAS/MS IN TECHNOLOGY DEGREE

The joint Bachelor of Science or Bachelor of Applied Science and Master of Science in Technology degree program is designed to provide students with exceptional undergraduate standing the opportunity to include nine semester hours of upper-division course credit (three semester hours at the 400 level, six semester hours at the 500 level) in their graduate program of study. This joint degree is available for the following Master of Science in Technology concentrations: environmental technology management, fire service administration, graphic information technology, global technology, and development and the management of technology.

Admission Requirements

Students must meet these requirements to be considered for joint degree admission:

1. a minimum junior-senior GPA of 3.20;
2. 90 semester hours of undergraduate credit in a Department of Technology Management BS or BAS program; and
3. two letters of recommendation from Department of Technology Management faculty.

Program of Study

All candidates for the MSTech degree program are required to complete a minimum of 33 semester hours of graduate credit. Additional courses may be assigned by the faculty supervisory committee depending on the background of the candidate.

Thesis Option

Technical area of emphasis (18)

Supporting area (9)

Research course (3)

Thesis (3)

Total 33

Applied Project Option

Technical area of emphasis (18)

Supporting area (9)

Research course (3)

Applied project (3)

Total 33

Final Examination

Either an applied project or thesis is required. Upon completion of the approved course of study or during the last

semester, an oral defense of the applied project or thesis is required.

Master's degree candidates are required to complete either a six-semester-hour research block for the applied project option (that includes OMT 549 Research Techniques and Applications and TMC 593 Applied Project) or three 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.

RESEARCH ACTIVITY

Research interests of faculty in the Department of Technology Management 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.

COURSES

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Division of Computing Studies

Master's Program

www.poly.asu.edu/technology/dcst

480 727-1257

ISTB3 103

Ben M. Huey, Chair

Professor

Lindquist

Associate Professors

Huey, O'Grady, Razdan, Zeng

Assistant Professor

Gary

Professors of Practice

Koehnemann, Millard

Senior Lecturer

Whitehouse

Lecturer

Anguamea Lara

OVERVIEW

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 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.poly.asu.edu/technology/dcst.

MASTER OF COMPUTING STUDIES

The MCST requires a minimum of 33 semester hours of graduate credit, including course work and an applied research component. The program is designed with sufficient flexibility to permit the student to select a combination of courses in a technical specialization augmented with a breadth requirement. The required research component provides students opportunities to develop special research and application skills directly related to individual needs and objectives. The division offers a number of specializations, all of which are based upon a sound undergraduate degree.

Admission

Applicants are expected to satisfy all requirements for admission to the Graduate College 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 Graduate College 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. 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. In addition, MCST students must take nine semester hours in at least two of the three specialization areas in which they do not focus.

Areas of specialization are

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 taken in the non-focus areas must be at the 500 level (excluding CST 598). All MCST students must complete three semester hours of seminar and research writing (CST 500 and 591).

The Research Component

MCST students may select either a thesis or project as the research component. Thesis students must register for three semester hours of CST 592 Research and three hours of CST 599 Thesis in consecutive semesters. The thesis should be a rigidly formatted and reviewed work that contributes to the knowledge base or state-of-practice in the selected area of specialization. Students who select a project as the research component must register for three hours of CST 593 Applied Project in their final semester. Nonthesis students complete an in-depth project and report that reflect advanced expertise and critical thinking in the selected area of specialization. The project/thesis is carried out under the direction of a Division of Computing Studies ranked faculty member who serves as the major advisor and two additional faculty committee members. The research component should reflect an advanced level of expertise in the student's specialization area, in accordance with the program's mission of producing graduates with in-discipline knowledge of immediate interest to computing employers. The project/thesis is presented to the committee in a public forum that constitutes a final oral examination.

MASTER OF SCIENCE IN TECHNOLOGY COMPUTER SYSTEMS CONCENTRATION

The Master of Science in Technology (MSTech) degree offered through the College of Science and Technology 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 Graduate College with high success in completing a bachelor's degree in computing. Excellent applicants with partial computing background may be admitted with undergraduate computing deficiencies that must be completed early in the graduate program. Neither the Graduate Record Examination nor the subject test in computer science is required to apply. International applicants must submit results of the Test of English as a Foreign Language. Applicants for fall semester admission should plan to have all materials arrive at the Graduate College by March 1 and applicants for spring semester should have all admission materials in by October 1.

Program of Study**Course Work**

The MSTech with a concentration in computer systems requires a minimum of 33 semester hours, including course work and research components. At most three semester hours of supervised internship (CST 584) or reading and conference (CST 590) may be used to fulfill course work requirements. Students may select the thesis option or nonthesis option. Specialization and supporting area course work are taken from the four areas:

1. digital systems;
2. embedded systems;

3. software engineering and distributed Web-based applications; and
4. networks.

Thesis Option

- Specialization (15–16)
- Supporting area (8–9)
- Research methods courses (7–9)
 - CST 500 RM: Research/Writing (2)
 - CST 591 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 RM: Research/Writing (2)
 - CST 591 Seminar (1)
 - CST 593 Applied 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 Applied 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Graduate College

www.asu.edu/graduate

Maria T. Allison, PhD, University Vice Provost and Dean

The mission of the Graduate College is to promote and support the integrity, quality, and vitality of ASU graduate programs including master's, professional and doctoral degrees. The college's goal is to ensure university-wide standards of quality, access, and equity in graduate programs and promote the interests of ASU's graduate students and graduate education within the state, national, and international arenas. Central to this vision is the enhancement of the diversity of ASU's graduate population as well as the development of a dynamic range of cutting-edge interdisciplinary graduate programs across the university.

ASU offers over 100 master's degree programs, 50 doctoral degree programs, and 25 graduate certificate programs reflecting both depth in disciplinary study and cutting-edge use-inspired study in interdisciplinary degree programs. While many students prepare for careers in research, the professions, and the arts through full-time study, others enhance their professional and personal enrichment through part-time study.

The size, strength, and diversity of the graduate community reflect the university's commitment to high-quality education. ASU currently has over 12,000 graduate students from over 50 states and 120 countries representing the rich heritage of its cultural, social, global communities. 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, the nation, and world.

One distinctive project that magnifies the Graduate College's dedication to graduate students is the nationally recognized 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. The university's highly acclaimed Preparing Future Professionals Program is designed to prepare doctoral students for careers in business and industry.

ASU continues to provide strong financial support to graduate students. Not only does the Graduate College award a host of recruitment, enrichment, and dissertation fellowships but its students also receive a large number of prestigious fellowships such as the Science Foundation Arizona Fellowships, and others funded by the National Science Foundation, NASA, the Ford Foundation, the Fulbright program, and other public agencies and private foundations. These funded programs, together with more than 60 research centers and institutes, provide assistantships and research training for many graduate students in a host of dynamic research and teaching environments.

GRADUATE PROGRAMS

Degree Programs

Although master's and doctoral 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 a list of all graduate degrees available at ASU, go to www.asu.edu/graduate/codes/degreeList.

Nondegree Study

Students may take course work as nondegree students. 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.

GRADUATE ADMISSIONS

For admission information and procedures for graduate degree programs and nondegree studies, access www.asu.edu/graduate/admissions.

GRADUATE COLLEGE FINANCIAL SUPPORT OFFICE

The Graduate College Financial Support Office assists graduate students applying for external fellowships. The office processes tuition remission fellowships 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 www.asu.edu/fa, or visit Student Financial Assistance in SSV 216A.

GRADUATE STUDENT ACADEMIC SERVICES

The Graduate College 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 seminars for graduate students on graduate policies, deadlines, and an introduction to the thesis and dissertation review process. Graduate students may meet with an SAS specialist by appointment or on a walk-in basis.

For answers to questions regarding the program of study, graduate policies and procedures, or graduation deadlines, visit SAS in ADM B170, or access www.asu.edu/graduate/current/sas.

THESIS AND DISSERTATION 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 Graduate College 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 ADM B170, or at www.asu.edu/graduate/format.

GRADUATE STUDENT SUPPORT SERVICES

Providing academic and professional development support to graduate students is an important part of the Graduate College mission. The Graduate College maintains a variety of programs for graduate students (degree and nondegree). For more information, access the Graduate College Web site at www.asu.edu/graduate.

Professional Development for Graduate Students

Preparing Future Faculty

Preparing Future Faculty (PFF) is a professional development program for doctoral, MFA, and MSD students who are preparing for academic careers at institutions of higher education. It is designed to prepare graduate students for the multiple roles they will play as faculty members, and to allow them to understand how these roles and expectations may vary in different campus settings. The program is comprised of two phases: the Exploratory Phase (first-year) and the Participatory Phase (second-year); participation in the second year is not mandatory but is strongly encouraged. During the Exploratory Phase, students enroll in a course and participate in a series of seminars, workshops, and student-led reading groups, as well as work on cross-disciplinary committees to coordinate the PFF Guest Breakfast Series. For more information, access www.asu.edu/graduate/pff.

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.

Preparing Future Professionals

The Preparing Future Professionals (PFP) program, administered by the Graduate College, assists doctoral students interested in pursuing nonacademic professions. PFP parallels the well-established and successful PFF program. Through a series of activities, PFP familiarizes doctoral students with various nonacademic career tracks to develop skills to successfully pursue a wide range of career opportunities. While the PFP seminars are designed to assist doctoral students, seminars are open to all ASU graduate students. For more information, access www.asu.edu/graduate/pfp.

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. For more information, access www.asu.edu/graduate/sfs.

Diversity Programs

Diversity Programs are designed to increase the number of graduate students from groups underrepresented in certain professions and fields of study. For more information, access www.asu.edu/graduate/orientation/diversity.

UGEM

The Graduate College Underrepresented Graduate Enrichment Match (UGEM) 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 Program

The Social and Academic Mentor (SAM) program is designed to recruit top graduate students from domestic, international, and underrepresented populations. Academic units submit nominations to the Graduate College 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.

TEACHING ASSISTANT ORIENTATION

An online orientation is available on the Graduate College Web site at www.asu.edu/graduate/orientation.

All new teaching assistants (TAs) are required by the university and the Arizona Board of Regents to participate in the Teaching Assistant Development (TAD) Program conducted by the Graduate College, in partnership with the Center for Learning and Teaching Excellence. Additional professional development forums are held during the academic year and TAs are encouraged to participate. For more information on TAD, access www.asu.edu/graduate/TAD.

GRADUATE 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 Graduate College in planning orientations, the Graduate and Professional Student Appreciation Week, and other student-related activities. This office, with the Graduate College, 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. For more information, access www.asu.edu/graduate/orientation/gradOrgs.htm.

ASU GRADUATE COUNCIL

The Graduate College promotes and supports—in partnership with schools, departments, colleges, and campuses—the integrity, quality, and vitality of ASU graduate programs. The Graduate Council consists 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 council serves in an advisory capacity to the vice provost and dean of the Graduate College. In addition to the faculty leadership of each campus, the dean and associate/assistant deans of the Graduate College serve in ex-officio capacities to enhance and foster cross-campus collaboration and communication. For more information, access www.asu.edu/graduate/gapd/gradcouncil.

OFFICES OF THE GRADUATE COLLEGE

The general offices of the college, including those of the dean, admissions, financial assistance, graduate academic services and programs, and graduate student support services are located on the first and second floors of ADM B. Graduate College offices are open Monday through Friday, from 8 A.M. to 5 P.M. For more information, call the Graduate College at 480/965-3521, or access www.asu.edu/graduate.

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 university 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 of Human Origins, the Hispanic Research Center, the Joan and David Lincoln Center for Applied Ethics, and the Prevention Research Center. For more information, see [Research Centers](#).

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 BioDesign Institute, the Goldwater Center for Science and Engineering, the Interdisciplinary Science Buildings (1–4), an expanded 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 the Arts; the Facility for High Resolution Electron Microscopy, in the College of Liberal Arts and Sciences; and the Southwest Archaeological Collection, in the School of Human Evolution and Social Change.

LIBRARY SYSTEM

The ASU library system is a major research facility (see [University Libraries and Collections](#)). 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.

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Ira A. Fulton School of Engineering

fulton.asu.edu

Deirdre Meldrum, PhD, Dean

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[Bioengineering, Harrington Department of Chemical Engineering, Department of Civil and Environmental Engineering, Department of Computing and Informatics, School of Biomedical Informatics, Department of Computer Science and Engineering, Department of Construction, Del E. Webb School of Electrical Engineering, Department of Engineering, Programs in Industrial Engineering, Department of Materials, School of Mechanical and Aerospace Engineering, Department of](#)

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 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 Engineering
- Department of Civil and Environmental Engineering
- Department of Electrical Engineering
- Department of Industrial Engineering
- Department of Mechanical and Aerospace Engineering
- Harrington Department of Bioengineering
- School of Computing and Informatics
- Department of Biomedical Informatics
- Department of Computer Science and Engineering
- School of Materials

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 liaisons between the academic and industrial or technical communities.

ADMISSION REQUIREMENTS

Applicants must meet the general admission requirements established by the Graduate College. 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 Graduate College, 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.

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 Katherine K. Herberger College of the Arts and the Ira. A. 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 (CLPE) 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 System Research 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 NASA Space Grant Program designs and builds space-related craft, such as satellites and lunar rovers;
13. The National Center for Sustainable Water Supply investigates how to recycle reclaimed water;
14. The National Science Foundation (NSF) Water Quality Center works on projects to identify and remove both biological and chemical contaminants in water;
15. The Partnership for Research in Stereo Modeling (PRISM) uses computer modeling techniques to create three-dimensional models of microscopic objects; and
16. 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](http://www.asu.edu/aad/catalogs/graduate/t-fse.html). For more information, see [Classification of Courses](#).

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Del E. Webb School of Construction

Master's Program

construction.asu.edu

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USE 138

James J. Ernzen, Director

Professors

Badger, Kashiwagi

Associate Professors

Ariaratnam, Bashford, Chasey, Ernzen, Sawhney, Wiesel

Assistant Professors

Mitropoulos, Sullivan

Senior Lecturer:

Knutson

RESEARCH ACTIVITY

Use-inspired 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 construction for controlled environments (cleanrooms), high-value sustainable housing, best-value performance-based procurement, alternate project delivery systems, construction productivity studies, construction information technology, urban underground infrastructure modeling and assessment, and buildability modeling. 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 Graduate College. 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, and October 1 for admission in the spring semester.

Degree Requirements

As soon as possible after selecting a supervisory committee, the student must file a program of study with the Graduate College.

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. If appropriate graduate-level courses are not available in a student's pursued area of interest, the supervisory committee has the option to approve a maximum of two 400-level courses to be part of the program of study. Students may not use 400-level deficiency courses to satisfy degree requirements.

Supervisory Committee

Each student is required to form a supervisory committee consisting of three members. All tenure-track faculty are eligible. Other individuals are eligible in accordance with the guidelines established by the Graduate College.

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 15 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.

COURSES

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Department of Chemical Engineering

Master's and Doctoral Programs

che.fulton.asu.edu

480/965-3313

ECG 202

Jerry Lin, Interim Chair

Professors

Lin, Raupp, Sierks, Wang

Associate Professors

Andino, Beckman, Burrows, Rivera

Assistant Professors

Allen, Heys, Rege, Vogt

Associate Research Professor

Singh

Chemical Engineering

The faculty in the Department of Chemical Engineering offer graduate programs leading to the MS, MS in Engineering, and the PhD degrees in Chemical Engineering. Areas of research emphasis include atmospheric aerosols, biomolecular engineering, biosensors, chemical therapies for neurodegenerative diseases, electrochemistry, electronic materials processing, engineering education, flexible display technology, fuel cells, inorganic membranes, process design and operations, protein synthesis, transport phenomena in living systems, and water purification. 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](#), for the program description.

Graduate Record Examination

Graduate Record Examination scores are required from all applicants, with the exception of students applying to the Master of Science in Engineering degree.

RESEARCH ACTIVITY

Atmospheric Aerosols

Chemistry and physics of aerosols, human health impacts, atmosphere-biosphere interactions, novel aerosol instrumentation, sources of atmospheric particles, environmental fate of pollutants.

Biomolecular Engineering

Neurodegenerative diseases, protein engineering, antibody therapeutics, antibody engineering, enzyme kinetics, protein-protein interactions, coagulation, inorganic-biological membrane systems, biosensors, nanobiotechnology.

Electronic Materials

Semiconductor materials processing, photolithography, physical vapor deposition, chemical vapor deposition, plasma etching, surface reactions, electrochemical reactions, polymer processing, optimization of electroplating processing, surface analysis, flexible electronics and displays.

Engineering Education

Cognition and knowledge construction in engineering education; cognitive impact of pedagogical practices; design learning; reflective practice and metacognition; assessment practices; research on outreach, retention, and K-12 engineering education.

Environmental Processing

Energy and environmental design considerations, purification of effluent streams, water reclamation and purification, sea water desalination, analysis of air and water pollution, and modeling of pollution systems.

Materials for Chemical Processing

Inorganic membranes, ionic-conducting ceramics, solid oxide fuel cells, high temperature adsorption and catalysis,

new separation and chemical reaction processes.

Process Control and Engineering

Advanced process identification and control; control-oriented approaches to supply chain management; chemical process design fundamentals; optimization techniques and applications; process modeling; simulation; dynamics and control; applied statistics; application to chemical, petroleum, and semiconductor manufacturing industries.

Transport in Biological Systems

Modeling of biological systems with mechanical coupling between fluids and tissues, numerical solutions using first order system least squares and parallel finite element codes.

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 Biodesign Institute, the Center for Solid State Science, the Global Institute of Sustainability, the Molecular and Cellular Biology master's degree program, and the Atmospheric Sciences certificate program.

For more information, access the department Web site at che.fulton.asu.edu.

DOCTOR OF PHILOSOPHY

The PhD degree in Chemical Engineering is conferred upon evidence of excellence in research resulting in a scholarly dissertation that is a contribution to existing knowledge.

See [Doctor of Philosophy](#), 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 originality, quality, feasibility, and relevance of the proposed 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 an MSE degree ("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 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.

MASTER OF SCIENCE

See [Master's Degrees](#), for general requirements.

Transition Program

Students applying for the program leading to a master's degree with a major in Chemical Engineering may have an undergraduate BS degree in a major field other than chemical engineering. The qualifications of transition students are reviewed by the department graduate admissions 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 from the undergraduate chemical engineering program to prepare themselves for the graduate courses.

Transition students should contact the graduate coordinator for an evaluation of the undergraduate transcript.

Program of Study

All candidates for the MS in Chemical 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 chemical engineering may be required to complete more than 33 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](#), for information on the Master of Science in Engineering degree.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Department of Civil and Environmental Engineering

Master's and Doctoral Programs

fulton.asu.edu/civil

480/965-3589

ECG 252

Edward Kavazanjian, Interim Chair

Richard Snell Presidential Chair Professor

Crittenden

Professors

Abbaszadegan, Allenby, Fox, Houston, Johnson, Mamlouk, Mays, Mobasher, Pendyala, Rajan, Rittmann, Washington, Witczak

Associate Professors

Andino, Fafitis, Kavazanjian, Muccino, Westerhoff

Assistant Professors

Ahn, Allen, Kaloush, Williams, Zapata

Associate Research Professor

Chen

Assistant Research Professor

El-Basyouny

Faculty Research Associates

Alum, Ryu

Lecturer

Lawrence

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](#), 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 (paper-based) or 213 (computer-based).

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 is an interdisciplinary field that synthesizes knowledge from a wide range of subjects. Professionals in environmental engineering fields often study, provide solutions, and implement strategies concerning the quality of air, water, and land resources. The graduate curriculum at ASU is designed to provide a strong foundation in physical, chemical, and microbiological principles, but remains flexible to meet changing needs within the field.

Geotechnical/Geoenvironmental Engineering

This area of study includes the analysis and design of foundation systems, seepage control, earth dams and water resource structures, earthwork operations, fluid flow through porous media, response of foundations and embankments to earthquakes, and solutions to environmental problems. It is also the study of properties and engineering behavior of soils, arid soils, unsaturated soils, collapsible and expansive soils, laboratory and field testing of soils; and applications to foundations, slope stability, embankments, and dams and geotechnical earthquakes engineering.

Structures/Materials Engineering

This area of study includes structural engineering with emphasis on structural analysis and design, solid mechanics, and materials engineering. Graduate students are introduced to a variety of topics – steel and concrete structures; prestressed concrete structures; timber and masonry structures; design of buildings, bridges and dams; seismic analysis and design; linear and nonlinear finite element analysis; software development for modern structural analysis and design; structural optimization; structural dynamics; constitutive modeling; composite materials; stress analysis; cement based materials; and experimental methods.

Transportation/Materials Engineering

This area of study includes (1) pavements and materials and (2) transportation planning, design, and operation. Pavement 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. Transportation planning, design, and operation covers urban transportation planning, geometric design of facilities, traffic operations, evaluation of highway capacity and safety, and intelligent vehicle/highway systems.

Water Resources

This area of study is concerned with surface and groundwater flow, planning and management of water supply, and water distribution system modeling. The water resources curriculum explores and researches optimization methods and risk/reliability methods to the design, analysis, and operation of hydrosystems including water distribution systems, storm water management systems, flood and sediment control of river-reservoir systems, estuarine systems, groundwater systems, and the planning and management of watersheds and river basins. Numerical modeling is also used with particular emphasis on data assimilation techniques and finite element models in analysis of environmental fluid flows.

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 and environmental engineering. See [Doctor of Philosophy](#), 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

Details of the requirements for this degree program are available in the *Civil and Environmental Engineering Graduate Handbook*. The handbook is available to every incoming graduate student. It is also available on the department's Web site at <http://cee.fulton.asu.edu/graduate/graduate-handbook>.

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 Graduate College 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.

MASTER OF SCIENCE

See [Master's Degrees](#), for general requirements.

Program of Study

Details of the requirements for this degree program are available in the *Civil and Environmental Engineering Graduate Handbook*. The handbook is available to every incoming graduate student. It is also available on the

department's Web site at <http://cee.fulton.asu.edu/graduate/graduate-handbook> .

MASTER OF SCIENCE IN ENGINEERING

See [Master of Science in Engineering](#).

Program of Study

Details of the requirements for this degree program are available in the *Civil and Environmental Engineering Graduate Handbook*. The handbook is available to every incoming graduate student. It is also available on the department's Web site at <http://cee.fulton.asu.edu/graduate/graduate-handbook> .

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Department of Electrical Engineering

Master's and Doctoral Programs

fulton.asu.edu/ee

480/965-3424

ENGR 552

Joseph C. Palais, Director of Graduate Studies

Regents' Professors

Balanis, Ferry, Heydt

Professors

Chakrabarti, Gildenblat, Goodnick, Gorur, Hui, Karady, Kiaei, Kozicki, Lai, Meldrum, Ning, Palais, Pan, Phillips, Rodriguez, Roedel, Schroder, Shen, Si, Skromme, Spanias, Tao, Thornton, Tsakalis, Vittal, Zenhausern, Y. Zhang

Associate Professors

Aberle, Allee, Ayyanar, Bakkaloglu, Clark, Cochran, Diaz, Duman, Holbert, Karam, Papandreou-Suppappola, Reisslein, Tylavsky, Vasileska, J. Zhang

Assistant Professors

Abbaspour-Tamijani, Barnaby, Cao, Chae, Goryll, Jalali-Farahani, Joo, O'Brien, Qian, Tepedelenioglu, Thornburg, Yu

The Department of Electrical Engineering offers opportunities for study beyond the bachelor's degree in several areas, including control systems, electromagnetics, antennas and microwave circuits, electronic and mixed-signal integrated circuit design, power engineering, signal processing and communications systems, solid-state electronics, and arts, media, and engineering. Students may pursue degrees of Master of Science (MS), Master of Science in Engineering (MSE), Master of Engineering (MEng), and Doctor of Philosophy (PhD).

RESEARCH ACTIVITY

Opportunities at the master's or doctoral level are offered to students whose goals are research, development, design, manufacturing, systems, engineering management, teaching, or other professional activities in electrical engineering or related disciplines.

Research participation in the Department of Electrical Engineering is available in a broad spectrum of subjects encompassing traditional as well as new specialties. Significant research activity exists in control systems, electromagnetics, antennas and microwave circuits, electronic and mixed-signal circuit design, power engineering, signal processing and communication, solid-state electronics, and arts, media, and engineering. Low-power electronics, power systems, solid-state electronics, and telecommunications have been selected for support as part of a program establishing excellence centers at ASU.

For a current list of the subjects available for research in the department, access the department's Web site at fulton.asu.edu/~eee.

The faculty also participate in the Master of Engineering program; see [Programs in Engineering](#).

Admission

See [Admission to the Graduate College](#). 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. Financial aid is very limited for spring applicants. 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](#), 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](#), for general information.

MASTER OF SCIENCE IN ENGINEERING

See [Master of Science in Engineering](#), 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 the Schools of Art, Music, and Theatre and Film. For more information, see [Arts, Media, and Engineering](#).

CONCURRENT MBA/MSE ELECTRICAL ENGINEERING PROGRAM

The Electrical Engineering faculty offer the concurrent MBA/MSE Electrical Engineering degree in collaboration with the W. P. Carey School of Business. The concurrent degree consists of eight courses from the MBA program and eight courses from the MSE program. The courses in electrical engineering are part of the communications area of study within the curriculum. The degree is offered to a cohort group and takes three years to complete. The courses are offered primarily online. For more information, access the Web site at cpd.asu.edu/mbamse.

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](#) and [274](#) or access the center's Web site at asuengineeringonline.com.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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fulton.asu.edu/ie

480/965-3185

GWC 502

Ronald G. Askin, Chair

Regents' Professor

Montgomery

Professors

Askin, Cochran, Fowler, Hogg, Runger, Shunk, Ye

Associate Professors

Anderson-Rowland, Mackulak, Villalobos, Wu

Assistant Professors

Gel, Keha, Kulahci, Li, Pan

Senior Lecturer

Thompson

Lecturer

Chattin

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, operations research and production systems, and quality and reliability engineering. Speciality programs in engineering logistics 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 innovative research projects funded through both the government and industry. They are active in advising, in teaching innovation, and in continuous improvement of the department's 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, official transcripts, and three letters of recommendation to the Graduate College. 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

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.

Operations Research and Production Systems

This area of study focuses on the development and application of operations research tools and techniques with emphasis on optimization tools, descriptive modeling, and simulation for manufacturing and service systems.

Quality and Reliability 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.

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](#), for general requirements.

Curriculum requirements are as follows:

1. a total of 89 semester hours;
2. a six-course core covering optimization, probability, stochastic processes, statistics, information systems, and systems engineering (upon completion of the core the student must pass the qualifying exam);
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 courses (IEE 594 Conference and Workshop);
8. a written and an oral comprehensive exam is required by 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); and
9. submission of an approved dissertation followed by its successful defense.

Foreign Language Requirements

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 or 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 course (IEE 594 Conference and Workshop);
5. successful completion of a written comprehensive exam with material from three of the four required core courses is required for the Master of Science in Engineering; and
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, semiconductor manufacturing and engineering logistics, are described on the department's Web site at fulton.asu.edu/ie.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Department of Mechanical and Aerospace Engineering

fulton.asu.edu/mae

480/965-3291

ECG 346

Kyle Squires, Interim Chair

Aerospace Engineering

Professors

Chattopadhyay, Mignolet, Wie

Associate Professors

Lee, Wells

Assistant Professor

Mikellides

Mechanical Engineering

Professors

Adrian, Boyer, Davidson, Fernando, Roy, Shah, Sieradzki, Squires, Tseng, Van Schilfgaarde, Yao

Associate Professors

Chen, Peralta, Phelan

Assistant Professors

Calhoun, Friesen, Posner

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.

Aerospace Engineering

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; flow control; composite structures; flight dynamics, guidance, and controls; fracture mechanics and fatigue; high-speed aerodynamics; multidisciplinary optimization; 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.

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](#), for general requirements.

Program of Study.

The program of study must be established no later than the first semester after successfully completing the qualifying criteria.

Qualifying Criteria.

The purposes of the qualifying criteria are to assess if the student is prepared to continue in the doctoral program

and to detect deficiencies in the student's background that can be corrected by appropriate course work and individual study. Within the first year of graduate studies at ASU, a graduate student pursuing a PhD program of study in Aerospace Engineering must complete three 500-level core courses, preferably in the major area of interest, and one 500-level mathematics course, both with an average GPA of 3.25 or higher. Specific qualifying course requirements for each major area are available from the department.

Foreign Language Requirements

None.

Comprehensive Examinations

Written and oral comprehensive examinations are required. The examinations are administered by the program committee.

Dissertation Requirements.

A dissertation based on original work demonstrating creativity in research and scholarly proficiency in the subject area is required.

Final Examination

A final oral examination in defense of the dissertation is required.

MASTER OF SCIENCE

See [Master's Degrees](#), 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](#), for information on the Master of Science in Engineering degree.

Mechanical Engineering

The faculty in the Department of Mechanical and Aerospace Engineering offer graduate programs leading to the degrees of MS, MSE, and PhD in Mechanical Engineering. A number of areas of study may be pursued, including mechanical design, manufacturing, thermal sciences, engineering mechanics, and system dynamics and controls.

The faculty also offer graduate degree programs in Aerospace Engineering.

All of the graduate programs stress a sound foundation in fundamentals leading to a specialized area of study.

Graduate studies in one of the specialized fields of mechanical engineering prepare students for a professional career in industry, government, or academic institutions.

Graduate Record Examination

All applicants are required to take the Graduate Record Examination; the subject test in engineering is highly recommended but not required.

RESEARCH ACTIVITY

The department offers a broad range of theoretical, computational, and experimental research in mechanical and thermal-fluid systems. Research undertaken in thermal sciences includes combustion and emission control, computational fluid dynamics, energy conversion and management, environmental and geophysical fluid dynamics, heat transfer in complex flows, micro-/nanoscale transport processes, non-Newtonian fluid mechanics, pollution monitoring and transport, turbulence and two-phase flows. Research undertaken in engineering mechanics includes computational mechanics, corrosion, crystallography, damage and fracture mechanics, failure analysis and reliability, multidisciplinary optimization, nanomechanics of materials, precision materials processing, smart structures, structural dynamics, and thin film growth. In particular, research in mechanical design includes CAD/CAE, design automation, geometric modeling, and knowledge-based design. Research undertaken in system dynamics and controls includes intelligent control and mechatronics.

Multidisciplinary research areas include micro-nano systems (MEMS); modeling and simulation science; 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.

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](#), for general requirements.

Program of Study

The program of study must be established no later than the first semester after successfully completing the qualifying criteria.

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, 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.

MASTER OF SCIENCE

See [Master's Degrees](#), 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](#), for information on the Master of Science in Engineering degree.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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480/965-3028

ECG 334

Metin Akay, Interim Chair**Professors**

M. Akay, Garcia, Guilbeau, He, Towe

Associate Professors

Abbas, Iasemidis, Joshi, Jung, Massia, Pizziconi, Steinmetz

Assistant Professors

Buneo, Caplan, Helms Tillery, Muthuswamy, Vernon

Assistant Research Professor

Y. Akay

Assistant Research Scientist

LaBelle

Senior Lecturer

Coursen

Lecturers

Pauken, Phillips

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 neural engineering, molecular, cellular and tissue engineering, biomedical imaging and informatics, rehabilitation engineering, biomaterials, and cardiovascular engineering.

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.

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](#), for general requirements.

Admission Standards and Procedures

In addition to the general requirements for admission to the Graduate College, applicants must submit

1. official GRE scores;
2. official TOEFL scores (if applicable);
3. a statement of purpose; and
4. three letters of recommendation.

Applicants should submit the following to the Graduate College:

1. one official copy of all transcripts;
2. official GRE scores; and
3. official TOEFL scores (if applicable).

Applicants should submit the following directly to the Harrington Department of Bioengineering:

1. one official copy of all transcripts;
2. copy of GRE score report;
3. copy of TOEFL score report (if applicable);
4. a statement of purpose; and
5. three letters of recommendation.

The application deadline for fall admission is January 15 of the same year (i.e., a student wishing to enroll for fall 2008 will need to apply by January 15, 2008).

The application deadline for spring admission is August 31 of the previous year (i.e., a student wishing to enroll for spring 2008 will need to apply by August 31, 2007).

Degree Requirements

Qualifying Examination

All students admitted to the PhD program are required to successfully pass an oral qualifying examination administered by a departmental committee. Typically, this is completed during the student's first year of enrollment.

Course Work

PhD students must complete the following course work (minimum of 84 semester hours):

Core Courses

BME 598 ST: Advanced Biomaterials: Principles and Applications (3)
BME 598 ST: Advanced Physiology for Engineers (4)
BME 598 ST: Analytical and Diagnostic Instrumentation in Bioengineering (3)
BME 598 ST: Modeling and Simulation of Physiological Systems (3)
BME 598 ST: Molecular and Cellular Biology for Engineers (4)

Total 17

Electives

Mathematical electives (6)
General electives¹ (4)
Bioengineering electives² (6)
Bioengineering seminar (3)

Research and Dissertation

BME 792 Research³ (36)
BME 799 Dissertation⁴ (12)

¹ Must be 400-level and above and chosen in conjunction with student's supervisory committee.

² Must be BME courses of 400-level and above. Courses to be chosen in conjunction with student's supervisory committee.

³ Students must complete a minimum of 36 semester hours of doctoral research in the approved program of study.

⁴ Students must complete 12 semester hours of dissertation in the approved program of study.

Supervisory Committee

Upon admission of the applicant with regular or provisional status, a supervisory committee (program committee) is selected. 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. Typically, 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.

Foreign Language Requirements

None.

Comprehensive Examination

Once a 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.

Appointment of Dissertation Committee, Prospectus Defense, and Admission to Candidacy

After the student passes the comprehensive examination, a dissertation committee composed of at least five faculty members is selected. The 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 Graduate College 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 and must clearly indicate mastery of research methods.

Dissertation Defense

A final oral examination in defense of the dissertation is required.

Satisfactory Progress

The Harrington Department of Bioengineering adheres to ASU and Ira A. Fulton School of Engineering academic standards for good standing.

Course Load

The maximum number of semester hours allowed per semester is 12. Special approval is required to take more than 12 semester hours in one semester.

Advising

Graduate advising is mandatory every semester for students in the Harrington Department of Bioengineering.

Maximum Time Limit

The maximum time limit for a student to complete the PhD degree program is 10 years. The Harrington Department of Bioengineering adheres to the Graduate College requirement that students graduate within five years of successfully passing their comprehensive examination.

MASTER OF SCIENCE

The Harrington Department of Bioengineering awards both thesis and nonthesis Master of Science degrees to those students who meet the criteria for successful graduate 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, if applicable. Special course requirements for the different areas of study are established by the faculty and are available from the Harrington Department of Bioengineering. Candidates whose undergraduate degree is in a field other than bioengineering may be required to complete more than the required semester hours of the program of study. See [Master's Degrees](#), for general requirements.

THESIS OPTION

Admission Standards and Procedures

In addition to the general requirements for admission to the Graduate College, applicants must submit

1. official GRE scores;
2. official TOEFL scores (if applicable);
3. a statement of purpose; and
4. three letters of recommendation.

Applicants should submit the following to the Graduate College:

1. one official copy of all transcripts;
2. official GRE scores; and
3. official TOEFL scores (if applicable).

Applicants should submit the following directly to the Harrington Department of Bioengineering:

1. one official copy of all transcripts;
2. copy of GRE score report;
3. copy of TOEFL score report (if applicable);
4. a statement of purpose; and
5. three letters of recommendation.

The application deadline for fall admission is January 15 of the same year (i.e. a student wishing to enroll for fall 2007 will need to apply by January 15, 2007).

The application deadline for spring admission is August 31 of the previous year (i.e. a student wishing to enroll for spring 2008 will need to apply by August 31, 2007).

Degree Requirements

Course Work

Bioengineering course work (9)

Mathematical electives (6)

General electives¹ (9)

Bioengineering seminar (3)

Total 27

Research and Thesis

BME 592 Research² (3)

BME 599 Thesis³ (3)

Total 6

Degree requirement total 33

¹ At least three semester hours must involve engineering content or engineering design content.

² A minimum of three semester hours each of BME 592 and 599 must be completed in the approved program of study.

Supervisory Committee

Upon admission of the applicant with regular or provisional status, a supervisory committee (program committee) is selected. 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 members, including a chair. 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, including monitoring the execution of the thesis project.

Foreign Language Requirements

None.

Thesis Requirements

A written thesis is required.

Final Examination

A final oral examination in defense of the thesis is required.

Satisfactory Progress

The Harrington Department of Bioengineering adheres to ASU and Ira A. Fulton School of Engineering academic standards for good standing.

Course Load

The maximum number of semester hours allowed per semester is 12. Special approval is required to take more than 12 semester hours in one semester.

Advising

Graduate advising is mandatory every semester for students in the Harrington Department of Bioengineering.

Maximum Time Limit

The Harrington Department of Bioengineering adheres to the Graduate College' six-year time limit for students enrolled in master's degree programs.

NONTHESIS OPTION

The nonthesis option within the MS degree program in Bioengineering is reserved for students who have full-time employment in the 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 Standards and Procedures

Students seeking admission to the nonthesis option must request this option when applying for admission to the MS degree program. This is typically outlined in the applicant's statement of purpose. Students who are admitted to the thesis option are not allowed to subsequently transfer to the nonthesis option. Students admitted to the nonthesis option, however, may petition for departmental approval to transfer into the thesis option.

In addition to the general requirements for admission to the Graduate College, applicants must submit

1. official GRE scores;
2. official TOEFL scores (if applicable);
3. a statement of purpose; and
4. two letters of recommendation.

Applicants should submit the following to the Graduate College:

1. one official copy of all transcripts;
2. official GRE scores; and
3. official TOEFL scores (if applicable).

Applicants should submit the following directly to the Harrington Department of Bioengineering:

1. one official copy of all transcripts;
2. copy of GRE score report;
3. copy of TOEFL score report (if applicable);
4. a statement of purpose; and
5. two letters of recommendation.

The application deadline for fall admission is January 15 of the same year (i.e. a student wishing to enroll for fall 2007 will need to apply by January 15, 2007).

The application deadline for spring admission is August 31 of the previous year (i.e. a student wishing to enroll for spring 2008 will need to apply by August 31, 2007.)

Degree Requirements

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 semester hours of course work selected from the catalog list of BME courses.

Course Work

Bioengineering course work (9)

Mathematical electives (6)

General electives¹ (9)

Additional bioengineering course work (6)

Bioengineering seminar (3)

Total 33

Applied Project

BME 593 Applied Project² (3)

Total 3

Degree requirement total 36

¹ At least three semester hours must be engineering content or engineering design content.

² A minimum of three semester hours of BME 593 must be completed in the approved program of study.

Supervisory Committee

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 members, including a chair. 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, including monitoring the execution of the applied project.

Foreign Language Requirements

None.

Applied Project Requirements

Students admitted to the nonthesis option 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 supervisory committee.

Satisfactory Progress

The Harrington Department of Bioengineering adheres to ASU and Ira A. Fulton School of Engineering academic standards for good standing.

Course Load

The maximum number of semester hours allowed per semester is 12. Special approval is required to take more than 12 semester hours in one semester.

Advising

Graduate advising is mandatory every semester for students in the Harrington Department of Bioengineering.

Maximum Time Limit

The Harrington Department of Bioengineering adheres to the Graduate College' six-year time limit for students enrolled in master's degree programs.

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 a student wishes to subsequently pursue 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.

RESEARCH ACTIVITY

For current information about research activity, access the Harrington Department of Bioengineering Web site at fulton.asu.edu/~bme.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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www.eas.asu.edu/~csdept/index.php

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BYENG 501

Sethuraman Panchanathan, Chair

Professors

Baral, Colbourn, Collofello, Farin, Kambhampati, Langley, Y. Lee, Lewis, Nielson, Panchanathan, Tsai, J. Urban, S. Urban, Vrudhula, Xue, Yau

Associate Professors

Bazzi, Candan, Dasgupta, Gupta, Huey, Liu, Miller, Richa, Sen

Assistant Professors

Burleson, Cam, Chatha, Chen, Davulcu, Huang, Janssen, Kim, Konjevod, J. Lee, Li, Sarjoughian, Shrivastava, Sundaram, Syrotiuk, Wonka, Ye

Computer Science

The faculty in the Department of Computer Science and Engineering (within the School of Computing and Informatics) offer graduate programs leading to MS and PhD degrees in Computer Science. The faculty also offer a professional graduate program leading to the Master of Computer Science degree. The department offers a concentration in the area of arts, media, and engineering, and graduate students can exercise this option while pursuing their graduate studies. Two other concentrations, one in information assurance and the other in biomedical informatics, will be offered soon.

Areas of study and research areas include algorithms, artificial intelligence, bioinformatics, computer-aided geometric design and computer graphics, computer networks, database systems, distributed computing and operating systems, embedded systems, information assurance, intelligent information integration, multimedia information systems, and software engineering. In addition, the department conducts research closely with the Center for Cognitive Ubiquitous Computing; Center for Research in Arts, Media, and Engineering; and Partnership for Research in Stereo Modeling in various aspects of computer science.

For more information, access the research section of the Web site at www.eas.asu.edu/~csdept/index.php.

DOCTOR OF PHILOSOPHY

The PhD degree in Computer Science is available for students of high ability who show promise for original research.

Admission

An applicant for the PhD program should have the equivalent of a baccalaureate major in computer science, computer engineering, or a closely related area. Most applicants should have earned the master's degree, but applicants with exceptional attainments in their baccalaureate are admitted directly into the PhD program. The primary factors affecting admission include the applicant's GPA, depth of preparation in computer science and engineering, GRE (verbal, quantitative, analytical, and computer science) scores, a statement of purpose and three letters of recommendation. An international student must submit TOEFL scores. The application deadline for admission in the fall semester is December 1, and the deadline for admission in the spring semester is August 1. The deadlines for financial aid are the same as the admission deadline. See [Doctor of Philosophy](#), for general requirements.

Residency

In addition to the Graduate College 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 Graduate College.

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 School of Computing and Informatics provides advising service to all computer science and engineering students. The e-mail address is sci.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 Graduate College](#), 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 Graduate College. 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 500-level 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 the 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 the 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 Graduate College](#).

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 Graduate College. 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 500-level credits at ASU (excluding CSE 598 courses). At least 27 hours must be for formal course work (including CSE 591 but excluding CSE 593, and similar credits for independent projects). No credits for CSE 590 Reading and Conference, CSE 592 Research, or CSE 599 Thesis, are allowed on a program of study for the MCS degree. MCS students must register for a three unit CSE 593 Applied 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 the 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](#) in the PhD section.

Advising

See [Advising](#) in the PhD section.

Maximum Time Limit

ASU policy applies.

ONLINE PROGRAMS

A wide variety of graduate-level computer science and engineering courses are offered online. By taking classes over the Internet, students can complete all requirements of a Master of Engineering (MEng) degree from off campus. Three areas of study in the MEng degree program are of particular interest to students. They are

1. embedded systems;
2. modeling and simulation; and
3. software engineering.

The Ira A. Fulton School of Engineering Center for Professional Development (CPD) provides support for the online classes. For more information about these programs, access the CPD Web site at cpd.asu.edu.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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The Katherine K. Herberger College of the Arts

herbergercollege.asu.edu

Kwang-Wu Kim, DMA, Dean

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PURPOSE

The Katherine K. Herberger College of the 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 and film, 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 School of Theatre and Film; the ASU Art Museum; and 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 School of Theatre and Film offer both research and professional degrees through the Graduate College: 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 the Arts Graduate Degrees and Majors](#) table.

ADMISSION REQUIREMENTS

Admission requirements vary according to degree programs. However, applicants must first meet all admission requirements of the Graduate College. 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.

Arts, Media, and Engineering

The Arts, Media, and Engineering (AME) graduate research and education program is cosponsored by the Katherine K. Herberger College of the Arts and the Ira A. Fulton School of Engineering. Graduate degrees with concentrations in media and arts are offered collaboratively through AME by the departments of Computer Science and Engineering, Dance, and Electrical Engineering; the Schools of Art, Music, and Theatre and Film; and the college of Design. The concentrations aim to train hybrid arts-engineering graduate students who draw their creativity from the arts and their methodology from the sciences. The concentrations focus on in-depth studies that fully integrate discipline-specific studies with development of arts and media technologies and research-oriented practices.

School of Art

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.

Department of Dance

Recognized as one of the top programs in the country, the Department of Dance emphasizes the choreography, performance, and theory of contemporary dance. Nationally prominent faculty and visiting artists create repertory for dance majors to perform in professionally produced concerts. 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.

School of Music

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.

School of Theatre and Film

The School of Theatre and Film offers innovative programs across a variety of theatrical and performance-oriented disciplines. The 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 school'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. There is also a playwriting emphasis within the MFA in Creative Writing 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 design studio and all aspects of design and technology for stage productions. Internship opportunities are available.

The School of Theatre and Film'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 to support the research mission of the program. It is the most 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 Department of English and the School of Theatre and Film. 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; ASU Performing and Media Arts Building; 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; and the Digital Arts Ranch. 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 School of Theatre and Film also stages productions in the renovated Lyceum Theatre and Prism Theatre. Many of these facilities are equipped with studios and laboratories, where needed.

The ASU Art Museum's collections are housed in a large complex of galleries and art study rooms in two locations: the Nelson Fine Arts Center and the second floor of the Matthews Center. The Oliver B. James Collection of American Art ranges from the early 18th century to the contemporary and includes major works by Stuart, Ryder, Homer, and the Ash Can School painters. Master works by great print-makers such as Durer, Rembrandt, Whistler, and Hogarth are often featured in special exhibitions selected from the university's extensive print collection.

The gallery devoted to Latin American art features folk art as well as paintings by celebrated 20th-century artists Rivera, Siqueiros, 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](#).

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.

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Department of Dance

Master's Program

dance.asu.edu

480/965-5029

PEBE 107A

Pegge Vissicaro, Interim Chair
Cynthia Roses-Thema, Assistant Chair

Professors

Kaplan, Murphey

Associate Professors

Jackson, Ma, Mooney

Assistant Professors

Dyer, Fitzgerald, Parrish, Tsukayama

Clinical Associate Professor

Vissicaro

Associate Research Professional

Mitchell

Senior Lecturers

Roses-Thema, Schupp

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 Graduate College. A bachelor's degree with a major in Dance is highly recommended. Applicants must submit an application form, fee, transcripts, and other materials to the Graduate College 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. The GRE examination is not required for admission into this program. The TOEFL exam is required for international students.

In addition to application materials, 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. The candidate must participate in a technique audition in contemporary 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. Those wishing to be considered for teaching assistantships will be required to instruct a class during the audition process. The candidate's transcripts will be assessed to determine levels of proficiency in the following areas: choreography, history, kinesiology, music, and production. Deficiencies can be resolved through remedial course work, or mentorships.

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); and

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 music, digital media, stage and screen production, community partnerships, 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 Graduate College.

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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Master's and Doctoral Programs

herbergercollege.asu.edu/art

480/965-3468

ART 102

Regents' Professors

Klett, Weiser

Professors

Britton, Brown, Codell, Collins, Duncan, Eckert, Erickson, Fahlman, Hajicek, Magenta, Marc, Maxwell, McIver, Meissinger, Neubauer, Pittsley, Risseeuw, Schleif, Schoebel, Stokrocki, Sweeney, Umberger, Verstegen, White, Wolfthal, Young

Associate Professors

Gully, Jenkins, Newport, Pessler, Schutte, Segura, Serwint

Assistant Professors

Anand, Beiner, Ellsworth, Harp, Hood, Leaños, Malagamba-Ansótegui, McDonah, Mesch, Schneider, Solis

Senior Lecturer

Mittman

The faculty in the School of Art offer a program with a major in Art leading to the MA degree with concentrations in art education and art history.

Students admitted to the Master of Education degree program with a major in Secondary Education may also elect art as the subject matter field.

The PhD degree in Curriculum and Instruction is offered with a concentration in art education through the Mary Lou Fulton College of Education. The PhD degree in History and Theory of Art is offered in collaboration with the University of Arizona.

MASTER OF ARTS

Art Education

Admission

An applicant must have a bachelor's degree from an accredited college or university with a major of not less than 45 semester hours of art, including 12 hours of art history and six hours of art education. Additional hours may be required by the school.

An applicant must have a GPA of at least 3.00 in undergraduate course work during the junior and senior years. Applicants who do not meet these requirements must submit scores from the Miller Analogies Test or the Graduate Record Examination. Applicants should submit a formal art education research paper for review.

Program of Study

The degree program requires a minimum of 30 semester hours of credit in art education, including 18 hours of core courses, six hours of special topics on research related to integrating the teaching of studio art, art history, and criticism or aesthetics, and six hours of research and thesis.

To meet the core requirements, students must take the following core courses:

ARE 510 Visual Culture Research (3)
ARE 520 Issues in Teaching Inquiry in Art (3)
ARE 525 Research on Art Instruction (3)
ARE 530 Issues in Teaching Studio Art (3)
ARE 535 Research on Teaching Studio Art (3)
ARE 540 Teaching Art in Cultural Contexts (3)

Before the end of the first semester of course work (six or more semester hours), a program of study must be submitted to the Graduate College. Additional program requirements are indicated in the MA in Art Education Guidelines.

Qualifying Research Paper

A qualifying research paper must be submitted at the end of the semester in which the student completes the first 15

hours of course work. This paper must be judged satisfactory by the art education faculty before the start of the following semester, or the student is put on probation. During the semester following the qualifying research paper review, the student on probation may not enroll in more than nine semester hours of course work (these may not be thesis hours). To continue in the program, the student must submit a satisfactory research paper before the end of that semester.

Thesis Requirements

A written thesis is required.

Final Examination

A final oral examination in defense of the thesis is required.

Art History

Admission

An applicant must have a bachelor's degree with an undergraduate major or minor in art history, or at least four upper-division art history courses, in which an average GPA of 3.00 was maintained. Graduate Record Examination (aptitude test) scores must be submitted in support of the application, along with three letters of recommendation. Applicants should submit one formal research paper for review and a one-page statement of intent 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.

MASTER OF FINE ARTS

Art

The Master of Fine Arts degree in Art requires a minimum of 60 semester hours of graduate work beyond the bachelor's degree. The objective of this degree is to provide advanced study in one or more of the following concentrations: ceramics, digital technology, drawing, fibers, intermedia, metals, painting, photography, printmaking, sculpture, or wood.

Admission

A bachelor's degree from a college or university recognized by ASU is required. All students applying for the MFA degree must submit to the graduate coordinator a portfolio of 20 slides of their work (or a video or other format acceptable to the area of specialization) with a return envelope and postage. A CD-ROM disk containing 20 JPEG files or 20 images assembled as a PDF document is also acceptable. Applicants for the digital technology concentration program must also include a statement and evidence of work demonstrating digital technology skills beyond end user applications, as well as an art and digital technology résumé. Three letters of recommendation, a current résumé, and a statement of intent pertaining to the student's educational objectives are also required. Because each area of specialization may have unique requirements, students are advised to contact the School of Art for additional information.

Selection Procedures

Faculty review committees, from concentration areas, make the recommendations for admission. All aspects of the application are evaluated with the purpose of selecting for the available openings those students who have the 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 technology 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 [Credit Completed Before Admission](#)).

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 Mary Lou Fulton College of Education. For more information, see [Interdisciplinary Doctoral Program](#).

Admissions

In addition to meeting the Graduate College 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 the Graduate College. 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 the Graduate College.

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](#), for general requirements.

Admissions

Applicants must submit an application form, fee, GRE scores, official transcripts, and other materials to the Graduate College 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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music.asu.edu

480/965-3371

MUSIC E185

Robert Spring, Associate Director for Graduate Studies**Regents' Professors**

Hickman, Pagano

Professors

Bailey, Britton, Cosand, Crowe, DeMars, Doan, Dreyfoos, Hackbarth, Hamilton, Hill, Humphreys, Kim, Koonce, Marshall, Oldani, Pilafian, Reber, Rogers, Russell, Schildkret, Smith, Solís, Spring, Stauffer, Sunkett, Thompson, Wytko

Associate Professors

E. Buck, N. Buck, Bush, Carpenter, Haefer, Holbrook, Kocour, Kopta, May, McLin, Meir, Micklich, Norton, Rio, Rockmaker, Rotaru, Schuring, Tescarollo, Wilson

Assistant Professors

Barefield, Bryan, Campbell, Ericson, Feisst, FitzPatrick, Gentry, Jiang, Landschoot, Mills, Montilla, Province, Rampe, Saucier, Schmidt, Sullivan, Swartz

Professor of Practice

Hudson

Senior Lecturers

Crotty, Larson, Mook, Shellans

Lecturer

Tongret

The School of Music in the Katherine K. Herberger College of the Arts at ASU is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and graduation set forth in this catalog are in accordance with the published regulations of the association.

The School of Music is committed to the growth and development of both faculty and students in order that music may be created, performed, studied, and taught with excellence.

The faculty in the School of Music offer graduate programs leading to the MA degree in Music with concentrations in ethnomusicology, music history and literature, and music theory.

The faculty also offer a graduate program leading to the professional Master of Music (MM) degree in Composition, Music Education, Music Therapy, and Performance and the professional Doctor of Musical Arts degree in Music with concentrations in conducting, music composition, music education, and performance.

Graduate Diagnostic Examinations

All students admitted to graduate degree programs must take these examinations. The results of the exams are advisory only; however, students cannot take graduate-level history and theory 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](#), 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 five or 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 five or 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 five or six semester hours of music theory.

Music History and Literature

MHL 532, 591 (two semesters), 599 Thesis, five or 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 Theory, 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, or
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 (nine semester hours), 599; six hours of music history, three hours of music theory.

Interdisciplinary Digital Media and Performance

AME Core (12 semester hours), MHL and MTC courses (eight or nine semester hours), electives (five hours), thesis (six hours).

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 or six hours of music theory.

General Music

MUE 548, 549, 550 (or 579), 551, 552; six semester hours of music history; five or six hours of music theory. 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 or six hours of music theory.

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 or six hours of music theory.

Performance

Collaborative Piano

MUP 527 (eight semester hours), 511 or 521 (four semester hours), 588 (four semester hours), 596, 597; six hours of music history; five or six hours in music theory.

(Music Theatre/Opera) Musical Direction

MUP 511 (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 or six hours of music theory.

(Music Theatre/Opera) Performance

MUP 511 (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 or six 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 or six hours of music theory.

Performance (Keyboard)

MUP 527 (eight semester hours), 551, 581 (or 507), 596, 597; performing ensembles (two hours); six hours of music history and literature; five or six hours of music theory.

Performance (Voice)

MUP 527 (eight semester hours), 541, 551, 596, 597; performing ensembles (two hours); six hours of music history; five or six hours of music theory.

Performance Pedagogy (Instrumental)

MUP 527 (eight semester hours), 551, 581; performing ensembles (two semester hours), 596, 597; six hours of music history; five or six hours of music theory.

Performance Pedagogy (Piano)

MUP 527 (eight semester hours), 440, 507, 508, 581 (four semester hours); performing ensembles (two semester hours), 596, 597; six hours of music history; five or six hours of music theory.

Performance Pedagogy (Voice)

MUP 527 (eight semester hours), 541, 551, 581; performing ensembles (two semester hours), 596, 597; six hours of music history; five or six 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 the Graduate College 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 Graduate College, under the assumption that the student has decided to discontinue the program. A student removed from the Graduate College 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 the Graduate College. 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 the Graduate College 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 Graduate College. The examination is conducted by the supervisory committee and others appointed by the dean of the Graduate College. 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, Graduate College 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 the Graduate College.

