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

Prospective Students. For application or admission materials, see [Undergraduate Admissions](#).

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President's Message



Dear ASU Students and Prospective Students:

Welcome to Arizona State University! I am pleased to introduce the 2007—2008 *General Catalog*. As evidenced in this online catalog, ASU offers a wide range of academic study, research opportunities, and resources, as well as a talented and enthusiastic faculty to provide you with a quality educational experience that is both challenging and rewarding. ASU is dedicated to advancing the ideals of excellence, access, and impact, and your active engagement in your education is central to the realization of these goals.

The catalog is organized so that you can effectively find the information most applicable to your course of study. All of the information herein is intended to help guide you through your university experience. However, nothing can replace the guidance of a skilled academic advisor. I strongly encourage you to work closely with an advisor to plan your academic program and in turn, maximize your time at ASU.

I am tremendously excited to welcome you to ASU, and I wish you all the best for a productive and fulfilling collegiate experience.

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.

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

DIRECTOR OF UNDERGRADUATE ADMISSIONS
ARIZONA STATE UNIVERSITY
PO BOX 870112
TEMPE AZ 85287-0112

Arizona State University complies with the federal Family Educational Rights and Privacy Act of 1974 as amended (see [Student Records](#)).

PUBLICATION CREDITS

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Academic Coordination

Director, Office of the Executive Vice President and Provost of the University and Special Assistant to the Provost
/ Linda Van Scoy

Academic and Administrative Documents

Manager / Steve Gobbell
Associate Editors / Dot DiRienzi, John MacIsaac
Assistant Editor / Rebecca Howe
Program Coordinator / Sandra Freistroffer
Senior Desktop Publishing Specialists / Michael J. Martin, Susan C. Walters
Proofreader / Judith Daniel
Editorial Assistant / Pamela S. Coffman

Course Coordination

Manager, Communications / Katty McIntosh

Catalog Coordinators

Barrett, the Honors College / Kristen Nielsen, Sabrina Heil
Business and Finance / Edalia Kousari, Joanne Wamsley
College of Design / Chantel Powers, Elena Ponomaryova, Anna West, Sharon Yee
College of Liberal Arts and Sciences / Jenny Smith, P. F. Smith
College of Nursing & Healthcare Innovation / Mary Killeen, Stacey Buchanan, Gayla Marsh, Renee McLeod
College of Public Programs / Martin Lozano, Lenny Diaz
Division of Graduate Studies / Michelle Martinez, Kathy Douglas
Downtown Phoenix campus / Cordelia Chávez Candelaria, Alma Alvarez Smith

General Studies / Phyllis Lucie, Sergio Quiros
International Programs Office / William Davey
Ira A. Fulton School of Engineering / Ann Zell, Anna Yi
Katherine K. Herberger College of Fine Arts / Gina Stephens, Tashia Glenn, Heather Landes
Mary Lou Fulton College of Education / Teri Kennedy, Leticia Mayer, Susan Heydorn
Polytechnic campus / Toni Ann Aguirre, Sherrie Loomis, Julie Zehring
Public Affairs / Mona Boewe, Yasmin Martinez
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University Student Initiatives / Safali Evans, Denise Borowske
W. P. Carey School of Business / Regina Matos
Walter Cronkite School of Journalism and Mass Communication / Frederic "Fritz" Leigh
West campus / Julie Ramsden

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
ARIZONA STATE UNIVERSITY
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

For a more current version of this section, see the [2007–2008 Graduate Catalog](#).

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
College of Design	Tempe
Department of Industrial Design	
Department of Interior Design	
Department of Visual Communication Design	
School of Architecture and Landscape Architecture	
School of Planning	
College of Human Services	West
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	
College of Liberal Arts and Sciences	Tempe
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	
College of Nursing & Healthcare Innovation	Downtown
College of Public Programs	Downtown
School of Community Resources and Development	
School of Public Affairs	
School of Social Work	
College of Science and Technology	Polytechnic
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	
College of Teacher Education and Leadership	West
Department of Elementary Education	
Department of Graduate Studies and Professional Development	
Department of Secondary Education	
Department of Special Education	
Division of Graduate Studies	Tempe
East College	Polytechnic
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)	
School of Educational Innovation and Teacher Preparation	
Department of Physical Education	
Department of Teacher Education and Administration	
Ira A. Fulton School of Engineering	Tempe
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*	
Katherine K. Herberger College of Fine Arts	Tempe
Department of Dance	
School of Art	
School of Music	
School of Theatre and Film	
Mary Lou Fulton College of Education	Tempe
Division of Curriculum and Instruction	
Division of Educational Leadership and Policy Studies	
Division of Psychology in Education	
Morrison School of Management and Agribusiness	Polytechnic
New College of Interdisciplinary Arts and Sciences	West
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	
Sandra Day O'Connor College of Law	Tempe
School of Global Management and Leadership	West
Department of Accountancy	
Department of Economics, Finance, Marketing, and Quantitative Business Analysis	
Department of Management	
School of Sustainability	Tempe
University College	All
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)	
W. P. Carey School of Business	Tempe
Department of Economics	
Department of Finance	
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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University Calendar

2007 SUMMER SESSIONS

Check the *Summer Sessions Bulletin* 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., 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 for details and to confirm these dates.

Thurs., Mar. 1	Enrollment Appointments begin
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 Faculty and Academic Professional Orientation and Reception
Thurs., Aug. 16–Sun., Aug. 19	ASU Sun Devil 101
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
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
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
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 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
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
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
Tues., Apr. 29	Complete withdrawal deadline
Tues., Apr. 29	Instruction ends
Wed., Apr. 30	Reading day
Thurs., May 1–Wed., May 7	Final examinations
Thurs., May 8	Commencement
Fri., May 9	Residence halls close

2008 SUMMER SESSIONS

Check the Summer Sessions Bulletin 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., Aug. 8	Complete withdrawal deadline for second five-week session
Fri., Aug. 8	Second five-week session ends

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Frequently Asked Questions

How do I apply to ASU?

Complete an application at www.asu.edu/apply. Have all required, official transcripts and test scores sent directly to

UNDERGRADUATE ADMISSIONS
PO BOX 870112
TEMPE AZ 85287-0112

For more information, see [Undergraduate Admission](#); or call the Polytechnic campus at 480/727-3278, the Downtown Phoenix and Tempe campuses at 480/965-7788, or the West campus at 602/543-8203.

Can I transfer college credit?

ASU accepts college-level (not remedial) course credit in which you have earned a grade of “C” (4.00=A) or higher from regionally accredited institutions. It is up to the ASU college or school of your major to determine how transferable courses fulfill degree requirements at ASU. You must be admitted to ASU before an academic advisor can evaluate your transcripts. You may transfer up to 64 credits from a two-year college. While there is no limit to the number of courses that you may transfer from a regionally accredited, four-year institution, you must earn a minimum of 30 semester hours at ASU to receive a degree from ASU.

What if I have a disability or am a veteran?

If you have a disability and will be requesting academic accommodations, at the Tempe campus see [Disability Resource Center](#), at the West campus see [Margaret Francis Disability Resource Center \(DRC\)](#); see also [Applicants with Disabilities](#). If you're a student who is a veteran using GI benefits, see [Veterans Services](#).

How do I get financial aid?

In addition to applying for admission, complete the *Free Application for Federal Student Aid* (FAFSA) by the March 1 ASU priority filing date. Eligible students who apply by this date have a greater chance of receiving institutional grants, Federal Work-Study, and Federal Perkins loans. You may complete an electronic application at www.fafsa.ed.gov or obtain a paper FAFSA from any high school or college in your community, or from the ASU Student Financial Assistance office. See [Student Financial Assistance](#), and [Financial Aid](#).

How do I apply for campus housing?

It is very important to submit your application for housing immediately after you are admitted to ASU. Housing is not guaranteed. Students applying for fall semester must apply for housing before February 1 of the same calendar year for the best chance of receiving a residence hall assignment. Access www.asu.edu/reslife to apply for housing online.

Where do I get information about meal plans?

For more information, call 480/727-1439, or access Campus Dining at asucampusdining.com.

How do I sign up for New Student Orientation?

Newly admitted students are sent information about how to make a reservation to attend an orientation program. Students are encouraged to check with their college regarding the expectations of attending an orientation program. For more information, access asu.edu/admissions/orientation.

How do I get an ID, and what about parking?

See [Proof of Identification](#), about obtaining an ASU student ID card. If you are planning to park at any of the ASU campuses, you must purchase a parking decal. See [Parking Decals](#). Polytechnic campus students may obtain student ID cards in the Union and parking decals in the Student Affairs Complex, Bldg. 350.

What about placement examinations and university testing requirements?

See [Placement Examinations](#), and [Testing Requirements](#).

Before I register for classes, how do I get an advisor?

Call the college of your major to schedule an appointment with an academic advisor. See [Academic Advising](#). Access ASU's Academic Advising Directory at uc.asu.edu/advising/directory.

When and how do I register?

See the Registration and Tuition Payment Guide for registration procedures and dates, or access registration

information online at www.asu.edu/registrar. Remember that you must first provide proof of measles immunity to the Campus Health Service before you can register for classes. See [Immunization Requirements](#).

Once I am registered, how can I ensure my success at ASU?

Consider enrolling in UNI 100. See [University College](#).

What's left to do now that the business is taken care of?

Become involved by getting to know professors, joining student organizations, and taking advantage of the many cultural, recreational, and social opportunities. For more information about the Downtown Phoenix campus, see [Downtown Phoenix Campus Student Services](#); for the Polytechnic campus, see [Polytechnic Campus Student Services](#); for Tempe campus, see [Tempe Campus Student Services](#); for the West campus, see [West Campus and Student Services](#). Investigate the challenges and advantages of the Barrett, the Honors College. See [Barrett, the Honors College](#).

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Academic Definitions

Academic Renewal

Under certain circumstances an undergraduate who has been readmitted to the university after an absence of at least five years may have the former record treated in the same manner as transfer credits. See [Academic Renewal](#).

Advanced Placement

Students who have taken an advanced placement course of the College Entrance Examination Board (CEEB) in their secondary school and who have taken an Advanced Placement Examination of the CEEB may receive credit. See [Advanced Placement](#).

AECP

The American English and Culture Program features an intensive course of study designed for adult international students who desire to become proficient in English as a second language. See [American English and Culture Program](#).

Audit Enrollment

A student who audits a course pays tuition and attends regularly scheduled class sessions but earns no credit. See [Audit Enrollment](#).

Buckley Amendment

See “Family Educational Rights and Privacy Act” in this section and [Student Records](#).

CLEP

As part of the College-Level Examination Program (CLEP), students who have taken a College-Level Examination of the College Entrance Examination Board may receive credit. See [College-Level Examination Program \(CLEP\)](#).

Complete Withdrawal

Students may withdraw from all of their classes and receive a grade of “W” in each course through the semester transaction deadline.

Comprehensive Exam

A comprehensive examination is intended to permit a student to establish academic credit in a field in which the student has gained experience or competence equivalent to an established university course. See [Comprehensive Examinations](#).

Concentration

A concentration is a formalized selection of courses within a major.

Cooperative Education

Cooperative Education is any educational program that requires alternating classroom and work experience in government or industry. The work experience exists for its educational value. See [Cooperative Programs](#).

Corequisite

A requirement to be met while taking one course, such as taking another particular course, is a corequisite. See also “Prerequisite” in this section.

Course Prefix

A course prefix is a three-letter designation assigned to a group of courses. The [Course Prefixes](#), provides a comprehensive list. See also “Cross-Listing” in this section.

Course Withdrawal

During the second week through the 10th week of a fall or spring semester, or 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 mark of “W.” See the Registration and Tuition Payment Guide or the Summer Sessions Bulletin for dates of the withdrawal period.

Credit Enrollment

One semester hour represents a minimum of one 50-minute class exercise per week per semester. A minimum of 120 semester hours is required for graduation with a baccalaureate degree. To obtain credit, a student must be properly registered and pay fees for the course.

Cross-Listing

One course may have more than one course prefix and may be offered by more than one instruction unit. Some units may require students to enroll in a course under a certain prefix to receive credit properly. Catalog course descriptions indicate courses that are cross-listed.

Cum Laude

An undergraduate student with a minimum of 50 or 56 semester hours of course work at ASU (depending on the campus) and a cumulative GPA of 3.40 to 3.59 graduates cum laude. See [Graduation with Academic Recognition](#). See also “Magna Cum Laude” and “Summa Cum Laude” in this section.

Declaration of Graduation

The Declaration of Graduation uses the Degree Audit Reporting System (DARS). DARS is an automated process that matches courses a student has completed with the requirements of a particular academic degree program, producing a report that shows the student which requirements are satisfied and which remain to be fulfilled. See [Declaration of Graduation](#).

Drop/Add

Drop/add is a process in which a student who has registered for courses for a semester or summer session may drop or add courses through the first week of classes in a semester or the first two days of a summer session. See [Drop/Add](#).

Family Educational Rights and Privacy Act

The federal Family Educational Rights and Privacy Act of 1974, also known as FERPA or the Buckley Amendment, sets forth the requirements governing the protection of the privacy of the education records of students who are or have been in attendance at ASU. See [Student Records](#).

Freshman

A student who has earned 24 or fewer semester hours is a freshman.

General Studies Requirement

This is a university requirement of all undergraduates. See [Meeting the General Studies Requirement](#).

GPA

The ASU grade point average (GPA) is obtained by dividing the total number of ASU honor points earned by the number of ASU semester hours graded. Grade point averages are rounded to the nearest hundredth of a grade point. See [Grade Point Average](#).

Grade Points

For the purpose of computing the GPA, grade points are assigned to each of the grades for each semester hour. For example, three points are assigned for a “B.” See [Grades and Marks](#).

Graduate Catalog

The *Graduate Catalog* describes the procedures and requirements for enrollment in the Division of Graduate Studies. See [Division of Graduate Studies](#).