Applications for graduation should be made no later than the date specified in the Graduate College 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 (16 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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herbergercollege.asu.edu/theatre

480/965-5337

GHALL 232

Linda Essig, Chair

Professors

Barker, Bedard, Eckard, Edwards, Essig, Giner, Honegger, Knapp, Saldaña, Switzer, Thomson, Valenti

Associate Professors

Acker, Furr-Soloman, Griffith, Partlan, Reyes, Sterling, Underiner, Woodson

Assistant Professors

Bowditch, Gharavi, McMahon, Pinholster, Setlow, Taylor

The faculty in the School of Theatre and Film offer graduate programs leading to the MA, the MFA, and the PhD degrees in Theatre. The MFA 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](#). This program is offered by the faculty in the Department of English and the School of Theatre and Film.

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 apply later to the PhD concentration in theatre and performance of the Americas.

For general requirements, see [Master's Degrees](#).

Admission

Applicants must meet all admission requirements of the Graduate College. In addition, the School of Theatre and Film 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 or higher.

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 or 505, 520, 598 ST: 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 minimum 60-semester-hour professional program with concentrations in directing,

interdisciplinary digital media (in cooperation with AME), performance, performance design, and theatre for youth.

The concentration in interdisciplinary digital media trains students to become sophisticated makers, evaluators, and entrepreneurs of digital media, while providing a focused series of classes in one of the departments' other MFA specialties: directing, performance, performance design, or theatre for youth.

The MFA concentrations in theatre practice include performance, directing, and performance design. Each concentration trains artists for the future by providing students with the skills and experiences needed to achieve their fullest potential. Students are recruited as a cohort across the three subdisciplines. The concentration in directing focuses on the collaborative process necessary for new work development, emphasizing a mentor-student approach toward developing the vision and skills needed to be an outstanding professional director. The concentration in performance challenges the student to develop new works, reinvigorate the classics, explore new theatrical forms, and look at the relationship between performance and technology. Students in the performance design concentration work collaboratively within the cohort and in the design studio with all aspects of design and technology for stage productions.

The concentration in theatre for youth is designed to prepare candidates for work as drama specialists; for 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 Graduate College. In addition, the School of Theatre and Film requires a minimum of 30 semester hours of course work in theatre a minimum GPA of 3.20 for all course work in theatre. Acceptable scores on either the GRE or MAT are required as well for students pursuing the theatre for youth concentration.

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 School of Theatre and Film.

For the concentration in directing, the School of Theatre and Film 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 or equivalent digital media 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 required.

More detailed information regarding admission requirements or the concentrations may be obtained from the school's Web site at herbergercollege.asu.edu/theatre.

Application Deadline

The first deadline for receipt of applications and test scores is February 15 for the concentrations in directing, performance, performance design, and theatre for youth. For creative writing and interdisciplinary digital media, the first deadline is February 1. After those dates, admission is subject to space availability.

Program of Study

Each student works closely with the MFA Steering 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 the Steering Committee, in consultation with faculty teaching that semester. The responsibility for documenting professional development rests with each student. 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, 514, 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 401, 450, 482, 483, 498, 501, 502, 503, 504, 507, 514, 519, 598; THP 684 Internship and THP 693 Applied Project.

The program for the performance design concentration consists of 60 semester hours distributed as follows: THE 500, 504, 520; THP 406, 450, 482, 483, 498, 503, 506, 514, 519, 530, 540, 545, 649; THP 684 Internship and THP 693 Applied Project; additional design and/or technical theatre classes may be selected from THE 430, THP 431, 435, 441, 442, 444, 445, 494; and additional electives subject to the approval of the supervisory committee.

The program for theatre for youth consists of 60 semester hours, distributed as follows: 36 hours of required course work in the major (THE 500, 504, 520, 524; THP 411, 498, 503, and 611 or 618, six hours each of THP 684 Internship and THP 693 Applied Project); and 24 hours of approved electives in the major and related areas.

Credit Before Admission

Subject to approval by the supervisory committee, a maximum of 24 semester hours of graduate work from a completed master's degree program earned at ASU or another accredited institution may be applied to the program of study. In other cases, a maximum of nine semester hours of nondegree graduate work from ASU or another institution may be applied. 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 School of Theatre and Film Web site at herbergercollege.asu.edu/theatre.

See [Doctor of Philosophy](#), for general requirements.

Application and Admission

Applicants must meet all admission requirements of the Graduate College. In addition, the School of Theatre and Film 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 January 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 Methodology, 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 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 School of Theatre and Film in areas such as 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](#).)

Financial Assistance

University scholarships, fellowships, grants, and other forms of financial assistance are available. See [Financing Graduate Studies](#), and [Assistantships and Associateships](#). Graduate assistantships are granted by the School of Theatre and Film; information concerning graduate assistantships is available through the graduate secretary, School of Theatre and Film.

RESEARCH ACTIVITY

The School of Theatre and Film'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:

Aesthetic Moments in the Classroom: An Action Research Study, by Manuel Benson.

Borderlands Children's Theatre: The Roles and Representations of Mexican-American Children in Chicano/a Drama for Young Audiences, by Cecilia Josephine Aragón.

Breaking Down Barriers, Building Dreams: Using Theatre for Social Change to Explore the Concept of Identity with Latina Adolescents, by Christina Marin.

Constructing Community: Youth Arts and Drama Federal Funding Policy and Social Services, by Lori L. Hager. A Cultural Interrogation of the Film "The Wiz," by Sharron T. Greaves.

Energy Matters: An Investigation of Drama Pedagogy in the Science Classroom, by Megan Alrutz.

Intergenerational Drama and the Child: Documentation of the Influences and Effects of Participation, by Jennifer Kulik.

A Phenomenology of Youth Circus Training at Fern Street Theatre, by Doyle Ott.

Regarding Representation of Race in Classical Performance Literature for Children; or, the Case of "Little Black Sambo," by Jodi Gibson.

Shaking up Identity: Using Theatre of the Oppressed Techniques to Examine Cultural Identity and the Importance of Shakespeare in a Secondary School, by Caitlein Ryan-Whitehead.

Where the West Stays Young: Child Re-Enactors in Contemporary Wild West Shows, by Jamie Romine.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Sarah Hudelson, PhD, Interim Dean

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PURPOSE

The Mary Lou Fulton 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 Mary Lou Fulton 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 Mary Lou Fulton 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 Mary Lou Fulton 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 [Mary Lou Fulton College of Education Graduate Degrees and Majors](#) table. 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 Graduate College. For the MEd and MC degrees, test scores from the Miller Analogies Test or the Graduate Record Examination may be required. Check with the specific division for their requirements.

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 Mary Lou Fulton 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.

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. 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](#).

COLLEGE FACILITIES

In addition to the special programs mentioned earlier, other administrative units and centers provide services to students and the community.

Mary Lou Fulton College of Education Preschool

The Mary Lou Fulton College of Education Preschool 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

The Counselor Training Center provides counseling for ASU students, faculty, staff, and the community at large, regarding a wide range of issues, including anxiety, depression, personal relationships, and career development. Counseling is conducted by graduate students in counseling and counseling psychology under the supervision of licensed psychologists. For more information, call 480/965-5067, or access the Web site at coe.asu.edu/ctc.

Bureau of Educational Research and Services

The Bureau of Educational Research and Services (BERS) is a liaison unit of the ASU Mary Lou Fulton 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 Mary Lou Fulton College of Education, such as the Center for Indian Education and the Southwest Center for Education Equity and Language Diversity, see [Mary Lou Fulton College of Education](#).

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. For more information, call 480/965-5555.

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 Mary Lou Fulton College of Education is approved by the State Board of Education (Arizona) and has North Central Accreditation (NCA). 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 Mary Lou Fulton College of Education is organized into three divisions.

Division of Curriculum and Instruction
Division of Educational Leadership and Policy Studies
Division of Psychology in Education

MASTER OF EDUCATION

Master of Education (MEd) programs in the Mary Lou Fulton 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 the severely/multiply disabled child.

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 Mary Lou Fulton College of Education require above-average performance on the verbal scale of the GRE in addition to the general requirements for admission to the Graduate College. (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 Graduate College 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 the Graduate College.

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 Graduate College as well as Mary Lou Fulton 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. Mary Lou Fulton College of Education core courses must also be completed. These vary according to the degree sought. See [Courses](#), 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 the Graduate College, 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 residence requirement for the EdD degree for majors in Curriculum and Instruction, Educational Administration and Supervision, and Higher And Postsecondary Education are as follows.

Curriculum and Instruction

During the first two years of the EdD program, students must complete a total of at least 24 semester hours of course work in four consecutive semesters that may include summer. This includes enrollment in the required EdD DCI 791 Seminar.

Educational Administration and Supervision and Higher and Postsecondary Education

The minimum residence requirement for the EdD degree is completion of 30 semester hours within a period of 18 consecutive months after admission to the doctoral program at ASU. Not 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-semester-hour residence requirement.

Continuous Enrollment and Reentry

Once admitted to a PhD or EdD 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 Graduate College, under the assumption that the student has decided to discontinue the program. A student removed by the Graduate College 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 the Graduate College. 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 the Graduate College 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 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 Graduate College at least three weeks before the degree conferral date. Copies of the *Format Manual* are available in the Graduate College 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 the Graduate College.

Graduation

The student is eligible for graduation when the Graduate College 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 the Graduate College.

Applications for graduation should be made no later than the date specified in the Graduate College 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 the Graduate College and ordinarily involves repetition of the comprehensive examinations.

Courses

The core courses for the Mary Lou Fulton College of Education graduate programs carry the prefix "COE." These courses are no longer required for all graduate majors in the Mary Lou Fulton 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](#) for general requirements.

Admission

In addition to meeting minimum Graduate College admission requirements, each applicant must provide the following:

1. a letter of intent, including research interests and a 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 the Graduate College.

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 the Graduate College. 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 the Graduate College.

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 the Graduate College. 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 Mary Lou Fulton College of Education.

Foreign Language Requirements

None.

Interdisciplinary PhD Lack of Progress Policy

Students admitted to the Interdisciplinary PhD program must be continuously enrolled to remain active in the program. This means that students must be enrolled for at least one hour every fall and spring semester from the first semester of enrollment until graduation.

A student can be placed on academic probation for the following reason

1. failing to meet the scholarship requirements of the Graduate College, a GPA of 3.00 (on a 4.00 scale) or higher, is placed on probationary status; and
2. unsatisfactory progress as noted on Annual Review form by mentor or failure to meet for annual review.

A student can be recommended for dismissal from the doctoral program if the following rules are not adhered to

1. students have four years from the date of admission to admission to candidacy;
2. students have five years after advancing to candidacy to complete and pass their dissertation. Students who are not enrolled in dissertation hours and who are not making sufficient progress toward defending their dissertation can be withdrawn from the program due to lack of progress; and
3. two semesters of probationary performance constitutes grounds for dismissal from the degree program.

Dismissal for any of the reasons cited above is automatic. The student receives notice from the Curriculum and Instruction Graduate Programs Office that he or she has been removed from the program. A student may appeal any action concerning dismissal by petitioning the Interdisciplinary Executive Committee.

Annual Report for PhD Candidates

At the end of each school year (before the last day of final exams), the student's PhD mentor prepares a report to be reviewed by the director of the interdisciplinary PhD degree program. Copies of the report are distributed to the members of the student's program or dissertation committee. The report from the mentor, which is accompanied by the student's transcript and an up-to-date *curriculum vitae*, includes the following:

1. a statement concerning the status of the student's program of study (with a copy);
2. a statement of the status of preparation toward the student's comprehensive examination (including a projected date for completion);
3. a statement about the student's performance in course work; and
4. a statement about the student's accomplishments during the academic year (and summer, if appropriate), including research activity, writings, presentations, and professional accomplishments.

Comprehensive Examination

Upon completion of course work in the PhD program of study and before admission to candidacy and the start of the dissertation research, the student completes an examination in the areas of concentration, cognate study, and methods of inquiry and analytical tools. The examination is designed to test the student's accumulation of interdisciplinary knowledge and ability to communicate across disciplines. The comprehensive examination is developed and administered by the student's five-member program committee.

Dissertation Proposal

The proposal prospectus typically constitutes a draft of the first three chapters of the dissertation, but may vary with the dissertation committee's approval. Following approval of the proposal by the dissertation committee chair, a

proposal meeting is scheduled. Approval of the proposal at that meeting indicates that the faculty agree that the rationale, review of the literature, method, and proposed analyses are appropriate and that the study may proceed as planned. If problems are identified in the proposal meeting, the dissertation committee may meet again to hear a revised proposal or arrange a more relevant way to reexamine the proposal.

Research and Dissertation

Twenty-four semester hours of research and dissertation credit are required. Twelve dissertation credits must be reserved for postcandidacy registration. The dissertation is designed to be the student's culminating experience. The dissertation must consist of a fully documented written study demonstrating a high level of expertise in research and scholarship in the student's area of concentration. The dissertation should make an original contribution to inquiry in the area of curriculum and instruction and be worthy of publication by an established press as a book or monograph or as one or more articles in a refereed, scholarly journal. The dissertation should not only demonstrate that the student is able to conduct quality research, but also should be conceived and carried out in such a way that it should make a contribution to advancing scholarship in the field of curriculum and instruction.

Final Examinations

The final oral examination in defense of the dissertation is scheduled and conducted by the student's dissertation committee. A candidate must pass the final examination within five years after completing the comprehensive examination.

Master's in Passing

A master's in passing is available for the following concentrations: early childhood education, elementary education, language and literacy, mathematics education, science education, special education, and social and political foundations.

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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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catalog.asu.edu

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2007-2008 GRADUATE CATALOG

Division of Curriculum and Instruction

coe.asu.edu/candi

480/965-4602

ED 434

James A. Middleton, Director

Robert B. Rutherford Jr., Associate Director of Research and Graduate Programs

Professor and Endowed Chair

Tobin

Professors

Appleton, Artiles, Baker, Barone, Bitter, Cannella, Christie, Edelsky, Faltis, Flores, Garcia, Gryder, Guzzetti, Hudelson, Kozleski, Ovando, Rutherford, Santos de Barona, Stahl, Surbeck, Swadener, Zucker

Associate Professors

Anijar, Arias, Blumenfeld-Jones, Cohn, Di Gangi, Fischman, Gomez, MacSwan, Marsh, McCoy, Middleton, Rader, Rolstad, Sloane, Smith

Assistant Professors

Baek, Battey, Clark, Manuelito, Martinez-Roldan, Romero

Clinical Associate Professor

Mathur

Clinical Assistant Professor

Christine

Senior Lecturers

Cocchiarella, Fain

Lecturers

Atkinson, Esch, Harrison, Rabe, Roanhorse-Dineyazhe, Rutowski, Soroka, Spanias, Stahlman, Thompson, Wellner

Administrative Professional

Enz

Associate 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](#), 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 curriculum studies, early childhood education, language and literacy, mathematics education, science education, and secondary education.

Admission

Applicants for admission to the MEd and MA degrees are required to

1. meet Graduate College requirements for admission,
2. provide letter of intent that includes a statement of purpose and a summary of the applicant's professional teaching experience, and
3. provide three letters of recommendation.

Applicants who have junior-senior GPAs of 3.00 or higher, have an acceptable application package, are not required

to take the Graduate Record Examination or Miller Analogies Test. Applicants who do not meet this minimum GPA requirement should call the Division of Curriculum and Instruction graduate programs office for more information at 480/965-4602.

For admission to the EdD degree program, contact the Division of Curriculum and Instruction graduate programs secretary for information regarding specific test scores and materials that need to be submitted with applications.

Applicants should note that meeting minimal admissions requirements does not guarantee admission. In addition, international students are required to submit the Test of English as a Foreign Language scores.

Programs of Study

The MEd degree requires 30 semester hours of graduate course work and completion of a culminating activity. Students have two options for a culminating activity: either an applied project and an oral defense or a written comprehensive exam. Students should meet their advisor early in the program to discuss the culminating activity.

The MA degree requires a minimum of 30 semester hours of graduate course work, including a thesis. An oral examination in defense of the thesis is required.

Candidates for the EdD degree are required to complete at least 93 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 L1-13, for information about specific admission requirements.

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, equity and diversity and citizenship, indigenous education, language and literacy, mathematics and science, multilingual/multicultural, secondary education, special education, and teacher preparation and professional development.

Graduate programs offered by faculty of the Division of Curriculum and Instruction, through the Graduate College, prepare students for positions in schools, colleges, universities, government agencies, and public or private organizations. Graduates work as educational leaders and researchers.

The Division of Curriculum and Instruction offers undergraduate and postbaccalaureate programs to prepare students for teacher certification in Arizona in the following areas: special, 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.

Master's and Doctoral Programs

MASTER OF ARTS

See [Master's Degrees](#), for general requirements.

MASTER OF EDUCATION

The Master of Education Degree (MEd) in Curriculum and Instruction is a practitioner's degree program designed to facilitate development of advanced-level professional knowledge, skills, and understanding. 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 is designed to provide students with interdisciplinary opportunities to deepen their knowledge and understanding of educational practice and encourages the

1. pursuit and intellectual study of education theories and practices;
2. development of expertise in one of the curriculum and instruction concentration areas;
3. acquisition of tools needed to provide professional leadership in curriculum, teacher education, and professional development in the schools; and
4. engagement in research/inquiry methods for addressing educational practices and issues.

In this program, students complete a major and minor concentration. The major field of study is selected from one of the curriculum and instruction EdD concentration areas that are listed below. The minor concentration consists of a defined complementary field of study at ASU. The student determines the minor concentration with his or her advisor.

Concentrations

The following concentrations are offered under the EdD in Curriculum and Instruction: curriculum studies, early childhood education, language and literacy, mathematics education, science education, secondary education, and special education.

Possible major and minor combinations include

1. Curriculum Studies with a minor in Political Science,
2. Early Childhood Education with a minor in Speech and Hearing,
3. Language and Literacy with a minor in Education Policy Studies, and
4. Mathematics Education with a minor in Research and Technology.

Application to the Program

Applicants should complete an online graduate application and a supplemental department application by following the application link at this Web site: coe.asu.edu/candi/admission.html.

Applicants will be prompted to create a user login before accessing the application. Applicants should be prepared to electronically send a letter of intent, a curriculum vitae (résumé) and a writing sample. These items will need to be uploaded (attached) to complete the application online.

Applicants should submit the following, at least two months before the desired date of enrollment, to the

ARIZONA STATE UNIVERSITY
GRADUATE COLLEGE
GRADUATE ADMISSIONS OFFICE
BOX 871003
TEMPE AZ 85287-1003

1. One copy of official transcripts from every college and university attended;
2. A \$50 application fee;
3. TOEFL Examination score—International applicants must pass the TOEFL examination with a score of 213 computer-based or 550 paper-based in order to be considered for admission; and
4. Official copies of the Graduate Record Examination (GRE) on the verbal, quantitative, and analytical section. GRE scores must be received before application can be processed; test scores cannot be older than five years.

Three current letters of recommendation must also be submitted. The letters should address the applicant's professional experiences and potential for doctoral study. Mail letters to

ARIZONA STATE UNIVERSITY
DIVISION OF CURRICULUM AND INSTRUCTION GRADUATE PROGRAMS OFFICE
PO BOX 871911
TEMPE AZ 85287-1911

Doctoral Committee and Program of Study

Upon admission to the program, each student is assigned an advisor. The advisor assists the student in selecting three other faculty members to serve as committee members. Subsequently, the newly selected doctoral committee assists the student in preparing a program of study, which is to be filed with the Graduate College.

The program of study, residency, internship, comprehensive examination, and dissertation should enable students to develop expertise and leadership ability in their major and minor concentration areas.

Internship

Internships are designed to provide students with university/college teaching experiences, research experiences, or other professional opportunities under the supervision of a faculty member. Six semester hours of internship credit are required and a letter grade is assigned for each internship. This can be fulfilled by completing three two-hour internships or two three-hour internships. At the end of each internship, the students will submit documentation of their experience to their advisor and committee. This should include evidence and artifacts of the experience and a written reflection. This documentation may be part of the doctoral portfolio.

All new teaching interns are required to attend the TA Orientation meeting administered by the Division of Curriculum and Instruction. The general duties and responsibilities of interns are discussed at these sessions.

Comprehensive Examinations

The written and oral comprehensive examinations take place when students have completed all course work in an approved program of study and before beginning full-time work on their dissertation. The purpose of the comprehensive examinations is to demonstrate expertise in the student's major and minor concentration areas through written and oral presentation. The written exam takes the form of a doctoral portfolio. Each doctoral student must

construct a portfolio to best represent their expertise in their concentration areas. Portfolios will include a minimum of three artifacts from list A and two from list B. The portfolio must include a letter to the committee describing why each artifact was included. Once the portfolio is submitted, an oral examination is scheduled to discuss and defend the portfolio contents.

List A

Artifacts are original contributions to the student's field and demonstrate the student's depth of knowledge of his or her discipline. List A artifacts include

1. grant proposal;
2. literature review and critique;
3. multiple author article (submitted for publication);
4. program or curriculum development/review;
5. single author article (submitted for publication); and
6. other options as approved by the committee.

List B

Artifacts provide students opportunities to apply and interpret disciplinary scholarship and research. List B artifacts include

1. book review;
2. conference presentation;
3. document that identifies three prominent educators that inform the student's discipline and explains their impact on the student's thinking;
4. internship documentation;
5. multimedia presentation;
6. philosophy of teaching statement supported by a theoretical perspective;
7. pilot research study synthesis;
8. position paper;
9. refereed journal article review; and
10. other options as approved by committee.

Satisfactory Progress

Continuous Enrollment

Students admitted to the Curriculum and Instruction EdD program must be continuously enrolled to remain active in the program. This means that the student must be enrolled in at least one semester hour each semester (fall and spring).

Academic Probation

A student can be placed on academic probation for the following reasons

1. failure to meet the scholarship requirements of the Graduate College, a GPA of 3.00 (on a 4.00 scale) or higher; or
2. unsatisfactory progress as noted on Annual Review form or failure to meet for annual review.

Dismissal From Program

A student can be recommended for dismissal from the doctoral program if the following rules are not adhered to

1. the time between the date of admission and admission to candidacy shall not exceed five years;
2. the time from admission to candidacy to completion of dissertation defense shall not exceed five years;
3. two semesters of probationary performance will constitute grounds for dismissal from the degree program; and
4. continuous enrollment must be maintained.

Dismissal for any of the reasons cited above is automatic. The student receives notice from the Curriculum and Instruction Graduate Programs Office that he or she has been removed from the program. A student may appeal any action concerning dismissal by petitioning the EdD Executive Committee.

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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Division of Educational Leadership and Policy Studies

coe.asu.edu/elps

480/965-6357

ED 120

Nicholas Appleton, Interim Division Director

Regents' Professors

Berliner, Glass, Smith

Professors

Appleton, Barone, Beaulieu, Bernstein, González, McCarty, Molnar, Ovando, Swadener, Tobin, Turner, Valverde, Webb, Wiley

Associate Professors

Danzig, Fischman, Hunnicutt, Margolis, Rund-Scott, Wilkinson

Assistant Professors

Begaye, Garcia, Powers

Clinical Associate Professors

Jurs, Macey

Research Professor

de los Santos

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[Educational Leadership and Policy Studies](#)

[Higher and Postsecondary Education](#)

[Social and Philosophical Foundations of Education](#)

Degrees

MA, MEd, EdD, PhD

Graduate programs in this division are designed to develop leaders, researchers, and policy analysts for careers in schools, colleges, and private and government agencies. Graduates will be able to examine educational institutions, theories, and practices within broad economic, historic, political, socially and culturally diverse, and intellectual contexts in this country and abroad.

Four basic emphases exist within the division's programs. One strand focuses on the administration and policies of educational practices from preschool through secondary education. A second strand focuses on the administration and policies of postsecondary education. A third strand focuses on social and philosophical foundations, and a fourth strand focuses on interdisciplinary policy studies in education. Specific details of these strands are given under the headings of the degree offerings in Educational Administration and Supervision, Educational Leadership and Policy Studies, Higher and Postsecondary Education, and Social and Philosophical Foundations.

Faculty within the division are involved in both data-based and theoretical research. Qualitative, quantitative, and critical theory paradigms are employed. Students have the opportunity to work on research projects in the Mary Lou Fulton College of Education and in school districts and educational agencies throughout the country.

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Educational Psychology

Master's and Doctoral Programs

Sarah K. Brem, 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 Graduate College](#). 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 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](#) 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](#), 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](#) 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 preschool 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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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 Mathematical Sciences and Applied Computing
- Department of Social and Behavioral Sciences
- Department of Women's Studies

GRADUATE PROGRAMS

The Master of Arts degree in Interdisciplinary Studies and the Master of Arts degree in Social Justice and Human Rights are collegewide interdisciplinary programs offered by faculty representing the different disciplines that make up the college.

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Interdisciplinary Studies

Master's Program

www.west.asu.edu/mais

602/543-3025

FAB N290B

Robert D. Taylor, PhD, Director

Professors

Cutrer, Kirby, Lerman, McGovern, Mueller

Associate Professors

Anokye, Bredbenner, Broadus, Collins-Chobanian, Cuádriz, Elenes, Gilkeson, Hattenhauer, Mengesha, Miller, Murphy Erfani, Sabatini, Stryker, Taylor, Vaughan, Wertheimer

Assistant Professors

Cabrera, Clark, Marshall, Simmons, Ukpanah

Senior Lecturer

Soto

Lecturer

Kennedy

Fine Arts Specialist

St. Clair

ACCELERATED BA/BS/MA PROGRAM

The MA degree in Interdisciplinary Studies offers advanced undergraduates the opportunity to begin graduate work in the program once they have completed 90 semester hours of course work toward an undergraduate degree. Undergraduate students admitted to the accelerated program can share credits between their undergraduate and graduate degrees, counting a maximum of one 400-level course and two 500-level courses toward both degrees.

Degree Requirements

Students in the accelerated program must complete all degree requirements for the MA degree in Interdisciplinary Studies. Each semester of joint study must include a combination of graduate and undergraduate work until all requirements for the undergraduate degree have been completed. Students are considered undergraduates until all undergraduate degree requirements have been completed and the appropriate bachelor's degree has been awarded, but are eligible to enroll in approved graduate-level courses and seminars.

Admission

Admission to the accelerated BA/MA program is open to individuals who meet the following criteria:

1. The applicant must have a minimum GPA of 3.25 in the last 75 hours of undergraduate course work completed at the time of application.
2. The applicant must be an undergraduate student in the New College of Interdisciplinary Arts and Sciences and majoring in one of the following programs: American Studies (BA); Integrative Studies (BA); Social and Behavioral Sciences (BA, BS); Women's Studies (BA, BS); or Ethnicity, Race, and First Nations Studies (BA).
3. The applicant must have at least 90 semester hours of course work for the undergraduate degree successfully completed before enrollment in the accelerated program.

Application

The application deadline is May 1 for the fall semester. For admission procedures, access www.west.asu.edu/mais.

Financial Aid

Students are eligible for graduate teaching assistantships and financial aid once they have completed all requirements for the undergraduate degree and the undergraduate degree has been posted.

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

The application deadline is May 1 for fall semester. For admission procedures access the Web site at www.asu.edu/graduate/admissions.

Letters of recommendation 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 501 Models of Inquiry for Contemporary Issues (3)
MAS 502 Perspectives in Interdisciplinary Studies (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)

Minimum 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. Students may elect to take the degree in conjunction with the graduate Certificate in Gerontology.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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School of Applied Arts and Sciences

www.poly.asu.edu/ecollege

David E. Schwalm, PhD, Dean

[Applied Biological Sciences, Department of Applied Psychology, Exercise and Wellness, Multimedia Writing and Technical Communication, Nutrition](#)

PURPOSE

The School of Applied Arts and Sciences offers undergraduate and graduate degree programs in a variety of popular majors. These programs prepare students for exciting professional careers by providing a practical set of skills and a solid foundation in the arts and sciences. Students learn critical thinking and problem solving, and gain a global perspective on work and life. Graduates become business leaders, educators, technical writers and editors, psychologists, ecologists, horticulturists, nutritionists, and health and wellness professionals.

The School of Applied Arts and Sciences also offers General Studies and general interest courses in such areas as anthropology, art, communication, economics, English, history, mathematics, music, philosophy, political science, psychology, religious studies, science, sociology, and women's studies.

ORGANIZATION

The School of Applied Arts and Sciences consists of the following program areas:

- Applied Biological Sciences
- Applied Psychology
- Exercise and Wellness
- Human Health Studies
- Humanities and Arts
- Multimedia Writing and Technical Communication
- Nutrition
- Social and Behavioral Sciences

GRADUATE PROGRAMS

Graduate degree programs, as shown in the [School of Applied Arts and Sciences Graduate Degrees and Majors](#) table below, are offered by the faculty within the school.

ADMISSION REQUIREMENTS

Applicants to the School of Applied Arts and Sciences graduate degree programs must meet the minimum Graduate College academic requirements. Individual programs may require additional supporting materials. Applicants should refer to requirements specified by each graduate degree program.

COLLEGE FACILITIES

The easily accessible Polytechnic 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.

School of Applied Arts and Sciences Graduate Degrees and Majors

Major	Degree	Concentration¹	Administered By
Applied Biological Sciences	MS	GIS/remote sensing, natural resource management, or range ecology	Department of Applied Biological Sciences
Applied Psychology	MS	—	Faculty of Applied Psychology
Exercise and Wellness	MS	—	Department of Exercise and Wellness
Nutrition	MS	—	Department of Nutrition
Physical Activity, Nutrition, and Wellness	PhD	—	Department of Exercise and Wellness and Department of Nutrition
Plant Biology ²	PhD	—	School of Life Sciences (Tempe campus)

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

² Doctoral courses for this interdisciplinary program administered by the Tempe campus are offered at the Polytechnic campus.

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Exercise and Wellness

Master's Program

www.poly.asu.edu/ecollege/wellness

480/727-1945

EAW 109

Professor

Ainsworth

Associate Professors

Swan, Tudor-Locke

Assistant Professor

Lee

Senior Lecturer

Woodruff

Lecturer

Sebren

The faculty of Exercise and Wellness in the School of Applied Arts and Sciences offer a graduate program leading to the MS degree in Exercise and Wellness. Faculty also participate in an interdisciplinary PhD program in Physical Activity, Nutrition, and Wellness with concentrations in exercise and wellness, and nutrition. For more information, see [Physical Activity, Nutrition, and Wellness](#).

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 15. The program requires a minimum of 30 semester hours, including 12 semester hours of research course work (EXW 500, 501, 599), and 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](#). 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, environmental health and wellness issues, and physical activity epidemiology.

COURSES

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Nutrition

Master's Program

www.poly.asu.edu/ecollege/nutrition

480/727-1728

HSC 1386

Carol S. Johnston, Chair

Professors

Johnston, Vaughan

Associate Professor

Hampf

Assistant Professors

Winham, Woolf

Senior Lecturer

Dixon

Lecturers

Hall, Shepard

The faculty in the Department of Nutrition, at the Polytechnic campus, offer a graduate program leading to a MS degree in Nutrition. The department also offers a Dietetic Internship program, limited to current MS in Nutrition students, which is accredited by the

COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION OF THE AMERICAN DIETETIC
ASSOCIATION
120 SOUTH RIVERSIDE PLAZA SUITE 2000
CHICAGO IL 60606-6995

The commission can be reached by phone at 312/899-0040, ext. 5400.

Faculty also participate in an interdisciplinary PhD program, Physical Activity, Nutrition, and Wellness with a concentration in exercise and wellness and a concentration in nutrition. For more information, see [Physical Activity, Nutrition, and Wellness](#).

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 Graduate College 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 Graduate College 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](#).

Program of Study

The program of study consists of a minimum of 30 semester hours. Required courses are NTR 500 RM: Research Methods in Nutrition and NTR 501 Research Methods in Nutrition 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 521, 523, 525, 527, 529, 531, 532, and/or 598. Students completing the Dietetic Internship must also complete six semester hours of NTR 580 P: 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 vitamins; health communications; metabolism and functional foods; 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.poly.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 an accredited 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; all DPD courses must be completed before entering the internship. Students must provide documentation that a minimum of 150 hours of dietetic-related 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.

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Applied Psychology

Master's Program

www.poly.asu.edu/ecollege/appliedpsych

480/727-1177

SUTON 340

Robert D. Gray, Faculty Head

Professors

Cooke, Schvaneveldt

Associate Professor

Gray

Assistant Professor

Branaghan, Becker, Sanchez

The faculty in the Applied Psychology program at the Polytechnic campus offer a graduate program leading to the MS degree in Applied Psychology.

Admission

In addition to the general requirements for admission to the Graduate College, the Applied Psychology program requires

1. an undergraduate degree (not necessarily in psychology) from a regionally accredited educational institution (minimum 3.00 GPA);
2. GRE scores on the verbal and quantitative tests;
3. three letters of recommendation;
4. a personal statement that includes background, interests, qualifications, and goals; and
5. TOEFL scores for applicants who are not native English speakers.

Requirements

The MS degree requires the completion of 32 semester hours with grades of "B" (3.00) or higher. The requirements are shown in the following table:

PSY 531 Multiple Regression in Psychological Research (3)

E PSY 560 Advances in Theoretical Psychology (3)

E PSY 561 Methods in Applied Psychology (3)

E PSY 562 Advanced Human Factors (3)

PSY 592 Research (6)

E PSY 594 Conference and Workshop (two semesters) (2)

Elective: seminar, special topics, etc. (6)

Thesis or applied project* (6)

* 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.

COURSES

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Multimedia Writing and Technical Communication

Certificate Program

www.poly.asu.edu/ecollege/multimedia

480/727-1190

SUTON 301

Barry M. Maid, Faculty Head

Professor

Maid

Associate Professor

Stone

Assistant Professor

Lauer

Lecturer

D'Angelo

The School of Applied Arts and Sciences offers a postbaccalaureate certificate in Multimedia Writing and Technical Communication. For more information, call 480/727-1515, or access the Web site at www.poly.asu.edu/ecollege/multimedia.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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School of Educational Innovation and Teacher Preparation

www.poly.asu.edu/education

Gail Hackett, PhD, Interim Dean

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The School of Educational Innovation and Teacher Preparation consists of two departments: Physical Education and Teacher Education and Administration. Each department offers an array of master's degree programs that focus on supporting the professional development and leadership skills of educators and administrators through practice-orientated course work and applied research. See the [School of Educational Innovation and Teacher Preparation Graduate Degrees and Majors](#) table below. The school also offers a program leading to teacher certification; see [Postbaccalaureate Program](#).

School of Educational Innovation and Teacher Preparation Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Curriculum and Instruction	MEd	English as a second language, instructional media in K-12 schools, or professional studies Exercise and wellness education	School of Educational Innovation and Teacher Preparation Division of Curriculum and Instruction (Tempe campus)
	PhD ²		
Educational Administration and Supervision	MEd	—	Department of Teacher Education and Administration
Physical Education	MPE	—	School of Educational Innovation and Teacher Preparation
Special Education	MEd	—	Department of T eacher Education and Administration

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

² Doctoral courses for this interdisciplinary program administered by the Tempe campus are offered at the Polytechnic campus.

POSTBACCALAUREATE PROGRAM

The School of Educational Innovation and Teacher Preparation offers a postbaccalaureate program leading to certification in elementary education (K-8) and secondary education (7-12). 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 or secondary education, focused field experiences, and the professional knowledge to build a deep understanding of quality instructional practices. The program consists of foundation courses that are offered in an online hybrid format, 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 18 semester hours of their initial certification course work toward a master's degree.

Admission

Students must seek admission to the Polytechnic campus Education program and the Graduate College for

acceptance into this program. Candidates must have a minimum GPA of 3.00 from previous postsecondary programs (junior and senior years). 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 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 12 additional semester hours of graduate course work.

Elementary Education

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

EDC 405 Classroom Management K-12 (3)
EDC 425 Integrated Learning Experience IV: Advanced Management and Professional Knowledge (2)
EDC 460 Principles of Curriculum and Instruction in the K-8 Classroom (3)
EDC 474 Field Experience (1)
EDC 484 I: Student Teaching in the Elementary School (10)
EDC 485 Science Instruction in the K-8 Classroom (3)
EDC 495 Mathematics Instruction in the K-8 Classroom (3)
EDC 565 Research-Based Phonics for the K-8 Classroom* (3)
EED 538 Teaching Social Studies with Literature* (3)
ELL 515 Structured English Immersion (SEI) Methods* (3)
RDG 505 Developmental Reading (3)
RDG 525 Emergent Literacy* (3)
SPC 555 Inclusive Practices for Diverse Learners* (3)

Total 43

* All 500-level courses can be applied to the MEd program.

Secondary Education

Students have the option of earning certification in secondary education in the content areas of biology, English, and history. Additional certification areas are in the process of development. For updates, contact the Education office at 480/727-1103.

A program of study for the postbaccalaureate program in secondary education follows.

Foundations

EDC 560 Principles of Instructional Technology¹ (3)
EDP 311 Educational Psychology for Future Teachers (3)
EDP 313 Childhood and Adolescence (3)

Total 9

Pedagogy

EDC 405 Classroom Management K-12 (3)
EDC 425 Integrated Learning Experience IV: Advanced Management and Professional Knowledge (2)
ELL 517 SEI Methods for Middle/High Schools¹ (3)
RDG 507 Content Area Literacy¹ (3)
SDE 484 I: Field Experience (1)
SDE 484 I: Student Teaching (10)
SED 403 Middle and Secondary School Principles, Curricula, and Methods (3)
SPC 555 Inclusive Practices for Diverse Learners¹ (3)
Methods in academic specialization I² (3)
Methods in academic specialization II² (3)

Total 34

¹ All 500-level courses can be applied to the MEd program.

² Content methods are determined by the student's certification area.

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www.east.asu.edu/education

480/727-1103

SUTON 240

Paul W. Darst, Chair

Professors

Darst, van der Mars

Associate Professor

Kulinna

Lecturer

Pangrazi-Orlowicz

The Department of Physical Education is housed in the School of Educational Innovation and Teacher Preparation and offers a Master of Physical Education (MPE). A PhD degree in Curriculum and Instruction is offered by the Interdisciplinary Committee on Curriculum and Instruction in partnership with the Mary Lou Fulton College of Education on the Tempe campus.

A graduate-level endorsement program in physical education is available and may be completed in conjunction with an MPE degree or the Postbaccalaureate Program for Initial Teacher Certification.

Physical Education faculty are involved in teaching, research, and service at the local, national, and international level. State-of-the-art research instrumentation (including pedometers and accelerometers) and methodologies are used to investigate issues and topics in physical education related to teaching, teacher education and curriculum, and pre-K-12 education.

CURRICULUM AND INSTRUCTION—PHD

The Interdisciplinary Committee on Curriculum and Instruction offers an interdisciplinary graduate program leading to the PhD degree in Curriculum and Instruction in partnership with the Mary Lou Fulton College of Education. The committee sets guidelines and supervises programs of study. Physical education pedagogy is one of the areas of concentration available in the interdisciplinary PhD.

The purpose of this program is to produce scholars who

1. can enhance the knowledge base underlying curriculum and instruction in a variety of specializations, including areas of content as well as target populations;
2. have expertise in all levels of instruction, in the design, implementation, and evaluation of teacher preparation programs and curricula; and
3. can provide leadership to the study of curriculum and instruction by conducting research in physical education pedagogy.

Curriculum

The doctoral curriculum typically requires a minimum of three years of graduate study. The design of the program includes a close apprenticeship under the supervision of a faculty mentor. For this reason, students are required to spend at least one year as full-time students on campus at the Polytechnic campus. The program makes use of one teaching and two research internships to help prepare the candidate for work in the academic field. The curriculum provides students with a core set of courses, seminars, internships, and research experiences. Each student's program of study builds upon core requirements and is uniquely designed around individual interests, in consultation with the student's advisor. An important feature of the program in physical education pedagogy is that students are encouraged to draw on the scholarly resources of the entire university and develop a cross-disciplinary program of study that includes courses from several departments.

Requirements

The following domains make up the physical education pedagogy PhD Program:

Area of Concentration

Thirty semester hours pertaining to physical education pedagogy are required. While the majority of these hours

must be spent in physical education, these may include course work in closely related fields such as education, exercise and wellness, and kinesiology.

Cognate Study

Twelve semester hours are taken to broaden the student's understanding of the conceptual base and issues underlying the study of curriculum and instruction. Students take related work outside their declared areas of concentration. Students are expected to choose courses that have a clear link to their dissertation efforts. Cognate courses can be drawn from a broad range of offerings across the university.

Inquiry and Analysis

Fifteen semester hours of empirical analysis and inquiry foundations are required in advanced design and data analysis and/or qualitative research methods.

Core Requirements in Curriculum and Instruction

Six semester hours of the core (interdisciplinary research seminar in curriculum and instruction and curriculum theory and practice) are required as the Curriculum and Instruction core.

Practicum and Integrative/Professional Development Seminars

Four semester hours of research and two semester hours of teaching internships are required to broaden the training and experience of students.

Dissertation and Independent Research

Twenty-four semester hours of independent research and dissertation leading to completion of an approved dissertation are required.

Admission

See [Doctor of Philosophy](#), for general requirements.

In addition to meeting minimum Graduate College 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.

For more information, see [Interdisciplinary Doctoral Program](#), or access the Web site at coe.asu.edu/programs.

PHYSICAL EDUCATION—MPE

The focus of the Master's of Physical Education (MPE) degree is to provide teachers with access to their expertise in areas of academic specialization. The profession of teaching demands that educators stay abreast of new developments in their content area. The MPE degree gives teachers the flexibility to design a program of study that enhances their interests and professional specialization.

The purpose of the MPE program is to produce graduates who have current knowledge of curriculum, instructional practices, administrative procedures, and research in physical education and sport environments. Emphasis is placed on improving instructional effectiveness and developing quality sport and physical education programs in the school setting. Two areas of focus are K-12 physical education, including elementary, secondary, and adapted physical education experiences, and physical education pedagogy with a research focus.

Degree Requirements

Applicants admitted to the MPE program must hold a valid teaching certificate or have previous teaching or coaching experience for entry into the MPE degree program. Students are required to have a BS, BA, or BAE degree with emphasis in physical education, or fulfill undergraduate deficiencies. In addition, applicants must meet the Graduate College academic standards.

A minimum of 33 semester hours of course work and a final written comprehensive examination are required to complete the degree. The MPE is a nonthesis degree program. Course work includes a required core (21 semester hours), cognate (six semester hours), and recommended electives (six semester hours).

The Application Process

See [Department of Teacher Education and Administration](#).

Admission Requirements

See [Department of Teacher Education and Administration](#).

Information

For more information about the MPE degree, visit SUTON 201G, call 480/727-1768, send e-mail to darst@asu.edu, or write

PHYSICAL EDUCATION PROGRAM

7001 E WILLIAMS FIELD RD
ASU AT THE POLYTECHNIC CAMPUS
MESA, AZ 85212

Degree Requirements

K–12 Physical Education

Core

COE 501 Introduction to Research and Evaluation in Education
or equivalent (3)
PPE 550 Physical Education for the Elementary School (3)
PPE 555 Physical Education in the Secondary School (3)
PPE 560 Adapted and Inclusive Physical Education (3)
PPE 565 Teaching Physical Activity Concepts (3)
PPE 575 Coaching Methods for Youth Sports (3)
PPE 593 Applied Project (3)

Total 21

Suggested Education Cognate

Choose two courses from the following (6)
EDC 560 Principles of Instructional Technology (3)
EDC 598 ST: Classroom Management (3)
EDP 510 Essentials of Classroom Learning (3)
ELL 515 Structured English Immersion (SEI) Methods (3)
ELL 530 Community and Parental Involvement in Language
Minority Education (3)
SDE 598 ST: Secondary Curriculum and Methods (3)

Suggested Electives

Choose two courses from the following (6)
EXW 635 Aging and Physical Activity (3)
PPE 570 Research on Teacher Education in Physical Education (3)
PPE 585 Research on Teaching in Physical Education (3)
PPE 598 ST: Adventure Programming in K–12 Physical Education (3)
PPE 598 ST: Coaching Foundations (3)
PPE 598 ST: Innovative Curriculum and Instruction in
K–12 Physical Education (3)
PPE 598 ST: Teaching Health Concepts (3)

K–12 physical education total 33

Physical Education Pedagogy

Core

EXW 500 Research Methods (3)
or KIN 500 Research Methods (3)
EXW 501 Research Statistics (3)
or KIN 501 Research Statistics (3)
PPE 550 Physical Education for the Elementary School (3)
PPE 555 Physical Education in the Secondary School (3)
PPE 570 Research on Teacher Education in Physical Education (3)
PPE 585 Research on Teaching in Physical Education (3)
PPE 593 Applied Project (3)

Total 21

Cognate

Concentration in education, or exercise and wellness, or kinesiology (two to three courses) (6)

Electives

Choose two courses from the following (6)
EXW 635 Aging and Physical Activity (3)
PPE 598 ST: Adventure Programming in K–12 Physical Education (3)
PPE 598 ST: Coaching Foundations (3)
PPE 598 ST: Innovative Curriculum and Instruction in
K–12 Physical Education (3)
PPE 598 ST: Teaching Health Concepts (3)

Physical education pedagogy total 33

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SUTON 240

Billie J. Enz, Associate Dean and Interim Chair

Associate Professor

Kleinsasser

Assistant Professor

Smith

Clinical Assistant Professors

Gomez, Marble, Molina-Walters, Stever, White-Taylor

Lecturers

Foley, Grijalva, Oliver, Treat

The master's programs offered through the Department of Teacher Education and Administration include the MEd in Curriculum and Instruction, MEd in Educational Administration and Supervision, and MEd in Special Education. Each of these programs prepares scholarly professionals to become educational leaders in their communities and the state. The programs embed the mission of the Polytechnic campus to prepare individuals through applied and practical experiences. Included within these programs are options for a variety of state endorsements; these options are planned in conjunction with the graduate advisor.

Admission

Candidates must be admitted to the Graduate College and to the Polytechnic campus Education program. Admission does require that candidates have a minimum 3.00 GPA from previous postsecondary programs (junior and senior years). 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, or see the Web site at www.poly.asu.edu/education.

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 Polytechnic 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 Graduate College.

MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

The MEd in Curriculum and Instruction is designed specifically for practicing educators. This degree includes three areas of concentration: English as a second language (ESL), instructional media in K-12 schools, and professional studies. The ESL concentration includes the course work and practicum experiences required for the state of Arizona's full ESL endorsement. The concentration in instructional media provides educators with the opportunity to develop skills in a variety of areas, including instructional technology, video editing, and school resource media. The professional studies concentration is highly flexible, and affords students the opportunity to focus on an academic content area that best suits their professional needs. For example, with this concentration students can pursue endorsements in reading, gifted education, and early childhood education. There is also a new area of emphasis on science education; the course work is designed to prepare students to become highly qualified in this critical content area.

Program of Study

The MEd degree in Curriculum and Instruction requires 30 semester hours of course work, including the following:

- Foundations (3)
- Concentration (15)
- Research (6)
- Electives (6)
- Total 30**

Students are encouraged to plan their program of study in consultation with the graduate advisor, particularly when they are pursuing one of the state's endorsements as part of the degree program. The program of study is approved by the student's supervisory committee and the Graduate College, and should be filed as early as possible.

MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

The focus of the MEd in Educational Administration and Supervision is to prepare educators for administrative roles in pre-K–12 schools, specifically as principals. The degree requires 36 semester hours of course work, including the practicum and experiences required by the state for administrative certification. The program is aligned with the national ISSLC standards for school leaders, and is currently being revised. See the graduate advisor for program updates.

Program of Study

The MEd degree in Educational Administration and Supervision requires 36 semester hours of course work, including the following:

- Foundational core (6)
- Administrative core (27)
- Internship (3)
- Total 36**

In this program, students have the option of seeking state certification as a pre-K–12 school administrator; this is not a requirement of the program, however. Students who are seeking the state's administrative credential must work closely with their graduate advisor to ensure that all required course work and experiences for certification are met within their program of study. Students must also meet additional state requirements for certification, including (but not limited to) three years of classroom teaching and successful completion of the state's administrative exam, before becoming certified as a school administrator. As these requirements do change, students are responsible for remaining in contact with the Department of Education's certification office to ensure that all current requirements are being met.

MASTER OF EDUCATION IN SPECIAL EDUCATION

The MEd in Special Education is currently in development and will be offered beginning in the spring semester of 2007. This degree will include an option for state certification in pre-K–12 cross-categorical special education. Students interested in the MEd in Special Education should call the school at 480/727-1103 for updates on its implementation.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Applied Leadership and Management, Master of](#)**PURPOSE**

The School of Global Management and Leadership prepares students to become innovative and skilled business leaders in today's dynamic and global business economy, whether in their own community or elsewhere in the world. Faculty members are experts in their fields who bring international research and current events into the classroom. The school's programs are accredited by AACSB International—The Association to Advance Collegiate Schools of Business, a distinction achieved by fewer than 350 schools around the world.

ORGANIZATION

The school houses the following academic units:

- Department of Accountancy
- Department of Economics, Finance, and Marketing
- Department of Management

GRADUATE PROGRAMS

The school offers the Master of Accountancy and Applied Leadership and the Master of Applied Leadership and Management.

SPECIAL ACADEMIC PROGRAMS

- Postbaccalaureate Certificate in Accountancy
- Postbaccalaureate Certificate in Professional Accountancy

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602/543-6275

FAB S190

Bruce Baldwin, Interim Chair

Professors

Lowe, Vickery

Associate Professors

Duncan, Prosch, Swenson

Assistant Professors

Chen, Chung, McCall, Samuels

Senior Lecturer

Muller

Lecturers

Dallmus, Finger, Wood

MASTER OF ACCOUNTANCY AND APPLIED LEADERSHIP

Nature of the Program

The Master of Accountancy and Applied Leadership (MAAL) degree program focuses on the principles and technical skills necessary for success in an accountancy practice and for effective organizational leadership. The program provides opportunities to hone specialized accounting skills, practice identifying and researching accounting issues, communicate results, and build team management and leadership competencies. Graduates of the program are prepared to

1. understand accounting theory, identify and research accounting issues, formulate conclusions, and communicate results;
2. apply measurement and disclosure criteria for internal and external financial reporting;
3. design and assess the adequacy of controls necessary for the integrity of enterprise data;
4. use financial information to control operations and support strategic decision making; and
5. understand human behavior in organizations, including how to lead effectively, interact in groups, manage in culturally diverse environments, help others develop their skills, resolve conflict, and act independently in low-feedback situations.

The MAAL degree program is designed for applicants who hold an undergraduate degree in accounting and wish to expand their technical expertise and develop their management and leadership skills. Graduates of the program must meet the 150-semester-hour educational requirement to qualify as a Certified Public Accountant. Mastery of the technical and leadership skills that form the core of this program gives graduates the competitive advantage that will accelerate their career advancement and compensation growth. Applicants with an undergraduate degree in a related field may find the MAAL degree beneficial to career advancement. Individuals with nonbusiness-related bachelor's degrees may be required to take undergraduate accounting courses before beginning the master's program.

Admission

Admission is granted on a competitive basis. Applicants accepted in the program share a desire to

1. develop a leadership role in the profession;
2. inspire professional growth in subordinates;
3. foster productivity and achievement;
4. instill team spirit and cooperation;
5. create harmonious working environments;
6. develop a holistic view of the organization;
7. pursue evidence-based processes; and
8. develop innovative and integrative solutions to complex problems.

To be admitted to the MAAL program, candidates must have a four-year baccalaureate degree from a regionally

accredited institution. Applicants must submit the following:

1. a completed graduate application;
2. official transcripts of all undergraduate and graduate course work with a GPA of 3.00 (4.00 scale) or higher for upper-division undergraduate course work;
3. official GRE scores or GMAT scores that are competitive in the applicant pool;
4. a personal statement indicating professional goals as an organizational leader in the accounting discipline and addressing how the program will assist in the achievement of those goals; and
5. two letters of recommendation.

The GRE or GMAT may be waived if the applicant has a graduate degree from an accredited institution, holds a professional designation, or has passed the CPA exam.

International Students

Applicants whose native language is not English are required to submit a minimum score of 550 on the Test of English as a Foreign Language on the paper-based version, a minimum score of 213 on the computer-based version, or a minimum score of 83 on the Internet-based Test (iBT).

Application

The priority application deadlines are June 1 for the fall semester and November 1 for the spring semester. International students should apply by May 1 for fall semester and October 1 for spring semester. Late applications may also be considered, space permitting. For admission procedures, access asu.edu/graduate/admissions

Program Requirements

The 30-semester-hour program includes

1. a leadership core (nine semester hours);
2. an MAAL core (15 semester hours);
3. business electives (six semester hours); and
4. The Leadership Residency (see [The Leadership Residency](#)).

Leadership Core

ACC 596 Accounting and Leadership Capstone Project (3)

MGT 502 Managing People and Organizations (3)

MGT 513 Leadership Skills and Principles (3)

MAAL Core

ACC 525 Accounting Theory (3)

ACC 536 Advanced Topics in Cost Management (3)

MGT 512 Professional Relationship Management (3)

Choose two courses from the following (6)

ACC 529 Fraud Accounting (3)

ACC 561 Auditing Through the Computer (3)

ACC 577 Internal Auditing (3)

Total 15

Business Electives* (6)

Program total 30

* Courses must be chosen in consultation with a faculty advisor.

The Leadership Residency

All students enrolled in the MAAL degree program are required to complete a portfolio based on participation in The Leadership Residency and evaluated by the graduate faculty. The residency includes a set of leadership challenges, experiential exercises, and hands-on learning opportunities that go beyond the classroom and transcend the degree program. Students are immersed in leadership roles through community partnership projects, cultural immersion experiences, software simulations of leadership communication skills, trailing a business or community leader, and career development activities.

CERTIFICATE PROGRAMS

For information on the Postbaccalaureate Certificate in Accountancy and the Postbaccalaureate Certificate in Professional Accountancy, access the Web site at www.west.asu.edu/sgml, or see the *General Catalog*.

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University College

www.asu.edu/duas

Gail Hackett, PhD, University Vice Provost and Dean

[School of Extended Education](#)

University College is a university-wide enterprise committed to innovative, rigorous scholarship. The college offers each student the opportunity for success through integrated advising services, interdisciplinary studies, extended education, academic achievement programs, community engagement, and student-centered delivery models.

The college provides an exceptional education for students who are exploring and expanding their academic and career options. Individualized assistance, educational flexibility, and access to higher education are core values, and the graduates of the college are innovative, intellectually agile, and prepared to respond to the needs of a rapidly changing world.

University College is designed to respond to the needs of students throughout ASU. Initiatives that encourage discovery, inclusion, and engagement are found on each campus and beyond the physical boundaries of ASU. Programs on the Tempe campus focus on advising for exploratory students, the Bachelor of Interdisciplinary Studies degree program, and academic success and engagement programs. On the Polytechnic and West campuses, University College offers advising for exploratory students and academic success programs. The Downtown Phoenix campus is the administrative home of University College and, at this location, the college offers a wide range of courses across many disciplines, incubates new degree programs, develops and manages integrated student services, and advises students who want to explore majors and career paths. Through the School of Extended Education, all students are provided access to continuing education and high-quality degree completion opportunities.

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480/965-9696

MERCC 319

Patricia A. Feldman, EdD, Interim Executive Director

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 School of Extended Education provides flexible scheduling, innovative technologies, and a vast network of off-campus sites. Programming includes credit classes, degree programs, certificates, continuing education, and professional development.

For more information, access the Web site at www.asu.edu/xed, or call 480/965-9696.

Credits, Tuitions, and Fees

Academic credits earned off-campus are equivalent in all considerations to those credits earned on-campus, and the credits are recorded on students' permanent records. Courses are published on the Web at www.asu.edu/xed and asuonline.asu.edu.

Tuition and fees for off-campus credit courses are the same as those offered on a campus. (See resident and nonresident rates in the latest Registration and Tuition Payment Guide.) 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 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.

As a convenience to students, courses are conducted off campus in locations throughout the state, via the Internet and television, and during Winter Session. Academic credits earned off campus are equivalent in all considerations to credits earned on campus, and the credits are recorded on students' permanent records.