Graduate-Level Courses

Courses numbered from 500 to 799 are designed for graduate students. See [Graduate-Level Courses](#).

Incomplete

A mark of “I” (incomplete) is given by the instructor only when a student who is otherwise doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control. See [Incomplete](#).

International Baccalaureate

Students who have taken a higher-level examination through the International Baccalaureate program may receive university credit. See [International Baccalaureate \(IB\) Diploma/Certificate](#).

Junior

A student who has earned from 56 to 86 semester hours is a junior.

Lower-Division Courses

Courses numbered from 100 to 299 are designed primarily for freshmen and sophomores. See [Lower-Division Courses](#).

Magna Cum Laude

A student with a minimum of 56 semester hours of course work at ASU and a cumulative GPA of 3.60 to 3.79 graduates magna cum laude. See [Graduation with Academic Recognition](#). See also “Cum Laude” and “Summa Cum Laude” in this section.

Major

A major is a formalized group of courses contained within the program of study. See [ASU Baccalaureate Degrees](#), and [ASU Graduate Degrees](#).

Minor

A minor is a formalized group of courses contained within the program of study available from some instruction units. See [Minors](#).

Omnibus Course

An omnibus course is offered on an experimental or tutorial basis when the course content is new or periodically changes. See [Omnibus Courses](#).

Pass/Fail Enrollment

A mark of “P” (pass) or “E” (0.00) (fail) may be assigned for this grading option. This grading method may be used at the option of individual colleges and schools within the university. See [Pass/Fail Enrollment](#).

Placement Examination

A proficiency examination is given to waive a course requirement, validate certain transfer credits in professional programs, or determine a student’s ability in a field where competence is an important consideration. See [Placement Examinations](#).

Prerequisite

A requirement to be met before registering for one course, such as completing another particular course, is a prerequisite. See also “Corequisite” in this section.

Probation

A student’s college assumes responsibility for enforcing academic standards and may place any student on probation who has failed to maintain good standing. A student on academic probation is required to observe any rules or limitations the college may impose as a condition for retention. See [Probation](#).

Senior

A student who has earned 87 or more semester hours is a senior.

Sophomore

A student who has earned from 25 to 55 semester hours is a sophomore.

Summa Cum Laude

A student with a minimum of 56 semester hours of course work at ASU and a cumulative GPA of 3.80–4.00 graduates summa cum laude. See [Graduation with Academic Recognition](#). See also “Cum Laude” and “Magna Cum Laude” in this section.

TOEFL

The Test of English as a Foreign Language (TOEFL) is taken by students whose native language is not English. See [TOEFL](#), and “AECF,” in this section.

Transcript

An official transcript is a copy of the student’s permanent academic record that lists in chronological order all courses taken at ASU. The official transcript includes all grades received, is signed and dated by the registrar, and displays the seal of the university. An unofficial transcript is an uncertified copy of the academic record. Unofficial transcripts include all information shown on the official transcript, plus information concerning changes, additions, etc., to the record. See [Transcripts](#).

Upper-Division Courses

Courses numbered from 300 to 499 are designed primarily for juniors and seniors. See [Upper-Division Courses](#).

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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

- [Academic Accreditation at the Downtown Phoenix Campus](#) table;
- [Academic Accreditation at the Polytechnic Campus](#) table;
- [Academic Accreditation at the Tempe Campus](#) table;
- [Academic Accreditation at the West Campus](#) table;
- [Academic Affiliation and Membership at the Downtown Phoenix Campus](#) table;
- [Academic Affiliation and Membership at the Polytechnic Campus](#) table;
- [Academic Affiliation and Membership at the Tempe Campus](#) table; and
- [Academic Affiliation and Membership at the West Campus](#) table.

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 of Physical Activity 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
East College	
BS, Nutrition (didactic program in dietetics); MS, Nutrition (dietetic internship)	American Dietetic Association
Morrison School of Agribusiness and Resource Management	

BS, Agribusiness, with a concentration in professional golf
management

Professional Golfer's Association of America

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 Fine Arts	
School of Music	National Association of Schools of Music
W. P. Carey School of Business	
All programs	AACSB International—The Association to Advance Collegiate Schools of Business
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 of Physical Activity and Recreation Council on Accreditation
BSW, MSW	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
East College	
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
Division of Graduate Studies	Council of Graduate Schools
Katherine K. Herberger College of Fine 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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Fees, Deposits, and Other Charges

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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](#).

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
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* 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 undergraduate applications is \$25 for residents and \$50 for nonresidents.

Transcripts

The fee for an official transcript is \$10 per copy. "Rush" transcripts (requested to be printed and picked up on the same day) will cost \$10 in addition to the total cost of the transcripts ordered. Special delivery requests via Federal Express or U.S. Express Mail, instead of regular mail, will cost \$19.50 per delivery address within the United States,

in addition to the cost of the transcript(s). Special express deliveries to addresses outside the United States are available via international Federal Express or International Express Mail; these cost \$38. Express costs are in addition to the cost of the transcripts. For delivery details, students should contact the Registrar's Office. Fees are subject to change without notice.

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

For more information, see [Transcripts](#).

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

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

Sun Card/ID Card

The fee is \$25.

Parking Decals

A parking decal must be purchased, 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](#), 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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Financial Aid

The primary responsibility for financing a college education belongs to students and their families (see the [2006–2007 Estimated Budgets for Full-Time Students](#)). The Student Financial Assistance office helps students, within the limits of available funds, meet college costs. Financial assistance is available as scholarships, grants, loans, and employment. This aid has been made available collectively by the university, alumni, private foundations, civic groups, individuals, and state and federal governments.

To be considered for financial aid, all students must complete the Free Application for Federal Student Aid (FAFSA). This application should be completed in January or early February preceding the academic year the student anticipates attending ASU. The priority date for applying is March 1. Eligible students who apply by this date have a greater chance of receiving institutional grants, Federal Work-Study, and Federal Perkins Loans.

Additional documentation may be requested to verify application data. Students receive an award notification once their file is complete. Applicants should carefully read all correspondence received, and if necessary, reply in a timely manner.

Students receiving aid are required to meet minimum standards of satisfactory academic progress. In addition to maintaining the minimum GPA defined for good academic standing, students must complete their degree within the maximum allowable hours and maintain a satisfactory completion rate. Failure to meet these standards results in the suspension of aid for subsequent semesters.

Students can access personal information regarding financial aid by using ASU Interactive at www.asu.edu/interactive for the following information: (1) documents still needed to complete a financial aid file; and (2) award information.

Documents needed to complete the aid file can be printed from the Student Financial Assistance Web site at www.asu.edu/fa/forms.

2006–2007 Estimated Budgets for Full-Time Students

Item	Residents		Nonresidents		
	Undergraduate		Undergraduate	Graduate	
	Commuter	Noncommuter			
Tuition and fees*	\$ 4,496	\$ 4,496	\$ 5,930	\$ 15,848	\$ 16,614
Room and board	\$ 2,400	\$ 6,900	7,400	6,900	7,400
Books and supplies	950	950	950	950	950
Transportation	1,322	1,322	1,322	1,322	1,322
Personal	2,500	2,500	2,500	2,500	2,500
Total	\$ 11,668	\$ 16,168	\$ 18,102	\$ 27,520	\$ 28,786

* Tuition and fees vary by campus. Actual amounts of tuition are shown in the [2006–2007 General University Per Semester Tuition](#) table. Amounts do not include additional class or program fees. Actual expenses may vary due to personal choices.

TYPES OF FINANCIAL AID AND MAJOR PROGRAMS

In 2007–2008, ASU expects to award an estimated \$395 million in all types of financial aid to more than 45,000 students. There are four categories of financial aid: scholarships, grants, loans, and employment.

Scholarships

Scholarships come from a variety of sources and have different awarding criteria. ASU offers numerous institutional scholarships for incoming freshmen as well as continuing students. In addition, ASU students benefit from a number of scholarships from private sources. Many scholarships are offered on the basis of academic merit. However,

financial need criteria may also be included in the selection of recipients. Other considerations may include leadership qualities and community service.

High school students should contact their high school counselors or visit the scholarship Web site at www.asu.edu/fa/scholarships to determine the application process for scholarships available to entering freshmen. Other undergraduate students may contact the Scholarship Office or search the Web site for available scholarships. In addition, many academic units provide scholarship funding and select students based on a variety of criteria. Students seeking these scholarships should contact the department of their major for more information.

Private Donor Scholarships.

Most of these scholarship funds are provided by employers, private individuals, organizations, and corporations. These scholarships are based on criteria established by the donor. The value of these awards varies as do the requirements for selection.

University Scholarships

ASU enrolls the best students from Arizona and the nation and awards scholarships to top students based on their high school performance. High school students are automatically considered for merit-based institutional recruitment scholarships upon their admission to ASU. A separate scholarship application is not required. However, all admission application materials (admission application, official transcripts, test scores, and application fee) should be received by the ASU Undergraduate Admissions Office by December 1, to be considered. Additionally, academic departments offer scholarships based on particular disciplines. Access www.asu.edu/fa/scholarships for a comprehensive search of scholarships for ASU students.

Grants

Grants are gift assistance from the federal government, the state, or the university that do not have to be repaid.

Federal Pell Grant

Funded by the federal government, the Pell Grant is awarded to students who demonstrate significant financial need. Pell Grant eligibility is determined by the U.S. Department of Education. All students are informed of their eligibility for the grant through the Student Aid Report. The maximum award for the 2006–2007 academic year was \$4,050 per individual student.

Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Educational Opportunity Grant (FSEOG) is a federally funded, campus-based program. A limited amount of funding is available through the program. The amount received will depend upon a student's financial need, the amount of other assistance awarded, and the availability of funds. Maximum grant awards for 2006–2007 were \$1,000 per individual student.

Leveraging Educational Assistance Partnership (LEAP)

This is a three-partner program of federal, state, and university funding. Students with high financial need may receive this particular form of funding. It is restricted to residents of Arizona. The maximum grant for 2006–2007 was \$2,000 per individual student.

Student Financial Aid Trust Grant

Provided in partnership between ASU students and the state legislature, these funds are awarded primarily to resident, undergraduate students with high financial need. The maximum grant for 2006–2007 was \$2,000 per individual student.

University and ASU Grants

University grants are generally reserved as the last grant programs used to resolve a student's need. Funded by the university, these grants are available for both resident and nonresident students. The maximum grant awards for 2006–2007 were \$2,000 per individual student.

Loans

Loans are forms of financial assistance available from sources such as the federal government and private lenders that must be repaid and will include any accrued interest.

Federal Direct Stafford Loans

The federal government loans money to students based on the university's determination of the student's financial need and cost of education. Repayment begins after the student graduates, leaves school, or drops below half-time enrollment. There are two Stafford Loan types: subsidized and unsubsidized. With a subsidized Stafford, the federal government pays the interest on the loan principal during the student's in-school status, grace, and other authorized periods of deferment.

The school may determine that the student is eligible for an unsubsidized Stafford Loan. In this program, the federal government does not pay the interest during the student's in-school status, grace, or other authorized periods of deferment. As the student proceeds through school, interest will accrue and will be added to the principal once the student enters repayment. If the student wishes to avoid having interest added to their principal balance, they may opt to pay interest quarterly. Otherwise, conditions and terms for the two programs are the same.

The interest rate is adjusted every July 1. The rate cannot exceed 8.25 percent. In addition, there is a 3 percent loan origination fee deducted from each disbursement. The federal government provides several options for repayment once the student has left school. For students who are considered dependent based on their financial aid application, the following total annual loan limits for subsidized and unsubsidized loans apply: freshmen may borrow up to \$3,500 per year; sophomores, up to \$4,500 per year; and juniors and seniors, up to \$5,500 per year. For students who are

considered independent, the following annual loan limits apply: freshmen may borrow up to \$7,500, of which only \$3,500 can be subsidized; sophomores, up to \$8,500, of which only \$4,500 can be subsidized; and juniors and seniors, up to \$10,500, of which only \$5,500 can be subsidized.

Federal Perkins Loans

The Federal Perkins Loan program is funded by the federal government and is awarded based on financial need. The school is the actual lender, and repayments after graduation are made to the university at a 5 percent interest rate. Like the subsidized Stafford Loan, no interest accrues on the Perkins Loan during the student's in-school status, grace, or other authorized periods of deferment. If funding is available, deferment and cancellation provisions may apply to graduates working in community service, qualifying law enforcement, and teaching occupations. Typical undergraduate awards for 2006–2007 were \$3,000 per individual student.

Federal Plus Loans

Under the Federal PLUS Loan program, parents may borrow money from private lenders on behalf of their dependent students. With this loan, interest is not deferred and repayment begins within 60 days of the final disbursement for the enrollment period. The PLUS approval is based on the parents' credit history. The interest rate is adjusted every July 1 and cannot exceed 9 percent. The maximum loan amount is determined by subtracting all other financial aid from the student's cost of education. If parents are determined ineligible for a PLUS and students need additional funds, they should contact the Student Financial Assistance office to determine their eligibility for an unsubsidized Stafford Loan.

Employment

The Student Employment Office provides employment opportunities to students who must work to meet educational expenses or who wish to work because they feel the experience can be a valuable part of their education. Federal Work-Study and hourly positions are available. For more information, access www.asu.edu/fa/employment on the Web.

Federal Work-Study

The Federal Work-Study program encourages community service work and jobs that complement and reinforce educational or career goals. Funds for this program are provided on a matching basis by the federal government and ASU. Students employed under this program receive the same pay rates as other students employed on campus. In this program, students must demonstrate a financial need as established through completion of the Free Application for Federal Student Aid.

Hourly Employment

ASU, with its own resources, hires many students on a part-time basis. Although the jobs are similar to those under the Federal Work-Study Program, the university provides the entire amount of the student's wage.

Part-Time Off-Campus

The university receives requests for assistance from many agencies and companies throughout the area to help them recruit and hire students on a part-time basis. This job listing service provides opportunities for students not only to earn funds to support their education, but to gain experience in the areas of their majors or career interests.

Educational Tax Credits.

Students may be eligible for either the Hope Scholarship Credit or the Lifetime Learning tax credit. Additional information about these tax credits is available on the Web at www.asu.edu/sbs.

Consult a personal tax advisor about qualifications for the Hope Scholarship Credit, and Lifetime Learning tax credit.

Taxability of Financial Aid Programs

Scholarships, grants, fellowships, and stipends (but not loan funds) are taxable income to the recipient, except for the portion of these funds used for tuition, registration, 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 scholarships 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 by calling the IRS at 1-800-829-FORM (3676) or by accessing the IRS Web site at www.irs.gov.

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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 the *Graduate 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 within the catalog 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

See [General Studies](#), for an explanation of the General Studies requirement, which applies to students pursuing a bachelor's degree.

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 Division of Graduate Studies.

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. See [Reserving of Course Credit by Undergraduates](#).

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](#).

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

191 First-Year Seminar. (1–3)

Small course emphasizing student-faculty discussion/interaction. Strongly recommended for first-year students. Must have taken 25 or fewer semester hours. Consulting an academic advisor before enrolling is recommended.

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.

First-Year Seminar

The First-Year Seminar series is specifically designed to meet the needs of the first-year student. Faculty members volunteer to direct the seminars and choose course topics according to their own interests and areas of specialization. Class size is restricted so that, early in their college careers, students may interact directly with some of the best faculty the university has to offer.

Honors Courses

The courses listed as 298 and 492 Honors Directed Study, 493 Honors Thesis, 497 Honors Colloquium, and all courses with the HON prefix are reserved for students in Barrett, the Honors College. These courses range from one to six semester hours. Consulting with an honors advisor before enrolling is recommended.

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

Visiting Student Program

The numbers 597, 697, and 797 in the LAW prefix have been reserved for the Visiting Student Program in the 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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University Graduation Requirements

UNIVERSITY REQUIREMENTS

All students enrolled in a baccalaureate degree program must fulfill the following university requirements to graduate.

eAdvisor

Members of the fall 2007 freshman class have a new way to manage their academic experience. ASU is introducing eAdvisor, which gives students the tools to successfully follow their major map to graduation. eAdvisor assists students in

1. learning more about graduation requirements for their major;
2. discerning what critical courses and grades are required to stay on track to successfully complete their degree;
3. planning for and scheduling appropriate courses in the correct sequence to maximize success;
4. monitoring progress toward their degree; and
5. finding out how courses may fit into other majors if they decide to change majors.

Access eAdvisor at www.asu.edu/programs/majormaps.

Credit Requirements

A minimum of 120 semester hours is required for graduation with a baccalaureate degree. A minimum of 45 semester hours in upper-division courses is required for graduation. Some programs may require more than 120 semester hours and 45 upper-division semester hours for graduation; refer to specific campus/college graduation requirements.

Not more than 60 semester hours in independent learning courses and/or earned by comprehensive examination (including advanced placement, College-Level Examination Program, DANTES Subject Standardized Test, and International Baccalaureate Diploma/Certificate exams) are accepted for credit toward the baccalaureate degree.

Grade Point Requirement

A minimum cumulative grade point average of 2.00 for all courses taken at ASU is required to graduate with a baccalaureate degree.

General Studies Requirement

All students enrolled in a baccalaureate degree program must satisfy a university requirement of a minimum of 35 semester hours of approved course work. See [General Studies](#).

Students transferring from Arizona community colleges with a certified completion of the appropriate Arizona General Education Curriculum (AGEC) will have satisfied all lower-division General Studies requirements of the baccalaureate degree with which the AGEC articulates. For more details regarding the different versions of AGEC, refer to az.transfer.org/cas/atass/student/agec.html.

Mathematics Requirement

All undergraduate degree-seeking students are expected to fulfill the university's mathematics requirement by the time they have accumulated 30 hours of credit in residence at ASU. Any student who has more than 30 hours of credit and has not fulfilled the mathematics requirement must enroll in a mathematics course or an appropriate prerequisite course and continue to do so every semester until the mathematics requirement is met. A waiver may be granted for continuous enrollment if there are scheduling conflicts detrimental to the student's academic progress.

First-Year Composition Requirement

Completion of both ENG 101 and 102 or ENG 105 with a grade of "C" (2.00) or higher is required for graduation from ASU in any baccalaureate program. International students from non-English-speaking countries may meet the First-Year Composition requirement by completing ENG 107 and 108 with a grade of "C" (2.00) or higher.

New or Transfer Students

Before new students or transfer students can register for the first time at ASU, they must determine what courses to take to complete the university First-Year Composition requirement; the students must then enroll immediately in composition courses and continue to do so every term until composition requirements are met. Colleges may grant waivers to the immediate and continual enrollment requirement when there are scheduling conflicts detrimental to the

student's academic progress. Transfer students from Arizona public community colleges or universities can determine the acceptability of their composition courses by referring to the Course Applicability System in consultation with an academic advisor. Composition courses transferred from out-of-state institutions must be evaluated and approved by the Composition Office.

The transfer student must file an application in the student's college for Equivalency of First-Year Composition Requirements, along with a transcript and catalog descriptions of the composition courses to be transferred. The application, available in each college, should be filed immediately upon transfer of course work to ASU so that the student is able to enroll in an additional composition course, if required to do so.

For more information, visit LL 314 on Tempe campus or FAB N220 on West campus.

Resident Credit Requirement

Resident credit refers to a course that is offered in a regular semester, winter session, intersession, or summer session. Credit earned through comprehensive examinations is also included when calculating ASU resident hours. Credit earned through independent learning, advanced placement, the College-Level Examination Program, or an International Baccalaureate Diploma/Certificate are excluded when calculating ASU resident hours.

Every candidate for the baccalaureate degree is required to earn a minimum of 30 semester hours in resident-credit courses at ASU.

Continuous Enrollment		
Student's Activity	Semester/Year	Status
Example A		
Admitted and earned course credit at an Arizona community college	Fall 2001	Active
Continued at an Arizona community college	Spring 2002 Fall 2002	Active
Transferred to an Arizona university	Spring 2003	Student enrolled under 2001–2002 or any subsequent catalog
Example B		
Admitted and earned course credit at an Arizona community college	Fall 2003	Active
Enrolled but earned all "Ws" or "Es" (0.00)	Spring 2004	Inactive
Enrolled in audit courses only	Fall 2004	Inactive
Nonattendance	Spring 2005	Inactive
Transferred to an Arizona university	Fall 2005	Student enrolled under 2005–2006 or any subsequent catalog
Example C		
Admitted and earned course credit at an Arizona community college	Fall 1999	Active
Nonattendance	Spring 2000 Fall 2000 Spring 2001	Inactive
Readmitted and earned course credit at an Arizona community college	Fall 2001	Active
Transferred to an Arizona university	Spring 2002	Student enrolled under 2001–2002 or any subsequent catalog
Example D		
Admitted and earned course credit at an Arizona community college	Fall 2000	Active
Nonattendance	Spring 2001	Inactive
Readmitted and earned course credit at an Arizona community college	Summer 2001	Active
Nonattendance	Fall 2001 Spring 2002	Inactive
Transferred to an Arizona university	Fall 2002	Student enrolled under 2000–2001 or any subsequent catalog
Example E		
Admitted and earned course credit at an Arizona community college	Summer 2004	Active
Continued at an Arizona community college	Fall 2004 Spring 2005	Active
Nonattendance	Fall 2005	Inactive

Readmitted and earned course credit at an Arizona community college	Spring 2006	Active
Transferred to an Arizona university	Summer 2006	Student enrolled under 2004–2005 or any subsequent catalog
Example F		
Admitted and earned course credit at an Arizona university	Summer 2004	Active
Nonattendance	Fall 2004	Inactive
Nonattendance	Spring 2004	Inactive
Readmitted and earned course credit at an Arizona university	Fall 2005	Active
Continued at an Arizona community college	Spring 2006	Active Student enrolled under 2004–2005 or any subsequent catalog

Guidelines for Determination of Catalog Year

The *General Catalog* is published annually. Department, school, division, college, and university requirements may change and are upgraded often. In determining graduation requirements, an undergraduate student may use only one edition of the *General Catalog* but may elect to follow any later catalog edition. Students may not use an edition of the *General Catalog* that was in effect before their high school graduation or completion of GED. Students maintaining continuous enrollment at any Arizona public community college or university may graduate according to the requirements of the catalog in effect at the time of initial enrollment following high school graduation or completion of a GED or according to the requirements of any single catalog in effect during subsequent terms of continuous enrollment. Students may maintain continuous enrollment whether attending a single Arizona public community college or university or transferring among public institutions in Arizona while pursuing their degrees. Students transferring among Arizona public higher education institutions must meet the admission, residency, and all curricular and academic requirements of the degree-granting institution.

1. A semester in which a student earns course credit is counted toward continuous enrollment. Noncredit courses, audited courses, failed courses, or courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes. See examples A and B in the [Continuous Enrollment](#) table.
2. Students who do not meet the minimum enrollment standard stipulated in number 1 during three consecutive semesters (fall/spring/fall or spring/fall/spring) and the intervening summer term at any public Arizona community college or university are no longer considered continuously enrolled. (Note that students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status.) These students must meet requirements of the Arizona public community college or university catalog in effect at the time they are readmitted or of any single catalog in effect during subsequent terms of continuous enrollment after readmission. See examples C and D in the [Continuous Enrollment](#) table.
3. Students admitted or readmitted to an Arizona public community college or university during a summer term must follow the requirements of the catalog in effect the following fall semester or of any single catalog in effect during subsequent terms of continuous enrollment. See example E in the [Continuous Enrollment](#) table.
4. In areas of study in which the subject matter changes rapidly, material in courses taken long before graduation may become obsolete or irrelevant.
5. Course work that is more than eight years old is applicable to completion of degree requirements at the discretion of the student's major department. Departments may accept such course work, reject it, or request that the student revalidate its substance. The eight-year limit on course work applies except when program accreditation agencies limit the life of course work to fewer than eight years. Departments may also require students to satisfy current major requirements rather than major requirements in earlier catalogs when completing earlier requirements is no longer possible or educationally sound.
6. Enrollment by Arizona community college students in nontransferable courses still constitutes enrollment for purposes of determining whether the student has been continuously enrolled. For example, if a student takes two semesters of cooperative education classes, which are not transferable to the university but constitute continuous enrollment at the community college, the university should consider it continuous enrollment.
7. Exceptions made by an institution apply only to the institution that made the exception. For example, if the community college departments accepted credit that was more than eight years old, the university department to which the student transfers may not; it has the right and the obligation to reevaluate any credit more than eight years old.

Inquiries about these guidelines may be directed to the student's academic advisor.

Declaration of Graduation

Students must file a Declaration of Graduation (DOG) using the Degree Audit Reporting System (DARS). DARS is an automated process that matches courses a student has completed with the requirements of a particular academic degree program, resulting in a report that shows the student which requirements are satisfied and which remain to be fulfilled, thus providing a guide for efficient selection of courses toward graduation. For example, a student majoring in Biology would request a Degree Audit Report that would show how his or her completed ASU and transfer course work would apply to the Biology degree program.

Each student must submit a DOG form no later than the semester in which he or she earns the 87th semester hour. The DOG process confirms the degree requirements under which the student is enrolled, as indicated on the degree audit report for that academic program and catalog year. The student should review his or her degree audit with an academic advisor to assure an accurate interpretation. Some departments may require the DOG earlier than the 87th hour. Students failing to submit the DOG are prevented from further registration.

Application for Graduation Requirements

The following steps are required to complete the graduation process:

1. Register for the final semester.
2. Pay the graduation fee at Cashiering Services. Note the deadlines in the [University Calendar](#).
3. Submit the fee receipt to the Graduation Section, SSV 140, and apply for graduation. The Degree Audit Report or Program of Study is reviewed at this time, and the graduation date and eligibility to graduate are verified.
4. Complete all course work listed on the Degree Audit Report or Program of Study by the graduation date.

For more information about application for graduation procedures at West campus, visit Registration Services in UCB 120, or call 602/543-8203. For more information about application for graduation procedures at the Polytechnic campus, visit Registration Services in QUAD 2.

Students must comply with the above requirements to graduate.

Petition for Variance from Degree

Any student wishing to have a college or university degree requirement variance must petition the standards committee of the college in which the student is enrolled.

All petitions must originate with the student's advisor. Refer to the college sections of this catalog for college and division, school, or department requirements.

Tempe Campus Standards Committee

This committee advises the Office of the Executive Vice President and Provost regarding undergraduate student petitions that concern university-wide academic requirements. These requirements include but are not limited to requirements on the amount of transfer credit, graduation requirements, limits on credit by examination, and requirements for a second baccalaureate degree (see [Second Baccalaureate Degree](#)). To petition for a variance from such university requirements, the normal department, division, school, and college forms and procedures are used. Petitions that have been denied at the college level are forwarded to the Tempe Campus Standards Committee.

OTHER REQUIREMENTS

The separate units of ASU—such as colleges, schools, and departments—have specific requirements for graduation that must be satisfied for a baccalaureate degree. For those requirements, see the appropriate General Catalog section. Students are encouraged to consult with an academic advisor in planning a program to ensure that it meets the various requirements. A well-planned program may enable a student to concurrently satisfy a portion of the General Studies requirement together with a portion of a college or major requirement.

OVERVIEW OF GRADUATION REQUIREMENTS

At ASU, students take classes that fulfill four types of requirements. As illustrated in the [Graduation Requirements](#) diagram below, some courses can fulfill two or more types of requirements, but other courses fulfill only one requirement. The total semester hours needed to graduate are represented by the largest circle. The university minimum is 120 semester hours. Some majors, however, require more than 120 semester hours.