For more information, access the Web site at www.asu.edu/xed, or call 480/965-9696.

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 Mercado 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 Mercado. 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 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 2 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 regular university admissions and registration process.

For more information, access ASUonline, the university's gateway to the "online campus," at asuonline.asu.edu. Interested individuals may also write to distance@asu.edu, or call 480/965-9797.

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 Polytechnic and Tempe campuses. Most televised courses are available for viewing through University Libraries. Televised courses are listed each fall and spring in the Online ASU Interactive 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.

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 Mercado, the Polytechnic 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. In addition, various technologies are used to deliver degree programs and credit courses to the workplace and home.

For more information about off-campus sites, call 480/965-9797. For information about Internet and televised courses, call 480/965-6738.

CERTIFICATES

Graduate Certificates

Evidence-Based Practice in Nursing and Healthcare

This certificate program is designed to prepare nurse clinicians and educators as experts in evidence-based practice (EBP) as system-wide change agents for the advancement and sustainability of EBP. This 17-semester hour, 12-month program is user-friendly and constructed in a distance learning, online format to facilitate involvement of the participants, regardless of where they live. Admission is once per year in January, and the program is designed to provide a cohort experience.

For more information, call 602/496-2644.

Nurse Education in Academic and Practice Settings

This certificate program is designed to meet the growing challenges of a shortage of qualified nursing educators. Graduates will use theories of teaching and learning in academic and practice settings, with emphasis on nursing education.

For more information, call 480/727-6930, or access the program's Web site at www.nursing.asu.edu/ned.

Professional Development Certificates

Professional development certificate programs provide opportunities to those seeking to advance their careers, begin a new career, reenter the workplace, or develop new knowledge. Certificates are a practical choice for career development; in addition, employers recognize them as evidence of professional skill or accomplishment. Some programs may offer academic credit and others may offer continuing education units through professional associations.

Accelerated Financial Planning Program

The Accelerated Financial Planning Program is designed to impart the education necessary to prepare students for the Certified Financial Planner (CFP) certification examination and to prepare them for a successful career in financial planning. This program consists of six courses and is specifically designed as an alternative distribution channel for financial services professionals seeking to attain the CFP designation in an accelerated format of seven to eight months.

For more information, call 602/496-1700.

ASU Skill Certification

Users may test skill levels online for dozens of job roles with targeted learning recommendations from ASU. Individuals may earn multiple job skill certificates online. Businesses may also utilize ASU Skill Certification to improve the skills of existing and potential employees.

For more information, call 602/496-1700.

Business English

This certificate program is designed to help professionals who speak English as a second language to succeed in

business. It offers courses that use reading, writing, and discussion and presentation exercises designed to offer practical knowledge and confidence in American and international business practices. Once students successfully complete certificate courses, they earn a business English certificate. Most classes are ongoing and meet three hours a week for eight weeks.

For more information, call 480/965-2376, or access the Web site at www.asu.edu/xed.

Certified Management Accountant

This program consists of three 24-hour courses and one 12-hour course, and is designed to prepare students for the Certified Management Accountant (CMA) examination. The CMA designation provides corporate management and individual members with an objective measure of knowledge and competence in the field of management accounting. The CMA is an invaluable credential for professional advancement and for broadening professional skills and perspective.

For more information, call 602/496-1700.

Supervisory and Management Skills

The Supervisory and Management Skills Certificate provides skill competency-based learning that is designed to develop the qualities of first-time and experienced supervisors and managers. This program is fully customizable and can be delivered live, online, or in a hybrid format.

For more information, call 602/496-1700.

PROFESSIONAL AND PERSONAL DEVELOPMENT

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.

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 TOEFL is not required for ASU graduate or undergraduate admission if international students successfully complete this program.

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 602/496-1700.

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 602/496-1700, 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.

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 602/496-1700, 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.

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 valleywide. It also facilitates mutual learning experiences.

Breakfast Series and 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.

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.

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W. P. Carey School of Business

wpcarey.asu.edu

Robert E. Mittelstaedt Jr., MBA, Dean

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PURPOSE

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. This is accomplished 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. The school 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 strives to have its research and professional degree programs recognized among the best schools of business in the United States.

Consistent with the mission, an additional goal 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: CAPS Research, the Center for Advancing Business through Information Technology, the Center for Business Research, the Center for Real Estate Theory and Practice, the J P Morgan Chase Economic Outlook Center, the Center for Services Leadership, and the Spirit of Enterprise Center. For more information, see [L. William Seidman Research Institute](#).

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 and science professionals, and an online program. The faculty also offer the PhD degree in Economics and in Business Administration, with concentrations in accountancy, agribusiness, 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. Access the [W. P. Carey School of Business Graduate Degrees and Majors](#) table.

ADMISSION REQUIREMENTS

Applicants to all degree programs must meet the minimum Graduate College 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, personal interviews, 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 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/MSE;
9. MBA/Master of Taxation; and
10. 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. MBA brochures may be obtained at the office; call 480/965-3332.

SCHOOL FACILITIES

The W. P. Carey School of Business offers a modern environment for professional graduate study. The school facilities provide 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](#).

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 Commission on Accreditation of Healthcare Management Education (CAHME).

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480/965-3531

BAC 659

Arthur E. Blakemore, Chair

Regents' Professors

Prescott, Rogerson

Professors

Blakemore, Boyes, Brada, Burgess, DeSerpa, Happel, Hoffman, Kingston, Low, Manelli, Mayer, McDowell, McPheters, Méndez, Ormiston, Schlee, Smith, Wilson, Zhou

Associate Professors

Ahn, Chade, Datta, Herrendorf, Reffett

Assistant Professors:

Bai, Chen

Senior Lecturer

Roberts

Research Professor

Keane

Clinical Assistant Professor

Bailey

Admission

See [Admission to the Graduate College](#). In addition, each applicant to the doctoral 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 and mathematics at a minimum level. Passing grades in intermediate microeconomic theory and intermediate macroeconomic theory are accepted as a demonstration of competency in economics. Passing grades in three semesters of calculus and one semester each of linear algebra and statistics are accepted as a demonstration of competency in mathematics. Additional courses in calculus, differential equations, advanced linear algebra, real analysis, probability theory, 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

Applications to the Master of Science in Economics are not being accepted at this time.

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](#), 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. pass the qualifying examinations,
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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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BA 318

Marjorie L. Baldwin, Director

Professors

Baldwin, Kirkman-Liff, Schneller

Associate Professor

Reiser

Assistant Professors

Furukawa, Jehn, Ketcham

Professor of Practice

Patton

Research Professor

Schwenke

The faculty in the School of Health Management and Policy of the W. P. Carey School of Business offer graduate programs leading to the Master of Health Sector Management (MHSM), or the concurrent MBA/MHSM.

CONCURRENT MBA/MHSM

Admission.

Applications should be submitted online. For the general requirements, see [Admission to the Graduate College](#). 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 regarding the GMAT, access the Web site at www.mba.com. For more information about TOEFL and TSE, access the Web site at www.ets.org.

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 Graduate College. Two recommendations commenting on the student's motivation, commitment, achievements, work experience, and opportunity for success in the program are required. 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. Because the MHSM program begins in the summer, 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 75 semester hours. The total number of semester hours a student is required to take is dependent upon his or her choice of MBA specialization area.

Students elect one of three tracks in the MHSM program: management, managerial epidemiology, and policy management. 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 an internship experience, including a final report and oral presentation, in their concentration area. This meets the comprehensive requirement established by the W. P. Carey School and Graduate College for the MHSM degree.

Thesis Requirements.

None.

MASTER OF HEALTH SECTOR MANAGEMENT

The Master of Health Sector Management (MHSM) is offered in day or evening platforms with tracks in managerial epidemiology, policy management, and management. In all three tracks, students train in a sophisticated managerial environment integrated with the W. P. Carey MBA programs.

Students in the management track develop an understanding of how a variety of management approaches can be applied to a wide spectrum of healthcare delivery and financing settings. Graduates may seek employment in healthcare delivery organizations such as hospitals, physician group practices, community health centers, long-term care facilities, and home health and hospice agencies, or with financing parties, such as private or public health insurers, or managed care plans.

Students in the managerial epidemiology track learn how to effectively organize and lead epidemiological research efforts. Graduates of the managerial epidemiology track are prepared to participate in the innovation process, working with colleagues to integrate clinical and epidemiological research into business and community practice. Graduates of this program can pursue careers in biotechnology, pharmaceutical, and contract research organizations in which clinical trial design and execution are critical components.

Students in the policy management track develop an understanding of how health policy affects both the business of healthcare and economic health of businesses. Graduates may pursue careers with consulting firms, advocacy organizations, and trade associations where health policy analysis and dissemination are critical components. Graduates may also work in leadership roles in the public sector or in large firms where health policy issues can directly affect the organization.

Admission

Applications should be submitted online. For the general requirements, see [Admission to the Graduate College](#). Applicants are required to submit evidence of their ability to pursue a graduate degree program in health services administration successfully. All applicants must submit scores from the GMAT, GRE, LSAT, or MCAT, but the GMAT is recommended. Licensed physicians with an MD or DO degree from a U.S. medical school are not required to provide a test score.

Applicants to the MHSM program submit one application for the MHSM degree. Two recommendations commenting on the student's motivation, commitment, achievements, work experience, and opportunity for success in the program are required. 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.

Materials describing the MHSM are available by calling 480/965-7778, accessing the Web site at wpcarey.asu.edu, 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 all tracks consists of a minimum of 42 semester hours. This includes core business courses from the W. P. Carey School of Business MBA programs (15 semester hours) and core health courses from the School of Health Management and Policy (18 semester hours). Each track also requires specialized courses (six semester hours), and an internship experience (three semester hours).

Core Business Courses

ACC 502 Financial Accounting (3)
ECN 502 Managerial Economics (3)
FIN 502 Managerial Finance (3)
MGT 502 Organizational Behavior (3)
MKT 502 Marketing Management (3)

Core Health Courses

HSM 502 Healthcare Organization (3)
HSM 505 Principles of Epidemiology (3)
HSM 512 Health Economics (3)
HSM 542 Healthcare Law (3)
HSM 561 Biostatistics (3)
HSM 564 Healthcare Finance (3)

Prerequisites

An undergraduate GPA that demonstrates strong academic achievement, with sustained competency in quantitative

areas (mathematics, algebra, calculus, statistics and/or accounting courses) is required. If the applicant has 12 or more graduate credits, the GPA will be based on graduate credits.

Foreign Language Requirements

None

Comprehensive Examination

All MHSM students must successfully complete an internship experience, including a final report and oral presentation, in their concentration area. The internship experience meets the comprehensive requirement established by the W. P. Carey School and the Graduate College for the MHSM degree.

Thesis Requirement

None

GRADUATE CERTIFICATES

Graduate Certificate in Health Sector Management

The Graduate Certificate in Health Sector Management consists of five graduate-level courses designed to introduce participants to the unique organizational structures and metrics of the health industry, with an emphasis on evidence-based management. The program is ideal for working professionals with a clinical background who seek to add managerial training to their résumé or for working professionals with a managerial background who are contemplating a move to the health sector. Successful completion of all five courses with 15 credits will earn a W. P. Carey School of Business Graduate Certificate in Health Sector Management.

The Graduate Certificate in Health Sector Management is also ideal for individuals who are considering a Master of Health Sector Management degree but want to sample some courses before making a commitment to the degree program. Individuals may enroll in a course without enrolling in the entire certificate program. Each course in the certificate program earns three graduate credits. Students can directly transfer nine semester hours into the Master of Health Sector Management degree program.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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University College

Organization	Location	Telephone	Web Address
Academic Advising for Exploratory Students	—	—	—
Downtown Phoenix Campus	UCENT 100	602/496-4278	uc.asu.edu/downtown/exploratory.html
Polytechnic Campus	CNTR 80	480/727-1457	www.poly.asu.edu/learningcenter/AcademicAdvising.htm
Tempe Campus	UASB 129	480/965-4464	uc.asu.edu/advising/index.php
West Campus	UCB 201	602/543-4600	www.west.asu.edu/uc/
Academic Success and Engagement Programs	—	—	uc.asu.edu/asep.php
Academic Community Engagement Services	UASB 156	480/727-6382	uc.asu.edu/success/index.php
Academic Success Programs	UCENT 334	480/965-0259	uc.asu.edu/success/index.php
Director, Office of the	UCENT 334	602/496-4000	uc.asu.edu/asep.php
Downtown Phoenix Campus Office	POST 208A	602/496-4000	—
Writing Across the Curriculum	UASB 127	480/965-7549	uc.asu.edu/success/wac/index.php
Writing Center, Tempe Campus	LL 340	480/965-4062	www.asu.edu/duas/wcenter/#
Academic Transfer Articulation Office	UASB 125B	480/965-8332	asu.edu/provost/articulation
Campus Administration	—	—	—
Downtown Phoenix Campus	CNTR 001	480/727-1452	www.poly.asu.edu/learningcenter/index.htm
Polytechnic Campus	CNTR 001	480/727-1452	www.poly.asu.edu/learningcenter/index.htm
Tempe Campus	UASB 102	—	uc.asu.edu/index.php
West Campus	UCB 201	602/543-4600	www.west.asu.edu/uc
Dean, Office of the	UCENT 334	602/496-4000	uc.asu.edu/welcome.php
Assessment and Evaluation	UCENT 334	602/496-4000	—
Communications and Marketing	MERC C319	480/965-3046	—
Community College Relations	UASB 102	—	www.asu.edu/transfer
Facilities Management and Space Planning	MERC C250	480/965-3046	—
Planning and Business Services	UCENT 334	602/496-4000	—
Degree Audit Reporting System (DARS)	UASB 140	480/965-8012	uc.asu.edu/dars/index.php
Explorers Living and Learning Community, Downtown Phoenix Campus	Residential Commons	—	uc.asu.edu/explorers
Extended Education, School of	—	—	www.asu.edu/xed

Academic and Professional Programs	RITT B132	480/965-9797	—
Academic Technology	RITT B132	480/965-9797	—
American English and Culture Program	MARIP	480/965-2376	www.asu.edu/xed/aecp
Community Outreach Programs	MERC C250	480/965-9696	www.asu.edu/xed
Director, Office of the Executive	MERC C319	480/965-9696	www.asu.edu/xed/welcome
Strategic Initiatives	RITT B132	480/965-9797	—
Winter Session	RITT B132	480/727-9900	www.asu.edu/xed/winter/index.html
Interdisciplinary Studies, School of	—	—	uc.asu.edu/sis/index.php
BIS Program Office	UASB 203	480/965-1970	uc.asu.edu/sis/current.php
Director, Office of the	UCENT 365	602/496-0658	uc.asu.edu/sis/welcome.php

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Downtown Phoenix Campus

Organization	Location	Telephone	Web Address
Academic Advising	UCENT 100	602/496-4278	asu.edu/students/downtown/success.html#advising
Academic Affairs	UCENT 500	602/496-1000	asu.edu/downtownphoenix/academics
Academic Community Engagement Services	POST 208	602/496-4000	universitycollege.asu.edu/asep.php
Academic Mentoring	UCENT 100	602/496-4636	asu.edu/students/downtown/success.html#advising
Arizona Drug and Gang Prevention Resource Center	MERCD	480/727-5015 1-800-432-2772	www.asu.edu/adgprc
Arizona Prevention Resource Center	MERCD	480/727-2772 1-800-432-2772	www.azprevention.org
ASU for Arizona Building Great Communities	MERCB 5	480/727-5060	—
ASU Health Center	NHI 155	602/496-0721	www.asu.edu/students/downtown/services.html#health
ASU Police Aides	—	480/965-3456	—
ASU Shuttle Service	—	480/965-1072	asu.edu/downtownphoenix/parking
Barrett, the Honors College	—	480/965-4033	honors.asu.edu
Bob Ramsey Executive Education Program	MERCC 110	480/965-4006	ramseyexecutive.asu.edu
Bookstore, ASU	UCENT 101	602/496-0347	www.asu.edu/students/downtown/services.html#books
Cashiering Service	UCENT 112	602/496-2274	—
Center for Community Development and Civil Rights	UCENT 650	602/496-1020	cdcr.asu.edu
Center for Nonprofit Leadership and Management	UCENT 500	602/496-0500	www.asu.edu/copp/nonprofit/index.htm
Center for the Future of Arizona	MERCB 5	480/727-5005	www.arizonafuture.org
Center for Urban Innovation	UCENT 430	602/496-0450	urbaninnovation.asu.edu
Classroom Support	UCENT 267	602/496-5000	—
Community Design Studio	PURL	480/727-9888	design.asu.edu/purl/communitydesign.shtml
Customer Assistance Center	UCENT L1-62B	602/496-6500	—
Disability Resource Center	UCENT Suite 160	602/496-4321	www.asu.edu/students/downtown/services.html#disability
Enrollment Services	UCENT 166	602/496-4372	—
Extended Education, School of (See University College.)			
Facilities Management and Space Planning	MERCC 295	480/965-3046	www.asu.edu/dtc
Financial Aid Services	UCENT 166	602/496-4372	www.asu.edu/fa

Graduate College	—	—	www.asu.edu/graduate
Information Commons Customer Assistance Center	UCENT L1-62B	602/496-6500	—
Information Desk	UCENT 100	602/496-INFO	—
Information Technology	UCENT L1-62B	602/496-6500	—
Integrity Control	POST	602/496-HELP	—
Interdisciplinary Studies, School of (See University College.)			
International Student Office	—	480/965-7451	www.asu.edu/studentaffairs/ed/iso
Library (Information Commons)	UCENT LL	602/496-0300	www.asu.edu/lib/
Mail/Postal Service	POST B17	602/496-MAIL	—
Mercado	—	—	—
Conference and Meetings, Property Administration	MERCC 250	480/965-3046	www.asu.edu/dtc
Morrison Institute for Public Policy	UCENT 900	602/496-0900	www.asu.edu/copp/morrison
Nursing & Healthcare Innovation, College of	NHI 101AA	602/496-CNHI	nursing.asu.edu
Academic Affairs Office	NHI 480	602/496-0933	nursing.asu.edu/programs/undergraduate/ academicaffairs.htm
Academic Nursing Centers (ANC) Office	—	—	nursing.asu.edu/anc
Academy for Continuing Education Office	CSB-Tempe	480/965-7431	nursing.asu.edu/ace
Advancement of Evidence-Based Practice Office, Center for the	NHI 448	602/496-2237	nursing.asu.edu/caep
American Indian Students United for Nursing (ASUN) Office	NHI 128A	602/496-0710	nursing.asu.edu/asun
Associate Dean for Research	NHI 418	602/496-0773	nursing.asu.edu/research/crs/contact.htm
ASU Health Center at the DPC	NHI 155	—	—
Baccalaureate program	NHI 455	602/496-0853	nursing.asu.edu/programs/undergraduate/bsn
Business Services	NHI 440	602/496-0920	—
Clinical Practice and Community Partners Office	NHI 482	—	—
Dean's Office	NHI 478	602/496-2200	nursing.asu.edu/general/ deans_welcome.htm
Development Office	NHI 488	602/496-0879	—
DNS Program Office	NHI 278	602/496-0930	nursing.asu.edu/programs/doctorate
Evaluation and Educational Research (CEER) Office, Center for	NHI 463AA	—	—
Graduate Education and Advanced Practice Office	NHI 461	602/496-0937	nursing.asu.edu/programs/graduate
Healthy Outcomes in Aging Office, Center for	NHI 290	602/496-2462	nursing.asu.edu
Improving Health Outcomes in Children, Teens, and Families Office, Center for	NHI 358A	602/496-2283	nursing.asu.edu
Information Systems	NHI 215AB	—	nursing.asu.edu/infosystems
Learning Resource Center	MERCA 203	480/727-5418	nursing.asu.edu/lrc
Marketing and Communications Office	NHI 400L3	602/496-0918	<a href="http://nursing.asu.edu/contact/depts/
marketing.htm">nursing.asu.edu/contact/depts/ marketing.htm
MS and Post-Master's Programs Office	NHI 416	602/496-0937	nursing.asu.edu/programs/graduate
Research and Scholarship Office, Center for	NHI 416	602/496-0931	nursing.asu.edu/research
RN-BSN Program Office	CSB-Tempe	480/965-7787	nursing.asu.edu/programs/rn
Student Services Office	NHI 100L3	602/496-0888	nursing.asu.edu/studentervices
Office of Youth Preparation	MERCC 124	480/965-8510	www.asu.edu/provost/oyp
Parking Services (Permits, Appeals)	—	480/965-6124	<a href="http://asu.edu/downtownphoenix/
parking">asu.edu/downtownphoenix/ parking
Phoenix Urban Research	PURL	480/727-9880	design.asu.edu

Laboratory			
Provost, Office of the	UCENT 520	602/496-1000	asu.edu/downtownphoenix/administration/office-of-provost
Public Programs, College of	UCENT 600	602/496-0600	copp.asu.edu
American Humanics Program	UCENT 535	602/496-0188	—
Bob Ramsey Executive Education Program	UCENT 650	602/496-1020	ramseyexecutive.asu.edu
Community Development and Civil Rights, Center for	UCENT 650	602/496-0650	cdcr.asu.edu
Community Resources and Development, School of	UCENT 550	602/496-0550	scrd.asu.edu
Dean's Office	MERCC 110	480/965-4006	—
Morrison Institute for Public Policy	UCENT 900	602/496-0900	www.morrisoninstitute.org
Nonprofit Leadership and Management, Center for	UCENT 500	602/496-0500	www.asu.edu/copp/nonprofit
Public Affairs, School of	UCENT 450	602/496-0450	spa.asu.edu
Social Work, School of	UCENT 800	602/496-0800	ssw.asu.edu
Southwest Interdisciplinary Research Center	UCENT 720	602/496-0700	sirc.asu.edu
Student Services	UCENT 600	602/496-0600	—
Recreation/Wellness/Fitness	—	—	www.asu.edu/students/downtown/services.html#rec
YMCA	YMCA	602/257-5138	www.lincolfamilyymca.org
Residential Commons	RSCOM	602/258-3411 ext.401	—
Residential Life	RSCOM	480/965-3515	www.asu.edu/reslife
Southwest Interdisciplinary Research Center	UCENT 720	602/496-0700	sirc.asu.edu/Index.html
Stardust Center for Affordable Homes and the Family	MERCA 150	480/727-5456	www.asu.edu/stardust
Student Counseling Services	NHI	—	www.asu.edu/counseling
Student Engagement Center	RSCOM	602/258-3411 ext. 452	—
Student Health Services (See ASU Health Center.)	NHI 155	—	www.asu.edu/students/downtown/services.html#health
Student Success and Information	UCENT 100	602/496-4636	www.asu.edu/downtownphoenix
Testing Services	—	480/965-7146	www.asu.edu/uts
Transfer Center	UCENT 164	602/496-4ASU	—
TRIO	—	480/965-2162	asu.edu/trio
University College (See University College.)			
Urban Data Center	MERCC	480/727-5261	www.asu.edu/xed/urbandata/
Veteran Student Services	—	480/965-7723	www.asu.edu/registrar/veterans
Winter Session	RITT B132	480/965-9797	www.asu.edu/xed/winter

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Polytechnic Campus

Organization	Location	Telephone	Web Address
American Indian Programs	AIP	480/727-1075	www.poly.asu.edu/aip
Applied Arts and Sciences, School of	SUTON 101	480/727-1515	www.poly.asu.edu/ecollege/html
Applied Biological Sciences, Department of	WANER third floor	480/727-1444	www.poly.asu.edu/technology/appliedbiologicalsciences
Applied Psychology, Faculty of	SUTON third floor	480/727-1177	www.poly.asu.edu/ecollege/appliedpsych
Exercise and Wellness, Department of	EAW 109	480/727-1945	www.poly.asu.edu/ecollege/wellness

Human Health Studies, Faculty of	SUTON 340	480/727-1177	www.poly.asu.edu/ecollege/humanhealth
Humanities and Arts, Faculty of	BELL first floor	480/727-1526	www.poly.asu.edu/ecollege/humanitiesarts
Multimedia Writing and Technical Communication, Faculty of	SUTON third floor	—	www.poly.asu.edu/ecollege/multimedia
Nutrition, Department of	HSC 1386	480/727-1728	www.poly.asu.edu/ecollege/nutrition
Barrett, the Honors College Advising	—	480/965-9155	honors.asu.edu
Bookstore, ASU	UNION	480/727-1168	www.poly.asu.edu/students/bookstore
Campus Copy Center, Williams Express	COPY	480/727-1600	www.poly.asu.edu/business/copy
Career Preparation Center	QUAD 370	480/727-1411	www.poly.asu.edu/students/career
Cashiering Services	QUAD 350	480/727-1081	www.poly.asu.edu/finance/cashiering
Computing Commons, Polytechnic campus	CNTR 150	480/727-1118	www.poly.asu.edu/it
Educational Innovation and Teacher Preparation, School of	SUTON 240	480/727-1103	www.poly.asu.edu/education
Financial Aid (See Student Financial Assistance.)			
Fitness Center, Williams Campus (CGCC)	PEC	480/988-8400	www.poly.asu.edu/students/recreation
General information	QUAD 350	480/727-3278	www.poly.asu.edu
Housing, Williams Campus	UNION 2	480/727-1700	www.poly.asu.edu/students/housing
Library Services	CNTR	480/727-1037	library.poly.asu.edu
Management and Agribusiness, Morrison School of Business Administration, Faculty of Professional Golf Management	WANER 140 WANER 140 PGM	480/727-1585 480/727-1287 480/727-1180	www.poly.asu.edu/msma www.poly.asu.edu/msma/bua www.poly.asu.edu/msma/pgm
Parking	QUAD 350	480/727-2775	www.poly.asu.edu/parking
Provost, Office of the	ADMIN	480/727-1028	www.poly.asu.edu/provost
Technology and Innovation, College of	SUTON 140	480/727-1874	www.technology.poly.asu.edu
Aeronautical Management Technology, Department of	SIM 201	480/727-1381	www.poly.asu.edu/aviation
Computing Studies, Division of	ISTB3 103	480/727-1257	www.poly.asu.edu/technology/dcst
Electronic Systems, Department of	TECH 101	480/727-1514	www.poly.asu.edu/technology/esd
Engineering, Department of	CNTR 110	480/727-1584	www.poly.asu.edu/technology/engineering
Mechanical and Manufacturing Engineering Technology, Department of	SIM 295	480/727-1584	www.poly.asu.edu/technology/mmet
Technology Management, Department of	TECH 102	480/727-1781	technology.poly.asu.edu/dtm
Student Financial Assistance	QUAD 360	480/727-1041	www.asu.edu/fa
Student Health Center	SHC	480/727-1500	www.poly.asu.edu/students/health
Student Services*	QUAD 350	480/727-3278	www.poly.asu.edu/students
Student Union	UNION	480/727-1668	www.poly.asu.edu/union
University College	CNTR lower level	480/727-1452	www.poly.asu.edu/uc
Winter Session	RITT B101	480/727-9900	www.asu.edu/xed/winter

* Student Services includes Career Preparation Center, Registration Services, Student Business Services, Student Financial Assistance, and Undergraduate Admissions.

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Tempe Campus

Organization	Location	Telephone	Web Address
Academic Transfer Articulation Office	UASB 125B	480/965-8332	www.asu.edu/provost/articulation
Academic Transfer Programs	UASB 125B	480/965-2476	www.asu.edu/admissions/transfer
Course Equivalency Guide	UASB 125B	480/965-9172	www.asu.edu/provost/articulation
Transfer Guides	UASB 125B	480/965-8332	www.asu.edu/provost/articulation
Adelphi Commons	739 E. Apache	480/965-2192	www.campushousing.com/asum
Adelphi II Commons	1342 S. Sunset	480/965-2192	www.campushousing.com/asum2

Admissions	—	—	—
Graduate	ADM B170	480/965-6113	www.asu.edu/graduate/admissions
Law	LAW 119	480/965-1474	www.law.asu.edu
Readmissions (undergraduate)	SSV 140	480/965-7550	www.asu.edu/registrar/readmissions
Undergraduate	SSV 112	480/965-7788	www.asu.edu/admissions
Adult Re-Entry	MU 14	480/965-2252	www.asu.edu/reentry
Associated Students of ASU (ASASU)	MU third floor	480/965-3161	asasu.net
Graduate and Professional Student Association	Graduate Student Center	480/727-9870	www.asu.edu/gpsa
Programming and Activities Board	MU third floor	480/965-0089	asasu.net/pab
Undergraduate Student Government	MU third floor	480/965-1255	asasu.net/usg
ASU Alumni Association	MAIN 200	480/965-2586 1-800-258-6687	www.asu.edu/alumni
ASU Operator	—	480/965-9011	www.asu.edu/directory
Barrett, the Honors College	IRISH A121	480/965-4033	honors.asu.edu
Bookstore, ASU	BKSTR	480/965-7928	bookstore.asu.edu
Business, W. P. Carey School of	BA 109	480/965-4227	wpcarey.asu.edu
Accountancy, School of	BA 223	480/965-3631	wpcarey.asu.edu/acc
Business Administration (MBA)	BA 160	480/965-3332	wpcarey.asu.edu/mba
Business Administration (PhD)	BA 171	480/965-3368	wpcarey.asu.edu/grad/phd
Business Honors	BA 150	480/965-8710	wpcarey.asu.edu/up/current-students/distinguished-programs/business-honors/index.cfm
Economics, Department of	BAC 659	480/965-3531	wpcarey.asu.edu/ecn
Finance, Department of	BAC 519	480/965-3131	wpcarey.asu.edu/fin
Health Management and Policy, School of	BA 318	480/965-7778	wpcarey.asu.edu/shmp
Information Systems, Department of	BA 223	480/965-3252	wpcarey.asu.edu/is
International Business Studies	BA 109	480/965-0596	wpcarey.asu.edu/up/current-students/distinguished-programs/study-abroad/index.cfm
Management, Department of	BA 323	480/965-3431	wpcarey.asu.edu/mgt
Marketing, Department of	BAC 460	480/965-3621	wpcarey.asu.edu/mkt
Supply Chain Management, Department of	BA 446	480/965-6044	wpcarey.asu.edu/scm
Undergraduate Office	BA 109	480/965-4227	wpcarey.asu.edu/up
Campus Children's Center	910 S Terrace	480/921-2737	—
Campus Dining at ASU	—	480/727-3463	www.asucampusdining.com
Administrative Office	MU 138	480/965-3464	—
Distinctive Catering Sales Office	MU 182	480/965-6508	—
Meal Plan Sales	MU 138	480/965-3464	—
Campus Health Service	SHS	480/965-3346	www.asu.edu/health
Appointments	SHS	480/965-3349	—
Fax	—	480/965-8914	—
Insurance	—	480/965-2411	—
Measles information	—	480/965-1358	—
Career Services	SSV 329	480/965-2350	www.asu.edu/career
Cashiering Services	SSV 244	480/965-7468	www.asu.edu/sbs
Child and Family Services	MU 14C	480/965-9515	www.asu.edu/mu/family
Community Service Program	MU third floor	480/965-0305	www.asu.edu/mu/community
Counseling and Consultation	SSV 334	480/965-6146	www.asu.edu/counseling
Creative Writing (MFA)	LL 307C	480/965-3528	www.asu.edu/clas/english/creativewriting
Danforth Chapel	CHAPL	480/965-6547	www.asu.edu/studentlife/danforth
Design, College of	CDS 101	480/965-6384	design.asu.edu
Architecture and Landscape Architecture, School of	CDN 162	480/965-3536	design.asu.edu/sala

Design Studies	CDN 162	480/965-7007	design.asu.edu/ba
Herberger Center for Design Research	CDS 119	480/727-0478	design.asu.edu/hcdr
Housing and Community Development	CDS 119	—	design.asu.edu/hud
Industrial Design, Department of	CDN 162	480/965-1767	design.asu.edu/industrial
Interior Design, Department of	CDN 162	480/965-3571	design.asu.edu/interior
Planning, School of	CDN 162	480/965-7167	design.asu.edu/planning
Real Estate Development	CDS 119	—	mred.asu.edu
Visual Communication Design, Department of	CDN 162	480/965-8947	design.asu.edu/viscom
Disability Resource Center	MCENT first floor	—	www.asu.edu/drc
TTY	—	480/965-9000	—
Voice	—	480/965-1234	—
Drop/add and withdrawal information	SSV 140	480/965-3124	www.asu.edu/registrar
Education, Mary Lou Fulton College of	EDB 108	480/965-3306	coe.asu.edu
Computer Support/Student Computer Lab	EDB 122	480/965-2126	coecs.asu.edu
Curriculum and Instruction, Division of	ED 426	480/965-1644	coe.asu.edu/candi
Beginning Educator Support Team (BEST)	EDB 101C	480/965-4339	coe.asu.edu/best
Professional Field Experiences	EDB L1-14	480/965-6255	coe.asu.edu/pfe
Graduate Program Office	ED 434	480/965-4602	coe.asu.edu/candi
Dean's Office	EDB 104	480/965-3306	coe.asu.edu
Education Policy Studies Laboratory	EDB L1-01	480/965-1886	www.asu.edu/educ/epsl
Educational Leadership and Policy Studies, Division of	ED 120	480/965-6357	coe.asu.edu/elps
Indian Education, Center for	ED 402	480/965-6292	coe.asu.edu/cie
Psychology in Education, Division of	EDB 302	480/965-3384	coe.asu.edu/psyched
Admissions (recording, voice mail)	EDB 302	480/965-6420	coe.asu.edu/psyched
Counselor Training Center	EDB 401	480/965-5067	coe.asu.edu/ctc
Southwest Center for Education Equity and Language Diversity	ED 440	480/965-7134	www.asu.edu/educ/sceed
Student Services, Office of	—	—	—
Academic Advising	EDB L1-13	480/965-5555	coe.asu.edu/oss
Living and Learning Residential Floor	MVHAL	480/727-9535	coe.asu.edu/oss
New Student Recruitment	EDB L1-12	480/965-5555	coe.asu.edu/oss
Educational Development	MCENT first floor	480/965-3366	asu.edu/studentaffairs/ed
Engineering, Ira A. Fulton School of	ECG 100	480/965-1726	fulton.asu.edu/fulton
Bioengineering, Harrington Department of	ECG 334	480/965-3028	fulton.asu.edu/~bme
Biomedical Informatics, Department of	BYENG 553	—	—
Chemical Engineering, Department of	ECG 202	480/965-3313	che.fulton.asu.edu
Civil and Environmental Engineering, Department of	ECG 252	480/965-3589	fulton.asu.edu/civil
Computer Science and Engineering, Department of	BYENG 553	480/965-3190	fulton.asu.edu/cse
Computing and Informatics, School of	USE 138	—	—
Construction, Del E. Webb School of	USE 138	480/965-3615	construction.asu.edu
Electrical Engineering, Department of	ENGRC 552	480/965-3424	fulton.asu.edu/ee
Industrial Engineering, Department of	GWC 502	480/965-3185	fulton.asu.edu/ie
Materials, School of	ECG 303	480/727-9311	som.asu.edu
Mechanical and Aerospace Engineering, Department of	ECG 346	480/965-3291	fulton.asu.edu/mae
Equal Opportunity/ Affirmative Action, Office of	ADM B171	480/965-5057	www.eoaa.asu.edu
TTY	—	480/965-0471	—
Financial Aid (See Student Financial Assistance.)			
Fine Arts Box Office	FAC	480/965-6447	—
Fine Arts, Katherine K. Herberger College of	GHALL 132	480/965-6536	herbergercollege.asu.edu
Art, School of	ART 102	480/965-3468	herbergercollege.asu.edu/art
Arts, Media, and Engineering	BYENG 395	480/965-9438	herbergercollege.asu.edu/ame

ASU Art Museum	—	480/965-2787	asuartmuseum.asu.edu
Dance, Department of	PEBE 107A	480/965-1891	herbergercollege.asu.edu/dance
Herberger Student Academic Services	GHALL 116	480/965-4495	herbergercollege.asu.edu/students
Music, School of	MUSIC E185	480/965-3371	music.asu.edu
Theatre and Film, School of	GHALL 232	480/965-5337	herbergercollege.asu.edu/theatre
Graduate College	ADM B285	480/965-3521	www.asu.edu/graduate
Admissions	ADM B170	480/965-6113	www.asu.edu/graduate/admissions
Advising/Referral Office	ADM B288	480/965-3521	www.asu.edu/graduate
Financial Support	SSV 216A	480/965-3355	www.asu.edu/graduate/financial
Student Academic Services/Format Advising	ADM B170	480/965-3521	www.asu.edu/graduate/current/sas.htm www.asu.edu/graduate/format
Graduation Section	SSV 140	480/965-3256	www.asu.edu/registrar/graduation
University Ceremonies Office	FULTN 4492	480/965-3565	www.asu.edu/ssc/commence
Greek Life (Fraternities and Sororities)	MU third floor	480/965-5292	www.asu.edu/mu/greeklife
Human Resources Customer Service Center	USB	480/965-2701	asu.edu/hr
Intergroup Relations Center	SSV 278	480/965-1574	www.asu.edu/provost/intergroup
International Programs Office	TMPCT 198	480/965-5965	ipo.asu.edu
International Student Office	SSV 265	480/965-7451	www.asu.edu/iso
International Undergraduate Admissions	SSV 101	480/965-7788	www.asu.edu/admissions/international
Journalism and Mass Communication, Walter Cronkite School of	STAUF A231	480/965-5011	cronkite.asu.edu
Law, Sandra Day O'Connor College of	LAW 101	480/965-6181	www.law.asu.edu
Admissions Office	LAW 119	480/965-1474	www.law.asu.edu/admissions
Civil Justice Clinic	LAW 106	480/965-6968	www.law.asu.edu/clinic
Indian Legal Program	LAW 236	480/727-0616	www.law.asu.edu/ilp
John J. Ross–William C. Blakley Law Library	LAWLB	480/965-6144	www.law.asu.edu/library
Study of Law, Science, and Technology, Center for the	LAW 120	480/965-6606	www.law.asu.edu/lst
Learning Resource Center	MU 14 PVW	480/965-7728 480/965-6254	www.asu.edu/lrc —
Learning Support Services	MU 14 PVW	480/965-7728 480/965-6254	www.asu.edu/lss
Liberal Arts and Sciences, College of	FULTN 110	480/965-6506	clas.asu.edu
Aerospace Studies, Department of	SS 352	480/965-3181	www.asu.edu/clas/afrotc
African and African American Studies Program	WILSN 140	480/965-4399	www.asu.edu/clas/afamstu
American Indian Studies Program	AG 372	480/965-3634	www.asu.edu/clas/americanindian
Asian Pacific American Studies Program	SS 100	480/965-9711	www.asu.edu/clas/apas
Chemistry and Biochemistry, Department of	PS D102	480/965-3461	chemistry.asu.edu
Computational Biosciences Program	PSA 216	480/965-9845	www.asu.edu/compbiosci
Earth and Space Exploration, School of	PS F548	480/965-5081	sese.asu.edu
English, Department of	LL 542	480/965-3168	www.asu.edu/clas/english
Film and Media Studies	LL 641	480/965-6747	www.asu.edu/clas/fms
Geographical Sciences, School of	SCOB 330	480/965-7533	geography.asu.edu
Global Studies, School of	COOR 5634	480/727-8286	www.asu.edu/clas/globalstudies
History, Department of	COOR 4595	480/965-5778	www.asu.edu/clas/history
Human Communication, Hugh Downs School of	STAUF A412	480/965-5095	www.asu.edu/clas/communication
Human Evolution and Social Change, School of	ANTH 233	480/965-6213	www.asu.edu/clas/shesc
International Letters and Cultures, School of	LL 440	480/965-6281	www.asu.edu/clas/languages
Justice and Social Inquiry, School of	WILSN 331	480/965-7682	www.asu.edu/clas/justice
Kinesiology, Department of	PEBW 218	480/965-3875	www.asu.edu/clas/kines
Life Sciences, School of	LSC 226	480/727-6277	sols.asu.edu
Graduate Programs	LSE 229	480/965-1768	sols.asu.edu/grad
Research and Training Initiatives	LSE 205	480/965-6190	sols.asu.edu/rti
Student Services/advising	LSC 206	480/727-6277	sols.asu.edu/ugrad/uadvising.php
Undergraduate Programs	LSC 226	480/965-9537	sols.asu.edu/ugrad/udegrees.php

Mathematics and Statistics, Department of	PS A216	480/965-3951	math.la.asu.edu
Military Science, Department of	SS 330	480/965-3318	armyrotc.com/edu/azstate
Philosophy, Department of	COOR 3309	480/965-3394	www.asu.edu/clas/philosophy
Physics, Department of	PS F470	480/965-3561	phy.asu.edu
Political Science, Department of	COOR 6801	480/965-6551	www.asu.edu/clas/polisci
Psychology, Department of	PSY 237	480/965-3326	www.asu.edu/clas/psych
Religious Studies, Department of	ECA 377	480/965-7145	www.asu.edu/clas/religious_studies
Social and Family Dynamics, School of	SS 144	480/965-6978	www.asu.edu/clas/ssfd
Speech and Hearing Science, Department of	COOR 2211	480/965-2374	www.asu.edu/clas/shs
Transborder Chicana/o and Latina/o Studies, Department of	COOR 6633	480/965-5091	www.asu.edu/clas/chicana
Women and Gender Studies Program	ECA 209	480/965-2358	www.asu.edu/clas/womens_studies
Libraries	—	—	—
John J. Ross–William C. Blakley Law Library	LAWLB	480/965-6144	www.law.asu.edu/library
Libraries at the Tempe campus	LIB	480/965-6164	www.asu.edu/lib/libraries
Architecture and Environmental Design Library	AED 153	480/965-6400	www.asu.edu/lib/libraries/architecture
Archives and Manuscripts	LIB 413	480/965-3145	www.asu.edu/lib/archives
Hayden Library, Charles Trumbull (Circulation Desk)	LIB	480/965-3605	www.asu.edu/lib/libraries/hayden
Library Administration	LIB 113	480/965-3417	—
Music Library	MUSIC W302	480/965-3513	www.asu.edu/lib/libraries/music
Noble Science and Engineering Library, Daniel E.	NOBLE	480/965-7607	www.asu.edu/lib/libraries/science
Reference questions	—	480/965-6164	www.asu.edu/lib/hayden/ref
Memorial Union	MU	—	www.asu.edu/mu
Administration	MU mezzanine	480/965-5310	—
Event and Meeting Services	MU 182	480/965-3406	www.asu.edu/mu/events
Information Desk	MU first level	480/965-5728	—
Lost and Found	MU first level	480/965-5728	—
Montgomery Instructional Computer Lab	MU 178	480/727-6663	—
Programs and Activities	MU third floor	480/965-9600	www.asu.edu/mu/partnerships
Sparky's Den	MU lower level	480/965-3642	—
Sun Devil Involvement Center	MU third level	480/965-2255	www.asu.edu/mu/sdic
Transition and Parent Programs	MU third floor	480/965-4564	www.asu.edu/mu/transitions
Multicultural Student Center	SSV 394	480/965-6060	www.asu.edu/msc
Operator, university	—	480/965-9011	www.asu.edu/directory
Orientation	SSV 110	480/965-2880	www.asu.edu/admissions/orientation
Parents Association	MARIP A120	480/965-7625	www.asuparentsassociation.com
Parking and Transit Services	UNIVT	480/965-6406	www.asu.edu/pts
Passport (See U.S. Passport Acceptance Office.)			
Professional Enhancement Programs	SSV 340	480/965-6777	www.asu.edu/counseling/pep
careertest@asu.edu	—	—	—
testprep@asu.edu	—	—	—
Readmissions (undergraduate)	SSV 140	480/965-7550	www.asu.edu/registrar/readmissions
Registrar, University	SSV 140	480/965-3124	www.asu.edu/registrar
General information (recorded)	—	480/965-4747	—
Residency Classification	SSV 140	480/965-7712	www.asu.edu/registrar/residency
Residential Colleges	SSV 170	480/965-1531	www.asu.edu/reslife
Residential Life	SSV 170	480/965-3515	www.asu.edu/reslife
Safety Escort Service	MU first floor	480/965-1515	—
Statistics (MS and certificate)	BAC 570	480/965-2671	www.asu.edu/graduate/statistics
Student Accounts	SSV 230	480/965-6341	www.asu.edu/sbs
Student Advocacy and Assistance	SSV 263	480/965-5852	www.asu.edu/studentaffairs/deanofstudents/advocacy
Student Business Services	Trailers east of	480/965-6301	www.asu.edu/sbs

	Bookstore		
Student Employment	SSV 216A	—	www.asu.edu/fa/employment
Off-Campus	—	480/965-6318	—
On-Campus	—	480/965-5186	—
Student Financial Assistance	SSV 216A	480/965-3355	www.asu.edu/fa
Student ID (Sun Card)	MU 190	480/965-2273	www.suncard1.com
Student Judicial Affairs	SSV 263	480/965-6547	www.asu.edu/studentlife/judicial
Student Legal Assistance	MU 329	480/965-6307	www.asu.edu/mu/legal
Student Life	SSV 263	480/965-6547	www.asu.edu/studentlife
Student Media	MCENT 2	480/965-7572	www.statepress.com
State Press Advertising	—	480/965-6555	www.statepress.com
State Press Information	—	480/965-7572	www.statepress.com
State Press Newsroom	—	480/965-2292	www.statepress.com
Web Devil	—	480/727-6941	www.asuwebdevil.com
Student Organization Resource Center	MU third floor	480/965-2255	www.asu.edu/mu/clubs
Student Recreation Complex and Campus Recreation	SRC 220	480/965-8900	www.asu.edu/src
Study Abroad	RITT B160	480/965-6611	www.asu.edu/summer/abroad
Summer Sessions	RITT B160	480/965-6611	www.asu.edu/summer
Sun Card (See Student ID (Sun Card).)			
Sun Devil Involvement Center	MU third floor	480/965-2255	www.asu.edu/mu/sdic
Sustainability, School of	TMPCT 151	480/727-6963	schoolofsustainability.asu.edu
Tickets	—	—	—
Athletic Events, Intercollegiate (Sun Devil Ticket Office)	—	480/965-2381	—
Public Events Administrative Offices	GGMA	480/965-3434	—
Public Events Administrative Offices	—	480/965-5062	—
Transcripts (outgoing)	SSV 140	480/965-7276	www.asu.edu/registrar/transcripts
Transportation Systems (certificate)	CDN 358	480/965-6395	design.asu.edu/transportation
Tuition Assessment	SSV 230	480/965-4347	www.asu.edu/sbs
University Evaluation, Office of	ADM B366	480/965-9291	www.asu.edu/oue
University Libraries (See Libraries.)			
University Technology Office (UTO)	—	—	www.asu.edu/it
Applied Learning Technologies Institute (alt^1)	CPCOM 213	480/965-6739	alti.asu.edu
Classroom Support Centers	—	—	www.asu.edu/classroomsupport
Computer Accounts Office	CPCOM 202	480/965-6500	www.asu.edu/it/tempe/cac
Computing Policies	—	—	www.asu.edu/it/policies
Computing Site hours	—	—	www.asu.edu/it/tempe/sites/location
Computing Sites	CPCOM atrium	480/965-4459	www.asu.edu/it/tempe/sites/location/sitemap.html
	BAC 16	480/965-3074	
	COOR 150	480/965-7992	
	GWC 185	480/965-4307	
Customer Assistance Center	CPCOM 202	480/965-5939	www.asu.edu/cacenter
Help Desk	CPCOM 202	480/965-6500	www.asu.edu/helpdesk
Tempe Campus Support	CPCOM 105	480/965-3342	www.asu.edu/classrooms
University Technology Officer, Office of the	—	480/965-8419	uto.asu.edu
University Testing Services	EDB 301	480/965-7146	www.asu.edu/uts
Upward Bound	SSV 276	480/965-6483	www.asu.edu/trio/ub.html
U.S. Passport Acceptance Office	TMPCT 198	480/965-0877	travel.state.gov
Veterans Services (University Registrar)	SSV 140	480/965-7723	www.asu.edu/registrar/veterans
Veterans Upward Bound	1270 E. Broadway, Suite 122	480/965-3944	www.asu.edu/trio/vub.html
Wellness and Health Promotion	SHS 195	480/965-4721	www.asu.edu/wellness
Winter Session	RITT B132	480/727-9900	www.asu.edu/xed/winter

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West Campus

Organization	Location	Telephone	Web Address
Academic Achievement Center (TRIO)	UCB 220	602/543-8121	www.west.asu.edu/trio
Academic Affairs	FAB N301	602/543-4500	www.west.asu.edu/provost
Admission and Enrollment Services	UCB 120	602/543-8203	www.west.asu.edu/registrar
Arts and Sciences, New College of Interdisciplinary	FAB N201	602/543-6000	www.west.asu.edu/newcollege
Bachelor of Applied Science Program	FAB N279	602/543-6003	www.west.asu.edu/ias/bas
Ethnic Studies Program	FAB N207	602/543-6007	www.west.asu.edu/ethnic
Integrated Natural Sciences, Department of	CLCC 217	602/543-6050	www.west.asu.edu/dins
Integrative Studies, Department of	FAB N279	602/543-6003	www.west.asu.edu/ias
Interdisciplinary Arts and Performance, Department of	FAB N290A	602/543-6057	www.west.asu.edu/iap
Language, Cultures, and History, Department of	FAB N220	602/543-6090	www.west.asu.edu/lch
MA in Interdisciplinary Studies	FAB N230D	602/543-6241	www.west.asu.edu/mais
Mathematical Sciences and Applied Computing	CLCC 250	602/543-4223	www.west.asu.edu/msac
Social and Behavioral Sciences, Department of	CLCC 250	602/543-6058	www.west.asu.edu/sbs
Women's Studies Program	FAB N291	602/543-3300	www.west.asu.edu/ws
Associated Students of ASU at the West campus	UCB 226	602/543-8186	www.west.asu.edu/asasuw
Barrett, the Honors College	UCB 201	602/543-3410	www.west.asu.edu/honors
Bookstore, ASU	UCB 140	602/543-6800	bookstore.asu.edu
Career Services	UCB 220	602/543-8124	www.west.asu.edu/sa/career
Copy and Digital Printing Services	FAB B23	602/543-5575	www.west.asu.edu/adaff/auxs/copyservices
Disability Resource Center	UCB 130	602/543-8145	www.west.asu.edu/sa/drc
TTY	—	602/543-4327	—
Diversity and Social Justice, Office of	UCB 320	602/543-8148	www.west.asu.edu/odsj
Executive Vice Provost, Office of the	FAB N303	602/543-7000	www.west.asu.edu/provost
Financial Aid Services	UCB 120	602/543-8178	www.asu.edu/fa
Gerontology Program	FAB S117	602/543-6642	www.west.asu.edu/chs
Global Management and Leadership, School of	FAB N101	602/543-6200	www.west.asu.edu/sgml
Accountancy, Department of	FAB S190	602/543-6275	www.west.asu.edu/sgml
Economics, Finance, Marketing and Quantitative Business Analysis, Department of	FAB N120A	602/543-6101	www.west.asu.edu/sgml
Graduate Programs	FAB N150	602/543-6201 602/543-4622	www.west.asu.edu/sgml
Management, Department of	FAB N120D	602/543-6204	www.west.asu.edu/sgml
Graduate College	FAB S301	602/543-4567	www.asu.edu/graduate
Human Services, College of	FAB S105A	602/543-6600	www.west.asu.edu/chs
Communication Studies, Department of	FAB S141C	602/543-6606	www.west.asu.edu/chs
Criminology and Criminal Justice, School of	FAB S323	602/543-6607	www.west.asu.edu/chs
Gerontology Program	FAB S117	602/543-6642	www.west.asu.edu/chs
Nursing & Healthcare Innovation	FAB S331-1	602/543-6605	nursing.asu.edu
Recreation and Tourism Management, Department of	FAB S115A	602/543-6603	www.west.asu.edu/chs
Social Work, Department of	FAB S126	602/543-6602	www.west.asu.edu/chs
Information Desk	FAB lobby	602/543-5500	www.west.asu.edu/adaff/auxs/infodesk.cfm
International Student Services	UCB 320	602/543-8201	www.west.asu.edu/international
Learning Enhancement Center	FLHLB LL2	602/543-6151	www.west.asu.edu/lec
Library	FLHLB	602/543-8501	library.west.asu.edu
Native American Student Services	UCB 320	602/543-8138	www.west.asu.edu/nativeamerican

Parking Services (Permits, Appeals)	WIB 101	602/543-7275	west.asu.edu/parking
Recruitment and Outreach	UCB 105	602/543-8550	asu.edu/prospective
Residential Life (Las Casas)	LCR	602/543-2272	www.west.asu.edu/lascasas
Statistics Lab	CLCC 107	602/543-6117	www.west.asu.edu/statlab
Student Counseling Services	UCB 221	602/543-8125	www.west.asu.edu/sa/studenthealth
Student Employment	UCB 120	602/543-8178	www.asu.edu/fa/employment
Student Health Services	UCB 170	602/543-8019	www.west.asu.edu/sa/studenthealth
Student Life	UCB 320	602/543-8200	www.west.asu.edu/sa/studentlife
Student Media West Express Advertising	—	480/965-6555	—
Teacher Education and Leadership, College of	FAB S210A	602/543-6300	www.west.asu.edu/ctel
Elementary Education, Department of	FAB S218	602/543-6315	www.west.asu.edu/ctel/elem
Graduate Studies and Professional Development, Department of	FAB S220	602/543-3634	www.west.asu.edu/ctel/graduate
Secondary Education, Department of	FAB S251A	602/543-6445	www.west.asu.edu/ctel/sed
Special Education, Department of	FAB S252A	602/543-6380	www.west.asu.edu/ctel/spe
Testing Services	WIB 102	602/543-8136	www.west.asu.edu/sa/testing
University College	UCB 201	602/543-4600	www.west.asu.edu/uc
Veteran Services	UCB 120	602/543-8220	www.west.asu.edu/veteran
West campus	—	602/543-5500	www.west.asu.edu
Women's Studies Resource Center	UCB 323	602/543-3426	www.west.asu.edu/ws/wrc

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GRADUATE DEGREES AND MAJORS

The Graduate College at ASU provides students with opportunities to study beyond the bachelor's degree. The college admits 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. For a list of ASU graduate degrees, see [ASU Graduate Degrees](#).

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 Graduate College awards degrees upon the recommendation of the faculty offering the graduate degree programs.

Interdisciplinary Study

See [Interdisciplinary Study](#).

ADMISSION TO THE GRADUATE COLLEGE

Eligibility

Anyone who holds a bachelor's (or equivalent) or graduate degree from a regionally-accredited college or university of recognized standing is eligible to apply for admission to the Graduate College. 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.

Graduate College 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 Graduate College. 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 Graduate College at 480/965-6113.

Application Fee

Each application for entry to ASU graduate programs must be accompanied by a nonrefundable application fee. For current fees or admission information and procedures, access 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 Graduate College 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 the 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 Graduate College 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 (with grades of "B" or higher) 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 Graduate College 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 Graduate College. Many qualified applicants are denied because of limits on the number of students

admitted each year.

Notice of Admission Decisions

Only the dean of the Graduate College can make formal offers of admission. The Graduate College 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 and year 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 admission to the degree program. For more information, see [Credit Completed Before Admission](#).

Admission Classifications

Regular Admission

Applicants who fulfill all requirements for admission and are academically acceptable to both the academic unit and the Graduate College 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 Graduate College 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 test scores or transcripts unless students are applying to a graduate certificate program as well. 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 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. 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.

GRADUATE COLLEGE PROCEDURES

Change in Graduate Degree Program

A change from one graduate degree program to another requires a new application to the Graduate College. The usual admission procedures are followed. For details on matters relating to the application fee, see [Application Fee](#).

Readmission to the Graduate College

Any graduate student who has not been in attendance at the university for one semester must submit an application for readmission to the Graduate College. 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 updated.

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.

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 Registration and Tuition Payment Guide issued by the University Registrar's Office. Details regarding registration and course drop-add procedures are also provided in the Registration and Tuition Payment Guide. 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. The ASU Interactive online registration system, accessed at any registrar site, eases the enrollment process.

Audit Enrollment

Graduate students may register as auditors in one or more courses with the approval of the supervisory committee chair and the consent of the instructor involved. The student must be registered properly and pay the fees for the course. An audited course is counted in the student's maximum course load. It does not count for students who must take a minimum number of credits, e.g., teaching assistants or students receiving financial assistance. The mark of "X" is recorded for completion of an audited course, unless the instructor determines that the student's participation or attendance has been inadequate, in which case a "W" may be recorded. Audited courses cannot be included in a graduate program of study.

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, or submit a signed request to any registrar location. The ASU Interactive 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 Registration and Tuition Payment Guide or the *Summer Sessions Bulletin* for dates of the complete withdrawal periods. A student may not avoid any penalty for academic dishonesty by withdrawing from a course. A student may be reinstated to a course to receive a penalty of a reduced or failing grade, or XE.

Continuous Enrollment Policies

Graduate students must maintain continuous enrollment once admitted to a master's or doctoral degree program. See [Continuous Enrollment in a Master's Degree Program](#) and [Continuous Enrollment in a Doctoral Degree Program](#).

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

During the second week through the tenth week of the fall or spring semester, the third day through the third week of a summer session, or until the midpoint of the term for winter and flexibly scheduled sessions; a student may withdraw from any course with a grade of "W." See the Online ASU Interactive Schedule of Classes or the *Summer Sessions Bulletin* for dates of the withdrawal period. A student may not avoid any penalty for academic dishonesty by withdrawing from a course. A student may be reinstated to a course to receive a penalty of a reduced or failing grade, or "XE."

Complete Withdrawal

A student may withdraw with a grade of "W" from all classes through the semester transaction deadline, or on the last day of classes. A student may not avoid any penalty for academic dishonesty by withdrawing from a course. A student may be reinstated to a course to receive a penalty of a reduced or failing grade, or XE.

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.

A student may not avoid any penalty for academic dishonesty by withdrawing from a course. A student may be reinstated to a course to receive a penalty of a reduced or failing grade, or XE.

Complete Withdrawal from a Graduate Degree Program

If a student wants to withdraw entirely from a graduate degree program, he or she must notify the Graduate College by completing the voluntary complete withdrawal form available on the Web at www.asu.edu/graduate/forms/index.html. Students must still complete the appropriate forms with the University Registrar to withdraw from their courses.

Once the voluntary complete withdrawal has been processed, the student must reapply to the university before he or she would be eligible to enroll (unless already enrolled in another graduate degree program concurrently).

International students should contact the International Student Office before submitting a voluntary withdrawal form as it most likely will affect their visa status.

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, Graduate 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.

Enrollment Verification Guidelines

The registrar is responsible for verifying enrollment according to the general guidelines.

Enrollment Verification Guidelines for Graduate Students			
	Full Time	Half Time	Less Than Half Time
Regular semester			
Graduate	9 or more hours	5–8 hours	4 or fewer hours
Graduate assistant*	6 or more hours	—	—
Five-week summer session			
Graduate	3 or more hours	2 hours	1 hour
Graduate assistant*	2 or more hours	1 hour	—
Eight-week summer session			
Graduate	5 or more hours	3–4 hours	2 or fewer hours
* For enrollment verification purposes, "graduate assistant" is a generic term that includes teaching assistants, research assistants, teaching associates, and research associates.			

GRADUATE COLLEGE DEGREE REQUIREMENTS

Graduate Advising

The Graduate College' 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 below defines grades and gives their values.

Grades		
Grade	Definition	Value
A+	—	4.33 ¹
A	Excellent	4.00
A-	—	3.67
B+	—	3.33

B	Good	3.00
B-	—	2.67
C+	—	2.33
C	Passing	2.00
D	No graduate credit	1.00
E	Failure	0.00
I	Incomplete	—
NR	No report	—
W	Withdrawal	—
X	Audit	—
Y	Satisfactory	—
Z	Course in progress ²	—

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

² This grade is usually given pending completion of courses.

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 because the grade is not used at the graduate level. Grades on transfer work or ASU law credit are not included in computing GPAs (see [Scholarship](#)).

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 first serves as a record of the “I” grade and the work required to complete it. When the student has completed the work, the form then serves as 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. For more information, see [Scholarship](#).

University Policy for Student Appeal Procedures on Grades

Informal

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

- A. The aggrieved student must first follow the informal procedure of conferring with the instructor, stating the evidence (if any) and reasons for questioning that the grade received was not given in good faith. The instructor is obliged to review the matter, explain the grading procedure utilized, and show how the grade in question was determined. If the instructor is a graduate assistant and this interview does not resolve the difficulty, the student may then go to the faculty member in charge of the course (regular faculty member or director of the course sequence) with the problem.
- B. If the grading dispute is not resolved in step A, the student may appeal to the department chair or other appropriate chair of the area within the department (if any). The department chair may confer with the instructor to handle the problem. Step B applies only in departmentalized colleges.
- C. If these discussions are not adequate to settle the matter to the complainant’s satisfaction, the student may then confer with the dean of the college concerned (or the dean-designate), who will review the case. If unresolved, the dean or designate may refer the case to the college academic grievance hearing committee to review the case formally. In most instances, however, the grievance procedure does not go beyond this level.

Formal

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

- D. Each college has on file in the office of the dean (and in each department of the college) the procedures and composition of the undergraduate or graduate academic grievance hearing committee for student grievances. Each college committee shall operate under grievance procedures as stated, which satisfy due process

requirements. The committee shall always meet with the student and the instructor in an attempt to resolve the differences. At the conclusion of the hearing, the committee shall send its recommendations to the dean.

- E. Final action in each case is taken by the dean after full consideration of the committee's recommendation. Grade changes, if any are recommended, may be made by the dean. The dean shall inform the student, instructor, department chair (if any), the registrar, and the grievance committee of any action taken.

Scholarship

To be eligible for a degree in the Graduate College, a student must achieve two GPAs of 3.00 or higher. The first is based on the program of study GPA; the second on the overall graduate GPA.

The program of study GPA is based on all courses that appear on the program of study (with the exception of transfer and law credits). The overall graduate GPA is based on all courses numbered 500 or higher that appear on the transcript, with the exception of:

1. courses counted toward an undergraduate degree at ASU (unless shared with a master's degree in an approved bachelor's/master's degree program); and
2. courses noted as deficiencies in the original letter of admission.

Courses taken as an undergraduate at ASU and reserved for use in a graduate degree program are included in the overall graduate GPA. 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 the Graduate College can withdraw a student who is not progressing satisfactorily.

The designation of honors (such as cum laude) is reserved for undergraduates. The Graduate College 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 may 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

Undergraduate students who obtained senior status at the conclusion of the preceding enrollment term at ASU 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 any baccalaureate graduation requirements. Before registration in the class, the student must submit a Graduate College petition form requesting credit reservation; the form must be signed by the student's undergraduate advisor, the head of the academic unit offering the class, and the dean of the Graduate College.

Permission to reserve a course does not guarantee that the student will be admitted to a graduate degree program or that the course may be used toward graduate degree requirements. A maximum of nine semester hours of credit may be reserved, and only courses with a grade of "B" (3.00) or higher are applicable. Reserved credit is classified as nondegree credit and must fall within the six-year time limit for master's degrees to be included on a program of study. 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.

Transfer credits 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.

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. Up to 12 semester 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. In all cases, the inclusion of transfer courses on a program of study is subject to approval by the academic unit and the Graduate College.

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;
5. credits given for extension courses; and
6. credits completed before the posting of a bachelor's degree.

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. Additionally, transfer credits must be within the six-year time limit to be used on a master's program of study.

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.

Credit Completed Before Admission

Credit taken before admission to an ASU graduate degree program is nondegree credit. The semester and year on the Graduate College dean's letter of admission define the start of degree program enrollment. If the student is enrolled in courses during the semester and year stated on the admission letter, those courses—if applicable—may be considered part of a program of study, unless the student is an undergraduate. Credit reserved as an ASU undergraduate student is also classified as nondegree credit. See [Reserving of Course Credit by Undergraduates](#).

With the approval of the student's supervisory committee, the head of the academic unit, and the dean of the Graduate College, a maximum of nine semester hours of nondegree course work may be included in the program of study for a master's degree; a maximum of 12 semester hours of credit completed before admission may be included on the program of study for a doctoral degree. Individual academic units may accept less than nine nondegree semester hours for master's degrees and 12 nondegree semester hours for doctorates.

For more information, refer to the specific degree program.

Graduate Supervisory Committees

Upon the recommendation of the head of the academic unit, the dean of the Graduate College 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.

Tenured/tenure-track faculty may serve as members of a graduate supervisory committee and chair or cochair of a master's committee. Dissertation chairs and cochairs must be approved by the Graduate College. Emeritus faculty may serve as members or cochairs on graduate supervisory committees, and are eligible to serve as chairs with the recommendation of the academic unit and approval of the Graduate College.

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

Qualified individuals outside the university, upon the recommendation of the head of the academic unit and approval of the Graduate College, may serve as members of thesis and dissertation committees; however, such individuals generally may not serve as chairs or cochairs. With the approval of the academic unit and the dean of the Graduate College, former ASU faculty with students completing their degrees may continue to serve as cochairs. At least half of the committee must be current faculty at ASU.

Exceptions to the graduate supervisory committee policies may be approved upon recommendation of the academic unit and approval of the Graduate College.

Graduate Foreign Language Examination

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 the Graduate Foreign Language Examination specific to their particular graduate program. The examinations are administered three times each year by the School of International Letters and Cultures, which certifies language competency. The chair of the student's supervisory committee is responsible for providing the School of International Letters and Cultures 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 Graduate College for a reexamination but must pass the examination in no more than three attempts.

Students who take the Graduate Foreign Language Examination 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, 795 Continuing Registration—in the semester or summer session in which the exam is taken.

Theses and Dissertations

The master's thesis and doctoral dissertation must be based on original and independent research conducted by the student, under the guidance of the graduate supervisory committee while in attendance at ASU. The thesis or equivalent is an introduction to research writing. The dissertation should demonstrate the candidate's mastery of research methods, theory, and tools of the discipline. Both the thesis and dissertation should demonstrate the candidate's ability to address a major intellectual problem and to propose meaningful questions and hypotheses.

The Graduate College must review the final copy of the master's thesis, doctoral dissertation, and equivalent documents that are required to be placed in the library, with the exception of the applied project. The student is required to submit a complete copy of the thesis or dissertation for format review at least 10 working days before the proposed date of the oral defense. Doctoral students should submit a completed Survey of Earned Doctorates Awarded, 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 Graduate College allows certain flexibility in the format of the manuscript, but Graduate College guidelines must be followed as outlined in the *Format Manual*. Copies of the *Format Manual* are available in the Graduate College and at www.asu.edu/graduate/formatmanual on the Web.

The student must submit two final copies of the thesis or dissertation to the ASU Bookstore for binding. The student is responsible for the binding fees. Bound copies are placed in Hayden Library and Archives. Doctoral students are responsible for the University Microfilms International (UMI) microfilming fee, which covers the expense of having the document sent to UMI, where it is microfilmed and cataloged. Information on the dissertation later appears in *Dissertation Abstracts International*. The original signature of the doctoral student must appear on the UMI Dissertation Agreement Form.

Coauthored Work in Theses and 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. However, each student must complete a thesis or dissertation that is representative of the research or joint project that is an independent scholarly work.

When it is necessary to include data or information contained in coauthored works or the actual coauthored works in a thesis or dissertation, the graduate author is responsible for obtaining necessary permissions from involved parties, crediting the sources and inspiration of the research, and properly acknowledging the coauthors.

Research Involving Human and Animal Subjects

Dissertations or theses that make use of research involving human or animal subjects must include a statement indicating that the research has been approved by the appropriate university body.

Research involving human subjects conducted under the auspices of Arizona State University is reviewed by the University Human Subjects Institutional Review Board (IRB) in compliance with federal regulations. Research involving human subjects concerns the collection of data on subjects whose performance of any activity is required for the purpose of compiling data. This includes data obtained by observation, interview, questionnaire, experiment, or a secondary source. Documents containing any data collection from human subjects require that applications be submitted to the University Human Subjects IRB for approval before data collection or recruitment of subjects is initiated.

Research involving the use of animals conducted under the auspices of Arizona State University is reviewed by the Institutional Animal Care and Use Committee (IACUC) in compliance with federal regulations. Documents containing any data collection from animal research require that applications be submitted to the Institutional Animal Care and Use Committee for approval.

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 [Graduate College Calendar](#). 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 reapply for graduation.

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 "Graduate College Calendar," page [23](#), lists deadlines for the submission of theses and dissertations to the Graduate College, the last day to apply for graduation, the last day to hold an oral defense of a thesis or dissertation, and the last day to submit theses and dissertations to the ASU Bookstore for binding. This information is also available on the Web at www.asu.edu/graduate/generalinfo/GradDdlns. Published dates are subject to change.

Student Responsibility

Graduate students are responsible for knowing and observing all procedures and requirements of the Graduate College as defined in this catalog 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 on the Web at asu.edu/studentlife/judicial/academic_integrity.htm.

MISCONDUCT IN SCHOLARLY RESEARCH AND CREATIVE ACTIVITIES

Students are expected to maintain the highest standards of integrity and truthfulness in scholarly research and creative activities. Misconduct in scholarly research and creative activities includes, but is not limited to, fabrication, falsification or misrepresentation of data, and plagiarism. Misconduct by any student may result in suspension or

expulsion from the university and other sanctions as specified by the individual colleges. Policies on misconduct are available in the Office of the Vice President for Research and Economic Affairs and on the Web at www.asu.edu/aad/manuals/rsp/rsp210.html.

ASSISTANTSHIPS AND ASSOCIATESHIPS

Application Procedure

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

Teaching and Research Assistantships and Associateships

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

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

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

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

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

Assistantships, Associateships, and Commercial Services

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

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 the Graduate College 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 Graduate College and on the Web at asu.edu/graduate/current/studentappeals.htm.

Graduate Certificates

The graduate certificate is a programmatic or linked series of courses in a single field or in a field that crosses disciplinary boundaries. Graduate certificates facilitate professional growth for people who already hold the baccalaureate degree. Unlike more extensive graduate programs that provide candidates with research skills for a profession in academe or industry, graduate certificates offer candidates an opportunity for growth in their present fields of employment, an opportunity to try out a new field in which they may ultimately complete a graduate degree, or an opportunity for personal enrichment.

Admission

Applicants intending to pursue a graduate certificate must hold a bachelor's degree from a regionally accredited

institution and should have a cumulative junior/senior undergraduate GPA of 3.00 or higher. See [Admission to the Graduate College](#) for complete general graduate admission requirements. Contact the appropriate graduate certificate program for specific admission requirements.

Certificate Requirements

A minimum of 15 semester hours of graduate work approved by the student's graduate certificate program and the Graduate College is required for a graduate certificate. More than 15 semester hours are required in certain programs. No more than one-fifth (20 percent) of the minimum required credit hours for a graduate certificate may be transferred from another university. All course work used to complete an ASU graduate certificate must be completed within a six-year time limit. 400-level courses may be allowed with prior approval from the appropriate certificate program; however, note that a minimum of two-thirds of the courses taken to complete the certificate must be at the 500 level or above. Under most circumstances, applicable certificate course work must not have been used to fulfill requirements for a previously awarded degree. To be awarded a graduate certificate from ASU, all courses that will count for the certificate must have a cumulative GPA of 3.00 or higher.

Awarding of the Graduate Certificate

Students are eligible for the official posting of the graduate certificate to their transcripts when all applicable course work has been successfully completed and Graduate College scholarship requirements have been met. Students must complete, sign, and submit to their specific graduate certificate program the Application for Awarding of a Graduate Certificate form to be verified first by the certificate program and then by the Graduate College, thus ensuring that all requirements have been met before the graduate certificate is officially posted.

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 Graduate College](#). 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 Graduate College 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 appointed by the dean of the Graduate College upon the recommendation of the head of the academic unit. It is composed of a minimum of three members, including a chair or two cochairs, for students writing a thesis or equivalent. The supervisory committee must be approved by the dean of the Graduate College before the student may apply for the comprehensive examination or applied project, and before the student can register for 599 Thesis hours as part of the thesis requirement, if required for the degree program.

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 Graduate College at the earliest possible date. The program is approved by the dean of the Graduate College upon recommendation of the program of study advisor and the head of the academic unit. Changes in the planned program may be made by the student's program of study advisor, with the approval of the head of the academic unit and the dean of the Graduate College. A student is not eligible to apply for the comprehensive or final examination until a program of study has been approved.

Credit Completed Before Admission

For detailed information regarding this policy, see [Credit Completed Before Admission](#).

Sandra Day O'Connor College of Law Credit

The Graduate College accepts a numerical grade of 70 or above for courses taken in the Sandra Day O'Connor 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. See [Scholarship](#).

A maximum of six semester hours taken in the Sandra Day O'Connor 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 Sandra Day O'Connor College of Law.

Foreign Language Requirements

A graduate degree program may have a foreign language requirement. For certification of proficiency, see [Graduate Foreign Language Examination](#).

Comprehensive Examination and Applied Project

A comprehensive examination or applied project 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 master's programs. Students are not eligible to apply for the comprehensive examination or applied project 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 Continuing Registration) during the semester or summer session in which they take the comprehensive examination. Failure in the comprehensive examination is considered final unless the supervisory committee and the head of the academic unit recommend, and the dean of the Graduate College 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 or equivalent. The requirement varies with each degree program.

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 six 599 Thesis hours devoted to the writing of the thesis.

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 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. All members of the student's approved Graduate Supervisory Committee must attend the oral defense. When there are sound educational reasons for holding a defense under different circumstances, contact the Graduate College for approval before scheduling the defense.

The final oral defense of the thesis or equivalent must be scheduled with the Graduate College at least 10 working days in advance of the planned defense date, and the form to schedule the defense must be submitted when the thesis is submitted for format review to the Graduate College. The forms are available on the Web site at

www.asu.edu/graduate/forms.

Graduation

The student is eligible for graduation when all course work is successfully completed, the Graduate College 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 the Graduate College. The thesis must be submitted to the ASU bookstore for binding. See [Application for Graduation](#).

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 2002, the student must have completed all requirements by August 2008. The six-year maximum time limit applies to all semester credit hours appearing on a program of study, including nondegree, transfer, and law credits. See [Sandra Day O'Connor College of Law Credit](#).

Continuous Enrollment in a Master's Degree Program

A student in a master's degree program who does not enroll for one calendar year is considered withdrawn from the university and must fully reapply for admission to resume his or her degree program.

Withdrawal Policy

See [Withdrawal from the University](#).

Concurrent Master's Degrees

A student may pursue concurrent master's degrees with prior written approval from the head of the academic unit for each degree program and the Graduate College. A maximum of one-sixth of the minimum total semester hours for the completion of both degrees may be common hours shared between 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 College 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 and may only include course work completed after admission to both degree programs;
2. graduate credit transferred from another institution may be applied toward only one degree program;
3. 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; and
4. additional degree requirements for each degree program such as comprehensive examinations, applied projects, and/or the thesis must be exclusive and in the case of the thesis, an original work.

Concurrent enrollment in a doctoral program and master's degree program may not have common hours appear on both programs of study.

Doctoral Degrees

Admission

Graduate students may apply for admission to a doctoral degree program by filing an application with the Graduate Admissions Office. For general requirements, see [Admission to the Graduate College](#).

Course Work After Admission to Doctoral Program

In general, a student with an appropriate master's degree must complete a minimum of 54 semester hours of approved graduate work, including 12 hours of dissertation (or recital for Music majors), after admission to the doctoral degree program at ASU. A student without an appropriate master's degree usually must complete 84 to 90 semester hours of work at ASU.

Sandra Day O'Connor College of Law Credit

The Graduate College accepts a numerical grade of 70 or above for courses taken in the Sandra Day O'Connor 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 by the student's academic unit. These grades are not used in the two GPAs calculated for graduation. See [Scholarship](#).

Continuous Enrollment in a Doctoral Degree Program

Once admitted to a doctoral degree program, the student is expected to be enrolled continuously, excluding summer sessions, until all requirements for the degree have been fulfilled. Students must be enrolled in courses that meet the program requirements, which may include coursework, 792 Research, or 799 Dissertation. Credits that do not meet program requirements will not count toward continuous enrollment. If no additional credit is required toward the doctoral degree, the student may enroll for 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 petition for a leave of absence, endorsed by the members of the student's supervisory committee and the head of the academic unit, must be approved by the dean of the Graduate College. This request must be filed and approved before the anticipated absence.

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 of study without obtaining leave status may be removed automatically by the Graduate College, under the assumption that the student has decided to discontinue the program. A student removed by the Graduate College for this reason may reapply for admission; the application is considered along with all other new applications to the degree program.

Dissertation Committee

Upon the recommendation of the head of the academic unit, the dean of the Graduate College appoints the student's dissertation committee, consisting of a chair (or two co-chairs) 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 program of study advisor may serve as the chair of the dissertation committee. The committee must be approved by the dean of the Graduate College before the student may apply for the comprehensive examinations, defend the dissertation prospectus, and register for 799 Dissertation hours as part of the dissertation requirement, if required for the degree program.

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

Program of Study

The program of study should be submitted as early as possible and must have the approval of the student's program committee, head of the academic unit, and the dean of the Graduate College. 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.

The doctoral program of study generally consists of appropriate graduate course work and may also include 792 Research, if applicable. Students who are required to complete a dissertation for their doctoral program must include 12 (and only 12) semester hours of 799 Dissertation on the doctoral program of study.

Foreign Language Requirements

Language requirements are determined by the academic unit concerned. For information concerning certification of proficiency, see [Graduate Foreign Language Examination](#).

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

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 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.

Failure in the comprehensive examinations is considered final unless the supervisory committee and the head of the academic unit recommend, and the dean of the Graduate College 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 (with the exception of students in the Doctor of Audiology program) achieve candidacy status in a letter from the dean of the Graduate College upon

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

Doctoral students who have been advanced to candidacy are still required to maintain continuous enrollment until all degree requirements have been completed. See [Continuous Enrollment](#).

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. The research on which the dissertation is based should be conducted during the time of the student's doctoral studies at ASU, under guidance of ASU faculty, and in accordance with Graduate College policies and procedures.

The purpose of the dissertation is for students to learn to conduct a major, independent research project and to present the results, all under the guidance of an experienced doctoral mentor. The dissertation is also a demonstration of the student's ability to conduct a major research project at the highest level of professional competence. The research experience culminates in a final oral exam, commonly known as the "dissertation defense." At ASU, defenses are public; students and faculty from the candidate's unit are especially encouraged to attend. In the successful dissertation defense, doctoral study culminates in a public affirmation of the student's scholarly competence and of his or her new status in the community of scholars.

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

If the student is unable to complete revisions to the dissertation and meet the ASU Bookstore deadline for the semester in which the defense is held, the student must complete the revisions and present the finished document to the ASU Bookstore by the submission deadline of the semester following the oral defense. For more information, see [Theses and Dissertations](#).

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. All members of the student's approved Graduate Supervisory Committee must attend the oral defense. When there are sound educational reasons for holding a defense under different circumstances, contact the Graduate College for approval before scheduling the defense.

Graduation

The student is eligible for graduation when the Graduate College 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 the Graduate College. Dissertations must be submitted to the ASU bookstore for binding. See [Application for Graduation](#).

Maximum Time Limit

Doctoral students must complete all program requirements within a ten-year period. The ten-year period starts with the initial enrollment into the doctoral program. In addition, the student must take the final oral examination in defense of the dissertation within five years after passing the comprehensive examinations.

Withdrawal Policy

See [Withdrawal Policies and Procedures](#).

Concurrent Doctoral Degrees

A student may pursue concurrent doctoral degrees with prior written approval from the head of the academic unit for each degree program and the Graduate College. In all cases, these guidelines must be followed:

1. the student must be enrolled in both programs each fall and spring semester to maintain continuous enrollment or must petition for a leave of absence;
2. the two programs of study may not have shared hours taken at ASU, including credits completed as a nondegree

- student or reserved course work from a bachelor's degree program;
- graduate credit transferred from another institution may be applied toward only one degree program, which includes applied credit from a completed master's degree; and
 - additional degree requirements for each degree program such as comprehensive examinations, the dissertation prospectus, and the dissertation must be exclusive and in the case of the dissertation, an original work.

DOCTOR OF PHILOSOPHY

Admission

Graduate students may apply for admission to the PhD program by filing an application with the Graduate Admissions Office. See [Admission to the Graduate College](#), for general requirements.

Program of Study

The program of study should be submitted as early as possible and must have the approval of the student's program committee, head of the academic unit, and the dean of the Graduate College. The program of study is reviewed simultaneously with the recommendation for the program committee.

A minimum of 84 semester hours is required for the PhD degree; 12 (and only 12) of these hours must be 799 Dissertation. Of the 84 semester hours, at least 30 hours (which may include research credit) of the approved PhD program and 12 dissertation hours must be completed after admission to the student's PhD program.

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.

Foreign Language Requirements

Language requirements are determined by the academic unit concerned. For information concerning certification of proficiency, see [Graduate Foreign Language Examination](#).

Comprehensive Examinations

When students have essentially completed the course work for an approved program of study, they should request permission to take the comprehensive examinations. PhD comprehensive examinations are administered by a committee consisting of three to five members, depending on the requirements of the academic unit. 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 795 Continuing Registration) during the semester or summer session in which they take their comprehensive examinations. Failure of the comprehensive examinations is considered final unless the supervisory committee and the head of the academic unit recommend, and the dean of the Graduate College 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 the Graduate College upon

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

Dissertation Requirements

The student is expected to present a dissertation to satisfy the research requirement for the PhD degree. The dissertation is defended in an oral examination commonly known as the dissertation defense.

The final copy of the dissertation must be reviewed by the student's supervisory committee and submitted to the Graduate College for format evaluation at least 10 working days before the defense date. The doctoral student must submit two final copies of the dissertation to the ASU Bookstore for binding. The student is responsible for the binding fees. Bound copies are placed in Hayden Library and Archives.

If the student is unable to complete revisions to the dissertation and meet the ASU Bookstore deadline for the semester in which the defense is held, the student must complete the revisions and present the finished document to the ASU Bookstore by the submission deadline of the semester following the oral defense. For more information, see [Theses and Dissertations](#).

Final Examination

The final oral examination in defense of the dissertation is mandatory and must be held on an ASU campus. In general, it is expected that oral defenses will be held 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 Graduate College for approval before scheduling the defense.

The oral examination must be scheduled with the Graduate College at least 10 working days in advance of the planned defense date. The form to schedule the defense must be submitted when the thesis is presented for format review to the Graduate College.

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 795 Continuing Registration) during the semester (including summer session) in which the student defends the dissertation.

Graduation

The student is eligible for graduation when the Graduate College 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 the Graduate College. Dissertations must be submitted to the ASU bookstore for binding. See [Application for Graduation](#).

Maximum Time Limit

Doctoral students must complete all program requirements within a ten-year period. The ten-year period starts with the initial enrollment into the doctoral program. In addition, the student 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 the Graduate College and ordinarily involves repetition of the comprehensive examinations.

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480/965-7179

COOR 6674

Sherry Harlacher, Advisor

Graduate students in any discipline may pursue a Certificate in Asian Studies in conjunction with their degree programs. This program is also open to students who already hold graduate degrees and have been 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 emphasis in Central, East, South, or Southeast Asia. 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 their region of emphasis. 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 Research, COOR 6674, or call 480/965-7179.

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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 Professor: Allen

Civil and Environmental Engineering

Assistant Professor: Allen

Earth and Space Exploration

Regents' Professors: Christensen, Greeley

Geography

President's Professor: Cerveny
Professors: Balling, Brazel, Zehnder
Associate Professor: Ellis

Life Sciences

Professors: Day, Klopatek

Mathematics and Statistics

Professors: Lopez, Mahalov, Nicolaenko, Ringhofer
Associate Professor: Gelb

Mechanical and Aerospace Engineering

Professors: Boyer, Fernando
Assistant Professor: Calhoun

The interdisciplinary certificate program in Atmospheric Science is administered by an Executive Committee composed of faculty from the Ira A. Fulton School of Engineering and the College of Liberal Arts and Sciences. The objective of this program is to recognize ASU graduate students who specialize in a thesis or dissertation topic related to the atmospheric or oceanic sciences.

A minimum of 16 semester hours consisting of three core courses and two electives, plus a capstone seminar (one semester hour), are required to complete the certificate. Students must also complete a dissertation on a topic related to the atmospheric or oceanic sciences under the supervision of a faculty member from one of the cooperating departments. A full description of the program is available on the Web at geography.asu.edu/atmocert.

Students qualify for admission to the certificate program by maintaining good standing in a cooperating department and completing an application specific to the Atmospheric Science Certificate. Admission is subject to approval of the Executive Committee.

For more information, access the program Web site, or call 480/965-3051.

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Intercollegiate Interdisciplinary Graduate Programs

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Many graduate programs have an interdisciplinary dimension. The programs in this section are administered by more than one college. Refer to the college sections for other interdisciplinary programs. For more information, see [Interdisciplinary Study](#).

Arts, Media, and Engineering

ame.asu.edu

480/965-9253

At ASU, engineering, arts, and science disciplines invested in media research and training have come together to create the Arts, Media, and Engineering program (AME). The program's mission is research and education in the integrated development of media systems. The program's specialized focus is the study and development of experiential media systems. These are systems that integrate computation and digital media in the physical human experience for the production of enhanced physical-digital experiences. The program's goals are achieved through a large interdisciplinary network of faculty and students working under a common, use-inspired research and education agenda.

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

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

Business Administration

Interdisciplinary Doctoral Program

www.poly.asu.edu/msabr/agb_phd.htm

480/727-1585

WANER 240

The Morrison School of Agribusiness and Resource Management and the W. P. Carey School of Business offer an interdisciplinary program leading to the PhD degree in Business Administration with a concentration in agribusiness.

DOCTOR OF PHILOSOPHY

As an academic discipline, agribusiness focuses on the application of theory and quantitative methods in economics, finance, marketing, and management to issues involved in the production, distribution, and marketing of food and fiber. Agribusiness PhD students study topics such as consumer behavior in food markets, strategic marketing by food retailers, supply-chain management, derivatives and risk management, and international agricultural trade and policy. The objective of the agribusiness PhD program is to produce scholars who are trained in the latest methods of business and economic analysis. Graduates are prepared to be at the forefront of problem solving in one of the most important sectors of the global economy. With this background, graduates of the concentration are expected to assume

teaching and research positions at top-ranked research universities.

Admission

Applicants to the PhD in Business Administration with a concentration in agribusiness must submit an application for admission by January 15, and all supporting materials in time to obtain a complete application package by February 1 for fall study. For general admission requirements, access the Web site at wpcarey.asu.edu/grad/phd/phd_ba_concentrations.cfm. All application packets meeting these minimum requirements will be evaluated by graduate faculty of the Morrison School.

Program of Study

See [Doctor of Philosophy](#), for general requirements. Agribusiness PhD students are expected to develop programs of study that consist of three elements: (1) a core of theory and quantitative methods course work in economics and management from the W. P. Carey School, (2) completion of at least one advanced course in economics, finance, and marketing or management from the W. P. Carey School, and (3) completion of a two-course sequence of PhD-level theory and methods as applied to issues and concepts specific to the agribusiness sector from the Morrison School. The agribusiness PhD is designed to allow "flexibility with focus" so each student's program of study is unique, but is designed to produce the highest level of research competency in the student's chosen area of interest.

Comprehensive Examination

After completion of all course work, each student completes a comprehensive written examination that covers both core and interest-area subject matter. The intent of the exam is to determine whether the student is sufficiently prepared to conduct dissertation research to the standards of the W. P. Carey School and the Morrison School research faculty. Consequently, the exam is set and graded by faculty in both schools. Students must pass the comprehensive exam and have their dissertation prospectus accepted by their committee in order to be admitted to candidacy.

Dissertation

PhD students select a dissertation committee consisting of a minimum of three faculty members, with at least one member from the W. P. Carey School and one from the Morrison School. The PhD dissertation represents an original body of research that contributes to existing knowledge in the chosen field in a significant way.

Final Examination

Upon completing the dissertation, PhD candidates take an oral examination in defense of their work. The oral examination is administered by the PhD committee and one external member from within the university community. The PhD is granted upon successful completion of the oral defense and any revisions to the dissertation required by committee members.

Creative Writing

Interdisciplinary Master's Program

www.asu.edu/clas/english/creativewriting

480/965-3528

LL 307C

Terry Hummer, Director, Executive Committee

English

Regents' Professors: Dubie, Ríos
Professors: Boyer, Goldberg, Hogue, Hummer, Pritchard, Rhodes
Associate Professors: McNally, Savard
Senior Lecturer: Cook

Theatre and Film

Associate Professor: Reyes

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 School of Theatre and Film in the Katherine K. Herberger College of the 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 School of Theatre and Film, 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 Graduate College, applicants should 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 on the basis of excellent creative and academic work. Deficiencies in undergraduate preparation may be removed while pursuing the MFA degree. Applicants must also submit the following:

1. three letters of recommendation;
- 2 a professional résumé; and
3. a statement of career goals, including the designation of an area of specialization (options include creative nonfiction, fiction, playwriting, and poetry) 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

Application should be made to the Graduate College at www.asu.edu/graduate, and transcripts should also be mailed directly to the Graduate College. All other materials and manuscripts, including the teaching assistant application form, should be submitted to the Department of English by January 15. 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 the Graduate College. 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 48 semester hours of graduate credit approved by the student's supervisory committee, the director of the Creative Writing Committee, and the dean of the Graduate College. The program of study must include the following: THP 519 (three semester hours), 560 (15 semester hours), 561 (three semester hours), 598, and 693 (six semester hours). The literature component must include THE 500, 504, 520, and 562.

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.

Comprehensive Examinations

A final written comprehensive examination is required and is scheduled once each semester and once during the summer. The student is 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 the Graduate College. 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 is required of all students in the poetry and prose program. For all playwrights THP 693 is required. For nine semester hours of credit, the student creates a book-length volume of poetry, short stories, novel, drama, translation, or creative nonfiction (except literary criticism). This project must be approved in advance by the student's supervisory committee on the basis of sample pages and a summary of the proposal. The supervisory committee must evaluate and approve the final project. As the last requirement for the degree, the candidate must read or perform from the practicum or applied project before students and members of the faculty.

RESEARCH AND SCHOLARLY ACTIVITY

Research and scholarly endeavors inform the creative work of the faculty, which includes publication of poetry, fiction, and drama; collaborative production with musicians, fine printers, and visual artists. Special research courses are offered on contemporary perspectives emphasizing such topics as "Magical Realism," "The Long Poem," "Pedagogy Forum for Creative Writers," "The Literature of Obsession," "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 Virginia G. Piper Center for Creative Writing and other agencies, have brought together writers, editors, and publishers, focusing attention on issues in publishing creative work. The School of Theatre and Film regularly brings guest artist playwrights to campus to enhance the learning experience of students.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

Geographic Information Science

Interdisciplinary Certificate Program

www.asu.edu/giscert

480/965-7533

SCOB 330

Elizabeth Wentz, Director, Executive Committee
John M. Briggs, Associate Director, Executive Committee

Geographical Sciences

Associate Professor: Wentz

Assistant Professors: Edsall, Myint, Torrens

Life Sciences

Professors: Briggs, Klopatek

Planning

Associate Professor: Guhathakurta

Under the auspices of the School of Geographical Sciences, the interdisciplinary certificate program in Geographic Information Science (GIS) is administered by an executive committee. The objective of this program is to enable ASU graduate students and GIS professionals to learn how to apply GIS concepts and technology for the purposes of spatial analysis.

A minimum of 16 semester hours consisting of three required and two elective courses (three semester hours each) plus a capstone seminar (one semester hour) is required to complete the GIS Certificate. For a full description of the program course work, access the GIS Web site at www.asu.edu/giscert.

Current graduate students receive priority admission to the certificate program. Students qualify for admission to the certificate program by maintaining good standing in a cooperating department and completing an application specific to the GIS Certificate. Practicing professionals who already hold a graduate degree furnish proof of an advanced degree by a formal transcript and enroll as nondegree graduate students through the Graduate College. Prospective students must complete prerequisites listed for the level one required course, or pass a proficiency test.

Physical Activity, Nutrition, and Wellness

Interdisciplinary Doctoral Program

www.poly.asu.edu/ecollege/wellness

480/727-1945

EAW 109

Pamela Swan, Executive Committee Chair

Exercise and Wellness

Professor: Ainsworth

Associate Professors: Swan, Tudor-Locke

Assistant Professor: Lee

Nursing

Professor: Fleury

Nutrition

Professors: Johnston, Vaughan

Associate Professor: Hampl

Assistant Professors: Winham, Woolf

The Executive Committee of the Physical Activity, Nutrition, and Wellness program offers an interdisciplinary

graduate program leading to the PhD degree in Physical Activity, Nutrition, and Wellness (PANW). One of the unique features of this interdisciplinary program is that a student may tailor a course of study to fit individual needs and goals within two main concentration areas: (1) exercise and wellness and (2) nutrition. The program focuses on issues that contribute to health through the reduction of disease risk, quality of life promotion, and enhancement of well being. While many healthy lifestyles are studied, the emphasis is on physically active living and sound nutrition.

DOCTOR OF PHILOSOPHY

The PhD degree in PANW is an individualized interdisciplinary program that integrates graduate courses from several academic units to provide a sound foundation for research leading to a dissertation. The PANW doctoral program prepares research scholars, teachers, and professionals who study physical activity, nutrition, healthy lifestyles, and wellness. The program prepares graduates for careers in higher education, government agencies, and health-related positions in private industry. The interdisciplinary PhD program requires residency and three years of full-time study after the master's degree. Students are actively involved in research at all stages of their doctoral study through their participation in formal research internships, independent research experiences, seminars and colloquia, and dissertation research.

Admission

In addition to meeting Graduate College requirements, students must submit a letter designating potential concentration area, area of research interest, the name of a potential mentor (from the list of approved faculty mentors), and a statement of career goals to the chair of the PANW Executive Committee. Graduate Record Examination (GRE) scores (verbal, quantitative, and writing), a writing sample, a professional résumé, and three letters of recommendation must also be submitted. Additionally, all students must submit an application for a teaching or research assistantship. Applicants whose native language is not English must submit a Test of English as a Foreign Language (TOEFL) score. Applicants must have successfully received a master's degree before admission to the PhD program, and it is preferable that they have completed a data-based research thesis. Admission decisions are based on the compatibility of the applicant's research interests and career goals with the purpose of the degree program, previous academic training and GPA, GRE scores, recommendations, and match of research interests with those of available mentors. First priority for fall admission is given to completed applications received by January 15.

Program of Study

The program of study (POS) consists of a minimum of 68 semester hours past the MS degree distributed across five areas of study: core (12), internships (two), inquiry/analysis (15), concentration (15) and dissertation (24). It is expected that 12 of the 15 semester hours in the concentration are in a focused content area within the concentration. In addition, at least three but not more than nine semester hours in the concentration should be taken from a program/department outside the student's home program. An individual POS is selected in consultation with the student's supervisory committee. It is expected that students admitted to the PhD program have a strong foundation in either exercise and wellness or nutrition. Those lacking background in these areas are required to make up deficiencies before gaining admission to the program. Minimal undergraduate course requirements are human anatomy/physiology; BIO 201 and 202 Human Anatomy and Physiology I and II; NTR 241 Human Nutrition; and EXW 315 Physiological Foundations of Movement. It is also expected that all students enter the program with at least one graduate-level basic statistics and one basic research methods course. Other requirements may be necessary depending on the area of study and are determined by the mentor and program committee.

Residence

It is expected that students spend three years in full-time residence. The intent is to involve and embed the student in ongoing research as well as class study. Thus, all PhD students are to be full-time students and hold part-time appointments (50 percent time, 20 hours a week) as a teaching assistant or research assistant. As such, to be accepted into the program one must have the expertise, experience, and willingness to teach courses in the physical activity program or in the EXW or nutrition undergraduate curriculum or be a research assistant and conduct research with a mentor as funding allows.

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 approved by the PANW Executive Committee and the dean of the Graduate College. After the dissertation committee has approved the dissertation prospectus, the student is eligible to apply for admission to candidacy. At least 12 semester hours of dissertation must be taken following advancement 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 chair of the PANW Executive Committee, and the dean of the Graduate College and

ordinarily involves repetition of the comprehensive examinations.

COURSES

For courses, refer to the course listings under the Department of Exercise and Wellness and the Department of Nutrition. Applicable courses are also available through other departments with approval of the student's supervisory committee.

Statistics

Interdisciplinary Master's and Certificate Programs

www.asu.edu/graduate/statistics

480/965-5003

PS A744

Dennis L. Young, Codirector, Executive Committee
Douglas C. Montgomery, Codirector, Executive Committee

Economics

Professor: Mayer

Associate Professor: Wilson

Health Management and Policy

Associate Professor: Reiser

Industrial Engineering

Professors: Askin, Hubele, Montgomery, Runger

Assistant Professors: Kulahci, Pan

Information Systems

Professor: St. Louis

Mathematical Sciences and Applied Computing

Professor: Berger

Associate Professor: Borrer

Mathematics and Statistics

Professors: Eubank, Lohr, Young

Associate Professor: Prewitt

Assistant Professors: Chen, Majumdar, Yang

Supply Chain Management

Associate Professor: Brooks

The Committee on Statistics offers a program leading to a graduate Certificate in Statistics and the MS degree in Statistics. The program is interdisciplinary in that it draws upon faculty research and teaching interests from various academic units so that programs of study can be tailored to reflect individual needs and goals. The committee, which sets program requirements and supervises programs of study, is composed of faculty from departments in the Ira A. Fulton School of Engineering, the College of Liberal Arts and Sciences, the W. P. Carey School of Business, and the New College of Interdisciplinary Arts and Sciences.

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](#), 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 Graduate College (see [Admission to the Graduate College](#)) and must, in addition, have three letters of academic recommendation submitted to the admissions subcommittee of the Committee on Statistics. Although most applicants earn the bachelor's degree in a quantitative area (such as statistics, quantitative business analysis, mathematics, engineering, or computer science), this is not required for admission to the program.

Applicants should have completed the following courses (equivalents at ASU are given in parentheses): calculus (MAT 270, 271, and 272), advanced calculus (MAT 371), linear algebra (MAT 342), computer programming (CSE 100), and introductory applied statistics (QBA 221 or STP 420). The submission of Graduate Record Examination test scores is strongly recommended, but not necessary.

Supervisory Committee

Upon entering the program, the student should contact the program director for assistance in selecting a three-member supervisory committee. (Typically, the student progress subcommittee of the Committee on Statistics serves as the student's initial supervisory committee.) The faculty member who directs the student's work on the thesis or applied project must be a member of the Committee on Statistics and serves as the chair of the student's final supervisory committee.

Program of Study

The student's program of study must contain at least 30 semester hours of credit, none of which may be from the prerequisites and at least 18 of which must be at or above the 500 level. The program must include the nine semester hours from three required theory courses: probability (STP 421), mathematical statistics (STP 427), and theory of statistical linear models (STP 526). The program must also include either three semester hours of applied project (IEE 593, QBA 593, or STP 593) or six semester hours of thesis (IEE 599, QBA 599, or STP 599).

The remaining 15 or 18 semester hours may come from elective courses chosen by the student with the approval of supervising faculty. A maximum of six semester hours may be chosen from a related field on which statistics relies (such as computer science) or in which statistics is an essential tool (e.g., biostatistics, quality control).

The required theory courses are fundamental to the education of statisticians and are necessary for more advanced graduate study. The elective courses allow the student to emphasize a particular area of statistical inference, culminating in an applied project report or a thesis on a topic in that area. The student has considerable flexibility in selecting an area of specialty. Possible areas of specialty include, among others, mathematical statistics, biostatistics, applied data analysis, design of experiments, statistical modeling, time series analysis, statistical process control, variance components analysis, statistical computing, and survey research. Sample programs of study for such areas of specialty may be obtained from the director of the program.

Foreign Language Requirements

None.

Comprehensive Examination

None.

Thesis Requirements

Either an applied project or a thesis is required. The content of the applied project report or thesis must, in its final form, be suitable for submission to an academic journal or conference proceedings. The thesis must conform to Graduate College 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 nonparametric 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

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

Transportation Systems

Interdisciplinary Certificate Program

www.asu.edu/caed/transportation

480/965-6395

AED 358

Mary Kihl, Director

Aeronautical Management Technology

Professor: Gesell

Associate Professor of Practice: Karp

Civil and Environmental Engineering

Professors: Mamlouk, Pendyala, Washington

Assistant Professor: Ahn

Geography

Associate Professor: Kuby

Planning

Professors: Kihl, Pijawka

Associate Professor: Guhathakurta

Assistant Professors: Balsas, Golub

Under the auspices of the Graduate College, 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 522 Transportation Law (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)
GPH 471 Geographics: Interactive and Animated Cartography and Geovisualization (3)
GPH 598 ST: Geographic Information Science I (3)
GPH 598 ST: Geographic Information Science II (3)
PAF 505 Public Policy Analysis (3)
PUP 398 Sustainable Transportation (3)
PUP 544 Urban Land Use Planning (3)
PUP 550 Transportation and the Environment (3)
PUP 598 Special Topics (3)
PUP 642 Land Economics (3)
PUP 662 Planning Methods II: Quantitative Planning Analysis (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 at 480/965-6395.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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linguistics.asu.edu

480/965-2374

For information on the Graduate Certificate in Linguistics, access linguistics.asu.edu, or call 480/965-2374.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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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

Professors: Schleif, Wolfthal
Senior Lecturer: Mittman

Barrett, the Honors College

Senior Lecturer: Facinelli

English

Professor: Bjork
Associate Professors: Corse, Voaden
Assistant Professors: Fox, Thompson

History

Professors: Batalden, Burg, Green, Lavrin, Tillman, Warnicke
Associate Professors: Barnes, Thornton

Languages and Literatures

Professors: Alexander, Losse
Associate Professors: Candela, Sanchez, Vitullo

Literature, Writing, and Film (Polytechnic campus)

Professor: Moulton

Law

Professors: Kader, Rose

Music

Associate Professors: Haefer, Holbrook

Philosophy

Professor: White

Religious Studies

Associate Professor: Clay

Theatre and Film

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.

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification](#)

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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](#), or call 602/496-0500.

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480/965-0951

The Katherine K. Herberger College of the 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.

The Certificate in Public Art program is open to all ASU graduate students irrespective of their majors and to nondegree graduate students provided they meet the following criteria. Students must have a U. S. bachelor's degree or equivalent from a regionally accredited institution. A bachelor's degree in the United States is a four-year degree program that follows 12 years of primary and secondary school work. The student 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. International students seeking admission to the certificate program as a nondegree graduate student must already hold a valid visa.

Preference for admission to the certificate program is given to individuals with a degree in the visual arts or who have experience in the field of arts administration with either a municipal arts commission or an established public art program.

No more than six semester hours of the certificate program can be shared with any other degree or certificate program at ASU. No course work can be transferred from another institution to the ASU certificate program. Students are required to maintain a 3.00 cumulative GPA in graduate certificate course work to remain in the program. Students not currently enrolled in a degree program at ASU may be admitted to the certificate program as nondegree graduate students. To obtain nondegree status, applicants must have a Bachelor's degree or equivalent from an accredited university or college.

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.

Admission

Students must currently be enrolled in a master's-level program at ASU, or be accepted by the Graduate College with nondegree status before they apply to the Certificate in Public Art program. There is no deadline for applications. It is the applicant's responsibility to ensure that all materials arrive. Incomplete applications will not be considered.

For more information about the Graduate College application process, access the Web site at asu.edu/graduate. The Certificate in Public Art program application for admission is available on the Web at herberger.asu.edu/public_art/certificate/apply.html.

The following materials must be submitted for an application to be considered complete:

1. a written statement of purpose and experience;
2. one official copy of all college or university transcripts;
3. three letters of recommendation; and
4. a curriculum vitae or résumé.

Materials should be submitted to:

KATHERINE K. HERBERGER COLLEGE OF THE ARTS
OFFICE OF PUBLIC ART

PO BOX 872102
TEMPE AZ 85287-2102

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Scholarly Publishing

Certificate Program

www.asu.edu/clas/history/areas/scholarly_publishing

480/965-7726

COOR 4500

J. Kent Calder, Director

Professor of Practice
Calder

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 4500, 480/965-7726.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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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 63,278 full-time and part-time students through ASU at the Tempe campus; the West campus in northwest Phoenix; the Downtown Phoenix campus; the Polytechnic 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.

Fall 2006 Enrollment

Type	Students
Total	63,278
Downtown Phoenix campus	6,229
Polytechnic campus	6,545
Tempe campus	51,234
West campus	8,211
National Merit Scholars (incoming freshmen)	188

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](#).

The academic units develop and implement the teaching, research, and service programs of the university, aided by

the university libraries, museums, and other services.

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

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

It is the policy of ASU to provide equal opportunity through affirmative action in employment and educational programs and activities. Discrimination is prohibited on the basis of race, color, religion, national origin, citizenship, sex, gender identity, sexual orientation, age, disability, Vietnam-era veteran status, other protected veteran status, newly separated veteran status, or special disabled 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. The director of Equal Opportunity/Affirmative Action is the Title IX coordinator.

ASU is committed to taking affirmative action to increase opportunities at all levels of employment and to increase 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, newly separated 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 Intergroup Relations Center (IRC) is an education, research, and advocacy unit that advances the understanding and practice of effective intergroup relations. Situated in the office of the executive vice president and provost, the center's focus is to build awareness of and appreciation for diversity, and to foster a climate of inclusion both on and off campus. The IRC core functions are training and education, conducting research on intergroup processes, and serving as a clearinghouse for resources related to diversity, intergroup relations, and social justice.

The IRC staff offers a standard set of ongoing programs for students, faculty, staff, and administrators, as well as for members of the off-campus community. These programs promote participant awareness on diversity dimensions such as race, ethnicity, gender, age, sexual orientation, ability status, nationality, and religion, and focus on skills acquisition in the areas of intergroup communication, leadership, and collaboration.

Undergraduate students are provided opportunities to gain leadership experience through retreats, to receive hands-on experience in conducting social justice campaigns, and to become effective collaborators across various social identity groups. The center also offers students structured dialogue classes, internships, practica, and regional trips to relevant sites (e.g., the Museum of Tolerance).

Faculty and staff programs include workshops, lectures, and collaborative initiatives focused on diversity in the classroom and the workplace. The IRC sponsors campus visits by nationally and internationally recognized scholars in an effort to engage dialogue about diversity in higher education specifically, and intergroup relations in society, more generally. IRC staff also provide tailored presentations and workshops to on-campus units. The center is actively involved in funded research projects that

promote the study and practice of intergroup relations.

The IRC mission is to build individual and institutional capacity for understanding difference and engaging respectful relationships.

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. Successive semesters saw continuing increased enrollment.

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

Years of Growth and Stature

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

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

Under the leadership of Dr. Lattie F. Coor, from 1990 to June 2002, ASU grew to serve the Valley of the Sun through multiple campuses and extended education sites. His commitment to diversity, quality in undergraduate education, research, and economic development underscored the university’s significant gains in each of these areas over his 12-year tenure. Part of Dr. Coor’s legacy to the university was a successful fund-raising campaign. Through private donations, primarily from the local community, more than \$500 million was invested in targeted areas that significantly impact the future of ASU. Among the campaign’s

achievements were the naming and endowing of Barrett, the Honors College, the Katherine K. Herberger College of the Arts, and the Morrison School of Management and Agribusiness at the Polytechnic 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 Dr. Michael M. Crow joined the university as its 16th president. At his inauguration, President Crow highlighted his vision for transforming ASU into a model for the New American University—one that is open and inclusive; that embraces its cultural, socioeconomic, and physical setting; and that promotes entrepreneurship, use-inspired research, and global engagement. As the only research university serving the metropolitan Phoenix area, ASU is in a unique position to evolve in lockstep with its region to become one of the premier intellectual institutions in the world.

The university's vision and advancing commitment to enhanced accessibility and quality is evidenced by the admittance of its largest and most accomplished freshman class in fall 2006 and its numerous nationally recognized programs in various fields, including accounting, astrobiology, creative writing, design science, ecology and evolutionary biology, electron microscopy, music, nanotechnology, psychology, solid-state science, and supply chain management.

In addition, ASU continues its most aggressive capital building effort in more than a decade. With the fall 2006 opening of its fourth campus in Downtown Phoenix, the state-of-the-art Hassayampa Academic Village, and ongoing improvements to the Polytechnic, West, and Tempe campuses, ASU is further advancing its leading-edge role in shaping higher education in the 21st century.

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 2005–2006, ASU finished 13th nationally in the Sports Academy Directors' Cup, which recognizes the top athletic programs in the country. Fourteen teams finished in the top 20 nationally with five teams posting top 10 finishes. Women's cross country finished fourth; women's golf, fourth; women's track and field, fourth; softball, fifth; and women's gymnastics, ninth.

Graduate College

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 Polytechnic campus, Tempe campus, West campus, Downtown Phoenix campus, the ASU Research Park, and various other entities and facilities. For campus location map and campus maps, see [ASU Campus Maps](#).

Downtown Phoenix

The Downtown Phoenix campus opened for classes in fall 2006. The university's newest campus is the product of an exciting partnership between ASU and the City of Phoenix, as supported by a voter-approved municipal bond in March 2006. Located at multiple sites in central Phoenix, the campus includes University Center at 411 N. Central Ave., the Post Office at 522 N. Central Ave., Phoenix Urban Research Laboratory (PURL) at 234 N. Central Ave., Residential Commons at 401 N. First Street, the College of Nursing & Healthcare Innovation at 500 N. Third Street, and the Mercado, bounded by Fifth and Seventh Streets and Van Buren and Monroe Streets. Currently comprising the College of Nursing & Healthcare Innovation, the College of Public Programs, and University College, the Downtown Phoenix campus also includes numerous research centers. In 2008, the Walter Cronkite School of Journalism and Mass Communication, KAET-TV, and the School of Global Health also will move to the Downtown Phoenix campus.

The campus offers a variety of daytime and evening courses and degree programs that promote a vision of providing excellent undergraduate and graduate education accessible to a broad population. Academic programs connect knowledge, theory, and

practice as a foundation for community involvement and civic participation and thus are suited to individuals working in private business, government service, health fields, law enforcement, nonprofit organizations, and others. These offerings are scheduled at convenient times and offered in various formats and modes of delivery. Continuing education classes, certificate programs, and lecture series also are scheduled.

For more information, see [Downtown Phoenix Campus](#).

Polytechnic

The Polytechnic campus of the university opened in 1996 and serves more than 6,500 undergraduate and graduate students. Located in the Southeast 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 Polytechnic campus offers a variety of undergraduate and graduate degrees and certificate programs. Sharing the campus with ASU are two community colleges, a regional airport, a golf course, and several corporate research facilities. A partnership with Chandler-Gilbert Community College allows Polytechnic campus student to transfer credits seamlessly to ASU.

Fully mediated classrooms and specialized educational facilities such as the Microelectronics Teaching Factory, the Graphic Information Solutions facility, and the flight program's Altitude Chamber offer unique teaching-learning opportunities.

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

A shuttle service provides transportation between the Polytechnic 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 [Polytechnic Campus](#).

Tempe

The Tempe campus is located near the heart of metropolitan Phoenix in the city of Tempe (population 161,624). 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

The West campus is a comprehensive campus that balances the traditions of a liberal arts education with responsiveness to the demands and dynamics of workforce requirements. Faculty within each college and academic program are committed to providing undergraduate and graduate teaching and research that is innovative, interdisciplinary, collaborative, and problem-based.