Although the three shaded circles are equal in size and the white circle is larger than all three, the total number of semester hours for each type of requirement may vary.

University Requirements

The light gray circle represents university requirements. The General Studies requirement and the First-Year Composition requirement are among these requirements. For more information, see [General Studies](#).

College Requirements

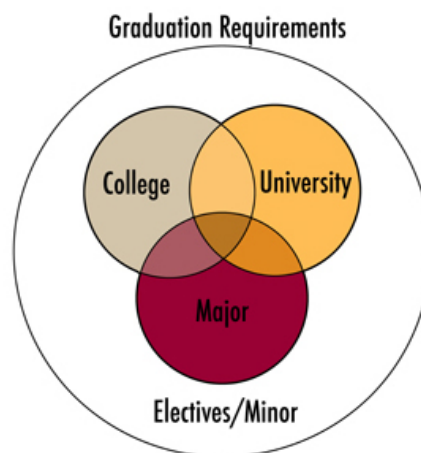
The medium gray circle represents college requirements. Some colleges and schools have additional requirements, such as the College of Liberal Arts and Sciences.

Major

The dark gray circle represents the requirements of the major. The semester hours required for a major may be as low as 30 hours or as high as 63 hours.

Electives/Minor

The white circle represents electives and the requirements of a minor. A minor typically adds an additional 18 to 25 semester hours. Though every student must eventually declare a major, a minor is not required. For more information, see [Minors, Certificates, and Interdisciplinary Studies](#). Some courses, while providing semester hours toward graduation, fall outside the shaded circles and are not required in a program for graduation. These courses are electives. Some majors leave no room for electives within the minimum 120 semester hours required to graduate.



GRADUATION WITH ACADEMIC RECOGNITION

An undergraduate student must have completed at least 56 semester hours of resident credit at ASU to qualify for graduation with academic recognition for a baccalaureate degree.

The cumulative GPA determines the designation, as shown in the [Academic Recognition](#) table below.

Academic Recognition	
Cumulative GPA	Designation
3.40–3.59	cum laude
3.60–3.79	magna cum laude
3.80–4.00	summa cum laude

The cumulative GPA for these designations is based on only ASU resident course work. For example, ASU independent learning course grades are not calculated in the honors GPA. All designations of graduation with academic recognition are indicated on the diploma and the ASU transcript. Graduation with academic recognition applies only to undergraduate degrees.

A student who has a baccalaureate degree from ASU and is pursuing a second baccalaureate degree at ASU (with a minimum of 30 hours of resident credit) is granted academic recognition on the second degree based on the semester hours earned subsequent to the posting of the first degree. If fewer than 56 semester hours are completed at ASU subsequent to completion of the first ASU degree, the level of academic recognition can be no higher than that obtained on the first degree. If 56 or more semester hours are completed at ASU after completion of the first ASU degree, the level of academic recognition is based on the GPA earned for the second ASU degree. Inquiries about graduation with academic recognition may be directed to the Graduation Section, 480/965-3256.

ADDITIONAL DEGREES

Second Baccalaureate Degree

The student seeking a second baccalaureate degree must meet admission criteria for that degree. After conferral of the first degree, a minimum of 30 semester hours in resident credit courses at ASU must be successfully completed to earn the second baccalaureate degree. The student must meet all degree and university requirements of the second degree.

Concurrent Degrees

More than one baccalaureate degree may be pursued concurrently if prior approval is given by the standards committee(s) of the college(s) offering the degrees. Students may receive concurrent degrees if they meet the minimum requirements for both degrees.

Graduate Degrees

For more information, see [Division of Graduate Studies](#) and [Sandra Day O'Connor College of Law](#).

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General Studies

[Meeting the General Studies Requirement](#)

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A baccalaureate education should not only prepare students for a particular profession or advanced study, but for constructive and satisfying personal, social, and civic lives as well. In addition to depth of knowledge in a particular academic or professional discipline, students should also be broadly educated and develop the general intellectual skills they need to continue learning throughout their lives. Thus, the General Studies requirement complements the undergraduate major by helping students gain mastery of critical learning skills, investigate the traditional branches of knowledge, and develop the broad perspective that frees one to appreciate diversity and change across time, culture, and national boundaries.

Critical learning skills include proficiency in the use of language, mathematics, and quantitative methods as tools for acquiring, renewing, creating, and communicating knowledge. A broad education includes an understanding of the methods and concerns of traditional branches of knowledge—the arts and humanities, the social sciences, and the natural sciences. Developing perspective requires historical, global, and cross-cultural examination of knowledge of all kinds.

To help students achieve these educational goals, the General Studies Program includes five core areas and three awareness areas. The five core areas help students acquire critical lifelong learning skills and guide their exploration of the traditional branches of knowledge:

1. literacy and critical inquiry;
2. mathematics studies;
3. humanities, fine arts, and design;
4. social and behavioral sciences; and
5. natural sciences.

The three awareness areas promote appreciation of cultural diversity within the contemporary United States, develop an international perspective, and foster an understanding of current human events through study of the past:

1. cultural diversity in the United States;
2. global awareness; and
3. historical awareness.

The courses approved by the General Studies Councils for meeting the General Studies requirement are noted in the Online ASU Interactive Schedule of Classes each academic term.

Meeting the General Studies Requirement

All students enrolled in a baccalaureate degree program must successfully complete a minimum of 35 semester hours of approved General Studies courses. Many General Studies courses are approved as satisfying more than one requirement. The following conditions govern the application of courses toward the General Studies requirement:

1. A single course may be used to satisfy one core area and a maximum of two awareness area requirements.
2. A single course may be used to satisfy a maximum of two awareness area requirements.
3. A single course cannot be used to satisfy two core area requirements, even if it is approved for more than one core area.

There is no limit to the number of advanced placement (AP) or College-Level Examination Program (CLEP) credits that can be used to meet the General Studies requirement; see [Credit by Examination](#). However, the natural sciences (SQ and SG) and literacy and critical inquiry (L) portions of the General Studies requirement are not satisfied by CLEP.

FIVE CORE AREAS

Literacy and Critical Inquiry (L)

Literacy is competence in written and oral discourse; critical inquiry is the gathering, interpretation, and evaluation of evidence. The literacy and critical inquiry requirement helps students sustain and extend their ability to reason critically and communicate clearly through language.

L Requirement (Six Semester Hours)

Students must complete six semester hours from courses designated as L, at least three semester hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 105, or 107 to take an L course.

Mathematical Studies (MA and CS)

This core area has two categories: (1) Mathematics (MA) is the acquisition of essential skill in basic mathematics and requires the student to complete a course in college mathematics or precalculus or to demonstrate a higher level of skill by completing a course for which college algebra is a prerequisite; and (2) computer/statistics/quantitative applications (CS) applies mathematical reasoning and requires students to complete a course in either the use of statistics/quantitative analysis or the use of the computer to assist in serious analytical math work.

MA and CS Requirement (Six Semester Hours)

This requirement has two parts: (1) at least three semester hours must be selected from courses designated MA, and at least three semester hours must be selected from courses designated CS; and (2) all students are expected to fulfill the MA requirement by the time they accumulate 30 hours of credit in residence at ASU. Any student who has more than 30 hours of resident ASU credit and has not fulfilled the mathematics (MA) requirement must enroll in an MA course or an appropriate prerequisite and continue to do so every semester until the mathematics requirement is met. College officers may grant waivers to the immediate and continual enrollment requirement only when there are scheduling conflicts detrimental to the student's academic progress.

Humanities, Fine Arts, and Design (HU)

The study of the humanities and the disciplines of art and design deepen awareness of the complexities of the human condition and its diverse histories and cultures. Courses in the humanities are devoted to the productions of human thought and imagination, particularly in philosophical, historical, religious, and artistic traditions. Courses with an emphasis in fine arts and design are devoted to the study of aesthetic experiences and the processes of artistic creation. They may also feature a design emphasis in which material culture is studied as a product of human thought and imagination.

HU Requirement

The requirements for humanities, fine arts, and design (HU) are combined with the requirements for social and behavioral sciences (SB). See [Combined HU and SB Requirement \(15 Semester Hours\)](#).

Social and Behavioral Sciences (SB)

The social and behavioral sciences provide scientific methods of inquiry and empirical knowledge about human behavior, within society and individually. The forms of study may be cultural, economic, geographic, historical, linguistic, political, psychological, or social. The courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a world of diminishing economic, linguistic, military, political, and social distance.

Combined HU and SB Requirement (15 Semester Hours)

A total of 15 semester hours must be completed in the following two core areas: (1) humanities, fine arts, and design (HU) and (2) social and behavioral sciences (SB). Two conditions must be satisfied: (1) six semester hours must be taken in one of these two core areas and nine hours in the other core area; and (2) three of the 15 semester hours must be at the upper-division level.

Natural Sciences (SQ and SG)

The natural sciences help students appreciate the scope and limitations of science and its contributions to society. Natural science areas of study include anthropology, astronomy, biology, biochemistry, chemistry, experimental psychology, geology, microbiology, physical geography, physics, and plant biology. Knowledge of methods of scientific inquiry and mastery of basic scientific principles and concepts are stressed, specifically those that relate to matter and energy in living and nonliving systems. Firsthand exposure to scientific phenomena in the laboratory is important in developing and understanding the concepts, principles, and vocabulary of science.

General Studies courses that satisfy the natural science requirement are given one of two classifications: quantitative and general.

Natural Science-Quantitative (SQ)

These laboratory courses include a substantial introduction to the fundamental behavior of matter and energy in physical and biological systems.

Natural Science-General (SG)

These laboratory courses cover aspects of scientific inquiry that lend themselves to more qualitative or descriptive discussions of science.

SQ and SG Requirement (Eight Semester Hours)

Eight semester hours of courses designated SQ or SG must be selected. Of these, at least four semester hours must be taken from the SQ category.

THREE AWARENESS AREAS

Students must complete courses that satisfy each of the three awareness areas. Courses that are listed for a core area and one or more awareness areas may satisfy each of these requirements concurrently, up to a maximum of two of the awareness areas listed for that course.

Cultural Diversity in the United States (C)

The objective of the cultural diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States. The objective is accomplished through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the United States, or exploration of successful or unsuccessful interactions between and among cultural groups. Awareness of cultural diversity and its multiple sources can illuminate the collective past, present, and future and also help students to achieve greater mutual understanding and respect.

Global Awareness (G)

The objective of the global awareness requirement is to help students recognize the need for an understanding of the values, elements, and social processes of cultures other than that of the United States. The global awareness area includes courses that recognize the nature of other contemporary cultures and the relationship of the American cultural system to generic human goals and welfare.

Historical Awareness (H)

The objective of the historical awareness requirement is to help students develop knowledge of the past that can be useful in shaping the present and future. History is present in languages, art, music, literature, philosophy, religion, and the natural sciences, as well as in the social science traditionally called history.

Transfer Credit

The Arizona General Education Curriculum (AGEC), offered by Arizona community colleges, is composed of 35 semester hours of lower-division general education course work. Students who complete the AGEC have fulfilled the ASU First-Year Composition requirement and all lower-division portions of the General Studies requirement. Students must still take six upper-division semester hours (three for L and three for SB or HU) to complete the ASU General Studies requirement. If students transfer from Arizona community colleges without completing AGEC or from other accredited postsecondary institutions, they receive credit for General Studies based on course-by-course equivalency. See [Arizona General Education Curriculum \(AGEC\)](#).

College or School, and Major Requirements

In addition to General Studies requirements, students must also complete college or school, and major requirements. Students are encouraged to work with their academic advisors to develop a program of study that efficiently meets all graduation requirements. A well-planned program should enable a student to concurrently satisfy requirements at the university, college, or school levels, and within their major.

GENERAL STUDIES COURSES

General Studies courses satisfy the requirements of the five core areas and three awareness areas. General Studies courses are regularly reviewed. Since courses are occasionally added to and deleted from the list, students should always consult the Online ASU Interactive Schedule of Classes each semester to see which courses currently meet the General Studies requirement.

A student receives the General Studies credit that a course carries during the semester in which the course is taken.

The [Key to General Studies Credit Abbreviations](#) table below, defines the abbreviations used. General Studies courses are also identified following course descriptions.

The campus codes—such as “M” (for Tempe campus) and “W” (for West campus)—identify the campus that maintains academic control over the course (i.e., course content, registration restrictions, General Studies designations, and other curricular matters). The campus code appears in the Online ASU Interactive Schedule of Classes, on transcripts, and other enrollment and registration records.

Key to General Studies Credit Abbreviations	
Code	Description
L	Literacy and critical inquiry core courses
MA	Mathematics core courses
CS	Computer/statistics/quantitative applications core courses
HU	Humanities, fine arts, and design core courses
SB	Social and behavioral sciences core courses
SQ	Natural science—quantitative core courses
SG	Natural science—general core courses
C	Cultural diversity in the United States courses
G	Global awareness courses
H	Historical awareness courses
/	Or
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ASU Baccalaureate Degrees

Baccalaureate degrees, majors, and concentrations offered by ASU colleges and schools are shown in the [ASU Baccalaureate Degrees](#), organized by the name of the major. The table points to the primary page where more information can be found. The table shows only officially approved concentrations; other informal areas of study may also be available. The table shows the campus of the college or school offering the major: Downtown Phoenix, Polytechnic, Tempe, or West. For graduate degrees, see the [ASU Graduate Degrees](#).