The West campus serves a diverse student body of more than 8,000 students. The campus is nestled on 300 acres in the heart of northwest Phoenix—the centerpiece of a burgeoning region representing a new frontier of commerce, sports, recreation, arts, and lifelong learning opportunities. The ASU master plan provides a campus capacity that someday can accommodate up to 24,000 students as the area's population continues to grow.

ASU at the West campus offers more than 40 degrees in renowned undergraduate and graduate programs. Each year academic program offerings expand to meet the increased workforce and marketplace demands. Students can choose degree opportunities in high demand subjects such as applied computing, natural sciences, teacher education, criminal justice, nursing, global business, and accountability. The programs provide innovative workforce and industry knowledge, and graduates are equipped to enter rapidly changing fields such as biotechnology, life sciences, business, and education, among others. Faculty and administrators engage with the community to develop and deliver distinctive programs that prepare graduates for exciting and meaningful career paths.

Faculty and student research partnerships address current and emerging societal issues of importance. Graduates acquire a deep understanding of community economic development issues, social justice, and emerging global change. West campus students and alumni serve society in local, regional, national, and international capacities.

The West campus commitment to integrated learning extends to Las Casas, an apartment-style, living and learning-based housing facility that features a community center, computer center, tutoring, and other academic services.

The campus, with its well-manicured courtyards and shaded breezeways, is located between 43rd and 51st Avenues on West Thunderbird Road, easily accessed from Interstate 17 and Loop 101.

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, the U.S. Army's Flexible Display Center, 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 School of Human Evolution and Social Change 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.

Mercado

The Mercado (formerly known as the Downtown Center) is located in central Phoenix at 502 E. Monroe. The Mercado 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.

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 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

Collectively, the ASU University Libraries is one of the premier research libraries in the country. The nationally ranked collections comprise nearly four 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) serves as a gateway to the library's catalog, hundreds of scholarly databases, and thousands of electronic books and journals. 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).

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.

Libraries at the Tempe Campus

Libraries at the Tempe Campus include the Charles Trumbull Hayden Library, the Architecture and Environmental Design Library, the Music Library, the Daniel E. Noble Science and Engineering Library, and the John J. Ross-William C. Blakley Law Library.

For telephone numbers, see [Libraries](#). For more information, access the Web site at www.asu.edu/lib.

Charles Trumbull Hayden Library

The Charles Trumbull Hayden Library 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; Reference; Reserve; and archival repositories available at the Luhrs Reading Room; see [Archives and Special Collections](#). For more information about Hayden Library, access the Web site at www.asu.edu/lib/libraries/hayden.

Architecture and Environmental Design Library

Located on the first floor of the College of 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/libraries/architecture

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/libraries/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/libraries/science.

John J. Ross–William C. Blakley Law Library

The John J. Ross–William C. Blakley Law Library is located on McAllister Avenue. For more information, see [Law Building and Law Library](#), or access the Web site at www.law.asu.edu/library.

Library at the Downtown Phoenix Campus

The Downtown Phoenix campus library is located on the lower level of the University Center Building (411 N. Central Ave.) in the Information Commons. As part of ASU University Libraries, it provides access to books and other research resources focusing on materials of particular interest to majors in the anchor fields taught at the Downtown Phoenix campus: health innovation, nursing, public administration, social work, and tourism management. Downtown Phoenix campus students also have direct access to the over 3.1 million volumes in the ASU Libraries' collections, as well as the American Museum of Nursing, located at Curry Road and Mill Ave. in Tempe. Books and other materials that are located at the Downtown Phoenix campus appear in the ASU online catalog with the marker: DOWNTOWN.

Library at the Polytechnic Campus

Located in the Academic Center Building, this library provides a full range of services to the Polytechnic campus and Chandler–Gilbert Community College. Numerous specialized online research databases and Internet services are available for student and faculty use. 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 Polytechnic campus. For more information, access the library's Web site at eastlib.poly.asu.edu.

Fletcher Library at the West Campus

Fletcher Library provides resources that support the curriculum of the West campus with a collection of 339,000 volumes, 1.5 million microforms, 10,000 videos and DVDs, and 15,000 slides. As participants in the shared resources environment of ASU libraries, users may access more than 50,000 print and e-journals and nearly 4.2 million monographic titles. Approximately 95 percent of electronic databases are available to ASU registered users from home computers.

The Library is open seven days a week to meet the informational needs of the campus community. 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 an academic discipline, including Internet resources.

A wide range of information and research tools, most accessible from off-campus, are available through the Fletcher Library Web site at library.west.asu.edu. For library hours and information, call 602/543-8501.

University Collections

Arizona Historical Foundation

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

Archives and Special Collections

ASU Libraries offers eight archival repositories and collections of special published materials: Arizona Collection, University Archives, Special Collections, Child Drama Collection, Benedict Visual Literacy Collection, Labriola National American Data Center, Chicano Research Collection, and the Archives and Special Collections of the Architecture and Environmental Design Library. All of these repositories preserve and make accessible manuscript and archival collections, photographs, videotapes, books, periodicals, and other materials of rarity or special significance. Thousands of archival materials have been digitized and are accessible through the Web sites associated with each repository. The Luhrs Reading Room offers evening and weekend service hours during the fall and spring semesters. For more information, access the Web site at www.asu.edu/lib/archives.

PERFORMING AND FINE ARTS FACILITIES

ASU Art Museum

The ASU Art Museum, a cultural destination in the Phoenix metropolitan area, serves a diverse community of artists and audiences through innovative programming that is both interdisciplinary and educational. Exhibitions, education programs and publications, and events are designed to engage viewers with art that is relevant to their lives. New technologies in art and in approaches to reaching new audiences are eagerly and openly adopted. Areas of particular emphasis in curatorial research, collecting, and exhibiting include: contemporary art, new media, ceramics and other crafts, prints, art from Arizona and the Southwest, and the art of Latin America (modern, contemporary, and folk art).

The ASU Art Museum presents the museum and its functions to the public through open storage of art works and by encouraging viewer interaction with art and members of the museum staff. For an educational perspective, the museum offers a bridge that spans from the viewer to the work of art rather than merely explaining the artwork. Community outreach, a natural function of the overall museum orientation, is pursued in partnership with other cultural institutions and engages particular sectors of the population. It reaches new audiences through nontraditional methods, and often through activities in local schools and neighborhoods.

Founded in 1950 with an important gift of historic paintings by U.S. artists, the museum's collection features over 14,000 objects, including 4,000 prints and 4,000 ceramic artworks.

The Americas Gallery showcases artworks from the museum's collection and emphasizes a global orientation to art produced in

the hemisphere. The Americas Gallery is semi-permanently installed in order to offer viewing opportunities of artworks by Gilbert Stuart, Winslow Homer, Georgia O'Keeffe, Thomas Hart Benton, Arthur Dove, Robert Motherwell, Diego Rivera, David Alfaro Siquerios, and Rufino Tamayo, and an outstanding selection of Mexican modern prints.

Contemporary art holdings include works by Deborah Butterfield, Enrique Chagoya, Sue Coe, Vernon Fisher, Lawrence Gipe, Luis Jimenez, Nam June Paik, and Lorna Simpson. The museum owns the largest collection of 1990s-generation Cuban art outside of the island and a growing collection of Latin American art, including works by Pedro Álvarez, Belkis Ayón, Franklin Cassaro, Kcho (Alexis Levya Machado), Jarbas Lopes, Los Carpinteros, Oscar Oiwa, Sandra Ramos José Angel Toirac, as well as nationally-acclaimed collections of ceramics housed in the Ceramics Research Center (including Robert Arneson, Rudy Autio, Viola Frey, Bernard Leach, Maria Martinez, Ken Price, Lucie Rie, Akio Takamori, Peter Voulkos, and Kurt Weiser) and turned wood objects (Efrain Almeida, David Ellsworth, Todd Hoyer, Mel Kendrick, Mark Lindquist, Ed Moulthrop, Philip Moulthrop, and Bob Stocksdale).

Exhibitions and collections are housed in galleries and study rooms within the international award-winning Nelson Fine Arts Center. The center was designed by Antoine Predock.

Educational programs include artist residencies, interaction with students and visitors, a student docent program, internships, research assistantships, lectures, symposia, in-gallery materials, school and public tours, and a museum travel program. For information on current and future exhibitions and programs at the ASU Art Museum, call 480/965-2787, or access the museum's Web site at asuartmuseum.asu.edu.

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, performance and research at ASU.

Dance Studio Theatre

The Dance Studio Theatre is a 300-seat facility that serves as the mainstage performance site for three to four professional concerts produced annually by the Department of Dance. It also is the primary venue for student concerts, senior capstone performances, and presentations as well as other special events and activities. 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 Digital Arts Ranch is a black box performance space with a flexible infrastructure for multiple types of sensing and audio and visual playback and presentation. Features include 5.1 surround audio, multiple projection surfaces, and reconfigurable audience arrangements. As the principal AME presentation venue, the ranch is also used on a daily basis for realization of research and class work and is home to the AME performance ensemble. The ranch and the Technology Development Studio share shop facilities for design and fabrication in a variety of scales and materials, with a standard suite of tools ranging from woodworking to light machining, with CAD and other 3-D design capabilities.

Galleria

The Galleria features work by ASU faculty, staff, and local artists. Exhibits rotate monthly. Located in downtown Phoenix in the Mercado, 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 100

Located in the Tempe Center, near the International Programs Office on the southeast corner of Mill Avenue and University, Gallery 100 features undergraduate and invitational exhibitions of fine arts.

Gallery of Design

Housed in the College of 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 Mainstage 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 School of Theatre and Film's annual season of six to eight plays also includes productions in the Lyceum Theatre with additional productions in the Prism Theatre and the Nelson Fine Arts Center Studios. The Paul V. Galvin Playhouse also is a mainstage performance venue for professional concerts produced annually by the Department of Dance.

Grady Gammage Memorial Auditorium

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

Harry Wood Gallery

Located in the Art Building, the Harry Wood Gallery features graduate, juried, and invitational exhibitions of fine arts.

The Intelligent Stage

The Intelligent Stage is a research environment and performance space at the Arts, Media, and Engineering (AME) Program. It is dedicated to the expansion of studies in interactive performance technologies. Current research includes 3-D motion capturing and 2-D sensing technologies, body sensors for real-time control of digital media, and multisite performances through the use of

shared data and streaming digital media. The Intelligent Stage serves as the Interdisciplinary Research Environment for Motion Analysis, which includes faculty from 12 departments across campus.

Katzin Concert Hall

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

Louise Lincoln Kerr Cultural Center

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

Lyceum Theatre

A 162-seat proscenium theatre, the Lyceum Theatre is a venue for ASU Mainstage Theatre productions as well as School of Theatre and Film colloquia and special events.

J. Russell and Bonita Nelson Fine Arts Center

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

Northlight Gallery

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

Organ Hall

Located in the Music Building, the Organ Hall houses the Fritts Organ. This tracker-action pipe organ is designed to capture the qualities of baroque European organs. The hall is designed to complement the organ with a barrel-vaulted ceiling and wooden benches to seat 166 persons. The hall also houses an Italian Baroque organ built in 1742 by Domenico Traeri.

Prism Theatre

The Prism Theatre is an alternative performance studio devoted to productions presented by the School of Theatre and Film Student Production Board.

Recital Hall

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

Evelyn K. Smith Music Theatre

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

Step Gallery

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

Television Station KAET

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

University Dance Laboratory

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

COMPUTING FACILITIES AND SERVICES

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

A wide range of university information is available online at www.asu.edu, the official ASU Web site. Prospective and 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;
4. viewing campus event calendars;
6. searching the ASU Online Directory;
7. browsing general and graduate catalogs; and
8. obtaining information about ASU athletics.

UTO provides several service centers for the ASU academic community.

Computing Sites

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. CPCOM houses a 258-workstation computing site, seven computer classrooms, two instructor-mediated classrooms, two Classroom Support Centers, the Customer Assistance Center, the UTO Help Desk, the ASU Computer Store, and the New Media Innovation Lab (see [New Media Innovation Lab](#)).

There are three additional UTO 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/computingsites.

ASU Applied Learning Technologies Institute

The ASU Applied Learning Technologies Institute combines research, technology, methods, and services to expand opportunities for faculty to improve teaching and research and to enhance learning environments—both local and global—through the innovative application of technology. The institute’s approach balances the need for stability and reliability with a strategic emphasis on research, development, and innovation. The institute recognizes the importance of attention to accessibility, individual differences, social and cultural awareness, and ultimately, a responsibility toward enhancing and enabling lifelong learning.

Innovation, integration, and support are blended to achieve maximum impact. The institute focuses on

1. learning technology support;
2. distributed learning (ASU at the global campus);
3. technology-enhanced learning and research;
4. integration of communications technology into teaching, learning, and research; and
5. distribution of media and collaborative systems.

The institute has a history of innovation and success, blending technology across a spectrum of educational applications. Insight and flexibility to rapidly changing environments have been instrumental. The future and the continued trajectory of success in an ever-flattening world are driven by the objectives of the global vision of the institute, which recognizes and unifies new social and cultural connections and knowledge-creation opportunities enabled by highly networked and expanded applications of technology and education.

Help Desk/Consulting

The UTO Help Desk provides ASU students, faculty, and staff with centralized systems information, first-level assistance in resolving computing problems with communication, e-mail, and virus protection software, and security concerns. The UTO Help Desk also assists with account related services such as AFS filespace and permissions for Web sites; account access issues, including lost passwords; disk space quotas; and accounts for non-ASURITE services, including mainframe computer access. Most computing services are accessible through the standard ASURITE UserID and password, available online at www.asu.edu/asurite. The Help Desk distributes some site-licensed software, including computer security software. Help documents are available on the Web at www.asu.edu/itdocs.

For more information, access the Web site at www.asu.edu/helpdesk.

New Media Innovation Lab

The New Media Innovation Lab at ASU is a use-inspired applied research laboratory, an incubator for cutting-edge ideas on new media content and distribution with a focus on young adult audiences. Top students from journalism, graphic design, engineering, and business work together with a center director in a high-tech new media lab, experimenting with different types of content, forms, and delivery systems.

Office of Classroom Management.

The mission of the Office of Classroom Management (OCM) is to provide outstanding support to the university community through the effective management and design of the university classrooms and computing sites. OCM works to enhance teaching and learning by improving the quality of services and facilities through design, operation, and maintenance of classrooms and sites; classroom scheduling and resource analysis; and development and support of computer networks and multimedia technology.

For more information, access the Web site at www.asu.edu/classrooms.

West Campus Computing Facilities and Services

Information Technology offers state-of-the-art computing facilities for use by students, faculty, and staff. A pervasive high-speed communications network provides access to university servers and to the Internet. Classrooms are equipped with DVDs/VCRs, access to television and satellite broadcasts, projectors, and networked computers for presenters. Some classrooms are equipped with computers for every student.

Technopolis, a student computing access center located on the lower level of Fletcher Library, contains networked PC and Macintosh microcomputers and high-quality peripherals, such as laser printers and scanners. Adaptive technology for students with disabilities is available. A wide variety of software is provided. Information and help for computer users are available at the center. For more information, call Technopolis at 602/543-8278, or access the Web site at www.west.asu.edu/it/student_centers/technop.htm.

COMPUTING POLICIES

Computing Policies

The University Technology Office (UTO) and ASU have policies and codes that define responsible use of computers and

networks. There are also federal, state, and local laws governing many interactions that occur on the Internet. Users need to be aware of what their responsibilities are and what the process is for adjudicating violations. Users also need to know what rights they have and how they can get help if their rights are violated.

For information and policy documents, access the Web site at www.asu.edu/it/policies.

E-mail Policy

Students are required to obtain an ASU e-mail address once admitted to the university. This e-mail address is the official e-mail address to which the university sends e-mail communications and is recorded in the university's electronic directories. Students may suppress their e-mail address from appearing in these directories by completing forms available at www.asu.edu/registrar/forms/regforms.html. Students are expected to check their e-mail on a frequent and consistent basis to stay current with university-related communications. Faculty who choose to use e-mail in their classes expect students to use their ASU e-mail account for all class e-mail communication.

If an individual wishes to have e-mail redirected from an ASU e-mail account to another e-mail address (e.g., @hotmail.com, @aol.com, or an address on a departmental server), the individual may do so, but at his or her own risk. The university is not responsible for the handling of e-mail by outside vendors or by departmental servers. Having e-mail redirected does not change the individual's responsibility for reading and responding to official communications sent to the ASU e-mail account. Information and warnings about forwarding are available at www.asu.edu/mailbox.

All use of e-mail must be consistent with local, state, and federal law, including the federal Family Educational Rights and Privacy Act of 1974 (FERPA). Visit www.asu.edu/registrar/general/ferpa.html for additional information regarding FERPA. Student ASU e-mail addresses are included in the university's definition of directory information and may be released upon request.

It is a violation of university policies, including the Student Code of Conduct, for any user of official e-mail addresses to impersonate a university office, faculty or staff member, or student. To minimize this risk, some confidential information may be made available only through ASU Interactive (www.asu.edu/interactive) and/or myASU (my.asu.edu), which are both password protected. In these cases, students, faculty, and staff receive e-mail correspondence directing them to the appropriate password protected environment where they can access the confidential information only by supplying their ASURITE UserID and password.

ASU e-mail may be subject to disclosure under the Arizona Public Records law, or pursuant to a lawfully issued court order or subpoena.

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.

Information about all courses is available on the Web at [ASU Interactive](http://www.asu.edu/interactive). For more information, see [Classification of Courses](#).

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College of Nursing & Healthcare Innovation Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Healthcare Innovation	MHI	—	College of Nursing & Healthcare Innovation
Nursing	MS	Advanced practice nursing of adults, ² advanced practice nursing of neonates, ² community health advanced practice nursing, family nurse practitioner, ² nurse educator, nursing administration, ² pediatric nurse practitioner, ² psychiatric mental health nurse practitioner, ² or women's health nurse practitioner ²	College of Nursing & Healthcare Innovation
Nursing & Healthcare Innovation	PhD	—	College of Nursing & Healthcare Innovation
Nursing Practice	DNP	—	College of Nursing & Healthcare Innovation
Nursing Science	DNS ²	—	College of Nursing & Healthcare Innovation

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

² Applications are not being accepted at this time.

Archive: 2007-2008

For current catalog see:
catalog.asu.edu

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Faculty and Academic Professionals

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[Tempe Campus](#)
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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.

Downtown Phoenix Campus

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#)

A

Abston, Deborah

(1990), Associate Librarian, Social Sciences Services, University Libraries; BS, MSLS, Wayne State University

Adams, Donna

(1983), Professor Emerita of Nursing and Healthcare Innovation; BSN, University of Missouri, Columbia; MS, Arizona State University; DNSc, University of San Diego

Adams, Sue

(2001), Clinical Associate Professor of Nursing and Healthcare Innovation; BSN, University of Arizona; MS, Arizona State University

Allison, Maria T.

(1984), Professor of Community Resources and Development; University Vice Provost and Dean, Graduate College; BS, MS, University of New Mexico; PhD, University of Illinois

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R



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(2004), Lecturer of Community Resources and Development; BS, University of Connecticut; MA, Webster University

Records, Kathie

(2005), Associate Professor of Nursing and Healthcare Innovation; BS, University of Colorado at Denver and Health Science Center; MS, PhD, University of Arizona

Rentz, Mark D.

(1984), Lecturer, American English and Culture Program; Director, American English and Culture Program, School of Extended Education; BA, Bethel College; MA, William Carey International University

Risley-Curtiss, Christina

(1992), Associate Professor of Social Work; BA, University of Connecticut; MSSW, University of Tennessee; PhD, University of Maryland, Baltimore

Roberts, Carolyn

(1982), Professor Emerita of Nursing and Healthcare Innovation; BSN, University of Western Ontario (Canada); MEd, Columbia University; PhD, Wayne State University

Robles, Barbara

(2005), Associate Professor of Social Work; BA, University of Texas at Austin; PhD, University of Maryland, College Park

Roe, Sue

(2000), Faculty Associate of Nursing and Healthcare Innovation; BSN, MS, University of Arizona; DPA, Arizona State University

Roe-Sepowitz, Dominique

(2005), Assistant Professor of Social Work; BS, Springfield College; MSW, Arizona State University

Rosdahl, Dana

(1994), Assistant Professor of Nursing and Healthcare Innovation; BSN, Montana State University; MS, Arizona State University; PhD, University of Arizona

Ruiz, Ester

(1986), Associate Professor of Nursing and Healthcare Innovation; BSN, MS, PhD, Arizona State University

S



Sackton, Frank J.

(1976), Professor Emeritus of Public Affairs; BS, University of Maryland, College Park; MPA, Doctor of Humane Letters, Arizona State University

Saewert, Karen J.

(1998), Director, RN Baccalaureate Programs, College of Nursing & Healthcare Innovation; BSN, MS, Arizona State University; PhD, University of Arizona

Sayles, Judy

(1997), Clinical Associate Professor of Nursing and Healthcare Innovation; BSN, University of Michigan; MS, Arizona State University

Schultz, Alyce A.

(2005), Clinical Professor of Nursing and Healthcare Innovation; Associate Director, Center for the Advancement of Evidence-Based Practice; BSN, MSN, University of New Mexico; PhD, Oregon Health Sciences University

Schwartz, Anna L.

(2005), Professor of Nursing and Healthcare Innovation; BS, University of Florida; MS, Arizona State University; PhD, University of Utah

Segal, Elizabeth A.

(1995), Professor of Social Work; BA, Brandeis University; MSW, Boston University; PhD, University of Illinois, Chicago

Sehested, Colene R.

(1967), Professor Emerita of Nursing and Healthcare Innovation; BSN, University of Arkansas, Fayetteville; MSN, University of Maryland, Baltimore

Shangraw, R. F.

(2005), Professor of Practice of Public Affairs; Executive Director, The Decision Theater; AB, Dickinson College; MPA, PhD, Syracuse University

Shearer, Nelma B. C.

(1993), Assistant Professor of Nursing and Healthcare Innovation; BS, South Dakota State University; MEd, University of Missouri, St. Louis; MS, Southern Illinois University, Edwardsville; PhD, University of Arizona

Shearman, Harriett Joy

(1995), Faculty Associate and Professor Emerita of Nursing and Healthcare Innovation; BSN, University of Iowa; MS, Boston University

Shockley, Gordon

(2006), Assistant Professor of Community Resources and Development; BA, University of California, Los Angeles; MM, Northwestern University; PhD, George Mason University

Silva, Graciela E.

(2006), Assistant Professor of Nursing and Healthcare Innovation; Southwest Borderlands Scholar; QFB, University Autónoma of Guadalajara; MPH, PhD, University of Arizona

Small, Leigh

(2004), Assistant Professor of Nursing and Healthcare Innovation; BS, Keuka College; MS, PhD, University of Rochester

Sousa, Karen H.

(1998), Associate Professor of Nursing and Healthcare Innovation; BS, MS, PhD, University of California, San Francisco

Speer, Therese

(1997), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, Salve Regina University; MS, University of Arizona

Squires, Rose L.

(1981), Professor Emerita of Nursing and Healthcare Innovation; BS, Duquesne University; MA, EdD, Columbia University

Steffl, Bernita M.

(1961), Professor Emerita of Nursing and Healthcare Innovation; BSN, MPH, University of Minnesota, Twin Cities

Steiner, Sue

(1996), Associate Professor of Social Work; BA, Brandeis University; MSW, San Francisco State University; PhD, University of Washington

Stewart, Karen

(2004), Coordinator, Learning Resource Center, Polytechnic campus; BSN, D'Youville College; MSN, University of Phoenix

Stillwell, Susan B.

(1997), Clinical Associate Professor of Nursing and Healthcare Innovation; BS, College of Saint Teresa; MSN,

University of Florida

Stromwall, Layne

(1996), Associate Professor of Social Work; BA, MSSW, University of Wisconsin, Madison; PhD, Case Western Reserve University

Stumpf, Angela M.

(1959), Professor Emerita of Nursing and Healthcare Innovation; BSN, Marquette University; MA, University of Chicago

Sutter, Kimberlee Ann

(2005), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, Arizona State University; MS, Texas Woman's University; PhD, University of Arizona

Svara, James

(2006), Professor of Public Affairs; BA, University of Kentucky; PhD, Yale University

T



Taylor, Jacqueline

(1984), Professor Emerita of Nursing and Healthcare Innovation; BSN, University of Washington; MS, University of North Carolina at Chapel Hill; PhD, University of Arizona

Teye, Victor B.

(1984), Associate Professor of Community Resources and Development; Graduate Coordinator, School of Community Resources and Development; BA, University of Ghana; MA, PhD, University of Manitoba (Canada)

Theobald, Clarabelle

(1962), Professor Emerita of Nursing and Healthcare Innovation; BSN, Arizona State University; MS, University of California, Los Angeles; PhD, Arizona State University

Thomas, David A.

(1999), Senior Lecturer of Interdisciplinary Studies; BS, California State Polytechnic University; MBA, PhD, University of Southern California

Thorne, Anita

(1984), Professor Emerita of Nursing and Healthcare Innovation; Diploma, Allegheny General Hospital; BSNEd, MA, University of Pittsburgh

Thurber, Frances

(1991), Professor Emerita of Nursing and Healthcare Innovation; BSN, Saint Anselm College; MSN, University of Pennsylvania; PhD, University of Michigan

Timothy, Dallen J.

(2000), Associate Professor of Community Resources and Development; BS, Brigham Young University; MA, University of Western Ontario (Canada); PhD, University of Waterloo (Canada)

Tobiason, Sarah J.

(1963–67; 1974), Professor Emerita of Nursing and Healthcare Innovation; BSN, Vanderbilt University; MA, Columbia University

Tyrrell, Ann

(2006), Faculty Associate of Nursing and Healthcare Innovation; BSN, Regents College; MSN, Arizona State University; MA, Ottawa University

Tyrrell, Timothy J.

(2005), Professor of Community Resources and Development; Associate Dean, College of Public Programs; BA, University of South Florida; MA, University of Tennessee; PhD, Cornell University

U



Uriri-Glover, Johannah L.

(2006), Assistant Professor of Nursing and Healthcare Innovation; BSN, MNSc, University of Arkansas for Medical Sciences; MSCR, Medical University of South Carolina; PhD, Oregon for Health and Sciences University

V



Valdés, Gailynn A.

(2004), Assistant Instructional Professional; Interim Director, Academic and Professional Programs; Director, Student Services and Operations, School of Extended Education

Vana, Kimberly

(2000), Faculty Associate of Nursing and Healthcare Innovation; BSN, Arizona State University; MSN, University of Arizona

Vanacour, Martin

(1987), Professor of Practice of Public Affairs; BA, State University of New York, Buffalo; MPA, New York University; PhD, Arizona State University

Van Dromme, Laurel

(2005), Director of Development, College of Nursing & Healthcare Innovation; BA, Ohio State University; MA, University of California, Los Angeles

Vicens, Wendy

(1977), Senior Lecturer, American English and Culture Program, School of Extended Education; BA, MA, Northern Arizona University

Virden, Randy J.

(1984), Associate Professor of Community Resources and Development; Director, School of Community Resources

and Development; BS, MS, Arizona State University; PhD, Utah State University

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

Warne, Beverly

(2002), Project Director, American Indian Students United for Nursing (ASUN); BS, MS, Arizona 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

Weschler, Louis

(1980), Professor Emeritus of Public Affairs; BA, California State University, Long Beach; MA, PhD, University of California, Los Angeles

White, Barbara G.

(1990), Clinical Associate Professor of Nursing and Healthcare Innovation; BS, MS, Virginia Commonwealth University

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

Williams, Carol E.

(1984), Academic Associate, University College; Assistant Director, Academic Success Programs; BA, Trinity University, San Antonio; MA, Arizona State University

Williams, James Herbert

(2006), Professor of Social Work; Foundation Professor of Youth and Diversity; BA, Grambling State University; MSW, Smith College; MPA, University of Colorado, Colorado Springs; PhD, University of Washington

Wilson, Barbara L.

(2005), Clinical Associate Professor of Nursing and Healthcare Innovation; Site Coordinator, Nursing at Polytechnic campus; BSN, University of Utah; MSN, Brigham Young University

Wintergalen, Barbara A.

(1992), Professor Emerita of Nursing and Healthcare Innovation; BSN, Loretto Heights College; MS, Arizona State University

Wojner-Alexandrov, Anne W.

(2005), Clinical Professor of Nursing and Healthcare Innovation; Assistant Director, Outcomes Management, CAEP; BSN, MSN, University of Texas Health Science Center at Houston; PhD, Texas Woman's University

Woodman, Natalie J.

(1969), Professor Emerita of Social Work; BA, New York University; MSS, Smith College

Wotring, Roxena A.

(1994), Faculty Associate Emerita of Nursing & Healthcare Innovation; BSN, MS, Arizona State University

Wurzell, Carol A.

(1965), Professor Emerita of Nursing and Healthcare Innovation; BS, California State College, Chico; MS, University of Maryland, College Park

X



Y



Yancy, Margaret Lee

(1997), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, MS, Arizona State 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

Z



Zottola, Adelina

(1997), Academic Associate, University College; Program Coordinator, Science and Math Service Learning; BS, State University of New York, Binghamton

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Accountancy and Information Systems

Master's Program

wpcarey.asu.edu/acc

480/965-3631

BA 223

Charles W. Christian, Director

Professors

Boatsman, Christian, Gupta, Kaplan, Ohlson, Pany, Pei, Reckers, Schultz

Associate Professors

Golen, Hwang, Mikhail, Regier, Whitecotton

Assistant Professors

Comprix, Lee, Petersen, Robinson, Rowe

Clinical Associate Professor

Drake

Senior Lecturers

Geiger, Goldman, Maccracken, Munshi

Lecturers

Leshinski, Levendowski, West

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). 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). Preference in admission is given to those with degrees in accounting and business, although other exceptional candidates are considered. Complete application instructions may be obtained from the school's Web site at wpcarey.asu.edu/acc

Prerequisites

Applicants must complete program prerequisites. Refer to the School of Accountancy Web site for a current listing of required course prerequisites for the program. Graduate-level ACC courses are only open to students admitted to the graduate 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 through 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.

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

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Personnel**Locations****ARCHIVE:****2007-2008 GRADUATE CATALOG****Applied Leadership and Management****Master's Program**

west.asu.edu/sgml/grad/malm.html

602/543-6275

FAB S190

Pierre Balthazard, Director of Graduate Programs

Economics, Finance, and Marketing

Professor: Bellizzi

Management

Professors: Anders, Atwater, Van Fleet, Waldman

Associate Professors: Balthazard, Brett, Carey, Gopalakrishnan, Meznar

Assistant Professors: Mesquita, Mohan, Nemanich, Peterson, Pritenzis, Walumbwa

Lecturer: Goldman

MASTER OF APPLIED LEADERSHIP AND MANAGEMENT**Nature of the Program**

The Master of Applied Leadership and Management (MALM) degree is a distinctive program that focuses on the principles and practical skills necessary for effective organizational leadership. The program explores leadership as a set of skills at three different levels of analysis: individual, interpersonal, and organizational. At the individual level of analysis, the focus is on personal leadership action plan development, critical thinking, and problem-solving skills. At the interpersonal level, the focus is on effective and persuasive communication and negotiation skills, and skills necessary to motivate and empower others. At the organizational level, the focus is on the mission, vision, and objectives; assessment and analysis capabilities; and sustainability. The 30-semester-hour program equips students to be successful in challenging environments through a curriculum that emphasizes leadership, teamwork, communication skills, visioning and change, global thinking, sustainability, ethics, technological innovation, and organizational performance.

By design, students accepted in the program have been successful in their field of endeavor or discipline. The MALM degree program develops management and leadership skills that are critical for employees to advance to mid- and upper-level management positions in a variety of organizations, including service industries, healthcare, defense, nonprofit, manufacturing, and education; and functional areas, such as human resources, operations, sales, and finance. A primary focus of the program is on improving students' critical thinking and problem-solving skills. Students learn to assess the current state of an organization, understand why it is that way, prescribe ways to improve it, and implement those changes successfully. Ultimately, students learn evidence-based processes; to craft strategies and tactics that respond to external forces; and to achieve organizational objectives through relationships with employees, customers, and external stakeholders.

Through case studies, class discussion, exercises, field projects, and simulations, students receive mentoring from a faculty highly experienced in leadership development and organizational management. There is little emphasis on the passive absorption of knowledge; there is great emphasis on experiential learning and teamwork. Students balance state-of-the-art theoretical contributions in critical leadership and management areas with learning via involvement in multisource feedback, observation of top leaders, participation in a crisis management simulation, management of cross-cultural teams, and a variety of other skill-based experiences—a concept called The Leadership Residency.

While this program is designed as a one-year accelerated master's degree program, many applicants are working professionals who may prefer to proceed at their own pace through the flexibility of an evening, part-time program.

Admission

The MALM program is designed for individuals who hold an undergraduate or graduate degree in business administration (or a related field) and wish to study organizational leadership in greater depth. Professionals who have a degree in a related field must demonstrate significant managerial experience. Applicants accepted in the program share a desire to

1. develop an organizational vision;
2. inspire employee professional growth;

3. foster productivity and achievement;
4. instill team spirit and cooperation;
5. create harmonious working environments;
6. pursue evidence-based processes; and
7. develop innovative and integrative solutions to complex problems.

To be admitted to the MALM program, candidates must have a four-year baccalaureate degree from a regionally accredited institution. Admission is granted on a competitive basis. Applicants must submit the following:

1. a completed graduate application;
2. official transcripts of all undergraduate and graduate course work and have a GPA of 3.00 (4.00 scale) or higher for upper-division undergraduate course work;
3. official GRE scores or GMAT scores that are competitive in the applicant pool;
4. a personal statement indicating their vision of their professional role and potential as an organizational leader and addressing how the program will assist in the achievement of those goals; and
5. two letters of recommendation.

The GRE or GMAT may be waived if the applicant has a graduate degree from an accredited institution or holds a professional designation.

International Students

Applicants whose native language is not English are required to submit a minimum score of 550 on the Test of English as a Foreign Language on the paper-based version, a minimum score of 213 on the computer-based version, or a minimum score of 83 on the Internet-based Test (iBT).

Application

The priority application deadlines are June 1 for the fall semester and November 1 for the spring semester. International students should apply by May 1 for fall semester and October 1 for spring semester. Late applications may also be considered, space permitting. For admission procedures, access the Web site at www.asu.edu/graduate/admissions.

Program Requirements

The 30-semester-hour program includes

1. a leadership core (nine semester hours);
2. an MALM core (15 semester hours);
3. business electives (six semester hours); and
4. The Leadership Residency (see [The Leadership Residency](#)).

Leadership Core

MGT 502 Managing People and Organizations (3)

MGT 513 Leadership Skills and Principles (3)

MGT 596 Global Strategic Management Project (3)

Total 9

MALM Core

MGT 503 Human Resources Management: Principles and Skills (3)

MGT 504 Ethics and Corporate Social Responsibility (3)

MGT 505 Leadership and the Knowledge Economy (3)

MGT 514 Entrepreneurial Leaders (3)

OPM 502 Management of Operations Technology (3)

Total 15

MALM Electives

Choose two courses in consultation with a faculty advisor (6)

Program total 30

The Leadership Residency

All students enrolled in the MALM degree program are required to complete a portfolio based on participation in The Leadership Residency and evaluated by the graduate faculty. The residency includes a set of leadership challenges, experiential exercises, and hands-on learning opportunities that go beyond the classroom and transcend the degree program. Students are immersed in leadership roles through community partnership projects, cultural immersion experiences, software simulations of leadership communication skills, trailing a business or community leader, and career development activities.

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 ownership 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Architecture

Master's Program

design.asu.edu

480/965-3536

AED 162

Darren Petrucci, Director

Professors

Brooks, Bryan, Hoffman, McCoy, Meunier, Ozel, Reiter, Rotondi, Underhill, Underwood

Associate Professors

Cook, Ewan, Fish Ewan, Hartman, Loope, Moeck, Petrucci, Spellman, Steele, Zygas

Assistant Professors

Burnette, Hejduk, Kobayashi, Morton, Vekstein

Clinical Professors

Brickey, Murff, Tait

Research Associate

Kobayashi

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](#), 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](#), for information on this degree program.

MASTER OF ARCHITECTURE

The Master of Architecture is the accredited professional degree program at ASU. There are two 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 Graduate College.

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 Graduate College and the School of Architecture and Landscape Architecture.

School of Architecture and Landscape Architecture

In addition to the Graduate College 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 design.asu.edu.
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 design knowledge and computing, energy performance and climate-responsive architecture, and facilities development and management should apply to the Master of Science in Building Design program. See [Master of Science in Building Design](#).

Application Deadline

Priority consideration is given to completed applications received on or before January 15. Students are not admitted to the two-year Master of Architecture program at any time other than the beginning of the fall semester. Students are not admitted to the three-plus-year Master of Architecture program at any time other than the beginning

of the first summer session. The school does not allow deferrals.

Personal Interview

A personal interview is not required. However, a candidate wishing to visit the school is welcome and should make arrangements by contacting the graduate coordinator in the School of Architecture and Landscape Architecture.

Admission Applicant Fee

The College of Design collects a nonrefundable \$200 fee from applicants to its graduate degree programs upon admission to the program. Collection of this fee assures that space in the program is held until a College of Design-published deadline. Those enrolling and paying tuition and fees before the college-published deadline have their program fees reduced by \$200. Those who do not enroll and pay tuition and fees before the college-published deadline forfeit the \$200.

Requirements for the Two-Year Program

The two-year graduate program requires a minimum of 56 semester hours of approved courses and electives and a comprehensive examination. For most students, this program involves an average of 14 semester hours per semester. An internship may be offered as an elective to be taken in the summer before the final year of study. The internship is an honors program individually arranged and approved by the Master of Architecture Committee.

Students who can adequately demonstrate competence through experience or previous academic course work for any of the specific requirements outlined below are encouraged to petition the graduate coordinator for a course substitution.

Typical Program of Study

First Year

Fall

ADE 521 Advanced Architectural Studio I (5)

ATE 553 Building Systems III (3)

ATE 563 Building Structures III (3)

College of Design professional elective¹ (3)

Total 14

Spring

ADE 522 Advanced Architectural Studio II (5)

APH 505 Foundation Theory Seminar (3)

ATE 556 Building Development (3)

College of Design professional elective¹ (3)

Total 14

Second Year

Fall

ADE 621 Advanced Architectural Studio III (5)

APH 515 Current Issues and Topics (3)

College of Design professional electives¹ (6)

Total 14

Spring

AAD 552 Architectural Management II (3)

ADE 622 Advanced Architectural Studio IV (5)

Approved elective² (3)

College of Design professional elective¹ (3)

Total 14

Master of Architecture total 56

¹ The list of College of Design electives can be found on the school's Web site at design.asu.edu.

² Elective can be outside the college with graduate coordinator approval.

Requirements for the Three-Plus-Year Program

The three-plus-year graduate program requires a minimum of 78 semester hours of graduate-level course work and 21 semester hours of deficiency course work, which make up the total number 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 previous academic course work for any of the deficiencies are encouraged to petition the graduate coordinator for a course substitution.

Typical Program of Study

First Year

Summer

ADE 510 Foundation Architectural Studio (6)

ALA 200 Introduction to Architecture¹ (3)

APH 509 Foundation Seminar (3)

Total 12

Fall

ADE 511 Core Architectural Studio I (6)
 APH 313 History of Architecture I¹ (3)
 ATE 361 Building Structures I¹ (3)
 ATE 451 Building Systems I¹ (3)
Total 15

Spring

ADE 512 Core Architectural Studio II (6)
 APH 314 History of Architecture II¹ (3)
 ATE 452 Building Systems II¹ (3)
 ATE 462 Building Structures II¹ (3)
Total 15

Summer

ARP 584 I: Clinical Internship² (1)
Total 1

Second Year

Fall

ADE 521 Advanced Architectural Studio I (5)
 ATE 553 Building Systems III (3)
 ATE 563 Building Structures III (3)
 College of Design professional elective³ (3)
Total 14

Spring

ADE 522 Advanced Architectural Studio II (5)
 APH 505 Foundation Theory Seminar (3)
 ATE 556 Building Development (3)
 College of Design professional elective^{3, 4} (3)
Total 14

Third Year

Fall

ADE 621 Advanced Architectural Studio III (5)
 APH 515 Current Issues and Topics (3)
 College of Design professional electives⁴ (6)
Total 14

Spring

AAD 552 Architectural Management II (3)
 ADE 622 Advanced Architectural Studio IV (5)
 Approved elective⁵ (3)
 College of Design professional elective⁴ (3)
Total 14

Total hours in program 99

¹ Course is considered a deficiency and will not count toward official program of study.

² Students register for the internship for the fall semester unless they are international students, who must register for the internship during the summer semester.

³ The list of College of Design electives can be found on the school's Web site at design.asu.edu.

⁴ This professional elective must be a CAD course or be taken in the area of computers, if the student cannot demonstrate CAD skills.

⁵ Elective can be outside the college with graduate coordinator approval.

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. 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 must 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 to 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 Graduate College.

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 Graduate College and the School of Architecture and Landscape Architecture.

Application Deadline

Priority consideration is given to completed applications received on or before January 15. Applications for admission received after January 15 are considered only for remaining vacancies and "alternate" placement.

Admission Applicant Fee

The College of Design collects a nonrefundable \$200 fee from applicants to its graduate degree programs upon admission to the program. Collection of this fee assures that space in the program is held until a College of Design-published deadline. Those enrolling and paying tuition and fees before the college-published deadline have their program fees reduced by \$200. Those who do not enroll and pay tuition and fees before the college-published deadline forfeit the \$200.

School of Architecture and Landscape Architecture

In addition to the Graduate College 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

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 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.
3. **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).

4. **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 submit a Test of Spoken English (TSE) score or a SPEAK test score, the local version TSE 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 Design.

Students admitted to the program are required to take a research methods core, certain courses in their area of concentration, and additional elective course work as approved and directed by the supervisory committee, and to write and defend a thesis. While the minimum requirement is 30 semester hours, most students require at least four semesters of course work and work on their thesis to successfully complete this degree program.

The concentrations include the following: design knowledge and computing, energy performance and climate-responsive architecture, and facilities development and management.

The design knowledge and computing concentration addresses computer-aided design methods and techniques and their application to problem-solving issues in the built environment. The goal of the program is to provide a fundamental understanding of computational issues and methods in architectural design and to explore critically the application and potential of these techniques in practice. Topics studied include computer graphics and geometric modeling, simulation and analysis, Web development and programming, knowledge-based and object-oriented systems, databases, and comprehensive computer-aided design and information management systems.

Design Knowledge and Computing Concentration

Research/thesis (11)

Area of concentration requirements (13)

Approved electives (6)

Total minimum semester hours required 30

In climate-responsive architecture, a student applies the principles of "bioclimatic" building design in a studio setting to maximize the use of renewable energy resources in particular locations and building programs. In analysis of building energy performance, a student applies physical and economic analysis, computer simulation, and/or measurement as tools in determining component or whole-building performance relative to energy, climate, and cost-efficiency.

The energy performance and climate-responsive architecture concentration educates students to become experts in energy-efficient design and technology. The program is concerned with the relationships between climate and site, thermal and visual comfort, and energy demand and consumption.

Energy Performance and Climate-Responsive Architecture Concentration

Research/thesis (6)

Area of concentration requirements (24)

Total minimum semester hours required 30

The facilities development and management concentration is concerned with decision-making processes in building and 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 real estate 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 Graduate College 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 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 design.asu.edu.

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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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[Contents](#) > [Ira A. Fulton School of Engineering](#) > Department of Biomedical Informatics

ARCHIVE:**2007-2008 GRADUATE CATALOG****Department of Biomedical Informatics****Master's Program****Sethuraman Panchanathan, Interim Chair****Professor**
Johnson**Assistant Professor**
Chen

For scientists and engineers, the Department of Biomedical Informatics offers cutting-edge courses and research opportunities to enable students to occupy leadership roles in designing and implementing the next generation of systems to support biotechnology, pharmaceutical development, integrative biology, and translational research.

For clinicians who wish to broaden their skills and improve their career prospects, the department provides a state-of-the-art education in the theory and practice of electronic medical recordkeeping, clinical decision making and the management of information systems in healthcare.

Students choose to follow an analytical or clinical track to pursue research in clinical informatics, computational systems biology, genomics, nursing informatics, or public health informatics.

MASTER OF SCIENCE

The MS degree program in Biomedical Informatics stresses formal course work to provide breadth of material, culminating with a thesis that demonstrates depth in a particular research area.

Admission

See [Admission to the Graduate College](#) for general requirements.

The applicant deadline for submission to the fall semester is December 1, and the deadline for submission in the spring is August 1. The deadline for financial aid is the same as the admission deadlines.

Analytical Track Students

Applicants for the MS program should normally have a baccalaureate degree in computer science, computer engineering, or a closely related area and a general knowledge of biology. 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.

Clinical Track Students

Applicants for the MS program should normally have a baccalaureate degree in a clinical or other health-related program and a general knowledge of computer programming. The applicant's undergraduate GPA and depth of preparation in their major are the primary factors affecting admission. Every applicant must submit scores for the Graduate Record Exam (GRE) or any other graduate-level entry exam. An international student must also submit Test of English as a Foreign Language (TOEFL) scores.

Course Work

The program of study must contain a minimum of 30 semester hours of approved graduate work. A description of the degree requirements is available at the department's Web site.

Foreign Language Requirement

None.

Thesis

The student must complete a thesis based on original research.

Final Exam

The student must pass a final oral exam in defense of the thesis and over the course work taken for the degree.

Satisfactory Progress

The student maintaining a cumulative GPA of 3.00 or higher and fulfilling other requirements of the MS degree is

considered to be making satisfactory progress toward the degree.

Course Load

The maximum number of hours allowed per semester is 12 semester hours. Special permission is required to take more than 12 semester hours.

Advising

The advising office of the School of Computing and Informatics provides advising services to all Biomedical Informatics students. The e-mail address is sci.advising@asu.edu.

Maximum Time Limit

ASU policy applies.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Business Administration

Master's and Doctoral Programs

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wpcarey.asu.edu/acc

480/965-3631

BA 223

Department of Finance

wpcarey.asu.edu/fin

480/965-3131

BAC 519

Department of Information Systems

wpcarey.asu.edu/is

480/965-3252

BA 223

Department of Management

wpcarey.asu.edu/mgt

480/965-3431

BA 323

Department of Marketing

wpcarey.asu.edu/mkt

480/965-3621

BAC 460

Department of Supply Chain Management

wpcarey.asu.edu/scm

480/965-6044

BA 446

Business Administration

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[PhD Program](#)

Department of Finance

Department of Information Systems

[PhD Program](#)

Department of Management

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Department of Marketing

Department of Supply Chain Management

Department and School Faculty Listings

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 purpose of the program is to build knowledge and analytic capabilities in the functional areas of business and to develop interpersonal and leadership skills. Essential 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 Standards and Procedures

See [Admission to the Graduate College](#). 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 GMAT, access the Web site at www.mba.com; for more information on TOEFL and TSE, access the Web site at www.ets.org.

Students applying to the MBA program usually 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, applicants

are to communicate their interest for either the full-time, evening, executive, or online program. Applications are to be completed online.

Degree 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, as well as effective written and oral communication skills.

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 typically 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.

MBA courses are open only to students admitted to the MBA program.

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.

Foreign Language Requirements

None.

Thesis Requirements

None.

Comprehensive Examination

All students must successfully complete the comprehensive requirement established by the school of business and Graduate College 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](#).

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 Graduate College,
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 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, and
8. Test of Spoken English score for applicants whose native language is not English.

Admission is granted for fall semesters only. The deadline for receipt of all required application materials is February 1.

Areas of Concentration

PhD students may choose from among seven areas of concentration: accountancy, agribusiness, 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](#).

The agribusiness field focuses on the application of theory and quantitative methods in economics, finance, marketing, and management to issues involved in the production, distribution, and marketing of food and fiber. See the interdisciplinary graduate programs section, [Business Administration](#).

Research activities in information systems encompass areas of theory and application in computer information systems. See [Concentration in Computer Information Systems](#).

Research interests of the finance faculty focus on corporate finance, investments, financial markets, banking, and entrepreneurial finance.

The management concentration covers a broad field with research in organizational theory, organizational behavior, strategic management, and human resource management. See [Concentration in Management](#).

Research conducted by the marketing faculty 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 Supply Chain Management are actively involved in purchasing, operations management, and logistics.

Program of Study

See [Doctor of Philosophy](#), for general requirements. 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. Students are required to complete sufficient hours of research and dissertation.

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](#), 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

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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 Information Systems.

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](#), 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 Information Systems 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

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, 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

Department of Marketing

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

Department of Supply Chain Management

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

Department and School Faculty Listings

**Charles W. Christian, Director
School of Accountancy**

Professors:

Boatsman, Christian, Gupta, Kaplan, Ohlson, Pany, Pei, Reckers, Schultz

Associate Professors

Golen, Hwang, Mikhail, Regier, Whitecotton

Assistant Professors

Comprix, Lee, Petersen, Robinson, Rowe

Senior Lecturers:

Geiger, Goldman, Maccracken

Lecturers

Leshinski, Levendowski, Munshi, West

**Jeffrey Coles, Chair
Department of Finance**

Professors:

Booth, Coles, Guntermann, Hertzell, Kaufman, Liu, Nanda, Sushka, Wahal

Associate Professors

Cesta, Davis, Gallinger, Hoffmeister, Marquez

Assistant Professors

Aragon, Deli, Dieckmann, Juergens, Lindsey, Nardari, Strickland, Yavuz

Clinical Assistant Professors:

Licon, Simonson

Professor of Practice:

Stearns

Lecturer:

Hoffman

**Robert D. St. Louis, Chair
Department of Information Systems**

Professors

Goul, Roy, St. Louis, Steinbart, Vinze

Associate Professors

David, Iyer, Keim, Kulkarni, Santanam, Shao

Assistant Professors

Corral, Demirkan, Ravindran, Roussinov

Affiliated Faculty:

Reckers

Senior Lecturers

Birney, Hayes, Shrednick

Lecturer

McCarthy

**Albert Cannella, Chair
Department of Management**

Regents' Professor

Gomez-Mejia

Professors

Ashforth, Cannella, Hershauer, Hillman, Hom, Hoskisson, Jennings, Keim, Kinicki, Mittelstaedt, Tsui

Associate Professors

Boyd, Keats, Koka, Moorhead, Olivas

Assistant Professors

Corley, Khanna, Lange, Lee

Clinical Professor

Gendron

Senior Lecturers

Beer, Davila, Koretz

Lecturers

Kalika, Millikin

**Michael P. Mokwa, Chair
Department of Marketing**

Regents' Professor

Cialdini

Professors

Bitner, Bolton, Brown, Hutt, Jackson, Kumar, Lastovicka, Mokwa, Nowlis, L. Ostrom, Reingen, Walker, Ward

Associate Professors

Blasko, Mandel, A. Ostrom, Sinha, Stephens

Assistant Professors

Jarvis, Morales

Clinical Associate Professor

Eaton

Clinical Assistant Professor

Peloso

Professors of Practice

Artigue, Denning

Senior Lecturer

Spiers

Craig W. Kirkwood, Chair
Department of Supply Chain Management

Professors:

J. Carter, P. Carter, Choi, Dooley, Kirkwood, Pearson, V. Smith-Daniels

Associate Professors

Brooks, Callarman, Keefer, Maltz, D. Smith-Daniels, Verdini

Assistant Professors

Barratt, Rabinovich

Clinical Assistant Professor

Pfund

Faculty Associate

Seamon-Langdon

Senior Lecturer

Brown

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ARCHIVE:**2007-2008 GRADUATE CATALOG****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 Graduate College, 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 statistics, 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 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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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 Graduate College. 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 substance abuse. 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 the Graduate College.

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 or school counseling 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](#), for research activity.

COURSES

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Counseling Psychology

Doctoral Program

Sharon E. Robinson Kurpius, Training Director
Terence J. G. Tracey, Academic Program Leader

DOCTOR OF PHILOSOPHY

The faculty in the Division of Psychology in Education offer a graduate program leading to the PhD degree in Counseling Psychology. The PhD program in Counseling Psychology is accredited by the American Psychological Association. The PhD program adheres closely to the scientist-practitioner model in preparing graduates for positions in academic and psychological service settings. Although faculty interests are diverse, there is a strong emphasis on empirical data as the basis for professional decision making. All applicants must submit scores of the Graduate Record Examination and submit all application materials before December 1 to be considered for admission for the following academic year.

Curriculum requirements of the Counseling Psychology program include course work from several domains (general psychology core, empirical foundations, and counseling theory and methods), as well as practicum and internship experiences. Applicants should contact the Division of Psychology in Education and request the Counseling Psychology Program brochure for a complete description of admissions and curricular requirements. A copy of the program brochure is also available on the Web site, coe.asu.edu/psyched.

RESEARCH ACTIVITY

Research activity includes career development and self-efficacy, counseling process, drug abuse prevention, meaning-in-life related issues, problem solving and decision making, interpersonal skill development, ethnic and gender issues, health psychology topics, student development, program evaluation, gerontological counseling, ethics, marriage and family counseling, and at-risk youth.

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Counselor Education

Master's Program

Terence J. G. Tracey, Academic Program Leader

MASTER OF EDUCATION

The faculty in the Division of Psychology in Education offer a degree program leading to the Master of Education (MEd) degree in Counseling.

The MEd degree in Counseling is a 30-semester-hour program for certified or certifiable teachers. The degree is designed to provide a greater understanding of the psychological and behavioral development of individual students; the dynamics and use of groups in the instructional process; principles of testing and vocational and career dynamics that have applications in the instructional process; the effective utilization of school specialists in aiding student development; and the role of the school counselor in the instructional process. While the MEd program is generally chosen as a student's fifth year of teacher preparation, the MEd does not result in certification as a school counselor. Those wishing to be certified for school counseling should apply to the Master of Counseling (MC) degree program.

Admission to the MEd in Counseling is based on the applicant's potential for graduate study and completion of an undergraduate degree in education or certification as a teacher in Arizona public schools. To balance student demand with resources available, the program is limited in the number of students admitted each admissions period.

Applicants must submit all application materials before October 15 or April 15 to be considered for admission for the following semester. Applicants should get the complete program brochure from EDB 302 or from the Web site. For more information, see [Master of Education](#).

RESEARCH ACTIVITY

See [Counseling Psychology](#).

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Curriculum and Instruction

Interdisciplinary Doctoral Program

Robert B. Rutherford Jr.,
Director, PhD Program in Curriculum and Instruction and
Associate Director of Research and Graduate Education

Art

Professors: Erickson, Stokrocki, Young

Curriculum and Instruction

Professors: Artiles, Baker, Barone, Bitter, Cannella, Christie, Edelsky, Faltis, Flores, E. Garcia, Guzzetti, Hudelson, Kozleski, Ovando, Rutherford, Surbeck, Swadener, Zucker

Associate Professors: Anijar, Arias, Blumenfeld-Jones, Cohn, Di Gangi, Fischman, Gomez, MacSwan, Marsh, McCoy, Middleton, Rolstad, Sloane, Smith

Assistant Professors: Battey, Clark

Clinical Associate Professor: Mathur

Earth and Space Exploration

Professor: Reynolds

Educational Leadership and Policy Studies

Regents' Professor: Berliner

Professors: Tobin, Wiley

Associate Professor: Margolis

English

Professors: Crowley, Nilsen, Roen

Associate Professors: Goggin, Nelson

Life Sciences

Professor: Lawson

Mathematics and Statistics

Associate Professor: Carlson

Assistant Professor: Zandieh

Physical Education (Polytechnic Campus)

Professor: Darst

Assistant Professor: Kulinna

The Interdisciplinary Committee on Curriculum and Instruction offers an interdisciplinary graduate program leading to the PhD degree in Curriculum and Instruction. Areas of concentration are as follows: art education, curriculum studies, early childhood education, elementary education, English education, exercise and wellness education, language and literacy, mathematics education, physical education, science education, and special education.