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

Bachelor of Applied Science (BAS)
 Bachelor of Arts (BA)
 Bachelor of Arts in Education (BAE)
 Bachelor of Fine Arts (BFA)
 Bachelor of Interdisciplinary Studies (BIS)
 Bachelor of Liberal Studies (BLS)
 Bachelor of Music (BM)
 Bachelor of Science (BS)
 Bachelor of Science in Design (BSD)
 Bachelor of Science in Engineering (BSE)
 Bachelor of Science in Landscape Architecture (BSLA)
 Bachelor of Science in Nursing (BSN)
 Bachelor of Science in Planning (BSP)
 Bachelor of Social Work (BSW)

ASU Baccalaureate Degrees

Major	Degree	Concentration ¹	Campus
Accountancy	BS	—	Tempe West
Aeronautical Management Technology ²	BS	Air transportation management or professional flight	Polytechnic
Aerospace Engineering	BSE	Aeronautics or astronautics	Tempe
African and African American Studies	BA	Humanities/arts; politics and society; or social and behavioral sciences	Tempe
Agribusiness	BS	Agribusiness finance; food, agribusiness, and consumer products marketing; food science; general agribusiness; golf and facilities management; international agribusiness; management of agribusiness; preveterinary medicine; or professional golf management	Polytechnic
Air Traffic Management	BS	—	Polytechnic
American Indian Studies	BS	—	Tempe
American Studies	BA	—	West
Anthropology	BA	—	Tempe
Applied Biological Sciences	BS	Applied biological sciences, applied biological sciences/secondary education, urban horticulture, or wildlife and restoration ecology	Polytechnic
Applied Computer Science	BS	—	Polytechnic
Applied Computing	BS	Database systems, digital media and graphic design, or network and distributed processing	West
Applied Psychology	BS	—	Polytechnic
Applied Science	BAS	Aviation maintenance management technology	Polytechnic

		Aviation management technology	Polytechnic
		Computer systems administration	Polytechnic
		Consumer products technology	Polytechnic
		Cyber security	Polytechnic
		Digital media management	Polytechnic
		Digital publishing	Polytechnic
		Emergency management ³	Polytechnic
		Fire service management ³	Polytechnic
		Food retail management	Polytechnic
		Food service management	Polytechnic
		Instrumentation	Polytechnic
		Internet and Web development	Polytechnic
		Law enforcement management	Polytechnic
		Manufacturing technology and management	Polytechnic
		Materials joining and manufacturing technology	Polytechnic
		Microcomputer systems	Polytechnic
		Multimedia writing and technical communication	Polytechnic
		Municipal operations management	Polytechnic
		Operations management	Polytechnic
		Semiconductor technology	Polytechnic
		Software technology applications	Polytechnic
		Technical graphics	Polytechnic
		Wellness	Polytechnic
		Any minor available at the West campus or an individualized concentration	West ³
Architectural Studies	BSD	—	Tempe
Art	BA	Art history, art studies, digital art, or museum studies	Tempe
	BFA	Art education, ceramics, drawing, fibers, intermedia, metals, painting, photography, printmaking, or sculpture	Tempe
Asian Languages (Chinese/Japanese)	BA	—	Tempe
Biochemistry	BA	—	Tempe
	BS	Optional: medicinal chemistry ¹	Tempe
Bioengineering	BSE	—	Tempe
Biological Sciences	BS	Optional: biology and society ¹	Tempe
Business Administration	BS	—	Polytechnic
Chemical Engineering	BSE	—	Tempe
Chemistry	BA	—	Tempe
	BS	Optional: environmental chemistry ¹	Tempe
Civil Engineering	BSE	Optional: construction engineering or environmental engineering ¹	Tempe
Clinical Laboratory Sciences	BS	—	Tempe
Communication	BA, BS	—	Tempe
Communication Studies	BA, BS	—	West
Computational Mathematical Sciences	BS	—	Tempe
Computer Information Systems	BS	—	Tempe
Computer Science	BS	Optional: information assurance or software engineering ¹	Tempe
Computer Systems ²	BS	Computer hardware technology or embedded systems technology	Polytechnic
Computer Systems Engineering	BSE	—	Tempe
Construction	BS	General building construction, heavy construction, residential construction, or specialty construction	Tempe

Criminal Justice and Criminology	BS	—	West
Dance	BFA	Optional: dance education	Tempe
Design Science ⁴	BSD	—	Tempe
Design Studies	BA	—	Tempe
Early Childhood Education	BAE	—	Polytechnic Tempe
Early Childhood Teaching and Leadership	BAE	—	West
Earth and Space Exploration	BS	—	Tempe
Economics	BS	— —	Tempe Tempe
Electrical Engineering	BSE	—	Tempe
Electronics Engineering Technology ²	BS	Electronic systems, integrated electronic systems, or telecommunications systems	Polytechnic
Elementary Education	BAE	— Optional: bilingual education/English as a second language ¹ Optional: indigenous teacher preparation program or multilingual/multicultural education ¹	Polytechnic West Tempe ³
Engineering	BSE	—	Polytechnic
Engineering Interdisciplinary Studies ⁴	BS	Engineering business	Tempe
Engineering Special Studies	BSE	Premedical engineering	Tempe
English	BA	Creative writing, linguistics, or literature —	Tempe West ³
Environmental Technology Management	BS	—	Polytechnic
Ethnicity, Race, and First Nations Studies	BA	—	West
Exercise and Wellness	BS	Exercise and wellness or health promotion	Polytechnic
Family and Human Development	BS	Family studies/child development	Tempe
Film	BA	Film and media production Film and media studies	Tempe Tempe
Finance	BS	—	Tempe
French	BA	—	Tempe
Geography	BA, BS	Meteorology-climatology or urban studies	Tempe
Geological Sciences	BS	—	Tempe
German	BA	—	Tempe
Global Business	BS	Financial management, leadership and management, or marketing	West
Global Studies	BA	—	Tempe
Graphic Design	BSD	—	Tempe
Graphic Information Technology	BS	—	Polytechnic
History	BA	—	Tempe West
History and Culture	BA	—	Polytechnic
Housing and Community Development	BSD	—	Tempe ³
Human Health Studies ⁴	BA, BS	—	Polytechnic
Industrial Design	BSD	—	Tempe
Industrial Engineering	BSE	—	Tempe
Integrated Studies	BA, BS	—	Tempe
Integrative Studies	BA	Any minor available at the West campus or individualized concentration	West
Interdisciplinary Arts and Performance	BA	—	West
Interdisciplinary Studies	BIS	See the BIS Concentrations table.	Downtown ³ Polytechnic ³
Interior Design	BSD	—	Tempe

Italian	BA	—	Tempe
Journalism and Mass Communication	BA	—	Tempe
Justice Studies	BS	—	Tempe
Kinesiology	BS	Human physiology or kinesiology	Tempe
Landscape Architecture	BSLA	—	Tempe
Leadership in International Management	BS	—	West
Liberal Studies	BLS	—	Tempe
Life Sciences	BS	—	West
Literature, Writing, and Film	BA	—	Polytechnic
Management	BS	Optional: entrepreneurship ¹	Tempe
Manufacturing Engineering Technology ²	BS	Manufacturing engineering technology or mechanical engineering technology	Polytechnic
Marketing	BS	—	Tempe
Materials Science and Engineering	BSE	—	Tempe Tempe
Mathematics	BA	—	Tempe
	BS	Optional: statistics ¹	Tempe
Mechanical Engineering	BSE	—	Tempe
Mechanical Engineering Technology ²	BS	Aeronautical engineering technology, automation engineering technology, automotive engineering technology, or mechanical engineering technology	Polytechnic
Microbiology	BS	—	Tempe
Molecular Biosciences/ Biotechnology	BS	—	Tempe
Multimedia Writing and Technical Communication	BS	—	Polytechnic
Music	BA	—	Tempe
Music Education ²	BM	Choral-general, instrumental, or string	Tempe
Music Therapy ²	BM	—	Tempe
Nonprofit Leadership and Management	BS	—	Downtown
Nursing	BSN	—	Downtown ³ Polytechnic ⁵ West ^{3, 5}
Nutrition	BS	Dietetics, food and nutrition management, human nutrition, or nutrition communication	Polytechnic
Operations Management Technology	BS	—	Polytechnic
Parks and Recreation Management	BS	—	Downtown
Performance	BM	Collaborative piano, guitar, jazz, keyboard, music theatre, orchestral instrument, or voice	Tempe
Philosophy	BA	—	Tempe
Physics	BS	—	Tempe
Political Science	BA, BS	—	Tempe West
Psychology	BA, BS	—	Tempe West ³
Real Estate	BS	—	Polytechnic
Recreation and Tourism Management	BS	—	West
Religious Studies	BA	—	Tempe
Russian	BA	—	Tempe
Secondary Education	BAE	Academic specialization: physical education Academic specializations: biological sciences, business education, chemistry, transborder chicana/o and latina/o studies, ⁴ earth and space sciences, economics, English, family and human development, ⁴ French, geography, German, history, Japanese, mathematics,	Polytechnic Tempe

		physics, political science, social studies, or Spanish	
		Academic specializations: English, history, mathematics, or social studies	West
Selected Studies in Education ⁴	BAE	—	Polytechnic Tempe
Social and Behavioral Sciences	BA, BS	—	West
Social Work	BSW	—	Downtown ³ West ³
Sociology	BA	—	Tempe West
	BS	—	West
Spanish	BA	—	Tempe West
Special Education	BAE	—	Polytechnic Tempe West
Speech and Hearing Science	BS	—	Tempe
Supply Chain Management	BS	—	Tempe
Theatre	BA	Optional: acting or design and production ¹	Tempe
Theory and Composition	BM	Composition or theory	Tempe
Tourism Development and Management	BS	—	Downtown
Transborder Chicana/o and Latina/o Studies	BA	Media, literature, and arts; transborder community development and health; or U.S. and Mexican regional immigration policy and economy	Tempe
Urban and Metropolitan Studies	BA, BS	—	Downtown
Urban Planning	BSP	—	Tempe
Women and Gender Studies	BA	—	Tempe
Women's Studies	BA, BS	—	West
<p>¹ If a major offers concentrations, one must be selected unless noted as optional.</p> <p>² This major requires more than 120 semester hours to complete.</p> <p>³ This program is also offered through the School of Extended Education.</p> <p>⁴ Applications for this program are not being accepted at this time.</p> <p>⁵ This program is administered by the Downtown Phoenix campus.</p>			

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ASU Graduate Degrees

For a more current version of this section, see the [2007–2008 Graduate Catalog](#).

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 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 Science (DNS)
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, PhD	Biochemistry	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
<u>Chemistry</u>	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	Tempe

		education, secondary education, social studies education, ³ special 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
Educational Leadership and Policy Studies	EdD	—	Tempe
	PhD	—	Tempe
Educational Psychology	MA, MEd	—	Tempe
	PhD	Learning; lifespan developmental psychology; measurement, statistics, and methodological studies; or school psychology	Tempe
Educational Technology	MEd, PhD	—	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
	MSE	Executive embedded systems	Tempe ²
	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
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	—	Tempe
Mass Communication	MMC	—	Tempe
Materials Science and Engineering	MS, MSE	—	Tempe/Tempe
	PhD	High resolution nanostructural analysis or solid state device materials design	
Mathematics	MA	—	Tempe
	PhD	Optional: computational biosciences ¹	Tempe
Mechanical Engineering	MS, MSE, 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, advanced practice nursing of neonates, community health advanced practice nursing, family nurse practitioner, nurse educator, nursing administration, ³ pediatric nurse practitioner, psychiatric mental health nurse practitioner, or women's health nurse practitioner	Downtown ²
Nursing Science	DNS	—	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 political theory	Tempe
Psychology	MA ⁵	—	Tempe
	PhD	Behavioral neuroscience, clinical psychology, 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 Work	MSW	Advanced direct practice or planning, administration, and community practice	Downtown ²
		Advanced direct practice or planning, administration, and community practice	West
		Advanced generalist practice	
	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
<p>¹ If a major offers concentrations, one must be selected unless noted as optional.</p> <p>² This program is also offered through the School of Extended Education.</p> <p>³ Applications are not being accepted at this time.</p> <p>⁴ This major is jointly offered with the University of Arizona.</p> <p>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.</p> <p>⁶ This major is jointly offered.</p>			

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

Degrees	Administered By
BA/MA in Political Science	Department of Political Science
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-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

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Minors, Certificates, and Interdisciplinary Studies

Interdisciplinary studies are available to students through an interdisciplinary degree, such as the Bachelor of Interdisciplinary Studies, or an extensive choice of minors or certificates that may be taken in conjunction with other majors. Since interdisciplinary studies provide skills that support employment in a rapidly changing workplace, students are encouraged to consider these options. Consult the academic advisor in the appropriate major about the impact of enrolling in a minor or certificate program.

MINORS

A minor is an approved, coherent concentration of academic study in a single discipline, involving substantially fewer hours of credit than a corresponding major. Most ASU colleges offer undergraduate minors in addition to majors; see the [ASU Minors](#) table.

Students in most majors may pursue one or more minors and, upon successful completion of the prescribed course work, have that accomplishment officially recognized on the ASU transcript at graduation if (1) the college and/or department of the minor officially certifies, through established verification procedures, that all requirements for the minor have been met and (2) the college (and, in certain colleges, the department) of the student's major allows the official recognition of the minor.

A student wishing to pursue a specific minor should consult an academic advisor in the unit offering that minor to ensure that an appropriate set of courses is taken. The student should also consult with an academic advisor in the college or department of his or her major to make sure the college or department of the major allows the recognition of the minor.

Note: Certain major and minor combinations may be deemed inappropriate either by the college or department of the major or minor. Inappropriate combinations include (but are not limited to) ones in which an excessive number of courses in the minor are simultaneously being used to fulfill requirements of the student's major.

CERTIFICATES

Students may pursue some certificate programs along with a major and other certificate programs independently. Graduate certificates and postbaccalaureate certificates are available to students who already hold a bachelor's degree. For more information, see the [ASU Undergraduate Certificates](#); [ASU Postbaccalaureate Certificates](#); and [ASU Graduate Certificates](#) tables. Graduate certificates constitute graduate work; postbaccalaureate certificates are distinct from graduate certificates and are an extension of the undergraduate curriculum.