One of the unique features of this interdisciplinary program is that, because it utilizes faculty research and teaching interests from a number of academic units, students may work in concert with their program committee to tailor a course of study to fit individual needs and goals.

The interdisciplinary PhD committee mentors set guidelines and supervise programs of study, while an executive committee, appointed by the dean of the Mary Lou Fulton College of Education and the dean of the Graduate College, has primary responsibility for the operation of the program. It is composed of faculty representing the various concentrations.

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480/965-7007

CDN 162

Jacques Giard, Director**Professors**

Brandt, Giard

Associate Professors

Bernardi, Boradkar, McDermott, Patel, Sanft, Witt

Assistant Professors

Bender, Brungart, Shin, Takamura, White

Clinical Associate Professors

Herring, Weed

Clinical Assistant Professor

Heywood

The faculty in the College of Design offer a postprofessional research degree program leading to the Master of Science in Design degree with concentrations in graphic design, industrial design, interior design, and arts, media, and engineering (AME). Course offerings focus on such areas as facilities planning and management in design; human factors in design; methodology, theory, and criticism in design; and visual communication design.

The faculty also participate in offering the PhD in Environmental Design and Planning program. See [Environmental Design and Planning](#), 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 that 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 faculty in the Department of Industrial Design, Department of Interior Design, and Department of Visual Communication Design 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 faculty research, access the program's Web site at design.asu.edu.

CONCENTRATIONS

The Master of Science in Design (MSD) degree has four concentrations: arts, media, and engineering; graphic design; industrial design; and interior design.

Arts, Media, and Engineering Concentration

The arts, media, and engineering concentration is intended for individuals who wish to explore the potential of media and associated technology as they relate to the application to design.

Graphic Design Concentration

The graphic design concentration is for individuals interested in advanced studies in visual language; history, theory, criticism, and 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 (MSD) degree program offers five areas of study.

Design and Experimental Media

This area of study is open to all students in the MSD program but is especially suited to students with a background in industrial or visual communication design. AME is a joint initiative between the Katherine K. Herberger College of the Arts and the Ira A. Fulton School of Engineering which focuses on the development of experiential media. The program combines expertise from 10 disciplines (art, bioengineering, computer science and engineering, dance, design, educational technology, electrical engineering, music, psychology, and theatre) that come together to advance hybrid physical-digital knowledge and research in media. Students in this area of study undertake the research core required of all MSD students, the MSD design and experimental core, and the Arts, Media, and Engineering design and experimental core.

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, wayfinding, etc.); and human factors in graphic, product, and interior design. Subject matter also includes the design of equipment, machines, and spaces; ergonomics and forms of ergonomic documentation; and analysis of relationships between spaces, objects, and people as simulated through computer animation, imaging, and traditional modeling techniques.

Visual Communication Design

This area of study emphasizes the production and analysis of visual language systems in context. Students study the effects of visual media in society and investigate ways of employing that media to communicate information with increasing sophistication. Critical to this process is the development of ideas and approaches independent of commercial and technological trends. Research and applied projects require innovative thinking, writing, and form giving that consciously integrate knowledge of aesthetics, perception, human factors, and technology. Other areas of study, particularly those within the arts and social sciences, often inform research and applied projects. The teaching content of this area is tailored to the needs of the individual applicant; however, students may be invited to work with faculty on current research projects.

Admission Requirements

Applicants must hold a baccalaureate degree in Graphic Design, Industrial Design, Interior Design, or a related design discipline to participate in this degree program. In addition to completing the general requirements for

admission to the Graduate College, applicants must also submit the following materials to

MASTER OF SCIENCE IN DESIGN PROGRAM
COLLEGE OF 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. The mandatory statement of intent requirements can be found on the Web site at design.asu.edu/msd.
4. Three letters of recommendation from persons qualified to comment on the applicant's potential in the selected concentration.
5. An 8.5" x 11" portfolio documenting research and imaginative projects that support the intended concentration.
6. 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 [TSE] or the SPEAK test administered by the American English and Culture Program at ASU).
7. A current résumé or curriculum vitae.

The portfolio is returned after final admission procedures, provided sufficient prepaid postage is enclosed, or if the materials are claimed in person within one year of submission. Unclaimed portfolios are retained for only one year. The program assumes no liability for lost or damaged materials.

Admission to the MSD program is selective. The program does not defer admission.

Application Deadlines

All application materials must be received on or before January 15 for fall semester consideration. The program does not admit students in the spring.

Applications for assistantships and scholarships are considered at the same time.

Admission Applicant Fee

The College of Design collects a nonrefundable \$200 fee from applicants to its graduate degree programs upon admission to the program. Collection of this fee assures that space in the program is held until a College of Design-published deadline. Those enrolling and paying tuition and fees before the college-published deadline have their program fees reduced by \$200. Those who do not enroll and pay tuition and fees before the college-published deadline forfeit the \$200.

Selection Procedures

The faculty evaluate the applications and supporting materials and recommend to the Graduate College whether the applicant should be granted admission or if admission should be denied. The program 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:

Approved courses in the concentration/area of study (12–18)
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 wishing to accept a teaching assistantship offered by the College of Design must have either successfully completed DSC 580 or be concurrently enrolled in DSC 580 at the time of the teaching assistantship.

Thesis or Applied Project

For students choosing the thesis option, six semester hours of DSC 599 Thesis count 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 count.

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 Design in general, may be found on the Web site at design.asu.edu E-mail inquiries or requests should be sent to designmsd@asu.edu.

Facilities

The College of Design maintains a high-bay research facility, a transdisciplinary product development laboratory (InnovationSpace), an extensive modeling laboratory, 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.

COURSES

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Educational Administration and Supervision

Master's and Doctoral Programs

coe.asu.edu/elps/admin

480/965-6357

ED 120

**Arnold B. Danzig, Interim Associate Division Director, Academic Program Coordinator, DELTA
Doctorate and EdD in Educational Administration and Supervision**

**James E. Jurs, Academic Program Coordinator,
MEd in Educational Administration and Supervision**

Donna J. Macey, Internship Coordinator and Certification

The faculty in the Division of Educational Leadership and Policy Studies offer graduate programs leading to the Master of Education and Doctor of Education degrees in Educational Administration and Supervision. Graduate course work leading to Arizona certification for principal, supervisor of instruction, and the superintendency is also available through the program and requires three to six semester hours of internship.

A minimum of 36 semester hours is required for the MEd degree. Applicants for admission to the doctoral degree programs must submit scores on the GRE.

Candidates for all degrees must pass a written comprehensive examination or meet alternative requirements. Candidates for the MEd degree must present a satisfactory capstone project addressing leadership. An oral examination over the written portion of the comprehensive examination may be required of EdD candidates at the discretion of the student's program committee. In addition, candidates for the EdD and PhD must pass a final oral examination in defense of the dissertation, and candidates for the EdD programs may also be required to take certain Mary Lou Fulton 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](#), for general information on the Master of Education degree.

DOCTOR OF EDUCATION

See [Doctor of Education](#), for general information on the Doctor of Education degree.

RESEARCH ACTIVITY

Faculty research includes the study of economics and financing of education, competency performance, administrator preparation, roles and characteristics of school administrators, educational demographics, equity in leadership, administrative decision processes, evaluation of teaching performance, evaluation of administrative performance, community education, effects of legislative budget limitations, personnel administration communications, alternative school programs, policy formation, planning, school board problems, and law-related issues. Other areas of faculty research involve leadership development; professional development; leadership for innovation and school change; the needs of schools in urban settings; educational equity and social justice; curricular leadership and instructional leadership; working with indigenous and immigrant communities; binational, international, and global issues in education; and conducting research in applied settings.

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480/965-6357

ED 120

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 education 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 at coe.asu.edu/elps.

DOCTOR OF PHILOSOPHY

See [Doctor of Philosophy](#), 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 Graduate College directly by ETS.

Deadlines for application to the PhD program are January 1 and March 1 of each year for entry into the program in the fall semester. To be considered in the January or March admissions meeting, applications must be completed by the first day of the respective month. Admissions information and forms for this and other graduate programs are available online at coe.asu.edu/elps/phdedlead.php.

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. Students applying to the PhD program with a BA degree or students with a Master's degree in an unrelated discipline (e.g. fine arts, physical sciences, business) must complete a Master of Arts in Passing in Social and Philosophical Foundations. 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 the Graduate College.

Dissertation Committee

After passing the comprehensive examination, a dissertation committee is formed upon the approval of the dean of the Graduate College. 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 the Graduate College.

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, which must be taken in the student's first year.

EDA 691 S: Race, Class, and Gender (3)
 EPA 591 S: Foundations of Inquiry* (3)
 EPA 691 S: Power, Politics, and Policy (3)
 EPA 791 S: Pro-Seminar* (3)

Total 12

* These courses 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 Mary Lou Fulton College of Education, is available to deepen a student's competence and research emphasis. The particular courses should be chosen in consultation with the student's program committee. Twelve semester hours is required in research methods.

COE 502 Introduction to Data Analysis (3)
 COE 503 Introduction to Qualitative Research (3)
 Research methods electives (6)

Total 12

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, language policy, international and comparative education, or American Indian Education policy.

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

A comprehensive examination must be passed before admission to candidacy. The form of examination is determined by the student's program committee.

Master's in Passing

Students entering the PhD program without a Master's degree in a related field must enroll in the policy studies core in their first two semesters and work with their advisors and committees to create a 30-semester-hour program of study that will also include the six semester hours of introductory research methods required for the PhD (COE 502 and COE 503) and twelve semester hours of specialty studies. The culminating experience for the MA in Passing is to complete successfully the qualifying examination in the Division of Educational Leadership and Policy Studies. The examination may consist of both a written and an oral component. A student's program committee may substitute an equivalent activity for this examination. Once a student has passed the qualifying examination, he or she is admitted to candidacy for the PhD. The comprehensive exam required as part of the culminating experience for the MA in Passing is not the dissertation prospectus defense.

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.

Final Examination

A final oral examination in defense of the dissertation is required.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Educational Technology

Master's and Doctoral Programs

James D. Klein, Academic Program Leader

The faculty in the Division of Psychology in Education offer graduate programs leading to the Master of Education (MEd) and Doctor of Philosophy (PhD) degrees in Educational Technology. The focus of these programs is on design, development, and evaluation of instructional systems and on educational technology applications to support learning. The doctoral program emphasizes research using educational technology in applied settings.

The graduate programs leading to a degree in Educational Technology prepare students for a variety of positions consistent with their professional goals. Most doctoral graduates of the program accept appointments as university or college faculty, instructional designers or evaluators in academic and business settings, or training managers in corporate environments. Employment opportunities for master's degree graduates include positions as educational technologists in schools, community colleges, and universities; and as training specialists in business and industry.

Applicants for admission to the PhD degree program in Educational Technology must submit scores for the Graduate Record Examination (GRE). MEd program applicants must submit scores for either the GRE or the Miller Analogies Test. All application materials should be received at least three months before the semester in which the applicant wishes to begin study.

MASTER OF EDUCATION

The MEd degree in Educational Technology requires the completion of a minimum of 30 semester hours beyond the bachelor's degree, which includes 18 semester hours of required courses and 12 semester hours of electives. For a complete description of the MEd program in Educational Technology, access the Web site at coe.asu.edu/psyched. For general requirements, see [Master of Education](#).

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 his or her 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](#).

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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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) degree.

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 asuengineeringonline.com.

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 (microelectronics packaging, software engineering, quality and reliability, for example) or student-initiated areas of study (interdisciplinary).

Admission

See [Admission to the Graduate College](#).

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 Graduate College.

Program of Study

Graduate College 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 Science and 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 Graduate College. 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 written components of the Graduate Record Examination (GRE) are 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 (213 on the computer-based examination) or higher may be regularly admitted without requiring further language study. Applicants with scores below 550 may be regularly admitted but must complete study in ASU's American English and Culture Program (AECF) before enrolling in course work in the academic program.

Program of Study

In general, all candidates for the MSE degree program are required to complete 30 semester hours. Additional courses may be assigned by the supervisory committee depending on the background of the candidate.

Option 1

A minimum of six semester hours of research and thesis credit must be included in the 30 hours.

Option 2

A minimum of 30 semester hours and a comprehensive examination are required.

Foreign Language Requirements

None.

Thesis Requirements

Only students who elect option one are required to write a thesis.

Final Examination

A final oral examination in defense of the thesis is required for students who choose option one. A final comprehensive examination is required for students in option two. Examination format and times should be obtained from the academic unit.

CENTER FOR PROFESSIONAL DEVELOPMENT

As a unit of the Ira A. Fulton School of Engineering, the Center for Professional Development (CPD) provides engineers and technical professionals the skills and knowledge necessary to master new methods, to lead projects and teams, and to advance professionally. Programs are offered in traditional classroom environments and through distance learning. By leveraging the nationally renowned faculty of the school and affiliate experts, CPD administers short courses and conferences, professional certification programs, off-campus graduate degree programs, and in-company customized programs.

The school offers a growing list of MSE programs to engineering professionals globally. It is understood that adult students have professional, family, and community responsibilities in addition to their educational goals. The school strives 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, and nontraditional 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.

A concurrent MBA/MSE degree in Electrical Engineering is offered in collaboration with the W. P. Carey School of Business. The concurrent degree consists of eight courses from the online MBA program and eight courses from the MSE program. The courses in electrical engineering are part of the communications area of study within the curriculum. The degree is offered to a cohort group and takes three years to complete. The courses are offered primarily online. For more information, see [Concurrent MBA/MSE Electrical Engineering Program](#).

For more information about the Center for Professional Development, access the school's Web site at asuengineeringonline.com.

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 of Engineering 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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design.asu.edu

480/965-4620

CDN 154

Jacques Giard, Director

Applied Biological Sciences (Polytechnic campus)

Professors: Brady, Brock, Mushkatel
Associate Professors: Green, Miller, Whysong

Architecture and Landscape Architecture

Professors: Bryan, Ozel
Associate Professors: Cook, Moeck, Zygus
Assistant Professors: Hejduk, Morton

Interior Design

Professor: Brandt
Assistant Professor: Bender

Industrial Design

Professor: Giard
Assistant Professor: Keliher

Planning

Professors: Dandekar, Kihl, Pijawka
Associate Professors: Cameron, Crewe, Guhathakurta, Kim, Yabes
Assistant Professors: Balsas, Golub, Kamel, Lara-Valencia

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 School of Architecture and Landscape Architecture, and the departments of Industrial Design and Interior Design participate in offering the degree. Faculty from disciplines outside of the College of 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 design.asu.edu, or send e-mail to design.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: sustainability, urban and suburban revitalization, desert cities, community building, environmental stewardship and entrepreneurship, and experimental technologies. 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 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.

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 Graduate College admission requirements, applicants must submit the following items to

PHD PROGRAM IN ENVIRONMENTAL DESIGN AND PLANNING
COLLEGE OF 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 and the reasons for pursuing a doctoral education, as well as indicating the proposed area of concentration and a potential mentor in the College of Design); and
4. Graduate Record Examination (GRE) scores.

A Test of English as a Foreign Language (TOEFL) score of at least 600 or an overall IELTS band score of 7.5, with no individual band below 7.00, 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 Graduate College 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. Students must be thoroughly familiar with design and planning and are expected to demonstrate a high level of academic maturity before being admitted to the program.

Of the 54 semester hours, 24 must be research and dissertation credit. At least 30 semester hours of the remainder, exclusive of dissertation and research hours, must be completed after admission to the PhD program at ASU. No transfer credits are allowed to fulfill the 54-semester-hour minimum requirement for the program.

The student is required to take 15 semester hours in the area of concentration and a minimum of nine semester hours of specialized course work outside the area of concentration; a minimum of six semester hours in current research and research methods is required.

Each student entering the PhD program is required to submit a program of study during the first year. The director of the PhD program appoints a committee made up of a minimum of three faculty members. This committee includes a prospective mentor who 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. 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 summary of the academic year. The summary 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.

Students must meet the minimum Graduate College requirements, but program standards may exceed these requirements. For example, students are expected to

1. have all grades in graduate courses 3.00 GPA or higher,
2. have made sufficient progress in their research projects,
3. have attended or presented papers at seminars/meetings,
4. have accomplished their goals from the previous year, and
5. set realistic goals for the upcoming academic year.

Foreign Language Requirements.

None.

Comprehensive Examinations.

Upon completion of course work in the PhD program of study and before admission to candidacy and the start of dissertation research, the student must take a written examination on his or her knowledge of the chosen area of concentration and interdisciplinary knowledge, including the ability to communicate across disciplines. The student's program committee conducts an oral examination following the review of the written examination.

Dissertation Requirements.

The dissertation must consist of a fully documented written analysis of a problem that is original in nature and extends the knowledge and/or theoretical framework of the field. The research must demonstrate the student's creativity and competence in independent research.

Final Examination

A final oral examination in defense of the dissertation is required. A candidate must pass the final examination within five years after completing the comprehensive examination.

Research Activity

Research topics within the PhD program in Environmental Design and Planning may change during the course of research, either by expanding or narrowing the focus of the topic. For more information about student and faculty research, access the Web site at design.asu.edu.

Environmental Design and Planning

In addition to the EPD 700-level courses, refer to other graduate courses that are available to support the collegewide interdisciplinary degree program in Environmental Design and Planning.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Program in Family and Human Development

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480/965-6978

SS 144

Richard A. Fabes, Director

Professors

Christopher, Fabes, Griffin, Ladd,
Martin, Roosa

Associate Professors

Dumka, Hanish, Madden-Derdich, Reiser, Updegraff

Assistant Professors

Gager, Jahromi, Mikulski, Shapiro, Simpkins, Spinrad, Umaña-Taylor, Valiente, Yoo

The program in Family and Human Development is devoted to the study of families, children, and youth. The program's research, teaching, and service have direct meaning for the lives of children and adults and the families and communities in which they live.

The faculty share a common commitment to high quality research that both increases the basic understanding of human and family development and has the potential to contribute to the improvement of the lives of children and families.

The program'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. Family and Human Development also provides access to sophisticated microcomputing technology within the program as well as to centralized computing services at ASU. The program offers several fellowships that provide students with collaborative research experiences under the supervision of faculty members.

Students may pursue the MS degree in Family and Human Development. Areas of study are available in child development and family relationships. Information about opportunities for assistantships and fellowships may be obtained from the director of the program. Students applying to this program are required to submit scores on the Graduate Record Examination (verbal, quantitative, and analytical sections).

MASTER OF SCIENCE

Admission Standards and Procedures

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 Graduate College.

A Test of English as a Foreign Language score of at least 600 is required of all applicants whose native language is not English.

Applications, which are due January 15, should be sent to

GRADUATE SECRETARY
FAMILY AND HUMAN DEVELOPMENT
PO BOX 873701
ARIZONA STATE UNIVERSITY
TEMPE AZ 85287-3701

Course Work

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 program or college, the program of study is submitted to the Graduate College for final approval. The following requirements must be met for the tracks in child development or family studies. All students must take the following courses: FAS 500, FAS 531, CDE 531, CDE 534, and 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.

Foreign Language Requirement

None.

Satisfactory Progress

Master's degree candidates are required to maintain a 3.00 cumulative GPA in graduate school.

Thesis Requirements

A thesis is required.

Supervisory Committee

The supervisory committee for the master's program is composed of at least three members, at least two of whom are from the Family and Human Development faculty. The remainder of the supervisory committee is selected by mutual agreement of the student, the supervisory chair, and the school director.

Final Examination

A final oral examination in defense of the thesis is required.

DOCTOR OF PHILOSOPHY

The PhD degree in Family and Human Development prepares researchers in the fields of family processes, family relationships, and human development. Students can receive advanced training in theory, research methodology, and several substantive fields that are part of family and human development.

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.

Admission Standards and Procedures

Admission to the PhD 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 PhD program;
4. three letters of recommendation; and
5. an application for admission to the Graduate College.

A Test of English as a Foreign Language score of at least 600 is required of all applicants whose native language is not English.

Applications, which are due January 15, should be sent to

GRADUATE SECRETARY
FAMILY AND HUMAN DEVELOPMENT
PO BOX 873701
ARIZONA STATE UNIVERSITY
TEMPE AZ 85287-3701

Course Work

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 87 semester hours for students entering after the bachelor's degree and 57 semester hours for students entering after the master's degree. Of the 87 semester hours for a postbaccalaureate program, six are thesis credits and 24 are dissertation credit. Postbaccalaureate students complete a master's-in-passing before advancing to their doctoral studies. Correspondingly, the 57 semester hours of the postmaster's program include 24 semester hours of dissertation credit. The additional hours in both the postbaccalaureate and postmaster's tracks involve

1. family and human development courses,
2. statistics and research methods, and
3. a collateral area of study relating to family and human development.

Foreign Language Requirements

None.

Satisfactory Progress

Doctoral students are required to maintain a 3.00 cumulative GPA in graduate school.

Supervisory Committee

The supervisory committee is composed of at least four faculty, three of whom must be faculty members in Family and Human Development. Members of the supervisory committee are selected by mutual agreement of the student,

the supervisory chair, the graduate studies coordinator, and the school's director.

Admission to Candidacy

After students pass the comprehensive examinations, they will complete a prospectus for the dissertation project. The prospectus should include a pertinent review of the literature, a statement of the problem, the purpose of the proposed study, a description of the research design, and discussion of the specific means by which the data will be analyzed. Subsequently, the dissertation committee will meet to evaluate, request revisions to, and approve the student's dissertation prospectus or proposal. After the dissertation committee has approved the dissertation prospectus, the student will apply to the Graduate College for admission to candidacy.

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. A final oral examination in defense of the dissertation is required.

RESEARCH ACTIVITY

The research activities of the faculty and students in Family and Human Development 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/ssfd.

In addition, the school 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.

COURSES

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Higher and Postsecondary Education

Master's and Doctoral Programs

coe.asu.edu/elps/highed.php

480/965-6357

ED 120

Caroline Sotello Viernes Turner, EdD/PhD Academic Program Coordinator
Kris Ewing, MEd 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.

The MEd program requires 37 semester hours of course work, including six hours of practicum. Candidates for the MEd degree must pass the capstone research seminar research paper. The EdD program requires a minimum of 90 semester hours. 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](#). See [Doctor of Philosophy](#), for information on the PhD degree.

Admissions information and forms for this and other programs are available online.

MASTER OF EDUCATION

Applicants for admission to the MEd degree program must submit scores on the Graduate Record Examination (GRE), a letter of intent, a current résumé, three letters of reference, and official transcripts. For more information, see [Master of Education](#).

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](#).

RESEARCH ACTIVITY

Faculty members in higher education conduct 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, intergroup relations, 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.

COURSES

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Information Management

Master's Program

wpcarey.asu.edu/is

480/965-3252

BA 223

Robert D. St. Louis, Chair

Professors

Goul, Roy, St. Louis, Steinbart, Vinze

Associate Professors

David, Iyer, Keim, Kulkarni, Santanam, Shao

Assistant Professors

Corral, Demirkan, Ravindran, Roussinov

Affiliated Faculty

Reckers

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. International applicants whose native language is not English must submit scores from the Test of English as a Foreign Language.

Prerequisites.

Applicants must complete the program prerequisites. Refer to the department's Web site for a current list of required course prerequisites. Graduate-level CIS courses are open only to students admitted to the graduate program.

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 Graduate College. 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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification](#)

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Liberal Studies

The College of Liberal Arts and Sciences offers a master's degree designed for students interested in a multidisciplinary approach to human ideas and values. The program is intended for students seeking a graduate degree that explores the integration of the humanities with political, religious, social, and scientific questions within their cultural contexts. The distinctive feature consists of the three integrated core seminars specifically designed for the Master of Liberal Studies. This core series provides a graduate-level, integrated, interdisciplinary, and transdisciplinary approach to problems and issues articulated by the study of individuals in society. Four concentrations are offered

1. borders: migration, health, and cultural identity;
2. film and media studies;
3. gender, religion, and culture; and
4. science, society, and creative nonfiction writing.

This master's program has a program fee (in addition to graduate tuition) to cover alternative course delivery methods to accommodate the needs of working adults. For more information, access the College of Liberal Arts and Sciences Web site at clas.asu.edu.

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Materials Science

Interdisciplinary Master's Program

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Science and Engineering of Materials

Interdisciplinary Doctoral Program

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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 Graduate College](#). 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 the Graduate College upon the recommendation of the chair of the academic unit in which the graduate advisor serves as a faculty member. The supervisory committee is formed soon after the student has been admitted to the degree program. The graduate advisor and student suggest names of persons to serve on the supervisory committee. The composition of the supervisory committee must reflect the interdisciplinary nature of the program.

Program of Study

A program of study is recommended by the supervisory committee after conferring with the student. The minimum number of semester hours required for the degree is 30. More may be required by the supervisory committee depending upon the background of the student and the nature of the proposed program. In some cases undergraduate courses may be required to remove deficiencies.

Foreign Language Requirements

None.

Thesis Requirements

A thesis is optional.

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.

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Nonprofit Studies

Master's Program

scrd.asu.edu/grad

602/496-0500

UCENT 550

Randy J. Virden, Director, School of Community Resources and Development

Carlton Yoshioka, Graduate Coordinator

Professor
Yoshioka

Associate Professors
Ashcraft, Bortner

Assistant Professors
Guo, Shockley

The Master of Nonprofit Studies (MNpS) degree program is intended for professionals who work in or desire to work in the nonprofit sector. The degree program provides an opportunity to obtain an advanced degree that addresses the unique character of nonprofit organizations and the social sector. Students interested in nonprofit management and social sector organizations explore research, theory, and the practice of management and leadership in the nonprofit sector.

Admission

Potential applicants who hold a bachelor's degree from a regionally-accredited institution are eligible to apply. Applications are accepted year-round and students are granted admission for fall, spring or summer semesters. Students must submit the following to apply for the MNpS: completed application form to the Graduate College, statement of educational and career goals in sufficient detail to indicate compatibility with the educational objectives and capabilities of the school, three reference letters, and a curriculum vitae or résumé. Applicants whose junior/senior GPA is 3.00 or higher are eligible to apply for admission to the program. Certificate students who are interested in applying for the MNpS program must apply to the degree program before the completion of nine semester hours in their certificate program.

Program of Study

The MNpS consists of a minimum of 33 semester hours. Students are required to take 18 semester hours of core course work, in which three hours are a capstone course that is completed at the end of the program of study. The capstone course is integrative and case-based, allowing students to synthesize material from prior course work. Successful completion of this course is required in place of a thesis or applied project.

Students also complete 15 semester hours of related elective course work. In addition to the NLM courses, courses are selected from two contributing disciplines (public affairs and social work) to foster the interdisciplinary nature of the degree. Students may include two three-semester-hour courses not listed below in their program of study as long as the student can establish an intellectual and professional development objective that substantiates the course selection.

NLM 501 Program Evaluation and Information Management (3)
 NLM 510 Foundations in Nonprofit Management (3)
 NLM 520 Financial Management in Nonprofit (3)
 NLM 540 Volunteer and Human Resource Management in Nonprofit (3)
 NLM 550 Philanthropy: Theory and Practice (3)
 NLM 620 Capstone: Critical Issues in Nonprofit Management (3)
 Electives (15)

Total minimum semester hours required 33

Foreign Language Requirement

None.

Thesis Requirement

None.

Final Exam

None.

Capstone Requirement

The MNpS degree requires students to demonstrate competency by the synthesizing and applying core course knowledge and skills to the nonprofit sector by successfully completing the capstone course.

COURSES

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Public Administration

Doctoral Program

spa.asu.edu/programs/phd.htm

602/496-0450

UCENT 450

Robert Denhardt, Director, School of Public Affairs

Janet Denhardt, Director, Doctoral Program

Regents' Professor

R. Denhardt

Professors

Cayer, Chapman, Coor, Crow, J. Denhardt, R. Denhardt, Hall, Lan, Perry

Associate Professors

Campbell, McCabe

Assistant Professors

Al-Yahya, Catlaw, Corley, Peck, Voorhees

Professor of Practice

Vanacour

The School of Public Affairs offers a graduate program leading to the PhD degree in Public Administration.

The PhD in Public Administration is a theoretically grounded research degree designed to prepare students for an academic career. The degree may also be appropriate for high-level practitioners who want to strengthen their practice through theory-based research. The program is designed to emphasize both normative and conceptual content pertaining to value assessments, theoretical assumptions, ethics, and modes of decision making, as well as problem-solving skills in budgeting, public personnel management, public finance, planning, program evaluation, and policy analysis.

The degree program is interdisciplinary in nature and is offered by faculty from various colleges. One of the unique features of this interdisciplinary program is that, because it utilizes faculty research and teaching interests from a number of academic units, a student may tailor a course of study to fit individual needs and goals.

Admission

Applications are reviewed by an admissions committee appointed by the director of the program. Recommendations for admission are made by the director to the dean of the Graduate College. Minimum Graduate College admission requirements must be met. See [Admission to the Graduate College](#), for requirements. Additionally, each applicant must provide a letter of career goals and statement of reasons for seeking the degree, GRE test scores, a professional résumé, and three letters of recommendation. Letters may be a mix of academic and professional references, but all must address the applicant's capacity to successfully complete the doctoral program. International students must submit both TOEFL and TSE scores. Admissions recommendations are made only once each year, with admitted students beginning their studies in the fall semester. To assure consideration for the ensuing fall semester, submit applications for admission, graduate assistantship, and tuition waiver by January 15. Only applicants already holding master's degrees 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. Students must complete their comprehensive exams within five years of passing the screening exam. 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 the Graduate College. A second failure is considered final and dismissal from the program is recommended to the Graduate College.

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 and contributing to scholarship. 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 the Graduate College.

Final Examination

The final oral examination in defense of the dissertation is scheduled by the dean of the Graduate College 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 the Graduate College.

Graduation

The student is eligible for graduation when the Graduate College 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 the Graduate College.

Applications for graduation should be made no later than the date in the Graduate College 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.

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Real Estate Development

Master's Program

mred.asu.edu

480/298-8225

R. Nicholas Loope, Director

Professors

Bashford, Davis, Guntermann, Howard

Associate Professor

Loope

Assistant Professor

Birnbaum

The Master of Real Estate Development (MRED) is unlike any other program in the nation. The MRED degree program is built upon an innovative transdisciplinary curriculum with a contributing core faculty from the Sandra Day O'Connor College of Law, Del E. Webb School of Construction, W. P. Carey School of Business and the College of Design.

The MRED is an accelerated, 30-week full immersion program focused on educating continuing students and midcareer professionals in the principles, practices, and transactions of real estate development. The curriculum is presented in a fast-paced topic sequence reflective of the contemporary real estate development process, revealing specific core knowledge segments and strategic decision-making tools during each of the nine program segments: valuation, segmentation, location, conceptualization, regulation, capitalization, construction, value realization, and community.

The unique curriculum includes group engagements in two synthesis projects and a capstone project, which serve as topical exercises and core knowledge demonstration events. Additional curricular engagements include relevant case studies, interactive classroom exercises, collaborative group assignments, the integration of topical research, site visits, professional mentor presentations, distinguished visitor lecturers, and social/networking events.

Admission

All students applying to the MRED degree program must meet ASU graduate admissions requirements and are required to take the GMAT, LSAT, or GRE. In addition, candidates applying to the MRED degree program are required to provide an essay succinctly addressing their goals within the real estate development industry (500 to 750 words). Applicants must also provide three letters of recommendation and a current résumé.

Selection Procedures and Notification

An admissions committee composed of faculty from each contributing school evaluates the application and supporting materials and makes recommendations to the Graduate College as to whether the applicant should be granted admission.

Program of Study

An approved program of study is 30 semester hours. The typical distribution is as follows:

Required core courses (22)

Synthesis project(s) (4)

Capstone project (4)

Total 30

Final Examination

The comprehensive capstone project includes an oral defense of the work presented in addition to the final project presentation. Examination of the students' mastery of the subject matter is administered by the core faculty. Each individual member of the group is questioned by the core faculty to ascertain mastery of the subject matter as a function of the group project. In addition, the final capstone project presentation is advertised and open to the public. After the presentations, the public is excused, and the students defend their final project before the core faculty.

Registration

Registration for MRED courses is limited to students who have been admitted into the MRED degree program.

Program Requirements

While there are no specific course prerequisites, applicants must have communication skills, computer proficiency, Internet skills, and expertise in using a spreadsheet package, a word-processing package, a presentation software package, and an e-mail package. Potential students must also demonstrate a strong quantitative ability through an above-average performance (65th percentile or higher) on the GMAT quantitative section.

Foreign Language Requirements

None.

Thesis Requirements

None. Successful completion of the capstone project is required.

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scrd.asu.edu/grad

602/496-0550

UCENT 550

Rhonda Phillips, Director, School of Community Resources and Development

Victor B. Teye, Graduate Coordinator

Professors

Allison, Andereck, Gitelson, Knopf, Phillips, Tyrrell, Yoshioka

Associate Professors

Ashcraft, Hultsman, Teye, Timothy, Virden

Assistant Professors

Autry, Budruk, Chhabra, Guo, Ho, Jones, Nyaupane, White

Lecturer

Barry

MASTER OF SCIENCE

The faculty in the School of Community Resources and Development (Downtown Phoenix campus) and the faculty in the Department of Recreation and Tourism Management (West campus) jointly offer a program leading to the MS degree in Recreation and Tourism Studies. 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 Graduate College by February 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 and Tourism Studies 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 Critical Issues in Recreation and Tourism (3)
REC 555 Social Scientific Perspectives in Recreation and Tourism (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 and to 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 Critical Issues in Recreation and Tourism (3)
REC 555 Social Scientific Perspectives in Recreation and Tourism (3)
REC 580 Practicum (6)
Electives (12)
Introductory statistics (500-level) (3)

Total minimum semester hours required 36

Foreign Language Requirements

None.

Thesis Requirements

A thesis is an option.

Final Examination

A final oral examination in defense of the thesis or a practicum is required.

RESEARCH ACTIVITY

The study of recreation, tourism, and community development is a multidisciplinary field of research, scholarship, and program development. Recent scholarly activity of school faculty and students reflects this approach. Major research areas include the following: international travel and tourism; philosophy of leisure; recreation resource planning; social and psychological analyses of leisure behavior; leisure and youth development; travel and tourism policy and planning; urban recreation administration; outdoor recreation and wilderness management; cross-cultural analysis of play and leisure; gender differences in leisure behavior patterns; and nonprofit agency leadership/management. For more information, access the school's Web site at socrd.asu.edu/grad.

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Information about all courses is available on the Web at [ASU Interactive](http://ASUInteractive). For more information, see [Classification of Courses](#).

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Social and Philosophical Foundations of Education

Master's Program

coe.asu.edu/elps/spf

480/965-6357

ED 120

Nicholas R. Appleton,
Interim Division Director and 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, race, class and gender, American Indian Education policy, and education policy.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Social Justice and Human Rights

Master's Program

602/543-6010

FAB N230D

The Master of Arts degree in Social Justice and Human Rights will be offered at the West campus beginning fall 2008. For more information, call 602/543-6010.

Archive: 2007-2008

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catalog.asu.edu

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Program in Sociology

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www.asu.edu/clas/sociology

480/965-3546

COOR 5681

Jennie Jacobs Kronenfeld, Chair

Professors

Cobas, Kronenfeld, Kulis

Associate Professors

Agadjanian, Benin, Glick, Menjivar, Miller-Loessi, Sullivan

Assistant Professors

Haas, Schaefer, Yabiku

Senior Lecturer

Fine

Lecturers

Fey, Lewin

The faculty in the program 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 writing), 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 deadline is January 15.

Program of Study

A master's degree in Sociology requires the successful completion of a minimum of 32 semester hours, including an 11-hour core curriculum, three hours of theory (SOC 585), 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 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, demography, and health 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 school's Web site. See [Doctor of Philosophy](#) for general requirements.

Admission

Admission to the program is determined by the following criteria: GRE scores (verbal, quantitative, and writing), 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 15.

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 program is affiliated with the Institute for Social Science Research, which conducts local and national surveys. The program also has a computer laboratory.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Special Education

Master's Programs

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.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Taxation

Master's Program

wpcarey.asu.edu/acc

480/965-3631

BA 223

Charles W. Christian, Director

Professors

Boatsman, Christian, Gupta, Johnson, Kaplan, Ohlson, Pany, Pei, Reckers, Schultz

Associate Professors

Golen, Hwang, Mikhail, Regier, Whitecotton

Assistant Professors

Comprix, Lee, Petersen, Robinson, Rowe

Clinical Associate Professor

Drake

Senior Lecturers

Geiger, Goldman, Maccracken, Munshi

Lecturers

Leshinski, Levendowski, West

MASTER OF TAXATION

The faculty in the School of Accountancy offer specialized professional programs leading to the Master of Taxation (MTax) and Master of Accountancy and Information Systems degrees (see [Accountancy and Information Systems](#)). 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](#)) and PhD degree in Business Administration (see [Doctor of Philosophy](#)).

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 exam. 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 at wpcarey.asu.edu/acc for a current list of the program prerequisites. Graduate-level ACC courses are open only to students admitted to the graduate program.

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 through 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.

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

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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Urban and Environmental Planning

Master's Program

design.asu.edu

480/965-7167

AED 158

Kenneth Brooks, Director, School of Planning

Professors

Brooks, Dandekar, Kihl, Pijawka

Associate Professors

Cameron, Crewe, Guhathakurta, Kim, Yabes

Assistant Professors

Balsas, Golub, Kamel, Lara-Valencia

The mission of the school is to advance knowledge and scholarship for planning and designing equitable, healthy, diverse, and sustainable communities. The school will provide students with the highest quality education to urban, environmental, international, and transportation planning and in housing and community development. The school contributes to the public and professional communities at the local, state, national, and international levels with the most advanced research and planning applications. 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 four specializations offered are community and urban development, environmental planning, international planning, and transportation 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. The international planning specialization prepares planners to work in the diverse and changing urban fabric of developing nations and in US cities, with their growing multinational and multicultural populations. Transportation planning focuses on nonmotorized transportation, economic development, border issues, and the environment. Specializations provide connections between the School of Planning and the other disciplines in the College of 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 Graduate College, 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

GRADUATE COLLEGE
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 January 31 to the Graduate College. Preference is given to applications submitted by this date. Applicants who submit their materials after the semester deadline are considered on a rolling basis depending on available space.

Admission Applicant Fee

The College of Design collects a nonrefundable \$200 fee from applicants to its graduate degree programs upon admission to the program. Collection of this fee assures that space in the program is held until a College of Design-published deadline. Those enrolling and paying tuition and fees before the college-published deadline have their program fees reduced by \$200. Those who do not enroll and pay tuition and fees before the college-published deadline forfeit the \$200.

Selection Procedures and Notifications

School faculty evaluate the applications and supporting materials and recommend to the Graduate College if the applicant should be granted regular or provisional admission or if admission should be denied. If admission is provisional, the Graduate College 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, urban-environmental modeling, indigenous planning, and sustainability planning.

For more information about the school's research activities, access the Web site at design.asu.edu.

COURSES

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Law	JD	—	Sandra Day O'Connor College of Law
Legal Studies	MLS ²	—	Sandra Day O'Connor College of Law
Tribal Policy, Law, and Government	LLM ¹	—	Sandra Day O'Connor College of Law

¹ This program is open to post-JD graduates only.

² This program is open to nonlawyers with an accredited four-year undergraduate degree.

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ASU Head Coaches

Baseball—Men	Pat Murphy
Basketball—Men	Herb Sendek
Basketball—Women	Charli Turner Thorne
Cross Country—Men and Women	Luis Quintana
Diving—Men and Women	Mark Bradshaw
Football—Men	Dennis Erickson
Golf—Men	Randy Lein
Golf—Women	Melissa Luellen
Gymnastics—Women	John Spini
Soccer—Women	Ray Leone
Softball—Women	Clint Myers
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	Todd Clapper
Wrestling—Men	Thom Ortiz

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Director, Student Life	Deborah Sullivan
Director, Student Media	To Be Appointed

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Director, University Student Initiatives Technology Services	To Be Appointed
Director, Wellness and Health Promotion	Karen Moses

For other campus administrative personnel listings access:

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Downtown Phoenix Campus

ACADEMIC ADMINISTRATION

Vice President and Executive Vice Provost, Downtown Phoenix Campus	Mernoy E. Harrison Jr.
Vice Provost of Academic Affairs and ASU Regents' Professor	Cordelia Chávez Candelaria
Vice Provost for Administrative Services	Sheila W. Stokes
Dean of Student Affairs	Kevin Cook
University Vice Provost and Dean of University College	Gail Hackett
Assistant Vice Provost for Curriculum	To Be Appointed
Dean, College of Nursing & Healthcare Innovation	Bernadette M. Melnyk
Dean, College of Public Programs	Debra Friedman
Director, Educational Development and Disability Resources	Deborah Taska
Director, Enrollment Services	Dora Ayala
Director, External Affairs and Community Relations	<i>To Be Appointed</i>
Director, Fiscal Business Services	Lily Tram
Director, Information Technology	Sharon Bushart
Director, Library Services	Scott P. Muir
Director, Student Affairs Administration	Georgeana Montoya
Director, Student and Campus Community Development	Kim Novak
Director, Student Engagement	Cassandra Aska

COLLEGE OF NURSING & HEALTHCARE INNOVATION

Dean, College of Nursing & Healthcare Innovation	Bernadette M. Melnyk
Administrator, Center for Research and Scholarship	Lori Weaver
Associate Dean for Academic Affairs	Mary Killeen
Associate Dean for Clinical Practice and Community Partnerships	To Be Appointed
Associate Dean for Research	Melissa Spezia Faulkner
Assistant Dean, Senior Business Services	Jacalyn Askin
Director, Academy for Continuing Education	David P. Hrabec
Director, American Indian Students United for Nursing (ASUN)	Beverly Warne
Director, Baccalaureate Program (BSN)	Brenda C. Morris
Director of Development	Laurel Van Dromme
Director, Center for the Advancement of Evidence-Based Practice (CAEP)	Ellen Fineout-Overholt
Associate Director of CAEP	Alyce A. Schultz
Assistant Director, Outcomes Management, CAEP	Anne Wojner-Alexandrov
Director, Center for Evaluation and Research (CEERN)	Pauline Kommenich
Director, Center for Healthy Outcomes in Aging (CHOA)	Colleen Keller
Director, Center for Improving Health Outcomes in Children, Teens, and Families (CIHCTF)	Bonnie Gance-Cleveland
Director, Data Management and Information Systems	Edward A. Greenberg
Director, DNS Program	Julie Fleury
Director, Education Technology	Doug Sturgeon
Director, Graduate Education and Advanced Practice Programs	Renee McLeod
Director, Marketing and Communication	R. Terry Olbrysh
Director, RN Programs	Karen J. Saewert
Director, Second Degree Programs	Karen J. Saewert

Director, Student Services for Nursing & Healthcare Innovation	Cheryl L. Herrera
Manager, Learning Resource Center	Ruth Brooks
Coordinator, Clinical Placement	Patricia Bently

COLLEGE OF PUBLIC PROGRAMS

Dean, College of Public Programs	Debra Friedman
Associate Dean, College of Public Programs	Timothy Tyrrell
Assistant Dean, College of Public Programs	Sandra Burris
Director, Alumni and Media Relations	Debra Palka
Director, Center for Nonprofit Leadership and Management	Robert F. Ashcraft
Director, Development	<i>To Be Appointed</i>
Director, Executive Education Program	Catherine Eden
Director, Morrison Institute for Public Policy	Robert Melnick
Director, School of Community Resources and Development	Randy J. Virden
Director, School of Public Affairs	Robert Denhardt
Director, School of Social Work	Mary Rogers Gillmore
Director, Southwest Interdisciplinary Research Center	Flavio F. Marsiglia
Director, Student Services and Academic Support	Martín Lozano

UNIVERSITY COLLEGE

University Vice Provost and Dean of University College	Gail Hackett
Senior Associate Dean	Frederick C. Corey
Associate Dean	Afsaneh Nahavandi
Assistant Dean, Assessment and Evaluation	Shelly Potts
Assistant Dean, Planning and Business Services	Elaine Sweet
Assistant Dean, Community College Relations and Academic Services	Inta "Maggie" Tolan
Executive Director, University College Academic Advising	Casey Self
Interim Executive Director, School of Extended Education (SEE)	Patricia A. Feldman
Director, Academic and Career Exploration	Mary Dawes
Interim Director, Academic and Professional Programs; Director, Student Services and Operations, SEE	Gailynn Valdés
Director, Academic Success and Engagement Programs	To Be Appointed
Director, Academic Technology, SEE	Deborah Hamilton
Director, American English and Culture Program, SEE	Mark D. Rentz
Director, Communications and Marketing	Jeff Harmon
Director, Community Outreach, SEE	Jim Patzer
Director, Facilities Management and Space Planning	Cathie Fox
Director, School of Interdisciplinary Studies	Frederick C. Corey
Director, Strategic Initiatives, SEE	Julia Alvarado

For other campus administrative personnel listings access:

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Polytechnic Campus

ACADEMIC ADMINISTRATION

Vice President, Polytechnic Campus	Albert L. McHenry
Vice Provost, Academic Programs	Glenn W. Irvin
Vice Provost, Administrative Services	To Be Appointed
Vice Provost, Planning and Budget	<i>To Be Appointed</i>
Dean, Student Affairs	Gary L. McGrath
Director, American Indian Programs	Phillip J. Huebner
Director, E-Learning	Gary L. Kleemann

Director, Information Technology	Kati L. Weingartner
Director, Public Affairs	C. Vinette Williams
Director, Library Services	Brian Doherty
Director, University College, Polytechnic Campus	Cynthia J. Boglin

COLLEGE OF TECHNOLOGY AND INNOVATION

Dean, College of Technology and Innovation	Timothy E. Lindquist
Associate Dean, College of Technology and Innovation	Dale E. Palmgren
Chair, Computing Studies	Ben M. Huey
Chair, Department of Aeronautical Management Technology	<i>To Be Appointed</i>
Chair, Department of Electronic Systems	Lakshmi V. Munukutla
Chair, Department of Engineering	Chell A. Roberts
Chair, Department of Mechanical and Manufacturing Engineering Technology	Scott G. Danielson
Chair, Department of Technology Management	Thomas E. Schildgen
Project Director, International Projects Unit	Gary M. Grossman

MORRISON SCHOOL OF MANAGEMENT AND AGRIBUSINESS

Dean, Morrison School of Management and Agribusiness	Paul M. Patterson
Associate Dean, Morrison School of Management and Agribusiness	George J. Seperich

SCHOOL OF APPLIED ARTS AND SCIENCES

Dean, School of Applied Arts and Sciences	David E. Schwalm
Chair, Department of Applied Biological Sciences	Ward W. Brady
Chair, Department of Exercise and Wellness	<i>To Be Appointed</i>
Chair, Department of Nutrition	Carol S. Johnston
Chair, Department of Physical Education	Paul W. Darst
Head, Faculty of Applied Psychology	Robert D. Gray
Head, Faculty of Human Health Studies	<i>To Be Appointed</i>
Head, Faculty of Humanities and Arts	Duane H. Roen
Head, Faculty of Multimedia Writing and Technical Communication	Barry M. Maid
Head, Faculty of Social and Behavioral Sciences	Nicholas O. Alozie
Site Coordinator, Nursing (Downtown Phoenix campus program)	Barbara Wilson

SCHOOL OF EDUCATIONAL INNOVATION AND TEACHER PREPARATION

Interim Dean, School of Educational Innovation and Teacher Preparation	Gail Hackett
Interim Associate Dean, School of Educational Innovation and Teacher Preparation	Billie J. Enz

For other campus administrative personnel listings access:

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Tempe Campus

ACADEMIC AFFAIRS

Executive Vice President and Provost of the University	Elizabeth D. Capaldi
Senior Vice Provost	Arthur E. Blakemore
University Vice Provost and Dean of the Graduate College	Maria T. Allison
Vice Provost and Dean of University College	Gail Hackett
Vice Provost	Ruth S. Jones
Director, Office of the Executive Vice President and Provost of the University and Special Assistant to the Provost	Linda Van Scoy
Assistant to the Executive Vice President and Provost of the University	Karen Hammann
Director, Fiscal and Business Services	To Be Appointed

Director, Data Warehousing and Data Administration	John Rome
Director, Institutional Analysis	Melinda Gebel
Director, International Programs	William G. Davey
Director, Center for Research on Education in Science, Mathematics, Engineering, and Technology	Marilyn Carlson
Director, Summer Sessions	Carol Switzer
Director, University Evaluation/Center for Learning and Teaching Excellence	Douglas Eder

BARRETT, THE HONORS COLLEGE

Dean, Barrett, the Honors College	Mark Jacobs
Associate Dean	Margaret Nelson
Associate Dean, National Scholarship Advisement and Student Internships	Janet M. Burke
Assistant Dean, Student Services	Kristen J. Nielsen

COLLEGE OF DESIGN

Dean, College of Design	Wellington Reiter
Associate Dean for Academic Affairs, College of Design	Kenneth R. Brooks
Director, Collegewide Programs	Jacques Giard
Director, School of Architecture and Landscape Architecture	Darren Petrucci
Associate Director for Academic Affairs, School of Architecture and Landscape Architecture	Catherine Spellman
Chair, Department of Industrial Design	Lauren McDermott
Chair, Department of Interior Design	Lorraine M. Cutler
Chair, Department of Visual Communication Design	Mookesh Patel
Director, School of Planning	Hemalata Dandekar
Coordinator, Herberger Center for Design Research	Janet Holston
Director, Housing and Community Development	Richard Loope

COLLEGE OF LIBERAL ARTS AND SCIENCES

Vice President and Dean, College of Liberal Arts and Sciences	Quentin Wheeler
Dean, Division of Humanities	Deborah N. Losse
Dean, Division of Social Sciences	Alan Artibise
Dean, Division of Natural Sciences and Mathematics	Sid P. Bacon
Dean, Division of Undergraduate Programs	Daniel Bivona
Chair, Department of Aerospace Studies	Colonel Don M. Palandech
Director, African and African American Studies Program	Stanlie M. James
Director, American Indian Studies Program	Eddie F. Brown
Director, Asian Pacific American Studies Program	Karen J. Leong
Director, Center for Asian Research	Stephen H. West
Chair, Department of Chemistry and Biochemistry	William T. Petuskey
Director, Climatology Laboratory	Robert C. Balling
Director, Computational Biosciences Program	Rosemary Renaut
Director, Center for the Study of Early Events in Photosynthesis	Andrew N. Webber
Director, School of Earth and Space Exploration	Kip Hodges
Chair, Department of English	Neal A. Lester
Director, Film and Media Studies	Peter Lehman
Acting Director, School of Geographical Sciences	Anthony Brazel
Director, School of Global Studies	David Jacobson
Director, Hispanic Research Center	Gary D. Keller
Chair, Department of History	Mark L. von Hagen
Director, Hugh Downs School of Human Communication	H.L. "Bud" Goodall, Jr.
Director, School of Human Evolution and Social Change	Sander E. van der Leeuw

Director, Institute of Human Origins	Donald C. Johanson
Director, School of International Letters and Cultures	Robert Joe Cutter
Director, School of Justice and Social Inquiry	Doris Marie Provine
Chair, Department of Kinesiology	Lawrence J. Mandarino
Director, Center for Latin American Research	Tod D. Swanson
Director, School of Life Sciences	Robert E. Page Jr.
Interim Chair, Department of Mathematics and Statistics	Dieter Armbruster
Chair, Department of Military Science	Lieutenant Colonel Kirk E. McIntosh
Interim Chair, Department of Philosophy	Jack Nelson
Chair, Department of Physics	Robert Nemanich
Chair, Department of Political Science	Patrick J. Kenney
Chair, Department of Psychology	Keith A. Crnic
Chair, Department of Religious Studies	Joel D. Gereboff
Director, School of Social and Family Dynamics	Richard A. Fabes
Chair, Department of Speech and Hearing Science	Sid P. Bacon
Director, Arizona Center for Medieval and Renaissance Studies	Robert E. Bjork
Director, Center for Meteorite Studies	Meenakshi Wadhwa
Director, Interdisciplinary Committee for Molecular and Cellular Biology	Andrew N. Webber
Interim Director, Center for Solid State Science	Nate Newman
Director, Program for Southeast Asian Studies	James F. Eder Jr.
Chair, Department of Transborder Chicana/o and Latina/o Studies	Carlos Vélez-Ibá ez
Director, Women and Gender Studies Program	Mary Margaret Fonow

GRADUATE COLLEGE

University Vice Provost and Dean, Graduate College	Maria T. Allison
Associate Vice Provost for Graduate Student Programs	Andrew N. Webber
Associate Vice Provost for Graduate Academic Programs	Filiz Ozel
Associate Vice Provost for Graduate Strategic Planning and Management	Joan Brett
Assistant Dean for ASU Accreditation/Center and Institute Reviews	Sarah B. Lindquist
Assistant Dean for Admissions and Student Academic Services	Michael A. Dickson
Assistant Dean for Finance and Administrative Services/Information Systems	Kent D. Blaylock

IRA A. FULTON SCHOOL OF ENGINEERING

Dean, Ira A. Fulton School of Engineering	Deirdre Meldrum
Executive Dean, Ira A. Fulton School of Engineering	Paul C. Johnson
Associate Dean, Academic Affairs	James S. Collofello
Interim Executive Associate Dean, Research	Edward Hall
Director, Business and Fiscal Services	Lynn Carpenter
Assistant Dean, Research	Douglas Cochran
Assistant Dean and Director, Center for Professional Development	Jeffrey S. Goss
Assistant Dean, Academic Administration	Ann M. Zell
Director, School of Computing and Informatics	Sethuraman Panchanathan
Interim Chair, Department of Biomedical Informatics	Sethuraman Panchanathan
Director, School of Materials	Subhash Mahajan
Assistant Dean and Executive Director for Organizational Performance	Al Filardo
Director, Del E. Webb School of Construction	James J. Ernzen
Interim Chair, Harrington Department of Bioengineering	Metin Akay
Interim Chair, Department of Chemical Engineering	Jerry Lin
Interim Chair, Department of Civil and Environmental Engineering	Edward Kavazanjian
Chair, Department of Computer Science and Engineering	Sethuraman Panchanathan
Chair, Department of Electrical Engineering	Stephen M. Phillips

Chair, Department of Industrial Engineering	Ronald G. Askin
Interim Chair, Department of Mechanical and Aerospace Engineering	Kyle D. Squires
Director, Flexible Display Center	Gregory B. Raupp
Codirector, Center for Low Power Electronics	Dieter K. Schroder
Director, Center for Solid State Electronics Research	Trevor John Thornton

THE KATHERINE K. HERBERGER COLLEGE OF THE ARTS

Dean, Katherine K. Herberger College of the Arts	Kwang-Wu Kim
Associate Dean, Research and Administration	Margaret M. Knapp
Assistant Dean, Finance and Administration	Marty Booher
Assistant Dean, Enrollment Management and Student Success	Heather Landes
Director, School of Art	To Be Appointed
Chair, Department of Dance	To Be Appointed
Director, School of Music	To Be Appointed
Director, School of Theatre and Film	Linda Essig
Director, Communications	Stacey Shaw
Director, Community Engagement	To Be Appointed
Director, Fine Art Programs	Catherine Fletcher
Director, Arts, Media, and Engineering	Thanassis Rikakis
Director, Public Art	Dianne Cripe
Director, ASU Art Museum	Marilyn A. Zeitlin