INTERDISCIPLINARY STUDIES

Bachelor of Interdisciplinary Studies

For information about the Bachelor of Interdisciplinary Studies, see [School of Interdisciplinary Studies](#), or [Interdisciplinary Studies—BIS](#).

Energy Studies

An opportunity for instructional and research involvement in energy matters exists through at least two curricular paths: (1) general studies, which emphasize energy as an elective beyond the scope of a chosen major (for more information, call the coordinator of interdisciplinary studies in energy, at 480/965-4548); and (2) specific studies in the College of Design, for those pursuing the Master of Architecture degree or the Master of Science degree in Building Design.

Gerontology

The university-wide Gerontology Program brings together faculty from three campuses and several disciplines to teach courses related to adult development and aging, to collaborate on gerontological research, and to participate in projects of service to older adults. Courses related to aging are taught throughout the university by faculty who are active contributors to research, theory, and public policy and practice. For more information, see [Gerontology](#), call 602/543-6642, or access www.west.asu.edu/chs/gm on the Web.

A graduate certificate and an undergraduate minor are available in Gerontology. The certificate consists of 21 semester hours—nine hours of required course work and 12 hours of electives. The minor consists of 18 semester hours—six hours of required course work and 12 hours of electives. In addition, gerontology provides students with

opportunities to gain practical experience in working with elderly people. The program helps students find rewarding internships in community programs for older adults.

BIS Concentration

A concentration in gerontology is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Sustainability

The Global Institute of Sustainability, established originally in 1974 as the Center for Environmental Studies, encourages and coordinates interdisciplinary environment-related activities in the natural and social sciences within the university. The institute sponsors special courses, conferences, and workshops on environmental topics. Drawing from faculty and students throughout the university, the institute participates in research and community programs relating to environmental problem areas. For more information, see [School of Sustainability](#). The School of Sustainability, as the academic arm of the institute, offers academic programs that embody collaborative learning, interdisciplinary approaches, and problem-oriented training. For more information see [School of Sustainability](#).

MILITARY OFFICER TRAINING

U.S. Air Force and U.S. Army ROTC units are active on the ASU campus. See [Department of Aerospace Studies](#), and [Department of Military Science](#), for more information.

Defense Activity for Nontraditional Education Support

ASU is a participating institution with Defense Activity for Nontraditional Education Support (DANTES) and is listed in the DANTES Directory of Independent Study. DANTES is an executive agency of the Department of Defense that provides educational support for the voluntary education programs of all services. The primary missions of DANTES are (1) to provide nationally recognized examination and certification programs as part of the voluntary education programs of the military services and (2) to facilitate the accessibility of high-quality independent institutions to service men and women.

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

Professional Student Exchange Program

Arizona residents who wish to attend professional schools of dentistry, occupational therapy, optometry, osteopathy, physician assistance, and veterinary medicine may enroll in professional programs in other states or at in-state private institutions since these programs are not available at Arizona’s public universities. Through the exchange, the student receives preference in admission and pays only the resident tuition fee at a public institution, or the difference between the Western Interstate Commission for Higher Education (WICHE) support fee and standard tuition at a private school. Applicants must be legal residents of Arizona for a minimum of five years before the commencement of training, and be U.S. citizens, and must have maintained at least average grades to be eligible to be certified for support through the WICHE program. Recipients are required to practice in Arizona one year for each year of support or repay 50 percent of the funds expended on their behalf plus interest.

For an application and more information, call the Arizona Board of Regents at 602/229-2500, or access the WICHE Web site at www.wiche.edu.

Western Undergraduate Exchange

Arizona residents may enroll in designated two-year and four-year public institutions and programs in other participating states at a reduced tuition level. Tuition for Western Undergraduate Exchange (WUE) studies is the regular in-state tuition plus 50 percent of that amount.

In all programs, the cost to WUE students is substantially less than nonresident tuition. Students do not need to demonstrate financial need to receive the WUE tuition benefit. WUE participating states are Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Check the WICHE Web site at www.wiche.edu for a list of participating institutions and programs.

Concurrent and Dual Degrees

Graduate students have the opportunity to pursue more than one degree at the same time as part of an organized program. For more information, see the [Concurrent and Dual Degrees](#) table, and the [Graduate Catalog](#).

ASU Minors		
Minor	Administered By	Campus
African and African American Studies	African and African American Studies Program	Tempe
American Indian Studies	American Indian Studies Program	Tempe
American Studies	Department of Language, Cultures, and History	West
Anthropology	School of Human Evolution and Social Change	Tempe
Applied Biological Sciences	College of Science and Technology	Polytechnic

Applied Psychology	East College	Polytechnic
Architectural Studies	School of Architecture and Landscape Architecture	Tempe
Art History	School of Art	Tempe
Asian Languages (Chinese/Japanese)	School of International Letters and Cultures	Tempe
Astronomy	School of Earth and Space Exploration	Tempe
Biochemistry	Department of Chemistry and Biochemistry	Tempe
Biological Sciences	School of Life Sciences	Tempe
Business ¹	W. P. Carey School of Business	Tempe
Chemistry	Department of Chemistry and Biochemistry	Tempe
Communication	Hugh Downs School of Human Communication	Tempe
Communication Studies	Department of Communication Studies	West
Computational Mathematical Sciences	Department of Mathematics and Statistics	Tempe
Dance	Department of Dance	Tempe
Design Studies (Industrial or Interior)	College of Design	Tempe
Early Childhood Education	Division of Curriculum and Instruction	Tempe
Economics for Students Planning a Career in Law	Department of Economics	Tempe
English	Department of Language, Cultures, and History	West
English with a Concentration in Linguistics	Department of English	Tempe
English with a Concentration in Literature	Department of English	Tempe
Ethnic Studies	New College of Interdisciplinary Arts and Sciences	West
Family and Human Development	School of Social and Family Dynamics	Tempe
Film and Video Studies	Department of Interdisciplinary Arts and Performance	West
Food and Nutrition Management	Department of Nutrition	Polytechnic
French	School of International Letters and Cultures	Tempe
General Economics	Department of Economics	Tempe
Geography	School of Geographical Sciences	Tempe
Geological Sciences	School of Earth and Space Exploration	Tempe
German	School of International Letters and Cultures	Tempe
Gerontology ²	Gerontology Program	West
History	Department of History Department of Language, Cultures, and History	Tempe West
Human Nutrition	Department of Nutrition	Polytechnic
Interdisciplinary Arts and Performance	Department of Interdisciplinary Arts and Performance	West
Interdisciplinary Organizational Studies	Department of Social and Behavioral Sciences	West
Interior Design History	Department of Interior Design	Tempe
Italian	School of International Letters and Cultures	Tempe
Justice Studies	School of Justice and Social Inquiry	Tempe
Kinesiology	Department of Kinesiology	Tempe
Landscape Studies	School of Architecture and Landscape Architecture	Tempe
Life Sciences	Department of Integrated Natural Sciences	West
Mass Communication	Walter Cronkite School of Journalism and Mass Communication	Tempe
Mathematics	Department of Mathematical Sciences and Applied Computing Department of Mathematics and Statistics	West Tempe
Music	School of Music	Tempe
Nonprofit Administration	School of Community Resources and Development	Downtown
Parks and Protected Area Management	School of Community Resources and Development	Downtown
Philosophy	Department of Integrative Studies Department of Philosophy	West Tempe
Physics	Department of Physics	Tempe
Political Science	Department of Political Science Department of Social and Behavioral Sciences	Tempe West
Prelaw	College of Human Services	West

Psychology	Department of Psychology Department of Social and Behavioral Sciences	Tempe West
Public Relations and Strategic Communications	Department of Communication Studies	West
Recreation Management	Department of Recreation and Tourism Management School of Community Resources and Development	West Downtown
Religious Studies	Department of Religious Studies Department of Integrative Studies	Tempe West
Russian	School of International Letters and Cultures	Tempe
Small Business	Morrison School of Management and Agribusiness	Polytechnic
Social and Behavioral Sciences	Department of Social and Behavioral Sciences	West
Social Welfare	School of Social Work	Downtown
Sociocultural Anthropology	Department of Social and Behavioral Sciences	West
Sociology	Department of Social and Behavioral Sciences School of Social and Family Dynamics	West Tempe
Spanish	Department of Language, Cultures, and History School of International Letters and Cultures	West Tempe
Special Events Management	Department of Recreation and Tourism Management	West
Speech and Hearing Science	Department of Speech and Hearing Science	Tempe
Statistics	Department of Mathematics and Statistics	Tempe
Theatre	School of Theatre and Film	Tempe
Tourism Development and Management	School of Community Resources and Development	Downtown
Tourism Management	Department of Recreation and Tourism Management	West
Transborder Chicana/o and Latina/o Studies	Department of Transborder Chicana/o and Latina/o Studies	Tempe
Urban and Metropolitan Studies	School of Public Affairs	Downtown
Urban Planning	School of Planning	Tempe
Wellness Foundations	Department of Exercise and Wellness	Polytechnic
Women and Gender Studies	Women and Gender Studies Program	Tempe
Women's Studies	Women's Studies Program	West
Youth Services Leadership	Department of Recreation and Tourism Management	West
¹ This minor is for nonbusiness majors only.		
² This university-wide minor is administered by West campus.		

ASU Undergraduate Certificates

Certificate	Administered By	Campus
Accelerated Financial Planner ¹	School of Extended Education	—
African and African American Studies Certificate	African and African American Studies Program	Tempe
American Indian Studies Certificate	American Indian Studies Program	Tempe
Arabic Studies Certificate	School of International Letters and Cultures	Tempe
Asian Pacific American Studies Certificate	Asian Pacific American Studies Program	Tempe
Asian Studies Certificate	Center for Asian Research	Tempe
ASU Skill Certificate	School of Extended Education	—
Automotive Entrepreneurs and Leaders Certificate for ²	W. P. Carey School of Business	Tempe
Business English Certificate ¹	School of Extended Education	—
Certified Management Accountant ¹	School of Extended Education	—
Civic Education Certificate	Department of Political Science	Tempe
Classical Studies Certificate	School of International Letters and Cultures	Tempe
College of Liberal Arts and Sciences Enriched Certificate	College of Liberal Arts and Sciences	Tempe
Convention Sales and Meeting Planning Certificate	School of Community Resources and Development	Downtown

Early Intervention Certificate	School of Social and Family Dynamics and School of Social Work	Tempe
East Asian Studies Certificate	Center for Asian Research	Tempe
Ethics Certificate	Department of Philosophy	Tempe
Ethnic Studies, Certificate in	New College of Interdisciplinary Arts and Sciences	West
Film and Video Studies, Certificate in	Department of Interdisciplinary Arts and Performance	West
Fire Service Management Certificate ³	Department of Technology Management	Polytechnic
Geographic Information Science Certificate	School of Geographical Sciences	Tempe
Hazardous Materials and Waste Management Certificate	Department of Information and Management Technology	Polytechnic
Healthcare Organizations and Society, Certificate in	School of Life Sciences and the W. P. Carey School of Business	Tempe
History and Philosophy of Science Certificate	School of Life Sciences	Tempe
International Business Studies, Certificate in	W. P. Carey School of Business	Tempe
International Studies Certificate	Department of Political Science	Tempe
Islamic Studies Certificate	Department of Religious Studies	Tempe
Jewish Studies Certificate	Jewish Studies Committee	Tempe
Latin American Studies Certificate	Center for Latin American Research	Tempe
Leadership and Ethics	School of Public Affairs	Downtown
Lesbian, Gay, Bisexual, and Transgender Studies	College of Public Programs	Downtown
Medieval and Renaissance Studies Certificate	Arizona Center for Medieval and Renaissance Studies	Tempe
Multimedia Writing and Technical Communication Certificate	East College	Polytechnic
Nonprofit Youth and Human Service Leadership and Management; American Humanics Certificate	School of Community Resources and Development	Downtown
Philosophy, Politics, and Law, Certificate in	Barrett, the Honors College	—
Public Administration and Public Management Certificate	School of Public Affairs	Downtown
Quality Analysis Certificate	W. P. Carey School of Business	Tempe
Russian and East European Studies Certificate	Russian and East European Studies Center	Tempe
Scandinavian Studies Certificate	School of International Letters and Cultures	Tempe
Small Business and Entrepreneurship Certificate ²	W. P. Carey School of Business	Tempe
Southeast Asian Studies Certificate	Center for Asian Research	Tempe
Spa Management	Department of Exercise and Wellness	Polytechnic
Supervisory and Management Skills Certificate ¹	School of Extended Education	—
Symbolic Systems, Certificate in	Department of Philosophy	Tempe
Technology Entrepreneurship	Ira A. Fulton School of Engineering	Tempe
Translation Certificate	School of International Letters and Cultures	Tempe
Women and Gender Studies, Certificate in	Women and Gender Studies Program	Tempe
Women's Studies, Certificate in	Women's Studies Program	West
Writing, Certificate in	Department of Language, Cultures, and History	West
	Department of English	Tempe
<p>¹ This certificate is not for academic credit.</p> <p>² This certificate is only for students in the W. P. Carey School of Business.</p> <p>³ This program is also offered through the School of Extended Education.</p>		

ASU Postbaccalaureate Certificates

Certificate	Administered By	Campus
Accountancy, Postbaccalaureate Certificate in	Department of Accountancy	West
Communication and Human Relations, Postbaccalaureate Certificate in	Department of Communication Studies	West

Multimedia Writing and Technical Communication, Postbaccalaureate Certificate in*	East College	Polytechnic
Professional Accountancy, Postbaccalaureate Certificate in	Department of Accountancy	West
* This program is also offered through the School of Extended Education.		