MARY LOU FULTON COLLEGE OF EDUCATION

Interim Dean, Mary Lou Fulton College of Education	Sarah Hudelson
Interim Associate Dean for Academic Programs and Personnel	Terrence Wiley
Associate Dean, Teacher Education	Elaine Surbeck
Associate Dean for Research	Stafford Hood
Assistant Dean, Office of Student Services	Gia Taylor
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, Beginning Educator Support Team (BEST)	Sharon Kortman
Interim Director, Division of Educational Leadership and Policy Studies	Nicholas R. Appleton
Academic Program Coordinator, DELTA Doctorate and EdD in Educational Administration and Supervision	Arnold B. Danzig
Academic Program Coordinator, EdD/PhD 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	Kris Ewing
Academic Program Coordinator, Social and Philosophical Foundations of Education	Nicholas R. Appleton
Internship Coordinator and Certification, Educational Administration and Supervision	Donna J. Macey
Interim Director, Division of Psychology in Education	Samuel B. Green
Training Director, Counseling Psychology	Sharon E. Robinson Kurpius
Academic Program Leader, Counseling and Counseling Psychology	Terence J. G. Tracey
Academic Program Leader, Educational Psychology	Samuel B. Green

Academic Program Leader, Educational Technology	James D. Klein
Interim Training Director, School Psychology	Linda C. Caterino
Director, Counselor Training Center	Judith Homer
Director, Southwest Center for Education Equity and Language Diversity	Josué M. González
Director, Center for Indian Education	David Beaulieu
Director, Office of Professional Field Experiences	Karen Kimerer

SANDRA DAY O'CONNOR COLLEGE OF LAW

Dean, Sandra Day O'Connor College of Law	Patricia D. White
Dean of Faculty	George Schatzki
Associate Dean of External Affairs	Marilyn Seymann
Associate Dean for Program Development and Graduate Studies	Gary L. Birnbaum
Associate Dean of Information Technology and Ross-Blakley Law Library	Victoria K. Trotta
Associate Dean of Students	Noel Fidel
Assistant Dean for Academic Affairs	Leslie K. Mamaghani
Assistant Dean, Admissions and Financial Aid	Shelli Soto
W. P. Carey Assistant Dean of Career Services	Iiona DeRemer
Assistant Dean of Institutional Operations	Christopher J. Baier
Assistant Dean, Student Life and Development	Michael Bossone
Executive Director, Alumni Relations and External Affairs	Helene Fenlon
Executive Director, Center for the Study of Law, Science, and Technology	Gary E. Marchant
Executive Director, Clinical Programs	Catherine O'Grady
Executive Director, Indian Legal Program	Rebecca A. Tsosie
Director, Indian Legal Program	Kathlene Rosier
Director, Center for the Study of Law, Science, and Technology	Andrew Askland
Director, Communications	Judith Nichols
Director, Immigration Clinic	Evelyn Haydee Cruz
Director, Legal Method and Writing Program	Judith M. Stinson
Director, Lodestar Dispute Resolution Program	Arthur Hinshaw

SCHOOL OF SUSTAINABILITY

Director, School of Sustainability	Charles L. Redman
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UNIVERSITY LIBRARIES

University Librarian	Sherrie Schmidt
Associate University Librarian	Vicki Coleman
Associate University Librarian	John B. Howard
Associate University Librarian	Kurt R. Murphy
Head, Access Services/Interlibrary Loan and Document Delivery	Ginny Sylvester
Head, Architecture and Environmental Design Library; Interim Head of Humanities Services	Deborah H. Koshinsky
Head, Archives and Special Collections	Robert P. Spindler
Head, Government Documents and Maps; Interim Head of Social Sciences Services	Brad T. Vogus
Head, Library Information Systems and Technology (LIST)	Philip J. Konomos
Head, Music Library	Christopher Emile Mehrens
Acting Head, Technical Services Department	Marcia Anderson
Coordinator, Science and Engineering Services	Linda A. Shackle
Chief Officer, Collections and Scholarly Communications Office	Jeanne Richardson

W. P. CAREY SCHOOL OF BUSINESS

Dean, W. P. Carey School of Business	Robert E. Mittelstaedt Jr.
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Deputy Dean	Philip R. Regier
Associate Dean, Asia Pacific Programs	Ker-Wei "Buck" Pei
Associate Dean, Doctoral Programs	Dennis L. Hoffman
Associate Dean	Lee R. McPheters
Associate Dean, W. P. Carey MBA Program	Gerald Keim
Associate Dean, Undergraduate	Kay Faris
Assistant Dean, Fiscal and Business Services	Anne Nguyen
Director, School of Accountancy	Charles W. Christian
Chair, Department of Economics	Arthur E. Blakemore
Chair, Department of Finance	Jeffrey L. Coles
Director, School of Health Management and Policy	Marjorie L. Baldwin
Chair, Department of Information Systems	Robert D. St. Louis
Chair, Department of Management	Albert Cannella
Chair, Department of Marketing	Michael P. Mokwa
Chair, Department of Supply Chain Management	Craig W. Kirkwood
Director, Center for Advanced Purchasing Studies	To Be Appointed
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, JP Morgan Chase Economic Outlook Center	Lee R. McPheters
Director, L. William Seidman Research Institute	Dennis L. Hoffman
Director, The Spirit of Enterprise Center	To Be Appointed
WALTER CRONKITE SCHOOL OF JOURNALISM AND MASS COMMUNICATION	
Dean, Walter Cronkite School of Journalism and Mass Communication	Christopher Callahan

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West Campus

ACADEMIC ADMINISTRATION

Vice President, West Campus	Elizabeth Langland
Vice Provost for Academic Affairs	Elsie G. J. Moore
Director, Curriculum and Academic Articulation	Julia R. Ramsden
Vice Provost for Administrative Affairs	Barry R. Bruns
Vice Provost for Public Affairs	Carol A. Poore
Dean of Student Affairs	Luoluo Hong
Director, Fletcher Library	Marilyn Myers

BARRETT, THE HONORS COLLEGE

Associate Dean, Barrett, the Honors College	Andrew Kirby
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COLLEGE OF HUMAN SERVICES

Dean, College of Human Services	John R. Hepburn
Associate Dean, College of Human Services	Michael S. Shafer
Associate Dean, Community Initiatives	Richard C. Knopf
Interim Chair, Department of Communication Studies	Jeffrey W. Kassing
Chair, Department of Recreation and Tourism Management	Wendy Z. Hultsman
Chair, Department of Social Work	Bonnie E. Carlson
Director, Center for Applied Behavioral Health Policy	Michael S. Shafer
Interim Director, Center for the Prevention of Violence and Community Safety	Charles Katz

Interim Director, Gerontology Program	Kathleen M. Waldron
Director, School of Criminology and Criminal Justice	Scott Decker
Site Coordinator, Nursing (Downtown Phoenix campus program)	Evelyn Cesarotti
COLLEGE OF TEACHER EDUCATION AND LEADERSHIP	
Dean, College of Teacher Education and Leadership	Mari E. Koerner
Assistant Dean, College of Teacher Education and Leadership	Ray R. Buss
Assistant Dean, College of Teacher Education and Leadership	Sally Hurwitz
Chair, Department of Elementary Education	Michael F. Kelley
Interim Chair, Department of Graduate Studies and Professional Development	Ray R. Buss
Chair, Department of Secondary Education	Peter Rillero
Chair, Department of Special Education	Ida M. Malian
NEW COLLEGE OF INTERDISCIPLINARY ARTS AND SCIENCES	
Dean, New College of Interdisciplinary Arts and Sciences	Elizabeth Langland
Associate Dean, New College of Interdisciplinary Arts and Sciences	Candice D. Bredbenner
Director, Ethnic Studies Program	<i>To Be Appointed</i>
Director, Interdisciplinary Studies Program	Robert D. Taylor
Interim Chair, Department of Integrated Natural Sciences	Roger L. Berger
Chair, Department of Integrative Studies	Shari Collins-Chobanian
Chair, Department of Interdisciplinary Arts and Performance	Robert D. Taylor
Chair, Department of Language, Cultures, and History	Eduardo Obregón Pagán
Chair, Department of Mathematical Sciences and Applied Computing	Roger L. Berger
Chair, Department of Social and Behavioral Sciences	Barbara J. Tinsley
Chair, Women's Studies Program	Astair Gebre Mariam Mengesha
SCHOOL OF GLOBAL MANAGEMENT AND LEADERSHIP	
Dean, School of Global Management and Leadership	Gary R. Waissi
Interim Chair, Department of Accountancy	Bruce A. Baldwin
Chair, Department of Economics, Finance, Marketing, and Quantitative Business Analysis	Joseph A. Bellizzi
Chair, Department of Management	Leanne Atwater
Director, Center for Responsible Leadership	David Waldman
Director, Graduate Programs	Pierre Balthazard
Director, Institute for International Management	David Waldman
Director, Undergraduate Programs and Assessment	Jane Carey

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Faculty and Academic Professionals

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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.

West Campus

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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

Allgood, Tammy

(2002), Assistant Librarian, Fletcher Library; BA, University of Arizona; MS, University of North Carolina

Amani, Jennifer

(2005), Assistant Librarian, Fletcher Library; BA, MIS, MLS, Indiana University, Bloomington

Amobi, Olufunmilayo A.

(2001), Assistant Professor, Department of Secondary Education; BA, University of Ibadan (Nigeria); MEd, EdD, Arizona State University

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 Management; BS, West Texas State University; MA, PhD, University of Notre Dame

Anders, Kathleen K.

(2003), Lecturer, Department of Management; BA, University of Notre Dame; MBA, University of Alaska; PhD, Arizona State University

Anderson, Laurel A.

(1989), Associate Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BSN, University of Minnesota, Twin Cities; MN, University of Washington; PhD, Arizona State University

Anderson, Owen

(2004), Assistant Professor, 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

Arthur, Brian L.

(2006), Research Professional, Center for Applied Behavioral Health Policy; BA, California State University, Long Beach; MA, University of New Hampshire

Atwater, Leanne E.

(1993), Professor and Chair, Department of Management; BA, MA, San Diego State University; PhD, Claremont Graduate School

Autry, Cari E.

(2005), Assistant Professor, Department of Recreation and Tourism; BS, North Carolina State University; MS, University of North Carolina at Chapel Hill; PhD, University of Florida

Ávalos, Manuel

(1990), Associate Professor, Department of Social and Behavioral Sciences; BA, MA, University of Arizona; PhD, University of New Mexico

Awender, Michael A.

(2000), Professor Emeritus, College of Teacher Education and Leadership; 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

Ballance, Steve

(2006), Associate Director, Center for Violence Prevention and Community Safety; BA, MA, University of Arizona

Balthazard, Pierre A.

(1999), Associate Professor, Department of Management; Director, Graduate Programs; 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

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 and Chair, Department of Mathematical Sciences and Applied Computing; BA, University of Kansas; MS, PhD, Purdue University

Berheim, Barbara Elaine

(2005), Lecturer, Department of Elementary Education; BA, MEd, University of Arizona

Bernat, Frances P.

(1993), Associate Professor, School of Criminology and Criminal Justice; 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

Bjork, Mary

(2005), Assistant Professor, Department of Language, Cultures, and History; BA, University of Arizona; MA, Claremont Graduate University; PhD, University of California, Santa Barbara

Boorse, Graham C.

(2005), Assistant Professor, Department of Integrated Natural Sciences; BS, Pepperdine University; PhD, University of Michigan

Borrer, Connie M.

(2005), Associate Professor, Department of Mathematical Sciences and Applied Computing; BS, MS, Southern Illinois University, Edwardsville; PhD, Arizona State University

Brady, Sharon J.

(2005), Assistant Professor, Department of Special Education; BS, Appalachian State University; MS, University of Kentucky; PhD, University of Delaware

Brawley, E. Allan

(1992), Professor Emeritus of Human Services; Certificate of Social Work, University of Strathclyde (United Kingdom); DSW, University of Pennsylvania

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(2005), Associate Professor, Department of Social and Behavioral Sciences; BA, Veracruz University (Mexico); MA, Western Michigan University; PhD, University of Arizona

Rodriguez, Nancy

(1998), Associate Professor, School of Criminology and Criminal Justice; BS, Sam Houston University; PhD, Washington State University

Rojas, Michelle

(2005), Lecturer, Department of Elementary Education; BA, University of Arizona; MAEd, University of Phoenix

Ryan, Joseph M.

(1995), Professor Emeritus of Teacher Education and Leadership; AB, MEd, Boston College; PhD, University of Chicago

S



Sabatini, Arthur J.

(1991), Associate Professor, Department of Interdisciplinary Arts and Performance; BA, MA, Ohio University; PhD, New York University

Saenz, Cecilia

(2005), Lecturer, Department of Elementary Education; BS, Sam Houston State University; MEd, University of Houston; PhD, Capella University

St. Clair, Charles E.

(1991), Fine Arts Specialist, Department of Interdisciplinary Arts and Performance; BFA, Fairmount Center for Creative and Performing Arts

Samuels, Janet A.

(2003), Assistant Professor, Department of Accountancy; BBA, University of Wisconsin, Milwaukee; PhD, Arizona State University

Sander-Staudt, Maureen

(2003), Assistant Professor, Department of Integrative Studies; BA, Alverno College; MA, University of Wisconsin, Milwaukee; PhD, University of Colorado, Boulder

Savalli, Udo M.

(2006), Lecturer of Integrated Natural Sciences; BA, Cornell University; PhD, University of California, Berkeley

Schmidtke, Paul C.

(1998), Senior Lecturer, Department of Integrative Studies; BS, Rose-Hulman Institute of Technology; PhD, Ohio State University

Schnebly, Stephen M.

(2004), Assistant Professor, School of Criminology and Criminal Justice; BA, MA, Southern Illinois University, Carbondale; PhD, University of Missouri, St. Louis

Searle, Mark S.

(1995), Professor, Department of Recreation and Tourism Management; Vice President for Academic Personnel; BA, University of Winnipeg (Canada); MS, University of North Dakota; PhD, University of Maryland

Shafer, Michael S.

(2006), Professor, Department of Social Work; Associate Dean, College of Human Services; Director, Center for Applied Behavioral Health Policy; BA, California Lutheran University; MS, University of Maryland; PhD, Virginia Commonwealth University

Shaffer, Jennifer N.

(2003), Assistant Professor, School of Criminology and Criminal Justice; BA, University of Oklahoma; MA, PhD, Pennsylvania State University

Shell, Leslee B.

(2001), Assistant Librarian, Fletcher Library; BA, Oklahoma State University; MLS, University of Arizona

Shirreffs, Janet H.

(1977), Professor Emerita of Human Services; BS, Ithaca College; MS, Syracuse University; PhD, Texas Woman's University

Silberman, Jonathan

(1992), Professor Emeritus of Global Management and Leadership; BS, Bowling Green State University; MS, PhD, Florida State University

Simmons, William P.

(2002), Assistant Professor, Department of Social and Behavioral Sciences; BA, University of Wisconsin, Milwaukee; MA, PhD, Louisiana State University

Smith, Geoffrey Peter

(2006), Visiting Assistant Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BS, Bradley University; MBA, DePaul University; PhD, University of Georgia

Solis, Francisco J.

(2003), Assistant Professor, Department of Integrated Natural Sciences; BS, Technological Institute of Pachuca (Mexico); MS, Center for Research and Advanced Studies (Mexico); PhD, University of Chicago

Soto, Leandro

(2002), Senior Lecturer and Artist in Residence, Department of Interdisciplinary Arts and Performance; BFA, National School for the Arts (Cuba); MFA, University of Havana (Cuba)

Spohn, Cassia

(2006), Professor, School of Criminology and Criminal Justice; BA, MA, PhD, University of Nebraska, Lincoln

Sowell, Evelyn J.

(1990), Professor Emerita of Education; BA, Howard Payne College; MEd, Wichita State University; EdD, Northern Illinois University

Stage, Sarah J.

(1994), Professor, Women's Studies Program; BA, University of Iowa; MA, University of Massachusetts; MPhil, PhD, Yale University

Stancliff, Michael

(2004), Assistant Professor, Department of Language, Cultures, and History; BA, Albion College; MA, PhD, State University of New York, Buffalo

Stryker, Linda L.

(1985), Associate Professor, Department of Integrative Studies; BA, Whittier College; BA, MS, San Diego State University; MA, California State University, Los Angeles; PhD, Yale University

Sullivan, Brian K.

(1989), Professor, Department of Integrated Natural Sciences; BA, University of California, Berkeley; PhD, Arizona State University

Svoboda, William S.

(1969), Professor Emeritus of Education; BS, MS, EdD, University of Kansas

Sweat, Ken Gunter

(2000), Lecturer, Department of Integrated Natural Sciences; BA, Claremont McKenna College; MS, Arizona State University

Sweeten, Gary

(2006), Assistant Professor, School of Criminology and Criminal Justice; BA, Willamette University; MA, University of Maryland

Swenson, Daniel

(2000), Associate Professor, Department of Accountancy; BA, Memphis State University; PhD, University of Mississippi

T



Taylor, Robert D.

(1996), Associate Professor and Chair, Department of Interdisciplinary Arts and Performance; Director, Interdisciplinary Studies Program; BA, Crewe and Alsager College, Manchester Metropolitan University (United Kingdom); MA, University of Essex (United Kingdom); PhD, University of Kansas

Tellez, Michelle

(2005), Assistant Professor, Women's Studies Program; BA, University of California, Los Angeles; MA, Columbia University; PhD, Claremont Graduate University

Tinsley, Barbara J.

(2005), Professor and Chair, Department of Social and Behavioral Sciences; BS, MA, PhD, University of Illinois, Urbana-Champaign

Toth, Stephen A.

(2000), Assistant Professor, Department of Language, Cultures, and History; BA, BS, University of Nebraska at Omaha; MA, Arizona State University; PhD, Indiana University

U



Ukpanah, Ime J.

(2001), Assistant Professor, Department of Language, Cultures, and History; BS, MA, Sam Houston State University; PhD, University of Houston

V



Vakilzadeh, Ardeshir

(2002), Lecturer, Department of Mathematical Sciences and Applied Computing; BS, Florida Agricultural and Mechanical University; MS, PhD, Tehran University (Iran)

Van Fleet, David D.

(1989), Professor, Department of Management; BS, PhD, University of Tennessee, Knoxville

Vaughan, Suzanne

(1987), Associate Professor, Department of Social and Behavioral Sciences; BA, Roanoke College; MA, University of New Mexico; PhD, Ohio State University

Vickrey, Don W.

(1992), Professor, Department of Accountancy; BBA, University of Houston; MBA, PhD, University of Texas at Austin

W



Waissi, Gary R.

(2006), Professor and Dean, School of Global Management and Leadership; Diplom-Ingenieur, University of Technology Darmstadt (Germany); PhD, University of Michigan

Wagner, Carl E.

(2006), Assistant Professor, Department of Integrated Natural Sciences; BS, Harvey Mudd College; PhD, University of California, Irvine

Waldman, David A.

(1995), Professor, Department of Management; Director, Center for Responsible Leadership; Director, Institute for International Management; BA, University of Kentucky; MS, PhD, Colorado State University

Waldron, Kathleen M.

(2002), Lecturer, Gerontology Program; Interim Director, Gerontology Program; BA, University of Dayton; MS, University of Texas at Dallas

Waldron, Vincent R.

(1992), Professor, Department of Communication Studies; Director of Research, Osher Lifelong Learning Institute; BA, MA, University of Arizona; PhD, Ohio State University

Walumbwa, Fred O.

(2005), Assistant Professor, Department of Management; BA, BEd, Egerton University (Kenya); MHR, PhD, University of Illinois at Urbana-Champaign

Wang, Haiyan

(2005), Assistant Professor, Department of Mathematical Sciences and Applied Computing; BS, Northwest Normal University (China); MS, Ocean University of China (China); MS, PhD, Michigan 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

Williams, Mia K.

(2002), Lecturer, Department of Elementary Education; BS, Northern Arizona University; MEd, Arizona State University West

Wise, J. Macgregor

(1999), Associate Professor, Department of Communication Studies; BA, Trinity University; MA, PhD, University of Illinois, Urbana-Champaign

Wood, Robert E.

(2005), Lecturer, Department of Accountancy; BA, Harvard; MBA, Arizona State University; PhD, University of California, Berkeley

Wosinska, Wilhelmina

(1994), Senior Lecturer, Department of Social and Behavioral Sciences; BA, University of Warsaw (Poland); MA, PhD, Jagiellonian University (Poland)

Y



Z



Zambo, Debby

(2003), Assistant Professor, Department of Elementary Education; BA, University of South Florida; MEd, PhD, Arizona State University

Zambo, Ronald W.

(1991), Associate Professor, Department of Elementary Education; BS, Indiana University, Bloomington; MA, PhD, University of South Florida

Zhang, Qiong

(2005), Assistant Professor, Department of Mathematical Sciences and Applied Computing; BS, Hunan University (China); MS, PhD, University of Texas at Dallas

Zhang, Wei

(2005), Assistant Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, Towson University; MS, State University of New York, Binghamton; PhD, Syracuse University

Zhu, Yuntao

(2006), Assistant Professor, Department of Mathematical Sciences and Applied Computing; BS, Beijing Institute of Information Technology (China); MS, PhD, Washington State University, Pullman

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

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Communication and Human Relations

Postbaccalaureate Certificate Program

www.west.asu.edu/chs/programs/comm_studies

602/543-6266

FAB S116-1

For more information on the Postbaccalaureate Certificate in Communication and Human Relations, access www.west.asu.edu/chs/programs/comm_studies, or see the *General Catalog*.

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College of Liberal Arts and Sciences Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Anthropology	MA	Archaeology, bioarchaeology, linguistics, museum studies, physical anthropology, or social-cultural anthropology	School of Human Evolution and Social Change
	PhD	Archaeology, physical anthropology, or social-cultural anthropology	School of Human Evolution and Social Change
Asian Languages and Civilizations—Chinese/Japanese	MA	—	School of International Letters and Cultures
Astrophysics	MS, PhD	—	School of Earth and Space Exploration
Audiology	AuD	—	Department of Speech and Hearing Science
Biochemistry	MS, PhD	—	Department of Chemistry and Biochemistry
Biology	MS, PhD	Optional: biology and society; ecology; ¹ or photosynthesis	School of Life Sciences
Chemistry	MS, PhD	Analytical chemistry, biochemistry, geochemistry, inorganic chemistry, organic chemistry, physical chemistry, or solid-state chemistry	Department of Chemistry and Biochemistry
Communication	MA	—	Hugh Downs School of Human Communication
	PhD	Communicative development, intercultural communication, or organizational communication	Hugh Downs School of Human Communication

Communication Disorders	MS	—	Department of Speech and Hearing Science
Computational Biosciences	PSM	—	College of Liberal Arts and Sciences
Creative Writing ²	MFA	—	Creative Writing Committee
English	MA	Comparative literature, English linguistics, literature and language, or rhetoric and composition	Department of English
	PhD	Literature or rhetoric/composition and linguistics	Department of English
Family and Human Development	MS	Optional: family studies ¹	School of Social and Family Dynamics
	PhD	Optional: marriage and family therapy ¹	School of Social and Family Dynamics
French	MA	Comparative literature, linguistics, or literature	School of International Letters and Cultures
Geographic Information Systems	MAS	—	School of Geographical Sciences
Geography	MA, PhD	—	School of Geographical Sciences
Geological Sciences	MS, PhD	—	School of Earth and Space Exploration
German	MA	Comparative literature, language and culture, or literature	School of International Letters and Cultures
History	MA	Asian history, British history, European history, Latin American history, public history, U.S. history, or U.S. Western history	Department of History

	PhD	Asian history, British history, European history, Latin American history, or U.S. history	Department of History
Justice Studies	MS	—	School of Justice and Social Inquiry
	PhD	Optional: criminal and juvenile justice; dispute resolution; law, justice, and minority populations; law, policy, and evaluation; or women, law, and justice ¹	School of Justice and Social Inquiry
Kinesiology	MS	—	Department of Kinesiology
	PhD	Biomechanics, motor behavior/sport psychology, or physiology of exercise	Department of Kinesiology
Liberal Studies	MLSt	—	College of Liberal Arts and Sciences
Materials Science and Engineering ³	MS	—	School of Materials
	PhD	High-resolution nanostructure analysis or solid-state device materials design	School of Materials
Mathematics	MA	—	Department of Mathematics and Statistics
	PhD	Optional: computational biosciences ¹	Department of Mathematics and Statistics
Microbiology	MS, PhD	—	School of Life Sciences
Molecular and Cellular Biology	MS	—	Interdisciplinary Committee on Molecular and Cellular Biology
	PhD	Optional: computational biosciences ¹	Interdisciplinary Committee on Molecular and Cellular Biology
Natural Science	MNS	Biology, microbiology, or plant biology	School of Life Sciences

Chemistry

Department of Chemistry
and Biochemistry

Geological sciences

School of Earth and Space
Exploration

Mathematics

Department of Mathematics
and Statistics

Physics

Department of Physics

Philosophy	MA, PhD	—	Department of Philosophy
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Physics MS, PhD — Department of Physics

Plant Biology	MS, PhD	Optional: ecology or photosynthesis ¹	School of Life Sciences
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Political Science MA, PhD American politics, comparative politics, international relations, or political theory Department of Political Science

Psychology	MA ⁴	—	Department of Psychology
	PhD	Behavioral neuroscience, clinical psychology, cognitive/behavioral systems, developmental psychology, quantitative research methods, or social psychology	Department of Psychology

Religious Studies MA, PhD — Department of Religious Studies

Sociology	MA, PhD	—	School of Social and Family Dynamics
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Spanish MA Comparative literature, language and culture, linguistics, or literature School of International Letters and Cultures

PhD Cultural studies or literature School of International Letters and Cultures

Speech and Hearing Science	PhD	Developmental neurolinguistic disorders, neuroauditory processes, or neurogerontologic communication disorders	Department of Speech and Hearing Science
Statistics ²	MS	—	Committee on Statistics
Teaching English to Speakers of Other Languages	MTESOL	—	Department of English

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

² This program is administered by the Division of Graduate Studies.

³ This program is administered jointly by the Ira A. Fulton School of Engineering and the College of Liberal Arts and Sciences.

⁴ Students may pursue this degree only in conjunction with the doctoral degree in the same unit, which admits students to only the doctoral degree program.

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College of Teacher Education and Leadership Graduate Degrees and Majors

Major	Degree	Concentration*	Administered By
Educational Administration and Supervision	MEd	Educational entrepreneurship, principalship, supervision, or superintendency	Department of Graduate Studies and Professional Development
Elementary Education	MEd	Optional: bilingual education/ESL education, educational technology, reading, or teacher certification*	Department of Graduate Studies and Professional Development
Leadership and Innovation	EdD	Leadership in policy and administration or leadership of teaching innovation	Department of Graduate Studies and Professional Development
Secondary Education	MEd	Optional: bilingual education/ESL education, educational technology, reading, or teacher certification*	Department of Graduate Studies and Professional Development
Special Education	MEd	Collaboration and consultation, infants and young children, or teacher certification	Department of Graduate Studies and Professional Development

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

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Global Management and Leadership, School of
Human Services, College of
Interdisciplinary Arts and Sciences, New College of
Journalism and Mass Communication, Walter Cronkite School of
Law, Sandra Day O'Connor College of
Liberal Arts and Sciences, College of
Nursing & Healthcare Innovation, College of
Polytechnic Campus
Public Programs, College of
Research and Economic Affairs, Vice President for
Sustainability, School of](#)

Research centers, institutes, and laboratories serve the university's mission in research. They are overseen by ASU colleges and schools and the Vice President for Research and Economic Affairs.

TRANSDISCIPLINARY RESEARCH**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 Mary Lou Fulton 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 UC 202B, call 480/727-8884, or access cresmet.asu.edu.

Arts, Media, and Engineering/Institute for Studies in the Arts

The Arts, Media, and Engineering (AME) program, started in 2003, is a joint initiative of the Katherine K. Herberger College of the 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. The Institute for Studies in the Arts (ISA) is an interdisciplinary research center within the Katherine K. Herberger College of the Arts.

AME/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; and the Technology Development Studio—dedicated to the development of software and hardware for experiential media and arts interfaces.

For more information, call 480/965-9438, or access ame.asu.edu or herbergercollege.asu.edu/ame.

THE KATHERINE K. HERBERGER COLLEGE OF THE ARTS

Arts, Media, and Engineering/Institute for Studies in the Arts

The Katherine K. Herberger College of the Arts has a collaborative relationship with this program. For more information, see [Arts, Media, and Engineering/Institute for Studies in the Arts](#).

Ceramics Research Center

The ASU Art Museum's Ceramics Research Center is a national and international destination for the hands-on study and enjoyment of ceramics. It houses the ASU Art Museum's extensive and nationally recognized ceramics collection of more than 4,000 objects. The center, which opened in 2002, is an educational component of the Katherine K. Herberger College of the Arts, providing teaching and research capabilities. The collection showcases works that reflect global social, cultural, and historical activities that occur within the relationship between art and society. Its international holdings demonstrate the full range of techniques, aesthetic approaches, and possibilities within the medium.

For more information, call 480/727-8173, or access asuartmuseum.asu.edu.

W. P. CAREY SCHOOL OF BUSINESS

All W. P. Carey School of Business research centers operate under the oversight of the L. William Seidman Research Institute.

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 wpcarey.asu.edu/seid, or write

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

CABIT: 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. 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.

CABIT drives its strategic research agenda in close collaboration with partners from the government and business sectors. With knowledge management as a core competency, CABIT drives research projects that augment information technology for domains such as security, healthcare, manufacturing and supply chain management.

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.

For more information, call 480/965-2280, access wpcarey.asu.edu/seid/cabit, or write

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

CAPS: Center for Strategic Supply 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 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 www.capsresearch.org, or write

CAPS: CENTER FOR STRATEGIC SUPPLY RESEARCH
ASU RESEARCH PARK
2055 E CENTENNIAL CIRCLE
PO BOX 22160
TEMPE AZ 85285-2160

Center for Competitiveness and Prosperity Research

The Center for Competitiveness and Prosperity Research is a research unit of the W. P. Carey School of Business, specializing in applied economic and demographic research with a geographic emphasis on Arizona and the metropolitan Phoenix area. The center conducts research projects under sponsorship of private businesses, nonprofit organizations, government entities, and other ASU units. In particular, the center administers both the Productivity and Prosperity Project: An Analysis of Economic Competitiveness (P3) and the Office of the University Economist.

For more information, access wpcarey.asu.edu/seid/ccpr.

Center for Environmental Economics and Sustainability Policy

The Center for Environmental Economics and Sustainability Policy develops economics methods and applications relevant to environmental and sustainability policy decisions. The center provides a platform for coordination that facilitates the development of the economic methods for designing and evaluating policies relevant to environmental and sustainability objectives.

Center for Executive and Professional Development

The Center for Executive and Professional Development provides nondegree, continuing business education programs for executives and managers of regional, national, and global organizations.

Center for Real Estate Theory and Practice

The Center for Real Estate Theory and Practice is the primary focal point for interaction with the real estate community. The center is a leading interdisciplinary resource that inspires and fosters excellence in real estate education, research, and service. The center is guided with the advice, insight, and leadership of Arizona's and the nation's real estate community. Academics from multiple disciplines and leading industry experts collaborate on research that transcends the traditional capabilities of more narrowly focused enterprises.

Center for Services Leadership

The Center for Services Leadership (CSL) is a leader in the study of services marketing and management. The center's research focuses on how companies can improve internal service processes and use service and customer satisfaction to a competitive advantage. 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

JPMorgan Chase Economic Outlook Center

The JPMorgan Chase Economic Outlook Center is founded upon the premise that individuals and corporations make better decisions if they are well-informed as to the likely course of business and economic events. The center provides forecasts as a public service that are developed using sophisticated statistical modeling and computer-based planning. The center publishes *JPMorgan Chase Arizona Blue Chip Economic Forecast*, *Blue Chip Job Growth Update: Ranking the States & MSAs*, *Greater Phoenix Blue Chip Economic Forecast*, *Mexico Consensus Economic Forecast*, and *Western Blue Chip Economic Forecast*.

The Spirit of Enterprise Center

The Spirit of Enterprise Center is a 21st-century leader in business education, practice, and research providing high-quality, relevant programs, and information services focused on small business. 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. The Spirit of Enterprise Center also engages in applied research on entrepreneurship and the emerging changes and trends in small business.

For more information, visit the Spirit of Enterprise Center in BAC 101, call 480/965-3962, access wpcarey.asu.edu/spirit, or write

THE SPIRIT OF ENTERPRISE CENTER

PO BOX 874406
TEMPE AZ 85287-4406

COLLEGE OF DESIGN

Herberger Center for Design Research

The Herberger Center for Design Research (HCDR) supports and promotes scholarly inquiry and applied research in the College of Design for the disciplines of architecture, industrial design, interior design, landscape architecture, planning, and visual communication design.

As a resource center for the exchange of knowledge, ideas, and experience, the HCDR seeks to create new partnerships that investigate alternatives and provide innovative solutions for the many design challenges posed by the natural and built environments and their inhabitants.

Transdisciplinary research initiatives supported by the center explore a variety of topics, including alternative energy solutions, integrated building systems, digital technology, housing, transportation, and sustainable planning and development.

Through an innovative array of programming, including seed grant funding, proposal development support services, connection to the PhD program, and partnerships with other ASU centers and institutes, the HCDR facilitates faculty research initiatives and applied design projects toward successful funding and implementation.

Herberger Center services and activities include

1. providing grant funds to advance faculty research projects toward larger sponsored funding;
2. offering support services to help faculty locate, develop, and manage funding opportunities for research projects;
3. provide facility workspace for faculty and graduate student research and presentations;
4. communicating faculty research proposal awards and research results;
5. sponsoring faculty research events;
6. forming and managing topic-based exploratory research groups led by college faculty;
7. developing and coordinating a college research agenda; and
8. creating a clearinghouse for collaborative opportunities across the ASU campus and around the globe.

For more information call 480/727-0478, or access design.asu.edu.

Phoenix Urban Research Laboratory

The Phoenix Urban Research Laboratory (PURL) is an extension of the College of Design. Part think tank, part project center, PURL is pursuing a multifaceted agenda comprising funded design and research, sponsored studios, publications, conferences, lectures, and exhibitions. PURL is also home to the Planning + Design Academy, which offers continuing educational courses to midcareer professionals, and the Summer Design Workshop, which provides high school students the chance to learn the basics of design. Operationally, PURL is the link between the college and the city, a forum where the academic, civic, cultural, and business communities meet to discuss and debate multiple scenarios for the future of one of the fastest-growing cities in the United States. Intellectually, the center is dedicated to furthering broad-based inquiry into the complex challenges of contemporary cities and to devising informed solutions to these challenges. Staffed by design professionals, and located in the midst of the growing ASU Downtown Phoenix campus, PURL serves as catalyst for progressive and sustainable urbanism.

For more information, call 480/727-9880, or access design.asu.edu.

MARY LOU FULTON COLLEGE OF EDUCATION

American Indian Policy and Leadership Development Center

The Mary Lou Fulton College of Education has a collaborative relationship with this center. See the [American Indian Policy and Leadership Development Center](#).

Center for Indian Education

The Center for Indian Education is an interdisciplinary research and service organization promoting studies in American Indian/Alaska Native 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 Mary Lou Fulton 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 Sandra Day O'Connor 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

The Mary Lou Fulton College of Education has a collaborative relationship with this center. See [Center for Research on Education in Science, Mathematics, Engineering, and Technology](#).

Southwest Center for Education Equity and Language Diversity

The Southwest Center for Education Equity and Language Diversity (SCEED) is a research and development unit

that encourages comprehensive, binational, participatory, multi-methodological research and scholarship to investigate P-20 education policy and practice involving English language learners in the U.S. and Mexico.

SCEED fosters collaboration with individuals and institutions with similar interest in dual-language and other generally accepted approaches to literacy development that result in literacy in two languages, the most appropriate approach to education along the U.S./Mexico border. SCEED's work places education equity and language policy issues in a broad framework involving school institutional analysis and development to better serve all children. SCEED's goals are to inform policy-making efforts toward development of a binational pedagogy uniquely suited to education in the U.S. Southwest borderlands.

For more information, visit the center in ED 440, call 480/965-7134, or access sceed.asu.edu/blog.

IRA A. FULTON SCHOOL OF ENGINEERING

Arizona Institute for Nano-Electronics (AINE)

The Arizona Institute for Nano-Electronics (AINE) is a coordinated network of research centers focused on ASU research in nanoelectronics, including nanophotonics, molecular electronics, nanoionics, and computational nanoscience. The AINE goal is to strongly impact future technology areas related to ultra-low power/ultra-high speed electronics and hybrid biomolecular electronics at the interface between the biological and electronics worlds.

Center for Applied Nanoionics

The Center for Applied Nanoionics (CANi) acts as a collaborative research focal point for researchers inside ASU and external groups in academia and industry. The field of nanoionics concerns materials and devices that rely on ion transport and chemical change at the nanoscale. The low voltage and low current operation of nanoionic devices makes the technology ideal for interfacing with nanoelectronic systems. The optical, micro-electro-mechanical systems (MEMS), and microfluidic applications fit well with other areas of AINE interest, including nano-optics and bio-electronics.

Center for Biomolecular Integrated Circuits

The major focus of the Center for Biomolecular Integrated Circuits (CBIC) is chemical and biological systems integrated within semiconductor platforms. The center's goal is to enhance existing circuit technologies (e.g., CMOS, BiCMOS, and GaAs) with new chemical and biological functionality by using widely adopted microelectronics and MEMS fabrication techniques. This engineered interface between biology and nanoelectronics will lead to advances that are fundamental such as increased understanding of cell function and applied such as sensors with high sensitivity and low rates of false alarms.

Center for Nanophotonics

The Center for Nanophotonics gathers a large group of faculty members from various disciplines to foster new ideas and to carry out collaborative research integrating a broad spectrum of topics ranging from fundamental study of photon-matter interactions to practical optical sensors for medical and biological applications.

Arts, Media, and Engineering

The Ira A. Fulton School of Engineering has a collaborative relationship with this program. For more information, see [Arts, Media, and Engineering/Institute for Studies in the Arts](#).

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](#).

CRESMET

The Ira A. Fulton School of Engineering has a collaborative relationship with this center. See [Center for Research on Education in Science, Mathematics, Engineering, and Technology](#).

Center for Solid State Electronics Research

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

For more information, visit CSSER in ENGR 115, call 480/965-3708, or access fulton.asu.edu/fulton/csser.

Institute for Computing and Information Sciences 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 main research groups of InCISE are the Center for Cognitive Ubiquitous Computing, the Intelligent Information Integration group, and the Information Assurance group. InCISE also collaborates with five affiliated research groups: the Consortium for Embedded Systems; the Partnership for Research in Spatial Modeling; the Arts, Media and Engineering Program; and the Center for Advancing Business through Information Technology.

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.

For more information, access incise.asu.edu

Ira A. Fulton Research Institute

The Ira A. Fulton Research Institute serves as an umbrella organization for centers, institutes, and programs that are administered through the Fulton School of Engineering. The institute also houses research programs that are receiving seed funding from the Fulton School or the university and are identified through the Fulton School research themes and clusters.

For more information, access fulton.asu.edu/fulton.

Center for Health Information and Research

The Center for Health Information and Research (CHIR) is a research arm of the ASU School of Computing and Informatics. CHIR consists of a multidisciplinary team whose focus includes healthcare, clinical quality, the healthcare workforce, occupational illness and injury, medical malpractice, and healthcare economics and disability. CHIR is home to the Arizona HealthQuery (AZHQ), a community-university partnership, created by the voluntary participation of healthcare providers, insurers, and employers in Arizona. AZHQ has become a powerfully responsive and cost-effective community tool for assessing the healthcare needs of the state and informing solutions to a wide range of population health and health system issues.

Wireless Integrated Nanotechnology Center

Wireless systems are a budding technology that goes beyond the current cellular telephone application, including information processing, remote sensing, autonomous monitoring, homeland security, biomedical sensors, and biotelemetry. The goal of the Wireless Integrated Nanotechnology (WINTech) Center is to improve the current standard of living through the design and advancement of small, highly integrated electrical and electromechanical systems.

SCHOOL OF GLOBAL MANAGEMENT AND LEADERSHIP

Center for Responsible Leadership

The mission of the Center for Responsible Leadership (CRL) is to advance the understanding, practice, and development of responsible leadership for the benefit of society by conducting research and development that promote responsible leadership at all hierarchical levels in private and public organizations.

The work of the CRL spans levels of organizations and networks by encompassing the responsible behavior of individual leaders and by promoting and protecting responsibility in the workplace, corporate social responsibility and its incorporation into business strategy and business conduct in emerging markets. It also encourages the prevention of corporate crime and corruption. As a transdisciplinary center, the CRL encourages intellectual thought and developmental application from diverse fields of inquiry, especially in relation to the understanding and demonstration of responsible leadership. These fields include, but are not limited to, psychology, political science, sociology, economics, organizational behavior and theory, marketing, education, anthropology, neuroscience, and history.

For more information, call 602/543-6231.

Institute for International Management

The Institute for International Management within the School of Management and Leadership strives to prepare its graduates for the realities of global business environment and to improve the ability of local businesses to engage in international commerce. The institute is committed to improving curricula, knowledge, and business services so that they remain highly relevant and satisfying to the needs of our customers: students, businesses, government agencies, and not-for-profit organizations.

COLLEGE OF HUMAN SERVICES

Center for Applied Behavioral Health Policy

The Center for Applied Behavioral Health Policy serves as a research and training center focused on improving programs and policies for individuals with behavioral health disabilities and their families. Behavioral health disabilities encompass a broad spectrum of bio-behavioral manifestations, including substance use and abuse, and mental illness. The impact of these disorders upon individuals, their families, and society can be devastating and frequently correlated with criminal behavior, family instability, unemployment, poverty, and homelessness. Through a combination of research, program evaluation, in-service, continuing education, and pre-service educational initiatives, the Center for Applied Behavioral Health Policy brings clarity to improving governmental policies and programs for individuals and families faced with behavioral health disabilities.

For more information, call 602/942-2247, or access www.cabhp.asu.edu.

Center for Violence Prevention and Community Safety

Responding to the growing need of Arizona's communities to improve public safety, ASU established the Center for Violence Prevention and Community Safety. The center addresses all forms of interpersonal violence and is committed to reducing violence and the resulting social and economic costs, while increasing public safety. In today's world, the spectrum of violence is sufficiently broad to attract a variety of high-caliber faculty researchers and students.

In a think-tank atmosphere, where creative processes are nurtured and breakthroughs are shared, the center brings together scholars and practitioners from social, behavioral, and humanistic backgrounds to confront the urgent problems of violence. Together, these researchers and leaders examine sources of crime, youth violence, and violence

against women, children, and the elderly. The most significant outcome is the development of new violence prevention and community-safety models that reduce interpersonal violence and strengthen society's quality of life. As a leading source of research-based knowledge and analysis about violence and its prevention, the Center for Violence Prevention and Community Safety improves community safety through community-based solutions. The mission is to generate, share, and apply quality research and knowledge to create "best practice" standards.

Currently, the center is engaged in several local, state, and international research projects aimed at reducing violence.

For more information, call 602/543-6607, or access www.west.asu.edu/cvpcs.

NEW COLLEGE OF INTERDISCIPLINARY ARTS AND SCIENCES

Center for Child Development and Family Studies

The Center for Child Development and Family Studies (CCDFS) represents an ongoing collaboration between the New College of Interdisciplinary Arts and Sciences and the College of Teacher Education and Leadership. Through the work of faculty, staff, and students, the center is concerned with the advancement and dissemination of knowledge regarding the educational, cultural, and social-psychological development of young children and their families. Through interdisciplinary research and evaluation, center researchers examine characteristics of the social environment that facilitate child, family, and community well-being in the dynamic context of the Phoenix metropolitan area. Kindergarten readiness and child care are additional research themes for the center.

The children's educational program incorporates features of the most successful national preschool education programs and promotes the experience and expression of cultural diversity. The center is seen as an important adjunct in faculty research and teaching activities in the areas of psychology, family studies, early childhood development, curriculum, and education.

JOURNALISM AND MASS COMMUNICATION, WALTER CRONKITE SCHOOL OF New Media Innovation Lab

The New Media Innovation Lab is a research and development program designed to help media companies create new and exciting multimedia products. The lab brings together students from the areas of journalism, business, computer engineering, and design to provide exposure to the latest media technologies that enable them to help shape the future of journalism.

For more information, access cronkite.asu.edu/experience/nmil.

SANDRA DAY O'CONNOR COLLEGE OF LAW

American Indian Policy and Leadership Development Center

The Sandra Day O'Connor College of Law has a collaborative relationship with this center. See [American Indian Policy and Leadership Development Center](#).

Center for the Study of Law, Science, and Technology

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 120, or call 480/965-6606.

COLLEGE OF LIBERAL ARTS AND SCIENCES

American Indian Policy and Leadership Development Center

The American Indian Policy and Leadership Development Center examines current conditions and dynamics in tribal governance; helps to resolve structural impediments affecting the provision of services; focuses on relationships among tribal, federal, state, and local governments; and provides detailed, accurate, and timely information to policy makers. The center is community-based and actively collaborates with Indian tribes and communities on issues that affect them; participates with Indian tribes and communities in identifying, prioritizing, and managing projects undertaken with ASU; and empowers Indian tribes and communities through the provision of information, expertise, and certifications. The center is supported by the Sandra Day O'Connor College of Law, the College of Liberal Arts and Sciences, and the Mary Lou Fulton College of Education.

Arizona Center for Medieval and Renaissance Studies

The Arizona Center for Medieval and Renaissance Studies is charged with coordinating and stimulating the interdisciplinary exploration of medieval and Renaissance culture. The center's activities cover a period roughly from 400 CE, the fall of the Roman Empire, to 1700 CE. The center represents a variety of disciplines, including history, literature, philosophy, religion, language, music, art, and science.

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

Studies in the Middle Ages and the Renaissance, published by Brepols (Belgium).

ACMRS also partners with the Renaissance Society of America and the University of Toronto in *Iter*, a massive, retrospective, online medieval and renaissance bibliography covering all languages and disciplines, and is the official site of the Medieval Academy of America's online data project offering information on medieval centers, programs, committees, and regional associations in North America.

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

BEYOND: Center for Fundamental Concepts in Science

BEYOND is a pioneering international center specifically dedicated to confronting the big questions of existence raised by stunning scientific advances and facilitating new research initiatives that transcend traditional subject categories. The vision for BEYOND is to create new and exciting ideas that push the boundaries of research a bit beyond; to conduct research that transcends traditional subject categories; to answer foundational questions in science and explore their philosophical ramifications; and to present science to the public as a key component of culture and of significance to all humanity.

For more information, access BEYOND.asu.edu.

Center for Asian Research

The mission of the Center for Asian Research is to create physical and intellectual space for innovative research projects—both local in nature and specific to East, Central, Southeast, and South Asia. The center supports activities in tandem with other centers and departments on campus, such as the School of Global Studies, and the School of International Letters and Cultures. It explores the historical and current connections of Asia to the rest of the world, including the Western Enlightenment, its early successes with industrialization in the 12th through 16th centuries, its impact on modern consciousness and mass consumption, its increasing importance as a key player in the world economy, and its role as a key global consumer of raw materials.

The center promotes Asian Studies at ASU and fosters greater understanding of Asia through a wide variety of research and outreach activities, including teacher training, curriculum development, scholarly conferences, public symposia, film series, and exhibitions.

For more information, call the Center for Asian Research at 480/965-7184, or access www.asu.edu/clas/asian.

Center for Bioarchaeological Research

Dedicated to discovering and communicating new knowledge about past peoples, the Center for Bioarchaeological Research (CBR) is a unit in the School of Human Evolution and Social Change. CBR outreach initiatives involve increasing public awareness of past peoples and applying this information to contemporary problems with deep roots. Outreach efforts include developing collaborative research and education initiatives with descendant groups, both directly through the CBR and in partnership with other institutions, such as the Center for American Archeology, which is located in Illinois.

For more information, access www.asu.edu/clas/shesc/projects/cbr.htm.

Center for Biological Physics

The Center for Biological Physics examines biological systems from the molecular to the cell level. The center researches the underlying principles involved in the machinery of living things and searches for unifying themes within and between organisms, in an interdisciplinary environment.

For more information, access biophysics.asu.edu/CBP.

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 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 they 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 sols.asu.edu/biosoc.

Center for Film, Media, and Pop Culture

The Center for Film, Media, and Pop Culture at ASU seeks to become a nationally and internationally prominent research environment. Its primary commitment is creating and sustaining innovative activities reflecting the significant cultural, social, and economic roles film and media play in shaping new millennium human values and global communities.

The center's mission is fivefold:

1. supporting innovative and entrepreneurially driven research projects focused on the cultural, political, aesthetic, educational, global, and technological aspects of film and new media;
2. supplying central film and media culture space to bring faculty together for the purpose of collaborating on research and pedagogical projects;
3. serving the community with outreach projects such as film series organized around timely topics;

4. building connections with the entertainment industry by maintaining an active industry advisory board and with the position of distinguished fellow in film writing, directing, and producing; and
5. sponsoring special projects such as conferences and festivals at ASU and in the community.

For more information, call 480/965-6747.

Center for Metabolic Biology

The Center for Metabolic Biology is a transdisciplinary, multi-investigator center designed to define the molecular, biochemical, and cellular defects responsible for insulin resistance and Type 2 diabetes mellitus and to translate these findings to the patient bedside by means of patient-oriented research. The center investigators perform research into the basic molecular, cellular, and physiological mechanisms responsible for insulin resistance and Type 2 diabetes and then translate the basic hypotheses that arise from these experiments into clinical research in small groups of subjects with insulin resistance and diabetes. The unique aspect of the center is providing the translational component for basic researchers in a collaborative environment with physician scientists on the faculty.

For more information, access asu.edu/clas/kines/cmb.

Center for Meteorite Studies

The Center for Meteorite Studies, the largest university-based collection of meteorites in the world, provides access to meteorites for public education and scientific inquiry. As a component of the School of Earth and Space Exploration (SESE), the center facilitates transdisciplinary research on meteorites and related areas of planetary science by the members of the school.

For more information, visit the center in PS C139, or access meteorites.asu.edu.

Center for Population Dynamics

The Center for Population Dynamics (CePoD) is a transdisciplinary and transdepartmental unit that facilitates professional growth and collaboration of on-campus and off-campus researchers and students interested in population matters. The CePoD affiliates represent a broad range of disciplines and professional backgrounds, conceptual and methodological approaches, and geographic foci. CePoD promotes scholarly collaborative research and training in demography at the graduate and undergraduate levels. The center brings together faculty and students from diverse academic backgrounds, including sociology, family and human development, and geography.

Current research foci include life course transitions of immigrant and native youth in the United States; family and household composition and intergenerational wealth-flows, the demography of HIV/AIDS in Mozambique and Angola; ethnicity, marriage, and childbearing in Kazakhstan; the intersection of fertility, education, aging, and marriage in Nepal; the impact of population on the environment in Phoenix; and predictors of marital satisfaction and divorce, family time use, and youth demography.

For more information, access asu.edu/clas/ssfd/cepod.

Center for Social Dynamics and Complexity

The Center for Social Dynamics and Complexity leverages the emerging field of complex systems to foster interdisciplinary research on fundamental questions of social life. The research foci of the center fall into four broad clusters:

1. Innovation and Evolution—How do novel and innovative features emerge or evolve within groups?;
2. Cohesion, Cooperation, and Conflict—How do individuals within groups interact, and how do these interactions affect intergroup relations, and fitness at individual and group levels?;
3. Socioecology—How do societies interact with and influence their social and physical environments?; and
4. Social Allometry—How do social groups change in their dynamics and structure as they grow, develop, and evolve?

The center brings together scientists from such diverse fields as anthropology, biology, mathematics, philosophy, physics, psychology, and sociology to collaborate in cross-disciplinary teams. The center's research integrates theoretical and empirical work and often employs multilevel simulation and network dynamics as research approaches.

For more information, access asu.edu/clas/csdc.

Center for the Study of Early Events in Photosynthesis

The Center for the Study of Early Events in Photosynthesis funded by the Office of the Vice President for Research and Economic Affairs and the College of Liberal Arts and Sciences, 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.

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 interdisciplinary research and education on the dynamics of religion and conflict with the aim of advancing knowledge, seeking solutions, and informing policy. By serving as a research hub that fosters exchange and collaboration across the university as well as with its broader publics—local, national, and global—the center fosters innovative and engaged thinking on matters of enormous importance. Committed to a model of scholarship that is transdisciplinary, collaborative, and problem-focused, the center stimulates new research by bringing together faculty and students from across the disciplines, creating links between the academic world and that of professionals, policy makers, practitioners, and religious leaders, and fostering cross-cultural exchange through partnerships and collaborations with international scholars, students, and institutions.

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

CRESMET

See [Center for Research on Education in Science, Mathematics, Engineering, and Technology](#).

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 doctoral program in Kinesiology. 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 including biomechanics, exercise physiology, exercise biochemistry, exercise endocrinology, motor control, motor development, and sport and exercise psychology. 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.

Family and Human Dynamics Research Institute

The Family and Human Dynamics Research Institute (FHDRI) is an interdisciplinary research institute in the School of Social and Family Dynamics. The core goal of the FHDRI is to catalyze and produce pioneering transdisciplinary research by stimulating, supporting, and extending inventive ideas among the ASU faculty.

The FHDRI supports faculty-initiated research groups and centers. These groups and centers arise from clusters of faculty working on problems in many different fields but tied together with a focus on research related to some of the most important and meaningful aspects of our lives—namely, children, youth, families, and the dynamics of human development and interactions with their social environments. The FHDRI provides a highly flexible institutional environment for cross-collaboration that is designed to induce a dense intellectual lattice of crosscutting substantive, methodological, technical, and policy foci. These features create the potential for insight and collaboration that would otherwise not occur.

For more information, access asu.edu/clas/ssfd/research/fhdri.html.

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.

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

Institute for Humanities Research

The Institute for Humanities Research (IHR) is dedicated to promoting excellence and innovation in the humanities and engaging constituents in exploring the human dimensions of emerging and significant social, cultural, technological, and scientific issues. The institute strives to create a dynamic environment for interdisciplinary and transdisciplinary research and facilitate collaboration among scholars in the humanities, social sciences, and sciences for the purpose of examining issues that confront individual and collective human experience across time.

For more information, call 480/965-3000, or access www.asu.edu/clas/ihr.

Institute for Social Science Research

The Institute for Social Science Research (ISSR) provides research development and data support services across

the university. It is also the umbrella unit for transdisciplinary research centers that span the university's colleges, schools, and departments.

The institute's mission is

1. to encourage leading-edge thinking and help create innovative approaches to research initiatives,
2. to facilitate scholarship and transdisciplinary collaboration among university departments and schools and between university researchers and external agencies, companies, and nongovernmental organizations,
3. to ensure the success and excellence of the university and its faculty in meeting the research potential of a comprehensive metropolitan research university, and
4. to advance knowledge to better serve the needs of the community and humankind.

For more information, call 480/965-5009, or access jsrweb.asu.edu.

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 scientists carry out field research at sites in Africa, the Middle East, and Asia. IHO houses the largest collection of *Australopithecus afarensis* casts (including "Lucy," a 3.2 million-year-old human ancestor) in the world as well as an extensive collection of other fossil hominid casts. The IHO 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 www.asu.edu/clas/iho.

International Institute for Species Exploration

The International Institute for Species Exploration (IISE) represents a novel, transdisciplinary fusion of computer science and engineering with all branches of biological taxonomy and incorporates the ASU biological collections in vertebrate zoology, entomology, and botany. The IISE contributes to philosophical and theoretical issues surrounding species concepts and the epistemology of species in nature; to conceiving and engineering new technologies and tools to remove bottlenecks in species exploration from field inventories to online publication; and to the transdisciplinary education and engagement of a new generation of species explorers trained and prepared to tackle species exploration on large and international-scale projects.

LeRoy Eyring Center for Solid State Science

The LeRoy Eyring Center for Solid State Science (LE-CSSS) is the ASU focal point for interdisciplinary research in solid-state science. Approximately 70 faculty members in related departments and colleges are affiliated with LE-CSSS.