ASU Graduate Certificates

Certificate	Administered By	Campus
African and African Diaspora Studies, Graduate Certificate in ¹	African and African American Studies Program	Tempe
Asian Studies, Graduate Certificate in ¹	Center for Asian Research	Tempe
Atmospheric Science, Graduate Certificate in ¹	College of Liberal Arts and Sciences and Ira A. Fulton School of Engineering	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 ¹	School of Health Management and Policy	Tempe
Evidence-Based Practice in Nursing and Healthcare, Graduate Certificate in	College of Nursing & Healthcare Innovation	Downtown
Geographic Information Science, Interdisciplinary Certificate in ¹	College of Liberal Arts and Sciences and the Division of Graduate Studies	Tempe
Gerontology, Certificate in ^{2, 3}	Gerontology Program	West
Health Industry Leadership, Graduate Certificate in ¹	School of Health Management and Policy	Tempe
Indian Law Certificate ¹	Sandra Day O'Connor College of Law	Tempe
Integrative Health, Graduate Certificate in ¹	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 ¹	Sandra Day O'Connor College of Law	Tempe
Linguistics, Graduate Certificate in ¹	Committee on Linguistics	Tempe
Medieval Studies Certificate ¹	Arizona Center for Medieval and Renaissance Studies (ACMRS)	Tempe
Museum Studies Certificate ¹	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 ¹	School of Music	Tempe
Public Art, Graduate Certificate in ^{1, 4}	Katherine K. Herberger College of Fine Arts	Tempe
Renaissance Studies Certificate ¹	ACMRS	Tempe
Scholarly Publishing Certificate ¹	Department of History	Tempe
Statistics, Certificate in ¹	Committee on Statistics and the Division of Graduate Studies	Tempe
Sustainable Technology and Management, Certificate in ¹	Ira A. Fulton School of Engineering, School of Sustainability, and W. P. Carey School of Business	Tempe
Transportation Systems, Interdisciplinary Graduate Certificate in	Committee on the Interdisciplinary Graduate Certificate in Transportation Systems and the Division of Graduate Studies	Tempe

¹ For more information, see the [Graduate Catalog](#).

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

³ This university-wide certificate program is administered by the West campus.

⁴ Applications for this program are not being accepted at this time.

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Mark Jacobs, PhD, Dean

[Curriculum](#)[Special Programs](#)[Additional Benefits](#)[Admission](#)[Retention](#)[Course Requirements](#)[Honors Transcript Recognition](#)[Philosophy, Politics, and Law, Certificate in](#)[Faculty and Courses](#)**MISSION**

Barrett, the Honors College at ASU, is distinguished by its high concentration of nationally ranked scholars, and by the array of resources readily available to its students. It is a living and learning community of scholars, caring advisors, and enthusiastic faculty. Barrett is unique in the nation as an excellent residential liberal arts college with the vast program choices and resources of a vibrant Research Extensive institution. This powerful combination promotes and enables the best education possible for intellectually engaged students from Arizona, from America, and from the world.

The college offers talented, motivated students educational opportunities designed to enrich and further their personal academic and career goals. It is a portal through which academically talented students gain unique access to the university's human and physical resources. Transdisciplinary in nature, the college develops curricular and other learning opportunities to meet general and disciplinary undergraduate educational objectives. The college supports undergraduate research, encourages study abroad, guides students to relevant internships, and mentors applicants for fellowships and scholarships.

Barrett serves students seeking degrees at the Downtown Phoenix campus, the Polytechnic campus, in southeast Mesa, the Tempe campus, and the West campus, in northwest Phoenix. For more information see [Barrett, the Honors College](#). Students across the university take advantage of the university's full resources with the assurance of consistently distinguished teaching and research and with commensurately rigorous expectations for performance.

Students planning to seek any academic major may apply to Barrett. Admission is by separate application online at honors.asu.edu.

CURRICULUM

Students planning to graduate from Barrett must also graduate from a disciplinary college. The ASU honors curriculum normally allows students to finish all requirements within the 120 semester hours of credit usually required for graduation. Thirty-six of those credits are honors courses—with a minimum of 18 upper-division credits.

SPECIAL PROGRAMS**Lorraine W. Frank Office of National Scholarship Advisement**

The Lorraine W. Frank Office of National Scholarship Advisement assists students by identifying nationally competitive programs appropriate to each person's intellectual and career goals, nurturing these prospective applicants, and advancing their candidacy. This office, administered by the college, serves the entire ASU community. ASU students regularly earn distinction in the most rigorous and prestigious scholarship competitions. Many pursue enhanced degree programs and research projects under the auspices of Goldwater or Truman Scholarships. Other students undertake postgraduate study in the United States and abroad as Rhodes, Marshall, Fulbright, Udall, National Science Foundation, or Mellon Scholars. Many others have been recognized by a range of postgraduate awards, fellowships, and assistantships. This office does not administer any need- or merit-based student financial assistance. For more information, call 480/965-5894.

Undergraduate Research Opportunities

Undergraduate research and creative opportunities are available across many disciplinary programs, centers, and institutes at ASU. Barrett maintains lists of current opportunities, available by accessing the college's Web site at honors.asu.edu. In addition, the college actively seeks new opportunities matching student training with emerging research on campus

Study Abroad

Students in Barrett have exclusive access to study abroad programs that significantly enhance their educational experience. Directed and taught by Barrett faculty, these programs usually occur during the first summer session and last between five and six and a half weeks and allow students to earn honors credit while overseas. The four current programs offer students the privilege of studying in several of the most significant and dynamic cities in China, Europe, and Latin America. The London, Dublin, and Edinburgh program has been offered since 1995, the Paris and Loire Valley program since 1998, the Latin American program since 2002, and the China program starting in 2007. The International Programs Office offers semester- and year-long programs abroad for students who desire a fuller experience. Often, students who have participated in one of Barrett's summer programs realize the major benefits of studying abroad and choose to continue through extended programs.

Internships/Mentorships/Opportunities

Students in Barrett may participate in special internship opportunities—in government, industry, and the private sector—throughout metropolitan Phoenix. The college maintains a database of special opportunities, including community service and international and cultural events. For more information, call 480/727-6993.

Events/Programming

Students enrolled in Barrett are given special access when important contributors to contemporary thought in society visit ASU. Each year the college hosts the university's premier scholar-in-residence program, the Centennial Lecture. Past guests include novelist Carlos Fuentes, paleontologist Steven Jay Gould, psychiatrist Robert Coles, microbiologist Lynn Margulis, essayist Susan Sontag, paleoanthropologist Meave Leakey, American Indian author N. Scott Momaday, Pulitzer Prize winning author David Halberstam, prolific and wide-ranging African American author and National Book Award recipient Charles Johnson, playwright Edward Albee, a prominent innovator in modern American drama, and Kathleen Sullivan, a renowned constitutional law scholar.

The college is also home to the John J. Rhodes Chair, designed to bring persons to the college who have significantly contributed to civic life and distinguished themselves as public service leaders. Students have unique opportunities to engage intellectually with these outstanding visiting lecturers. In 1998, the college was honored to have Dr. Henry A. Kissinger serve as the inaugural chair. American Indian scholar Donald Lee Fixico was the 2002 Rhodes Lecturer, followed by Jean Strause, notable biographer of J. P. Morgan in 2003, world-renowned astronomer David Levy in 2004, and leading alternate energy expert Hal Harvey in 2005.

ADDITIONAL BENEFITS

Barrett and all its facilities and services are fully available to every student, regardless of where he or she lives. The Honors Halls of Residence offer students an integrated living-learning environment. Barrett has its own faculty and academic advisors to serve all honors students. Classrooms, recreational and study lounges, and a state-of-the-art computing lab make up the principal facilities of the college.

Students enrolled in Barrett receive priority at preregistration and have extended checkout privileges in the campus libraries. Honors courses in disciplinary departments are typically limited to 25 students. Honors courses (with the prefix HON) are usually limited to 19.

Students who meet all requirements of both their disciplinary college and Barrett receive transcript recognition of that accomplishment, as well as special acknowledgment during graduation ceremonies and collegiate honors convocations.

Barrett students have diverse interests and strong records of success. Many are accepted into the nation's finest graduate and professional programs, including Chicago, Cornell, Harvard, Michigan, MIT, Northwestern, Stanford, UC-Berkeley, Virginia, Wisconsin, and Yale. Many students have published portions of their honors theses and have presented their work at national and regional meetings of scientific and honors societies.

ADMISSION

Students who have demonstrated high levels of academic achievement in high school or college may apply for admission to Barrett. All candidates for admission must file an application to the college separate from their ASU application.

Applicants are evaluated on the basis of their high school GPA (Arizona Board of Regents GPA based on 16 competency courses), high school class rank, and performance on the SAT or ACT; as well as talents that contribute to leadership and community service. Continuing ASU or transfer students are evaluated on their college GPA.

Application forms and additional information about the college and its activities are available by calling 480/965-2359 or by accessing the Web site at honors.asu.edu.

RETENTION

Honors students must maintain high standards of academic performance and show progress toward completion of graduation requirements in their disciplinary majors and in Barrett. In order to graduate from Barrett, students must complete the following (which includes a total of 36 semester hours of honors course work):

1. HON 171 and 172 The Human Event must be completed by the time a student has earned 45 semester hours at

- ASU. Students are placed on inactive status if this requirement is not met.
2. Thirty additional semester hours of honors course work must be earned with a letter grade of “C” or higher. This may include HON prefix classes, honors sections of classes, honors contracts, or any automatic honors course such as ENG 105, CHM 117, CHM 118, or PHY 333, or any 500-level course.
 3. Included in the 30 semester hours of honors course work are 18 hours of upper-division or graduate-level honors credits for an earned letter grade of “C” or higher, including six semester hours of honors course work outside the academic major. Students should investigate specialized honors upper-division tracks within their majors.
 4. Transfer students (defined as 60 or more university credits completed at the time of Barrett application) must complete a 300-level upper-division HON special topics course in addition to the 18 required hours of upper-division honors course work. A total of 21 hours of upper-division honors course work are required for transfers because transfers do not have time to complete all 36 honors hours.
 5. Students are required to complete an honors thesis/creative project for at least three semester hours though students are encouraged to complete six thesis semester hours. The thesis semester hours may be included in the 18 required hours of upper-division honors course work. The thesis is launched with a prospectus form due one academic year before the defense. The final copy must be filed by the last week of classes during the student’s graduation semester.
 6. ASU graduation requirements in an academic major must be met.
 7. The student must maintain a cumulative ASU GPA of 3.25 or higher.

Barrett students are expected to meet regularly with honors advisors. Three sessions are mandatory: one during the first semester in Barrett, one during the second year, and another during the first semester of upper-division status. To make an appointment with an honors advisor, call 480/965-9155. Office hours are Monday through Friday 8 a.m. to 5 p.m., in MB C100-L1.

COURSE REQUIREMENTS

Barrett course requirements may be met in a variety of ways. There are two specific required courses for first year students. Only courses in which a student receives a grade of “C” (2.00) or higher may be used to meet Barrett requirements.

Those entering the college as lower-division students must take 18 lower-division honors credits, which include HON 171 and 172 The Human Event. This cross-disciplinary seminar acquaints them with ideas that form the foundation of a university education and emphasizes critical thinking, discussion, and writing. Barrett students complete HON 171 and 172 during their first 45 units at ASU.

Those who enter as upper-division students must take 21 honors credits, including a required 300-level honors course. Junior-level seminar courses introduce them to critical thinking, discussion, and writing in a topical area chosen by the instructor. It is expected that all students complete this course no later than the first or second semester after transferring.

Departmental courses carrying footnote number 19 in the Online ASU Interactive Schedule of Classes are limited to honors students and others who receive special permission from the instructor to enroll. Enrollment in these courses is limited. Compared to their nonhonors equivalents, these courses are designed to offer a richer, more complex intellectual experience appropriate to the discipline and the level of the course for all students enrolled. Other disciplinary honors courses group honors students in small cohorts to work on research projects of common interest.

Departmental courses carrying footnote number 18 in the Online ASU Interactive Schedule of Classes allow honors students to contract with the instructor of designated nonhonors courses to earn honors credit by pursuing enrichment activities, which may include supplemental sessions with the instructor. Footnote 18 contracts must be filed during the first four weeks of class and completed during the semester in which the course is offered. Each contract form offers guidelines to aid students and faculty in developing appropriate contracts.

Course numbers listed in the Online ASU Interactive Schedule of Classes as 298, 492 Honors Directed Study, 493 Honors Thesis, 497 Honors Colloquium, and all classes with the HON prefix are reserved for students in Barrett and always carry footnote 19. Students may receive credit for more than one of each of these courses in a given department.

Departmental courses with the number 493 are reserved for honors students completing their honors theses and creative projects. A student may enroll for these courses only with the approval of the sponsoring academic department and of the faculty member who serves as the student’s thesis director. Course numbers listed in the Online ASU Interactive Schedule of Classes as 493 fulfill the student’s upper-division literacy and critical inquiry (L) General Studies requirement.

There are certain courses that carry automatic honors credit. These include ENG 105 (any section) and CHM 117 and 118. MAT 300, PHY 201, and PHY 333, when taken by students with 45 or fewer semester hours also carry automatic honors credit, as long as the student receives a grade “A” (4.00) or “B” (3.00). Graduate level courses automatically earn honors credit, but credit toward graduation must be approved by the department and dean of the college in which the student majors.

HONORS TRANSCRIPT RECOGNITION

All courses used to fulfill graduation requirements for Barrett must carry earned letter grades of at least “C” (2.00). A “Y” grade meets college requirements only for HON 492 Honors Directed Study and HON 493 Honors Thesis.

Graduation Requirements

To graduate through Barrett, students must complete all honors course requirements;

complete all required semester hours of honors course work with a grade of “C” (2.00) or higher (a “Y” grade is allowed for HON 492, HON 493, and for one-semester-hour courses offered through Barrett) unless otherwise provided for by Barrett and the college of the student’s major; complete ASU graduation requirements in an academic major; and earn a cumulative ASU GPA greater than or equal to 3.25 (4.00 = A).