Major objectives of the center are to encourage and support interdisciplinary research activities in solid state science, including solid state physics and chemistry, earth and planetary sciences, and materials research; to develop, operate, and administer user-oriented facilities for multidisciplinary research in solid state science; to provide hands-on experience and exposure to interdisciplinary laboratories and procedures; and to develop and support interdisciplinary educational and outreach activities in these areas.

LE-CSSS maintains and operates shared user facilities that provide hands-on training on modern instrumentation. The facilities include the internationally recognized John M. Cowley Center for High Resolution Electron Microscopy, which has been responsible for major advances in electron-beam techniques and instrumentation, as well as a broad range of cutting-edge applications, and the Goldwater Materials Science Laboratory (GMSL), which integrates several interdisciplinary user facilities for materials synthesis, characterization, and processing, as well as computer visualization and modeling. The GMSL facilities include the central Materials Facility, Materials Science Electron Microscopy Laboratory, Ion Beam Facility, Secondary Ion Mass Spectrometry Laboratory, Optical Microscopy Laboratory, Goldwater Materials Visualization Facility, Fourier Transform Infrared Spectrometer Facility, and the Surface Probe Lab.

For more information, access asu.edu/clas/csss/csss/.

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 www.asu.edu/clas/lincolncenter.

The Melikian Center: Russian, Eurasian, and East European Studies

Established in 1984 as the Russian and East European Studies Consortium, the Melikian Center engages in research, training, and outreach involving the lands and people relating to Eastern Europe and Eurasia. More than two dozen ASU faculty from five colleges and University Libraries collaborate in the center programming. The Melikian Center 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 Critical Languages Institute (CLI) within the center 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.

For more information, call the center at 480/965-4188 or CLI at 480/965-7706, or access www.asu.edu/clas/reesc and www.asu.edu/clas/reesc/cli.

North American Center for Transborder Studies

The North American Center for Transborder Studies (NACTS) brings together research faculty from Canada, the United States, and Mexico to collaborate with local communities, governmental officials, and public sector agencies to provide quantitative and qualitative data and multiple perspectives for greater understanding of border issues in North America.

The center supports the efforts of scholars whose work contributes to the development of innovative theory, public policy, and practices related to border issues. A primary goal of the center is to provide significant information and research analyses to both the public and relevant policy-making bodies in the United States, Canada, and Mexico regarding the unique challenges associated with border regions. NACTS aims to have an impact on global considerations of border issues by contributing a uniquely collaborative North American research-based perspective.

NACTS administers and facilitates research and academic collaborations, diplomatic partnerships and exchanges, and publication and dissemination of data and analyses produced by the multidisciplinary affiliate faculty and sponsored-project teams.

For more information, access asu.edu/clas/nacts.

Virginia G. Piper Center for Creative Writing

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

The historic ASU President's House, located at Palm Walk and Tyler Mall on the Tempe campus, serves 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 www.asu.edu/pipercwcenter.

COLLEGE OF NURSING & HEALTHCARE INNOVATION

Center for the Advancement of Evidence-Based Practice

The Center for the Advancement of Evidence Based Practice (CAEP) is an innovative enterprise that fosters the improvement of healthcare through a culture of best practice. The CAEP leadership team is comprised of interdisciplinary experts in Evidence Based Practice (EBP) who facilitate the integration of research and practice across multiple settings to improve healthcare, patient outcomes, and systems. Initiatives offered through the CAEP focus on:

1. preparing practitioners for EBP through building knowledge and skills;
2. implementing and advancing EBP initiatives;
3. promoting culture changes in organizations to cultivate EBP;
4. synthesizing and disseminating evidence through scholarly practice; and
5. shaping health policy through application of sound evidence.

For more information, access nursing.asu.edu

Center for Healthy Outcomes in Aging

In response to the rapidly expanding population of older adults in the state of Arizona and throughout the country, the ASU College of Nursing and Healthcare Innovations has launched the Center for Healthy Outcomes in Aging.

The primary purpose of the center is to develop and test interventions that promote the highest level of health and quality of life for individuals who are aging within a culturally diverse society. The center emphasizes multidisciplinary, theory-based interventions across a variety of clinical settings.

For more information, access nursing.asu.edu

Center for Improving Health Outcomes in Children, Teens, and Families

The changing nature of childhood and adolescent morbidities and mortality over recent decades prompted the creation of the Center for Improving Health Outcomes in Children, Teens, and Families at the ASU College of Nursing and Healthcare Innovations. The center focuses on multidisciplinary research to develop and test interventions that will lead to optimal health outcomes for high-risk children, teens, and families in a culturally diverse world.

Example of current research include

1. evaluating the outcomes of a school-based obesity prevention curriculum for middle school students;
2. determining the outcomes of school-based support groups for adolescents with an addicted parent;

3. testing interventions to improve the mental and physical health of overweight teenagers, school-aged children, and pre-school children at risk for overweight;
4. developing an understanding of factors that influence self management of adolescent asthma;
5. developing an instrument to predict feeding success in premature infants;
6. testing a web-based health promotion for decreasing adolescent risky behaviors; and
7. testing interventions to improve health outcomes for children with Type 1 and Type 2 diabetes.

For more information, access nursing.asu.edu

POLYTECHNIC CAMPUS

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. To reflect this multidisciplinary purpose, the STAR Center functions under the administration of the Vice President and Executive Vice Provost at the Polytechnic campus.

For more information, call 480/727-1249, or access www.poly.asu.edu/star.

COLLEGE OF PUBLIC PROGRAMS

Center for Community Development and Civil Rights

The Center for Community Development and Civil Rights was established to empower individuals by building bridges between the university and the community as catalysts for transformation. The center's work is objective and fact-based, utilizing action research to have practical implications for community development and civic engagement.

This research drives projects of consequence-projects that have major social impact and replicability-that are models shared regionally, nationally, and internationally. The goal of university-based, community-connected problem solving is to make communities and societies more prosperous, equitable, and just. Projects are based on community development, civil rights, leadership building, and education and media.

For more information, access copp.asu.edu/zi1/cdcr.asu.edu/portallinktext.

Center for Nonprofit Leadership and Management

The Center for Nonprofit Leadership and Management (CNLM) promotes the understanding of the nonprofit sector in community life and focuses on effective practices that help organizations meet their mission. The center coordinates a nonprofit sector research program, facilitates educational offerings in nonprofit studies, and serves as a convener on contemporary issues. CNLM is the leading nonprofit academic center in the region. It is nationally recognized for its knowledge and tools that support leader and manager effectiveness. The center promotes understanding of the nonprofit sector in society with a focus on effective practices that help organizations meet their missions. The center facilitates relationships among students, faculty, and practitioners through research, education, and outreach activities on topical issues including philanthropy, board governance, social enterprise, and innovative nonprofit practice.

For more information, call 602/496-0500, or access nonprofit.asu.edu.

Morrison Institute for Public Policy

Morrison Institute for Public Policy conducts research which informs, advises, and assists Arizona's leaders and residents. 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 education, urban growth, workforce development, economic development, arts and culture, quality of life, and science and technology.

For more information, call 602/496-0900, access www.morrisoninstitute.org, or write

MORRISON INSTITUTE FOR PUBLIC POLICY
ARIZONA STATE UNIVERSITY
PO BOX 874220
411 N CENTRAL AVE SUITE 900
PHOENIX AZ 85004-2166

Southwest Interdisciplinary Research Center

The Southwest Interdisciplinary Research Center (SIRC) conducts multidisciplinary, community-based research on health disparities among the populations of the Southwest, concerning drug abuse, HIV/AIDS, and mental health. Research efforts focus on the needs and strengths of families and youth from diverse communities, and strive to foster a stronger link between practice and research in the social work and service delivery fields. The research center's goal is to develop a comprehensive interdisciplinary center for culturally oriented research on drug abuse and other health outcomes that will strengthen the university's capacity as a leader in the Southwest region, nationally, and internationally.

SIRC strengthens the institutional infrastructure of the School of Social Work, enhances the research capabilities of faculty and community social workers, and draws across many disciplines to create dynamic research partnerships.

The center's research affiliates include faculty from nursing, psychology, social work, social family dynamics, and other departments and schools.

SIRC studies the strengths, competencies, and other protective factors that buffer against drug use and risk behaviors of families and youth. Research focuses on the diverse cultural communities of the Southwest and the way that drug use, HIV/AIDS, and mental health are connected to ethnic, gender, developmental, geographic, and other social identity variables.

SIRC provides predoctoral applied research education to graduate students from social work, social and family dynamics, and other departments and schools. In addition, SIRC provides continuing education and research dissemination activities in association with its community advisory board members and partners.

For more information, call 602/496-0700, access sirc.asu.edu, or write

SOUTHWEST INTERDISCIPLINARY RESEARCH CENTER
ARIZONA STATE UNIVERSITY
PO BOX 874320
411 N CENTRAL AVE SUITE 720
PHOENIX AZ 85004-0693

Center for Urban Innovation

The Center for Urban Innovation was established as the focal point for research on urban affairs in the School of Public Affairs. The center supports innovative education, critical research, and community involvement. The mission of the center is to improve the quality of urban life in neighborhoods, cities, and urban regions by promoting innovation in governance, policy, and management. The center's research and outreach are local and global.

The commitment to advance innovation encompasses a wide range of topics related to governance. Leadership, democracy, and the reform of governance through new structures and processes are central concerns. A unifying theme is examining ways that governments, nonprofits, businesses, and citizens from the neighborhood to the regional level come together to establish goals, mobilize resources to meet them, carry out public policies, and deliver services effectively and efficiently.

For more information, access urbaninnovation.asu.edu/zi1/cui.

VICE PRESIDENT FOR RESEARCH AND ECONOMIC AFFAIRS

Biodesign Institute

The Biodesign Institute at ASU was established to provide an organizational, intellectual, and physical environment for large-scale interdisciplinary research. The institute is focused on improving human health and quality of life, sustaining the environment, and contributing to national security. To meet these grand challenges, it fuses expertise in diverse disciplines, including biology, engineering, and information technology. As a catalyst for innovation, the institute seeks end-to-end solutions that address complex challenges threatening human health in the 21st century. The ambitious goal is use-inspired, translational research that is adopted rapidly by the private sector for societal benefit and commercial applications.

The institute is organized into a rapidly growing number of centers, each with a broadly defined area of expertise. The centers house multiple research teams who work collaboratively with other teams to solve complex problems. This structure allows increased agility in adapting and responding to new information and challenges.

The institute represents Arizona's largest investment in research infrastructure. The Institute is master-planned as four interconnected buildings with 800,000 square feet of advanced research space. Flexibility is built into every aspect of the facilities, so they can rapidly be adapted to changes in technology. The research programs are clustered into four focus areas of increasing contemporary importance: biological systems, nanoscale systems, cognitive systems, and sustainable systems.

The institute's output is measurable in terms of increased grant funding being brought to the region, the development of highly trained research professionals who are prepared for employment in industry as well as academia, the recruitment of highly-educated newcomers to the community, pioneering discoveries and new technologies that benefit humanity, and generation of new businesses. These important outputs contribute significantly to statewide economic development. The institute is becoming a hub for bioscience research in central Arizona, building collaborative networks among scientists, healthcare providers, industry, and institutions. The Biodesign Institute is located on the Tempe campus.

For more information, access www.biodesign.asu.edu.

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 www.asu.edu/stardust.

SCHOOL OF SUSTAINABILITY

Global Institute of Sustainability

The Global Institute of Sustainability brings together life, earth, and social scientists, engineers, and government and industry leaders to share knowledge and develop practical solutions to the environmental, economic, and social challenges of sustainable development, especially as it relates to urban areas. The institute also infuses sustainability into ASU's educational mission through the innovative School of Sustainability and other units across campus.

For more information, access schoolofsustainability.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 caplter.asu.edu.

Also part of the institute, the Sustainable Materials and Renewable Technologies (SMART) program officially became the U.S. EPA National Center of Excellence (NCE) on SMART Innovations for Urban Climate and Energy—a partnership with U.S. EPA and industry. The NCE is a research cluster at ASU involving the Global Institute of Sustainability, the Ira A. Fulton School of Engineering, the W. P. Carey School of Business, the College of Design, the School of Geographical Sciences, and other units on campus. NCE is developing and implementing technologies to address issues of rapid urbanization and forming partnerships with the private sector, governmental entities, and international research universities. Associated researchers are developing the next generation of SMART materials for urban energy and climate needs. This vision includes developing and applying materials for renewable energy products, innovative building and pavement materials that reduce energy demand, and materials that can improve regional impacts of urban heat islands.

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 investigations into the ecology of cities, with the CAP LTER project providing the research infrastructure. For more information, access sustainability.asu.edu/igert.

The institute is also home to the Decision Center for a Desert City (DCDC), which analyzes the decision processes used to plan and manage water resources and growth, with the goal of advancing sound science as the basis for managing growth in arid regions. For more information, access dcdc.asu.edu.

The institute also facilitates applied environmental research projects undertaken by the Southwest Consortium 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 www.scerp.org.

For more information, visit the institute in TMPCT 151, call 480/965-2975, or access sustainability.asu.edu.

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School of Computing and Informatics

Sethuraman Panchanathan, Director

[Department of Computer Science and Engineering](#)
[Department of Biomedical Informatics](#)

The School of Computing and Informatics (SCI) at ASU supports the evolution of computing and informatics as discrete disciplines. The school responds to needs for partnership and collaboration between computer and information sciences and a broad range of disciplinary areas at ASU. This integration of computer and information sciences with other academic disciplines provides an academic structure to foster new knowledge.

The school is home to the [Department of Computer Science and Engineering](#) (CSE) and the [Department of Biomedical Informatics](#) (BMI). CSE offers undergraduate degrees in Computer Science and Computer Systems Engineering and MS, MCS, and PhD degrees in Computer Science. BMI offers an MS degree. Current CSE graduate students are eligible to work on a concentration in biomedical informatics. The school will also offer an interdisciplinary Certificate in Information Sciences to undergraduates.

COURSES

Information about all courses is available on the Web at [ASU Interactive](#). For more information, see [Classification of Courses](#).

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480/727-9311

ECG 303

Subhash Mahajan, Director**Regents' Professor**

Mahajan

Professors

Adams, Alford, Bennett, Carpenter, Chawla, Dey, Doak, Jabbour, Krause, Newman, Petuskey, Rez, Sieradzki, van Schilfgaarde, Zenhausern

Associate Professors

Drucker, Marzke, Ramakrishna

Assistant Professor

Friesen

Research Professor

Picraux

Associate Research Professors

Kotani, Tasooji

GRADUATE DEGREES

The College of Liberal Arts and Sciences and the Ira A. Fulton School of Engineering jointly offer a program through the newly formed School of Materials. The school offers three graduate degree programs:

1. the MS (thesis) in Materials Science and Engineering;
2. the MSE (nonthesis) in Materials Science and Engineering; and
3. the PhD in Materials Science and Engineering.

For more information access som.asu.edu.

Ira A. Fulton School of Engineering Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Aerospace Engineering	MS, MSE, — PhD		Department of Mechanical and Aerospace Engineering
Bioengineering	MS, PhD	—	Harrington Department of Bioengineering
Biomedical Informatics	MS	—	Department of Biomedical Informatics
Chemical Engineering	MS, MSE, — PhD		Department of Chemical Engineering
Civil and Environmental Engineering	MS, MSE, — PhD		Department of Civil and Environmental Engineering
Computer Science	MCS	—	Department of Computer Science and Engineering
	MS	Optional: arts, media, and engineering, biomedical informatics, or information assurance ¹	Department of Computer Science and Engineering
	PhD	Optional: arts, media, and engineering or information assurance ¹	Department of Computer Science and Engineering
Construction	MS	Optional: construction science, facilities, or management ¹	Del E. Webb School of Construction
Electrical Engineering	MS, PhD	Optional: arts, media, and engineering ¹	Department of Electrical Engineering

	MSE	—	Department of Electrical Engineering
Engineering	MEng	—	Ira A. Fulton School of Engineering
Engineering Science	MS ²	—	Ira A. Fulton School of Engineering
	MSE	Executive embedded systems or software engineering	Ira A. Fulton School of Engineering
	PhD	Materials science and engineering	Department of Chemical Engineering
Industrial Engineering	MS, MSE, — PhD		Department of Industrial Engineering
Materials Science and Engineering	MS, MSE, — PhD		School of Materials
Mechanical Engineering	MS, MSE, — PhD		Department of Mechanical and Aerospace Engineering
Science and Engineering of Materials	PhD ³	High-resolution nanostructure analysis or solid-state device materials design	Committee on the Science and Engineering of Materials

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

² Applications for this program are not being accepted at this time.

³ This program is administered by the Division of Graduate Studies.

Katherine K. Herberger College of the Arts Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Art	MA	Art education or art history	School of Art
	MFA	Ceramics, digital technology, drawing, fibers, intermedia, metals, painting, photography, printmaking, sculpture, or wood	School of Art
Composition	MM	Optional: interdisciplinary digital media and performance ¹	School of Music
Creative Writing	MFA ²	—	Creative Writing Committee
Curriculum and Instruction	PhD ³	Art education	School of Art
Dance	MFA	Optional: interdisciplinary digital media and performance ¹	Department of Dance
History and Theory of Art ⁴	PhD	—	School of Art
Media Arts and Sciences ⁵	PhD	—	School of Art
Music	MA	Ethnomusicology, music history and literature, or music theory	School of Music
	DMA	Conducting, interdisciplinary digital media and performance, music composition, music education, or performance	School of Music
Music Education	MM	Choral music, general music, instrumental music, or jazz studies	School of Music

Music Therapy	MM	—	School of Music
Performance	MM	Collaborative piano, music theatre/opera musical direction, music theatre/opera performance, performance, or performance pedagogy	School of Music
Theatre	MA	—	School of Theatre and Film
	MFA	Directing, interdisciplinary digital media, performance, performance design, or theatre for youth	School of Theatre and Film
	PhD	Theatre and performance of the Americas or theatre for youth	School of Theatre and Film

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

² This program is administered by the Graduate College.

³ This program is administered in collaboration with the Mary Lou Fulton College of Education.

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

⁵ This program is administered in collaboration with the Ira A. Fulton School of Engineering.

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Division of Psychology in Education

coe.asu.edu/psyched

480/965-3384

EDB 302

Samuel B. Green, Interim Director

Regents' Professors

Berliner, Glass, Smith

Professors

Arredondo, Bernstein, Bitter, Blanchard, Claiborn, Green, Hackett, Hood, Horan, Kinnier, Klein, Moore, Robinson Kurpius, Strom, Sullivan, Tracey

Associate Professors

Arciniega, Brem, Brown, Nakagawa, Savenye, Thompson, Wodrich

Assistant Professors

Arzubiaga, Atkinson, Gorin, Husman, Levy, Nelson, Rayle

Clinical Associate Professors

Caterino, Glidden-Tracey, Homer, Legacy, Stamm

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MC,

MEd, and

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.

Mary Lou Fulton College of Education Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Counseling	MC	—	Division of Psychology in Education
Counseling Psychology	PhD	—	Division of Psychology in Education
Counselor Education	MEd	—	Division of Psychology in Education
Curriculum and Instruction	MA	Bilingual education, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, science education, secondary education, or social studies education	Division of Curriculum and Instruction
	MEd	Bilingual education, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, professional studies, ² science education, secondary education, social studies education, or special education	Division of Curriculum and Instruction
	EdD	Bilingual education, curriculum studies, early childhood education, elementary education, ² English as a second language, ² Indian education, ² language and literacy, mathematics education, science education, secondary education, social studies education, ² special education, or teacher development and leadership	Division of Curriculum and Instruction

	PhD	Art education, ³ curriculum studies, early childhood education, elementary education, English education, language and literacy, mathematics education, physical education, science education, or special education	Division of Curriculum and Instruction
Educational Administration MEd, EdD — and Supervision			Division of Educational Leadership and Policy Studies
Educational Leadership and Policy Studies	PhD	—	Division of Educational Leadership and Policy Studies
Educational Psychology	MA, MEd —		Division of Psychology in Education
	PhD	Learning; lifespan developmental psychology; measurement, statistics, and methodological studies; or school psychology	Division of Psychology in Education
Educational Technology	MEd	—	Division of Psychology in Education
	PhD	Arts, media, and engineering	Division of Psychology in Education
Higher and Postsecondary Education	MEd, EdD	Optional: higher education ¹	Division of Educational Leadership and Policy Studies
Social and Philosophical Foundations of Education	MA	—	Division of Educational Leadership and Policy Studies
Special Education	MA	—	Division of Curriculum

MEd	Gifted, mildly disabled, multicultural exceptional, or severely/multiply disabled	Division of Curriculum and Instruction
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¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² Applications are not being accepted at this time.

³ This concentration is administered in collaboration with the Katherine K. Herberger College of the Arts.

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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](#).

W. P. Carey School of Business Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Accountancy and Information Systems	MAIS	—	School of Accountancy
Business Administration	MBA	—	W. P. Carey School of Business
	PhD	Accountancy, agribusiness, ² computer information systems, finance, health services research, ³ management, marketing, or supply chain management	W. P. Carey School of Business
Economics	MS, ³ PhD	—	Department of Economics
Health Sector Management	MHSM	—	School of Health Management and Policy
Information Management	MS	—	Department of Information Systems
Statistics ⁴	MS	—	Committee on Statistics
Taxation	MTax	—	School of Accountancy

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

³ This concentration is administered in collaboration with the Morrison School of Agribusiness.

² Applications are not being accepted at this time.

⁴ This program is administered by the Division of Graduate Studies.

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Faculty and Academic Professionals

Other Campus Listings

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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.

Polytechnic Campus

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A

Adamson, Joni L.

(2006), Associate Professor of Humanities and Arts; BA, Idaho State University; MA, Brigham Young University; PhD, University of Arizona

Ainsworth, Barbara E.

(2006), Professor of Exercise and Wellness; BA, California State University, Fresno; MA, MPH, PhD, University of Minnesota

Akpan-obong, Patience I.

(2006), Assistant Professor of Social and Behavioral Sciences; Natl Diploma; The Polytechnic, Calabar (Nigeria); MJ, Carleton University (Canada); PhD, University of Alberta (Canada)

Alozie, Nicholas O.

(1991), Professor of Social and Behavioral Sciences; Head, Faculty of Social and Behavioral Sciences; BA, MPA, Texas Southern University; MA, PhD, University of Texas at Dallas

Anderson, James E.

(2006), Lecturer of Aeronautical Management Technology; BS, United States Air Force Academy; MA, Central Michigan University

Anguamea Lara, Ramon T.

(2006), Lecturer of Computing Studies; BS, Technological Institute of Sonora (Mexico); MS, Arizona State University

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

Baxter, Harry R.

(1982), Professor Emeritus of Electronic Systems; BA, New York University; MBA, Fairleigh Dickinson University; MTech, Arizona State University

Becker, David Vaughn

(2005), Assistant Professor of Applied Psychology; BA, MA, PhD, Arizona State University

Biekert, Russell G.

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

Bollermann, Karen L.

(2006), Assistant Professor of Humanities and Arts; AB, Stanford University; MBA, JD, University of California; PhD, Arizona State University

Brady, Lenore

(2003), Lecturer of Humanities and Arts; BA, MA, PhD, Arizona State University

Brady, Ward W.

(1973), Professor of Applied Biological Sciences; Chair, Department of Applied Biological Sciences; BS, MS, PhD, Colorado State University

Branaghan, Russell J.

(2006), Assistant Professor of Applied Psychology; BA, Bowling Green State University; MA, PhD, New Mexico State University

Bravo, Jesus

(2006), Assistant Professor of Management and Agribusiness; BA, PhD, University of Illinois, Chicago

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

Brownson, Charles W.

(1980), Librarian Emeritus; BA, South Dakota State University; MFA, University of Oregon; MLS, University of California, Berkeley

Burkett, Lee N.

(1974), Professor Emeritus of Exercise and Wellness; BA, MA, San Diego State University; PhD, Washington State University

Busch, Jay S.

(2001), Senior Lecturer of Humanities and Arts; BA, Michigan State University; MA, Arizona State University

Bush, Laura L.

(2006), Lecturer of Humanities and Arts; BA, MA, Brigham Young University; PhD, Arizona State University

Butler, Jay Q.

(1972), Associate Professor of Management and Agribusiness; Director, Arizona Real Estate Center; BBA, MBA, University of New Mexico; PhD, University of Washington

C



Carlock, Danielle

(2004), Assistant Librarian, Polytechnic campus Library Services; MS, University of Arizona

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 Management and Agribusiness; BS, DVM, Washington State University; MS, PhD, Cornell University

Chen, Qiang "Shawn"

(2005), Assistant Professor of Applied Biological Sciences; BS, Zhongshan University (China); PhD, University of Arizona

Collins, Donald W.

(1989), Professor Emeritus of Mechanical and Manufacturing Engineering Technology; BArch, Virginia Polytechnic Institute and State University; MS, PhD, University of Illinois, Chicago

Cooke, Nancy J.

(2003), Professor of Applied Psychology; BA, George Mason University; MA, PhD, New Mexico State University

Corbin, Charles B.

(1982), Professor Emeritus of Exercise and Wellness; BS, University of New Mexico; MS, University of Illinois; PhD, University of New Mexico

Cunningham, Stanley C.

(2006), Senior Lecturer of Applied Biological Sciences; BS, University of Wyoming; MS, 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 Management and Agribusiness; 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; Chair, Department of Physical Education; BS, MS, University of Akron; PhD, Ohio State University

Darveaux, Robert

(2004), Associate Professor of Electronic Systems; PhD, North Carolina State University

Dixon, Kathleen S.

(2000), Senior Lecturer of Nutrition; BS, University of Arizona; MEd, Northern Arizona University

Dolin, Penny Ann

(1998), Lecturer of Technology Management; BA, Bard College; MS, Arizona State University

Doherty, Brian

(2002), Librarian; Director, Library at the Polytechnic campus; BA, Westminster Choir College; MA, MLS, Rutgers, The State University of New Jersey, New Brunswick; PhD, University of Kansas

Duff, Jon M.

(1997), Professor of Technology Management; BS, MS, Purdue University; PhD, Ohio State University

E



Edwards, David

(2006), Assistant Professor of Technology Management; BS, Brigham Young University; MS, Texas A & M University at Austin; PhD, Carnegie Mellon University

Edwards, Mark R.

(1978), Professor of Management and Agribusiness; BSME, United States Naval Academy; MBA, DBA, Arizona State University

Edwards, Marvin J.

(1959), Professor Emeritus of Technology; BS, MA, 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; Interim Associate Dean, School of Educational Innovation and Teacher Preparation; Director, Teacher Education Programs, University College; BA, MA, PhD, Arizona State University

F



Foley, Dawn

(2003), Lecturer of Teacher Education and Administration; BA, MA, Arizona State University

Forsyth, David L.

(2005), Lecturer of Management and Agribusiness; BS, Northern Arizona University; JD, Arizona State University; LL.M.; University of San Diego

Fordemwalt, James N.

(1987), Professor Emeritus of Electronic Systems; BS, MS, University of Arizona; PhD, Iowa State University of Science and Technology

G



Gary, Kevin A.

(2004), Assistant Professor of Computing Studies; BS, State University of New York, Albany; MS, PhD, Arizona State University

Georgeou, Trian

(2006), Lecturer of Mechanical and Manufacturing Engineering Technology; BS, MS, 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

Gintz, Jerry

(2004), Senior Lecturer of Mechanical and Manufacturing Engineering Technology; BS, MS, Arizona State University

Gomez, Conrado L.

(2003), Clinical Assistant Professor of Teacher Education and Administration; BA, MEd, University of Arizona; EdD, Northern Arizona University

Gray, Robert D.

(2001), Associate Professor of Applied Psychology; Head, Faculty 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

Grijalva, Giovanna

(2006), Lecturer of Teacher Education and Administration; BA, MEd, Arizona State University

Grondin, Robert O.

(1983), Associate Professor of Electrical Engineering; BS, MS, PhD, University of Michigan

Grossman, Gary M.

(1994), Associate Professor of Technology Management; Project Director, International Projects Unit; BA, University of the Pacific; MS, PhD, Purdue University

H



Hackett, Gail

(1988), Professor of Counseling Psychology and Counselor Education; University Vice Provost and Dean, University College; Interim Dean, School of Educational Innovation and Teacher Preparation; BA, MEd, PhD, Pennsylvania State University

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

Hanson, Randel D.

(1999), Assistant Professor of Social and Behavioral Sciences; BA, PhD, University of Minnesota

Harris, La Verne Abe

(1999), Assistant Professor of Technology Management; BA, MTech, Arizona State University; PhD, University of Arizona

Hart-Weber, Catherine

(2006), Lecturer of Applied Biological Sciences; BSE, MS, Arizona State University

Hefner, Stephen P.

(1973), Instructional Professional of Management and Agribusiness; BS, Illinois State University; MS, Arizona State University

Henderson, Mark

(1984), Professor of Engineering; BSME, MSME, PhD, Purdue University

Hild, Nicholas R.

(1983), Professor of Technology Management; BSME, MSeve, 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), Professor Emeritus of Technology Management; BA, San Diego State College; EdD, Arizona State University

Horowitz, Renee B.

(1986), Professor Emerita of Technology Management; BA, Brooklyn College; MA, PhD, University of Colorado

Hu, Qiang

(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)

Hudek, Curt

(2001), Senior Lecturer of Management and Agribusiness; BS, University of South Dakota

Huey, Ben M.

(1979), Associate Professor of Computing Studies; Chair, Division of Computing Studies; BS, Harding College; MS, PhD, University of Arizona

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 Management and Agribusiness; BS, MBA, University of Massachusetts, Amherst; PhD, Arizona State University

Humble, Jane E.

(1989), Associate Professor of Technology Management; BSE, MSE, PhD, Arizona State University

Hutt, Roger W.

(1975), Associate Professor of Management and Agribusiness; BS, MBA, Ohio State University; PhD, Michigan State University

I



Irvin, Glenn W.

(1997), Professor of English; Vice Provost, Academic Programs, Polytechnic campus; BA, MA, PhD, Arizona State University

J



Johnston, Carol S.

(1986), Professor of Nutrition; Chair, Department of Nutrition; BS, University of Michigan; MA, PhD, University of Texas at Austin

K



Kagan, Albert

(1992), Professor of Management and Agribusiness; BS, MS, PhD, Iowa State University of Science and Technology

Karp, Merrill R.

(1994), Professor of Practice, Aeronautical Management Technology; BS, Arizona State University; MA, Central Michigan University; PhD, Walden 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

Kimberly, Jimmy R.

(2006), Lecturer of Aeronautical Management Technology; BS, Louisiana State University; MA, Pepperdine University

Kime, Charles Henry

(2000), Professor of Practice, Technology Management; 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), Associate Administrative Professional, Academic Programs; Director, E-Learning; BA, MS, San Jose State University; PhD, Arizona State University

Kleinsasser, Robert C.

(2006), Associate Professor of Teacher Education and Administration; BA, Dakota Wesleyan University; MA, University of Arizona; PhD, University of Illinois, Urbana-Champaign

Koehnemann, Harry E.

(2001), Professor of Practice of Computing Studies; BS, Northern Arizona University; MS, PhD, Arizona State University

Kulinna, Pamela Hodges

(2003), Associate Professor of Physical Education; BS, MS, University of Oregon; PhD, University of Illinois, Urbana-Champaign

Kuo, Chen-Yuan

(1984), Associate Professor of Engineering; BS, National Taiwan University; 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

Lauer, Claire

(2006), Assistant Professor of Multimedia Writing and Technical Communication; BA, MA, PhD, University of Arizona

Lee, Chong D.

(2006), Assistant Professor of Exercise and Wellness; BS, Yonsei University (South Korea); MEd, Tarleton State University; EdD, University of Houston

Lestar, Dot J.

(1995), Lecturer of Technology Management; BS, MTech, Arizona State University

Lindley, James

(2001), Senior Lecturer of Preveterinary Medicine; BS, DVM, University of Missouri, Kansas City

Lindquist, Timothy E.

(1985), Professor of Computing Studies; Interim Dean, College of Science and Technology; BS, Purdue University; MS, PhD, Iowa State University

M



Macia, Narciso F.

(1990), Associate Professor of Electronic Systems; BS, MS, University of Texas at Arlington; PhD, Arizona State University

Madakannan, Arunachalanadar

(2005), Associate Professor of Electronic Systems; MBA, Madras University (India); PhD, Indian Institute of Science, Bangalore (India)

Maddy, Kenneth H.

(1980), Professor Emeritus of Management and Agribusiness; BS, Pennsylvania State University; MS, University of Wisconsin, Madison; PhD, Pennsylvania 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 at Austin; PhD, University of Massachusetts, Amherst

Maisel, James E.

(1985), Professor Emeritus of Electronic Systems; BEngSci, BEE, Fenn College; MSEE, Ohio State University

Manfredo, Mark R.

(1999), Associate Professor of Management and Agribusiness; BS, California State University, Fresno; MS, New Mexico State University; PhD, University of Illinois, Urbana-Champaign

Manore, Melinda M.

(1984), Professor Emerita of Nutrition; BS, Seattle Pacific University; MS, University of Oregon; PhD, Oregon State University

Marble, Cindy S.

(2004), Clinical Assistant Professor of Teacher Education and Administration; 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 Management and Agribusiness; BS, MS, Colorado State University; PhD, Michigan State University

Martin, Chris A.

(1990), 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 Technology Management; 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

McCurry, William K.

(1995), Professor of Aeronautical Management Technology; BS, Purdue University; MS, Troy State University; PhD, University of Kansas

McHenry, Albert L.

(1978), Professor of Electronic Systems; Vice President and Executive Vice Provost, Polytechnic campus; BS, Southern University and A&M College; MS, PhD, Arizona State University

Millard, Bruce R.

(1988), Professor of Practice of Computing Studies; BA, MS, Washington State University; PhD, Arizona State University

Miller, Victor J.

(1958), Professor Emeritus of Management and Agribusiness; 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), Clinical Assistant Professor of Teacher Education and Administration; 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 Management and Agribusiness; BS, University of Arizona; MS, Kansas State University; PhD, Purdue University

Morrell, Darryl R.

(1988), Associate Professor of Engineering; BS, MS, PhD, Brigham Young University

Moulton, Ian

(2005), Associate Professor of Humanities and Arts; BA, University of Manitoba (Canada); MA, University of Western Ontario (Canada); PhD, Columbia University

Munukutla, Lakshmi V.

(1987), Professor of Electronic Systems; Chair, Department of Electronic Systems; 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), Clinical Assistant Professor of Technology Management; PhD, Minnesota State University

Nganje, William E.

(2006), Associate Professor of Management and Agribusiness; Professional Degree, University of Dschang (Cameroon); PhD, University of Illinois, Urbana-Champaign

Niemczyk, Mary C.

(2003), Assistant Professor of Aeronautical Management Technology; BA, Benedictine College; MBA, Embry-Riddle Aeronautical University; PhD, Arizona State University

O



Oberstein, Bruce M.

(2006), Lecturer of Applied Biological Sciences; BBA, University of Michigan; DC, Life Chiropractic College

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

Oliver, Jill

(2005), Lecturer of Teacher Education and Administration; MS, Purdue University; PhD, Arizona State University

Olson, Larry W.

(1995), Associate Professor of Technology Management; BS, Baylor University; PhD, University of Pennsylvania

P



Palmgren, Dale E.

(1984), Associate Professor of Mechanical and Manufacturing Engineering Technology; Associate Dean, College of Science and Technology; BS, MS, PhD, University of Wisconsin, Madison

Pangrazi-Orlowicz, Connie J.

(2002), Lecturer of Physical Education; BA, MEd, Arizona State University

Pardini, Louis J.

(1967), Professor Emeritus of Technology Management; BA, AM, Idaho State University; EdD, University of Northern Colorado

Parmentier, Mary Jane

(1999), Lecturer of Technology Management; BA, Southern Connecticut State University; MA, San Francisco State University; PhD, University of Colorado, Denver

Patterson, Paul M.

(1995), Professor of Management and Agribusiness; Dean, Morrison School of Management and Agribusiness; 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), Clinical Associate Professor of Aeronautical Management Technology; BA, University of Houston; MBA, JD, Arizona State University

Peterson, Danny M.

(1999), Professor of Practice, Technology Management; BS, University of Idaho; MBA, California State University, Sacramento; MS, PhD, Arizona State University

Peterson, Edward R.

(1977), Professor Emeritus of Electronic Systems; BSEE, Fairleigh Dickinson University; MSEE, Arizona State University

Peterson, William R.

(2006), Assistant Professor of Technology Management; BS, Auburn University; MBA, University of Nebraska, Kearney; PhD, The Ohio State University

Petrovic, Slobodan

(2005), Associate Professor of Electronic Systems; PhD, Technical University of Dresden (Germany)

Prust, Zenas A.

(1959), Professor Emeritus of Technology Management; BS, University of Wisconsin, Stout; MA, University of Minnesota, Twin Cities; EdD, University of Northern Colorado

R



Raccach, Moshe

(1980), Associate Professor of Management and Agribusiness; 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

Razdan, Anshuman

(2006), Associate Professor of Computing Studies; BS, Kurukshetra University (India); MS, PhD, Arizona State University

Reed, William H.

(1968), Professor Emeritus of Aeronautical Management Technology; BS, University of Oklahoma; MS, Arizona State University

Rempel, Barbara J.

(2006), Lecturer of Electronic Systems; BS University of Illinois, Urbana-Champaign; MSEE, New Mexico State University

Richards, Timothy J.

(1994), Professor of Management and Agribusiness; Power Chair Distinguished Professor of Agribusiness; BA, University of British Columbia (Canada); MA, PhD, Stanford University

Richardson, Grant L.

(1953), Professor Emeritus of Management and Agribusiness; BS, MS, University of Arizona; PhD, Oregon State University

Roberts, Chell A.

(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 Electronic Systems; 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 Management and Agribusiness; 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, Faculty of Humanities and Arts; 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

Sanchez, Christopher A.

(2006), Assistant Professor of Applied Psychology; BA, MA, PhD, University of Illinois, Chicago

Schildgen, Thomas E.

(1981), Professor of Technology Management; Chair, Department of Technology Management; 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 Management and Agribusiness; BS, University of Saskatchewan (Canada); MS, PhD, University of California, Berkeley

Schoen, Robert A.

(1966), Professor Emeritus of Technology; BS, MS, Arizona State University

Schutte, Dorothy A.

(2006), Lecturer of Humanities and Arts; BFA, MFA, Arizona State University

Schvaneveldt, Roger W.

(2000), Professor of Applied Psychology; BA, University of Utah; MS, PhD, University of Wisconsin, Madison

Schwalm, David E.

(1986), Associate Professor of English; Dean, School of Applied Arts and Sciences; BA, Carlton College; MS, PhD, University of Chicago

Scott, Winifred D.

(2006), Assistant Professor of Management and Agribusiness; BS, California State University, Dominguez Hills; MBA, California State University, San Bernardino; PhD, Florida State University

Sebren, Ann

(2004), Lecturer of Exercise and Wellness; BS, MS, University of Southern Mississippi; EdD, University of North Carolina at Greensboro

Seperich, George J.

(1976), Professor of Management and Agribusiness; Associate Dean, Morrison School of Management and Agribusiness; 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 Management and Agribusiness; Marley Foundation Chair in Consumer Food Marketing; BA, DePauw University; MA, PhD, Columbia University

Skilton, Paul F.

(2003), Assistant Professor of Management and Agribusiness; BA, University of California; MBA, Boston College; PhD, Arizona State University

Slater, Steven C.

(2004), Associate Professor of Applied Biological Sciences; BS, MS, James Madison University; PhD, Case Western Reserve University

Smith, Bryan

(2004), Assistant Professor of Teacher Education and Administration; BA, MA, University of Delaware; PhD,

University of Arizona

Sommerfeld, Milton R.

(1968), Professor of Applied Biological 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), Clinical Assistant Professor of Teacher Education and Administration; BM, MA, PhD, Arizona State University

Stiles, Philip G.

(1969), Professor Emeritus of Management and Agribusiness; 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 Emeritus 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

Subach, James A.

(2006), Professor of Practice of Electronic Systems; BS, University of Maine; MS, PhD, University of Arizona

Sugar, Thomas G.

(1999), Assistant Professor of Engineering; BSE, MSE, PhD, University of Pennsylvania

Summitt, April

(2005), Assistant Professor of Humanities and Arts; MA, Andrews University; PhD, Western Michigan University

Swan, Pamela

(1994), Associate Professor of Exercise and Wellness; BA, University of California, Santa Barbara; MS, University of North Carolina at Greensboro; PhD, University of Tennessee

T



Tamizhmani, Govindasamy

(2006), Associate Professor of Electronic Systems; BS, MS, University of Madras (India); PhD, Indian Institute of Technology, Bombay (India)

Taysom, Elvin D.

(1953), Professor Emeritus of Management and Agribusiness; BS, University of Idaho; MS, Utah State University; PhD, Washington State University

Thomas, Jeffrey

(2005), Clinical Associate Professor of Technology Management; MA, PhD, University of Northern Colorado

Thor, Eric P.

(1990), Professor of Management and Agribusiness; BS, MS, PhD, University of California, Berkeley

Treat, Kristopher B.

(2006), Lecturer of Teacher Education and Administration; BA, Arizona State University; MEd, Northern Arizona University

Tudor-Locke, Catrine

(2001), Associate 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 Un

V



van der Mars, Hans

(2007), Professor of Physical Education; CALO, Christian Academy for Physical Education; MS, Ithaca College; PhD, The Ohio State University

Vaughan, Linda A.

(1982), Professor of Nutrition; BS, University of California, Davis; MNS, Cornell University; PhD, University of Arizona

W



Watkins, Thomas B.

(1972), Professor Emeritus of Technology; BS, University of Wyoming; MS, Arizona State University

Welty, Ellen L.

(1996), Associate Librarian, Polytechnic campus Library Services; BA, University of Wyoming; MLSL, University of Illinois, Urbana-Champaign

White-Taylor, Janel D.

(2003), Clinical Assistant Professor of Teacher Education and Administration; 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 Technology Management; 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 Electronic Systems; 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

iversity

(2002), Assistant Professor of Nutrition; BS, Arizona State University; MS, University of California, Los Angeles; PhD, Arizona State University

Z



Zeng, Guoliang

(1991), Associate Professor of Computing Studies; BS, Chengdu Telecommunication Institute (China); MS, University of California, San Diego; MNS, PhD, Arizona State University

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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.

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A

Aannestad, Per

(1975), Professor Emeritus of Physics; BS, University of Oslo (Norway); PhD, University of California, Berkeley

Abbas, James J.

(2002), Associate Professor of Bioengineering; ScB, Brown University; MS, PhD, Case Western Reserve University

Abbaspour-Tamijani, Abbas

(2004), Assistant Professor of Electrical Engineering; BS, MS, University of Tehran (Iran); PhD, University of Michigan

Abbaszadegan, Morteza

(1999), Professor of Civil and Environmental Engineering; BS, University of Montana; MS, Northern Arizona University; PhD, University of Montana

Abbott, David

(2004), Associate Professor of Anthropology; BA, Adelphi University; MS, University of Arizona; MA, PhD, Arizona State University

Abbott, Kenneth

(2006), Professor of Global Studies and Law; Willard H. Pedrick Distinguished Research Scholar; AB, Cornell University; JD, Harvard Law School

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

Acereda, Alberto

(1998), 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; BSc, MSc, University of Delhi (India); PhD, University of Rochester

Acker, Barbara

(1991), Associate Professor of Theatre; BFA, University of Texas at Austin; MA, Case Western Reserve University; PhD, Wayne State University

Adams, Donald, Sergeant First Class

(2005), Instructor of Military Science

Adams, James B.

(1996), Professor of Materials; Codirector, Science and Engineering of Materials; BS, Duke University; MS, PhD, University of Wisconsin, Madison

Adams, Karen L.

(1984), Professor of English; BA, MA, PhD, University of Michigan

Addison, Marlin

(2002), Clinical Assistant Professor of Architecture and Landscape Architecture; BA, University of New Mexico; MEP, 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

Adrian, Ronald

(2005), Ira A. Fulton Professor of Mechanical and Aerospace Engineering; BME, ME, University of Minnesota; PhD, University of Cambridge (United Kingdom)

Agadjanian, Victor

(1995), Associate Professor of Sociology; BA, Moscow State University (Russia); MS, PhD, University of Southern California

Aggarwal, Rimjhim

(2006), Assistant Professor of Sustainability; BA, Delhi University (India); MA, Jawaharlal Nehru University (India); PhD, Cornell University

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

Ahn, So Young

(2006), Assistant Professor of Civil and Environmental Engineering; BS, Ohio State University; PhD, University of California, Berkeley

Aiken, Leona S.

(1985), Professor of Psychology; BS, Virginia Commonwealth University; MS, PhD, Purdue University

Akay, Metin

(2005), Professor of Bioengineering; Interim Chair, Harrington Department of Bioengineering; BSEE, MSEE, Bogazici University (Turkey); PhD, Rutgers, The State University of New Jersey

Akay, Yasemin

(2006), Assistant Research Professor of Bioengineering; BS, Hacettepe University (Turkey); MA, PhD, Rutgers, The State University of New Jersey

Akins, William H.

(1975), Professor Emeritus of Theatre; BA, Duke University; MA, PhD, University of Denver

Alarcon, Ricardo O.

(1989), Professor of Physics; BS, MS, University of Chile; PhD, Ohio University

Alberts, Jess K.

(1989), President's Professor of Communication; BSEd, MA, Abilene Christian University; PhD, University of Texas at 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 at Austin; MS, PhD, Oregon State University

Alexander, Danial, Captain

(2006), Assistant Professor of Military Science; BS, West Point

Alexander, Gene

(2003), Associate Professor of Psychology; BA, Pomona College; MA, PhD, Loyola University Chicago

Alexander, John

(1975), Professor of German; BA, Macalester College; MA, PhD, University of Wisconsin, Madison

Alford, Terry L.

(1993), Professor of Materials; 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 at 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

Altheide, David L.

(1973), Regents' Professor of Justice and Social Inquiry; BA, Central Washington State College; MA, University of Washington; PhD, University of California, San Diego

Allison, Maria T.

(1984), Professor of Community Resources and Development; University Vice Provost and Dean, Graduate College; BS, MS, University of New Mexico; PhD, University of Illinois

Alum, Absar

(2001), Assistant Research Professor of Civil and Environmental Engineering; BS, MS, University of Agriculture (Pakistan); PhD, University of Arizona

Alvarado, Ronald H.

(1974), Professor Emeritus of Life Sciences and Interdisciplinary Studies; Dean Emeritus, School of Extended Education; BA, University of California, Riverside; MS, PhD, Washington State University

Amazeen, Eric P.

(1999), Associate Professor of Psychology; BA, Franklin and Marshall College; MA, PhD, University of Connecticut

Amazeen, Polemnia G.

(1999), Associate Professor of Psychology; BA, Franklin and Marshall College; MA, PhD, University of Connecticut

Amdam, Gro V.

(2005), Assistant Professor of Life Sciences; BS, MS, DSc, Agricultural University of Norway

Anand, Julie

(2005), Assistant Professor of Art; BS, University of Arizona; MFA, University of New Mexico

Anbar, Ariel

(2003), Associate Professor of Chemistry and Biochemistry, and Geological Sciences; AB, Harvard University; MS, PhD, California Institute of Technology

Anderies, J. Marty

(2002), Assistant Professor of Ecological Modeling; BS, Colorado School of Mines; MS, PhD, University of British Columbia (Canada)

Anderson, Gary

(1975), Professor Emeritus of Curriculum and Instruction; BS, MEd, Edinboro State College; PhD, University of Pittsburgh

Anderson, James R.

(1984), Senior Research Scientist, Mechanical and Aerospace Engineering; BA, Williams College; PhD, California Institute of Technology

Anderson, Lisa M.

(2000), Associate Professor of Women and Gender Studies and Theatre; AB, Mount Holyoke College; MA, Smith College; PhD, University of Washington

Anderson, Marcia L.

(1986), Librarian, Acting Head, Technical Services Department, University Libraries; BA, University of Michigan; MLS, Wayne State University

Anderson, Melvin S.

(1967), Professor Emeritus of Finance; BS, MS, Oklahoma State University; EdD, University of Arkansas

Anderson-Rowland, Mary R.

(1974), Associate Professor of Industrial Engineering; BA, Hope College; MS, PhD, University of Iowa

Andino, Jean M.

(2006), Associate Professor of Chemical and Civil and Environmental Engineering; SB, Harvard University; PhD, California Institute of Technology

Andress, Barbara L.

(1972), Professor Emerita of Music; BA, MA, Arizona State University

Angell, C. Austen

(1989), Regents' Professor of Chemistry and Biochemistry; BS, MS, Melbourne University (Australia); PhD, University of London (United Kingdom)

Anijar, Karen Z.

(1998), Associate Professor of Curriculum and Instruction; BA, Florida State University; MA, PhD, University of North Carolina at Greensboro

Appleton, Nicholas R.

(1972), Professor of Educational Leadership and Policy Studies and Curriculum and Instruction; Interim Director, Division of Educational Leadership and Policy Studies; Academic Program Coordinator, Social and Philosophical Foundations of Education; BA, San Francisco State University; MA, California State University, Northridge; EdD, University of Massachusetts, Amherst

Aragon, George O.

(2005), Assistant Professor of Finance; BS, Boston College; MS, London School of Economics (United Kingdom); PhD, Boston College

Aranda, Luis

(1975), Professor Emeritus of Legal and Ethical Studies; BM, MEd, University of Arizona; JD, Arizona State University

Arce, Leslie

(2001), Lecturer of Mathematics and Statistics; BS, Kansas State University; MA, Arizona State University

Arciniega, G. Miguel

(1979), Associate Professor of Psychology in Education; BS, MA, New Mexico State University; PhD, University of Arizona

Ariaratnam, Samuel

(2001), Associate Professor of Construction; BAsC, University of Waterloo (Canada); MS, PhD, University of Illinois, Urbana-Champaign

Arias, M. Beatriz

(1989), Associate Professor of Curriculum and Instruction; BA, MA, Occidental College; PhD, Stanford University

Armbruster, Dieter

(1989), Professor of Mathematics and Statistics; Interim Chair, Department of Mathematics and Statistics; Abitur, Zeppelin, Gymnasium (Germany); Diplom, PhD, University of Tübingen (Germany)

Armentt, Brad

(1989), Associate Professor of Life Sciences and Philosophy; BA, Rice University; PhD, University of Illinois, Chicago

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, The 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; Deputy Vice President and University Dean of Student Affairs, University Student 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

(1978), Professor Emerita of Law; BA, Elmira College; JD, University of Iowa

Artibise, Alan

(2004), Professor of Political Science; Divisional Dean of Social Sciences, College of Liberal Arts and Sciences; Executive Director, Institute for Social Science Research; BA, University of Manitoba (Canada); PhD, University of British Columbia (Canada)

Artigue, Ray J.

(2006), Professor of Practice of Marketing; BS, Arizona State University

Artiles, Alfredo

(2004), Professor of Curriculum and Instruction; Licenciatura in Education, Rafael Landivar University (Guatemala); MEd, PhD, University of Virginia

Arzubiaga, Angela

(2004), Assistant Professor of Psychology in Education; BA, Hamline University; PhD, University of California, Los Angeles

Ashbrook, Mark

(2000), Lecturer of Mathematics and Statistics; BS, MS, University of Illinois; MA, University of Kansas

Ashforth, Blake

(1996), Professor of Management; Russ Lyon Chair in Strategy; 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

Askin, Ronald G.

(2006), Professor of Industrial Engineering; Chair, Department of Industrial Engineering; BS, Lehigh University; MS, PhD, Georgia Institute of Technology

Askland, Andrew

(1999), Lecturer of Law; 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

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

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), Associate 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



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; Dean, Division of Natural Sciences and Mathematics; 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; 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; Associate Chair, Graduate Studies, Department of Mathematics and Statistics; BS, MS, PhD, University of Illinois

Bahr, Donald M.

(1967), Professor Emeritus of Anthropology; AB, MA, PhD, Harvard University

Bai, Yan

(2005), Assistant Professor of Economics; BA, Shanghai University of Finance and Economics (China); MA, Peking University (China); MA, PhD, University of Minnesota

Baier, Christopher J.

(2003), Assistant Dean of Institutional Operations, Sandra Day O'Connor College of Law; BS, Villanova University; JD, University of Arizona

Baier, Leslie

(1994), Adjunct Professor of Life Sciences; BA, Lawrence University; PhD, University of Michigan

Bailey, James E.

(1974), Professor Emeritus of Industrial Engineering; BSIE, MSIE, PhD, Wayne State University

Bailey, Wayne A.

(2000), Professor of Music; Associate Director of Bands, School of Music; BME, Iowa State University; MM, University of Michigan; DMA, University of Colorado

Baker, Aaron

(1992), Associate Professor of English; 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

Bakkaloglu, Bertan

(2004), Assistant 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, Cajsa

(2005), Lecturer of English; BA, University of Stockholm (Sweden); MA, PhD, Arizona State University

Baldini, Pier Raimondo

(1978), Professor of Italian; BA, San Francisco State University; MA, University of British Columbia (Canada); PhD, University of California, Los Angeles

Baldwin, Marjorie L.

(2002), Professor of Health Management and Policy; Director, School of Health Management and Policy; BS, State University College, Oswego; MA, PhD, Syracuse University

Ball, Terence

(1998), Professor of Political Science; BA, University of California, Santa Cruz; MA, PhD, University of California, Berkeley

Balling, Robert C.

(1987), Professor of Geography; Director, Climatology Laboratory; AB, Wittenberg University; MA, Bowling Green State University; PhD, University of Oklahoma

Balsas, Carlos

(2004), Assistant Professor of Planning; LURP, University of Aveiro (Portugal); MRP, PhD, University of Massachusetts, Amherst

Baniszewski, Christopher

(2001), Faculty Associate of Construction; BS, Northern Arizona University; JD, Arizona State University

Baral, Chitta

(1999), Professor of Computer Science and Engineering; BTech, Indian Institute of Technology (India); MS, PhD, University of Maryland, College Park

Barcelo, H el ene

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

Barclay, Ray James, Major (Ret.)

(2005), Assistant Professor of Military Science; BA, University of Florida; MA, Indiana 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 Social and Family Dynamics; 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 Clinical Professor of Law; Director, Clinical Programs, Sandra Day O'Connor College of Law; BS, University of Wisconsin; JD, Arizona State University

Barona, Andrés

(1986), Professor Emeritus of Psychology in Education; BS, MEd, Texas A&M University; PhD, University of Texas at 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; Associate Dean, Walter Cronkite School of Journalism and Mass Communication; BS, Kutztown University; MPS, Syracuse University; PhD, Michigan State University

Barroll-Aschaffenburg, Rayna

(1980), Professor Emerita of Music; BM, University of Texas; DMA, University of Maryland, College Park

Bartels, Robert D.

(1981), Professor of Law; BA, University of Michigan; JD, Stanford 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

Battey, Daniel

(2005), Assistant Professor of Curriculum and Instruction; BS, PhD, University of California, Los Angeles

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; Diplom., Dr. rer. nat., University of Munich (Germany)

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), Affiliate Professor of Anthropology; BS, Birzeit University (Palestine); DEA, PhD, Caen University (France)

Beaulieu, David

(2004), Professor of Educational Leadership and Policy Studies; Director, Center for Indian Education; BA, MA, PhD, University of Minnesota

Beckman, James R.

(1980), Associate Professor of Chemical Engineering; Associate Chair, Department of Chemical 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

(1994), Senior 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, Barrett, the Honors College; AB, University of California, Berkeley; PhD, University of California, Santa Cruz

Beiner, Susan

(2006), Assistant Professor of Art; BFA, Rutgers, The State University of New Jersey; MFA, University of Michigan

Belitsky, Andrei V.

(2003), Assistant Professor of Physics; 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.

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