CERTIFICATE IN PHILOSOPHY, POLITICS, AND LAW

Students enrolled in Barrett may pursue the Certificate in Philosophy, Politics, and Law (PPL). This interdisciplinary program affords an opportunity to engage in a focused program of study that brings analytical rigor to bear on the philosophical issues involved in law and politics. The concentration comprises six courses (18 semester hours), three of which are offered through Barrett. One of these courses, normally taken in the student’s second year at ASU, is a seminar on law, justice, and morality (HON 310); the second is a junior-senior seminar on theories of justice, or a related topic in philosophy, politics, and law, that entails an extended paper (HON 410). The remaining four courses must be approved by the PPL Council and selected from courses regularly offered in philosophy, political science, and other areas.

The PPL Council consists of the PPL director and several members of the ASU faculty whose research and teaching focus on political, legal, and moral philosophy. ASU has exceptional resources in this area, with more than a dozen faculty members—in the Department of Philosophy, the Department of Political Science, Barrett, the Sandra Day O’Connor College of Law, and other departments—working in this field. Among them are several professors who have won teaching awards and national or international honors for their scholarship.

The PPL Program aims to sharpen the critical, conceptual, and analytical skills that law schools and graduate programs in philosophy, political science, and other fields require. By engaging students in the analysis of classical and contemporary political, legal, and moral concerns, moreover, PPL hopes to prepare them for public service, whether it be as lawyers or scholars, in government or in watchdog groups, or simply as active and responsible citizens.

Certificate Requirements

Required courses

HON 310 Justice and Law (3)

HON 410 Philosophy, Politics, and Law (3)

Choose four of the following elective courses (12)

PHI 305 Ethical Theory HU (3)

PHI 307 Philosophy of Law HU (3)

PHI 309 Social and Political Philosophy HU (3)

PHI 310 Environmental Ethics HU (3)

PHI 335 History of Ethics HU (3)

POS 340 History of Political Philosophy I HU/H (3)

POS 341 History of Political Philosophy II HU/H (3)

POS 346 Problems of Democracy HU (3)

POS 442 American Political Thought HU (3)

POS 445 Asian Political Thought SB, G (3)

Total 18

In keeping with the interdisciplinary nature of the program, students may count no more than three courses from any one department toward the PPL certificate. The PPL director maintains a list of approved courses, and students may petition the council to add a course to that list. PPL students are encouraged but not required to write their honors thesis in the field and under the supervision of a PPL faculty member.

Barrett, the Honors College

honors.asu.edu

480/965-4033

IRISH A121

Mark Jacobs, Dean

President’s Professor

Humphrey

Professors

Jacobs, Nelson

Assistant Administrative Professional

Burke

Senior Lecturers

Facinelli, J. Lynch, J. M. Lynch, Stanford

Lecturers

Beggs, Brady, Bruhn, Dalton, Herrmann, Martin, McManus, Parker, Pickus, Popova, Susser

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 Graduate Studies

www.asu.edu/graduate

Maria T. Allison, PhD, University Vice Provost and Dean

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PURPOSE

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

The size, strength, and diversity of the graduate community reflect the university's commitment to high-quality education. As a major center for graduate education, ASU supports cultural and intellectual activity as well as research in a broad range of arts, sciences, and professional disciplines; in addition, the university conducts research addressing the social, cultural, and economic growth and development of Arizona and the Southwest.

One distinctive project that magnifies the Division of Graduate Studies' dedication to graduate students is the Preparing Future Faculty program, which is designed to educate students about faculty roles and prepare doctoral students specifically for faculty positions in colleges and universities across the nation.

Typically a large number of ASU graduate students are awarded prestigious fellowships and scholarships funded by the National Science Foundation, NASA, the Ford Foundation, the Fulbright program, and other public agencies and private foundations.

Funded programs, together with more than 30 research centers and institutes, provide assistantships and training for many graduate students; further, the centers coordinate conferences, colloquia, and special seminars to heighten the learning experience. The Office of the Vice President for Research and Economic Affairs provides seed money to enable ASU faculty and students to work at the frontiers of knowledge. Such activities continually encourage the creative embrace of change and experimentation.

ASU provides numerous choices in student life, for personal enrichment as well as cultural interaction. Many internationally known speakers present lectures here, bringing together faculty, graduate students, and the community to engage in stimulating dialogue.

Intellectual Environment.

More than 11,000 students from all 50 states and more than 100 nations are enrolled in graduate study at the university. Such size and diversity contribute to a cosmopolitan setting that is ideal for intellectual discourse and stimulation. As a balance to this large grouping of students, individual graduate programs conduct small colloquia and seminars where students and faculty discuss their work in an intimate, intellectual environment supportive of student development. The result is a spirited, lively atmosphere in which students and faculty members get to know each other through collaborative research and intellectual exchange.

GRADUATE PROGRAMS

Degree Programs

Although graduate degree programs differ in many ways, they all share two important characteristics. First, in comparison to baccalaureate programs, they demand a deeper and broader understanding of a body of knowledge in a recognized discipline or profession. Second, especially in doctoral programs, graduate students prepare to make original contributions to their fields through research and other creative activities of a high order. ASU offers several

types and levels of postbaccalaureate degrees. For admission information and procedures, access the Web site at www.asu.edu/graduate/admissions.

Master's and Doctoral Work

Many students pursue a master's degree to satisfy their own quest for learning. In some disciplines, such as dance or architecture, the master's degree is frequently the terminal or final degree. In other fields, students enter master's programs as a step toward more advanced work, such as doctoral studies, that prepares students for a lifetime of intellectual inquiry and creativity or for the application of knowledge to professional practice.

Research Degrees

Students at ASU may pursue research-oriented or practice-oriented degrees. Research-oriented degree programs—including the Master of Arts (MA), Master of Science (MS), and Doctor of Philosophy (PhD)—prepare students for careers in research and scholarship in governmental, business, and industrial organizations or in university or college teaching. Students in these programs develop the ability to evaluate existing knowledge critically and to extend it into fresh areas of inquiry and scholarship.

Professional Degrees

The professional or practice-oriented degree programs have slightly different names and distinct academic missions. The names of the degrees are commonly tied to the academic unit offering the program, for example, Master of Business Administration (MBA), Master of Music (MM), Master of Social Work (MSW), and Doctor of Education (EdD). With the objective of preparing students for professional practice, such programs require rigorous preparation in the fundamental literature and scholarship of the field. Some degrees require demonstrated expertise through an internship, an exhibition (art), a performance, or a recital (music). Examples of ASU fields in which academic units offer professional programs include architecture and design, business, education, engineering, health services administration, law, nursing, public administration, and social work.

Nondegree Postbaccalaureate Study

Many students enter postbaccalaureate studies without intending to obtain a new degree but rather to enhance personal or professional knowledge. These students may want to advance in their present career, acquire the background to make a career change, or make up academic deficiencies before entering a degree program. All postbaccalaureate students, degree, nondegree, or certificate-seeking, enjoy the benefits of cultural and intellectual activities at the university, such as colloquia, seminars, and conferences focusing on the latest scholarship in the field. By consulting with appropriate academic units, students can learn which courses are suitable to their needs.

For admission information and procedures, access the Web site at www.asu.edu/graduate/admissions.

Graduate Studies and the University Environment

The Division of Graduate Studies spans the university in supervising graduate studies. Since more than 1,600 ASU faculty members teach graduate students in more than 100 instructional units, the Division of Graduate Studies works closely with the university's colleges and academic units. In most cases, graduate instruction is offered by units that also provide related undergraduate programs.

Interdisciplinary Study

Although most graduate programs are offered by academic units, diverse interdisciplinary programs cross academic disciplines. Many majors are in fields that are still emerging as recognized academic disciplines and, therefore, do not customarily form the academic basis for departments. Other fields of study are inherently interdisciplinary and do not fit well with conventional disciplines around which departments are formed. Curricula reflect intrinsically broad disciplinary affinities, and faculty are drawn from more than one academic unit.

Examples of interdisciplinary programs include

1. Atmospheric Science (certificate);
2. Business Administration (PhD);
3. Creative Writing (MFA);
4. Geographic Information Science (certificate);
5. Gerontology (certificate);
6. Materials Science (MS);
7. Science and Engineering of Materials (PhD);
8. Statistics (MS and certificate); and
9. Transportation Systems (certificate).

Each of these programs uses resources and faculty from several disciplines. The programs promote cooperative research and instruction among faculty who share common interests but are housed in different academic units and allow students to pursue degrees that are intellectually coherent but bring together diverse strengths of the university.

RESEARCH

ASU continues to advance as a major research institution. The Office of the Vice President for Research and Economic Affairs provides leadership in obtaining external funding and in coordinating and administering sponsored projects. Many graduate students receive financial support and gain first-hand experience as they participate with faculty members in carrying out these research projects.

Much of this work is associated with campus research centers that help to develop proposals, coordinate activities, and bring together in colloquia and conferences students and faculty with common intellectual interests. Such centers include the Center for Solid State Science, the Institute of Human Origins, the Hispanic Research Center, the Joan

and David Lincoln Center for Applied Ethics, and the Prevention Intervention Research Center. For more information, see [Research Centers](#).

Research Facilities

ASU lends support to research in diverse ways, including providing extensive facilities for research and instructional programs. State-of-the-art facilities include an architecture building, a fine arts complex, the Goldwater Center for Science and Engineering, an addition to the Life Sciences Center, and the Computing Commons. The Engineering Research Center, built as part of the Engineering Excellence Program, houses advanced facilities such as the Molecular Beam Epitaxy laboratory and a clean room for microelectronic device fabrication. Among other facilities supporting research on campus are the Institute for Studies in the Arts, in the Katherine K. Herberger College of Fine Arts; the Facility for High Resolution Electron Microscopy, in the College of Liberal Arts and Sciences; and the Southwest Archaeological Collection, in the 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.

GRADUATE STUDENT SUPPORT SERVICES

Providing academic and professional development support to graduate students is an important part of the Division of Graduate Studies mission. Services include referral, financial assistance, orientation sessions, workshops, career seminars, and research conferences. The Division of Graduate Studies maintains a variety of programs specifically for graduate students (degree and nondegree). For more information, access the Division of Graduate Studies Web site at www.asu.edu/graduate.

Division of Graduate Studies Financial Support Office

The Division of Graduate Studies Financial Support Office assists graduate students applying for external fellowships. The office processes tuition waivers/remission and health insurance benefits for research and teaching assistants, tuition fellowships for students who are not research or teaching assistants, travel grants, and other financial support in partnership with academic units.

For assistance with loans, access the Web site at www.asu.edu/fa, or visit Student Financial Assistance in SSV 216A.

Advising and Career/Professional Development

Many graduate students have questions and concerns about which degree to pursue; how to combine their student roles with parenting, partnering, and worker roles; and what to do with their degrees upon graduation. The Division of Graduate Studies provides the following resources.

Preparing Future Faculty

Preparing Future Faculty (PFF) is a program coordinated by the Division of Graduate Studies for doctoral students who are seeking careers in the professorate. Originally a national initiative under the Council of Graduate Schools and the Association of American Colleges and Universities, PFF encourages fresh thinking and planning in faculty preparation, identifies strategies to improve the quality of teaching and learning, and orients doctoral students to different types of higher education institutions.

Preparing Future Professionals

The Preparing Future Professionals (PFP) program, administered by the Division of Graduate Studies, assists doctoral students interested in pursuing nonacademic professions. PFP parallels the well-established and successful PFF program. Through a series of activities, PFP familiarizes doctoral students with various nonacademic career tracks to develop skills to successfully pursue a wide range of career opportunities.

Strategies for Success

The Strategies for Success series of professional development workshops is broken into three categories: teaching and instruction, career development, and enriching the graduate experience. These workshops are open to all registered graduate students.

Division of Graduate Studies

Courses with the prefix GRD numbered 791 are reserved for doctoral students participating in the PFF program. PFF students are required to take one semester hour for each of the semesters they are enrolled in the program. Students enroll for the first-year exploratory phase. Those accepted into the second-year participatory phase enroll for one semester hour each semester.

DIVISION OF GRADUATE STUDIES (GRD)

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

Diversity Programs

Diversity Programs are designed to increase the number of graduate students from groups underrepresented in certain professions and fields of study.

UGEM

The Division of Graduate Studies UGEM (Underrepresented Graduate Enrichment Match) program is designed to assist academic units in the recruitment and retention of excellent first-year graduate students from underrepresented groups. UGEM provides academic and financial support through assistantships. For more information, contact specific academic units.

The Social and Academic Mentor (SAM) Program

The SAM program is designed to recruit top graduate students from domestic, international, and underrepresented populations. Academic units submit nominations to the Division of Graduate Studies for a first-year student (mentee) and peer mentor match. The mentor, two or more years advanced in the program, promotes the mentee's social and academic integration into graduate school by using a structured approach. The mentor receives hourly compensation.

Orientations

Before each fall semester, the Division of Graduate Studies hosts an orientation/reception for new graduate students. An online orientation is available on the Division of Graduate Studies' Web site at www.asu.edu/graduate/orientation.

All new teaching assistants (TAs) are required by the university and the Arizona Board of Regents to attend the TA Orientation conducted by the Division of Graduate Studies. Additional professional development forums are held during the academic year and TAs are encouraged to participate.

Workshops for Undergraduate Students Considering Graduate Education

The Division of Graduate Studies holds workshops to address issues that students contemplating graduate study should consider. The purpose of graduate study, the choices among research and professional degrees, the selection of schools to apply to, and the types and sources of financial support are among the topics discussed.

Student Organizations

The Graduate and Professional Student Association (GPSA) is part of the Associated Students of Arizona State University (ASASU), the student government for the university. The GPSA represents graduate student interests within ASASU and the Office of Student Life. It assists the Division of Graduate Studies in planning orientations, the Graduate and Professional Student Appreciation Week, and other student-related activities. This office, with the Division of Graduate Studies, also funds small research grants to support graduate students' thesis and dissertation projects. In addition to the GPSA, many other special interest organizations are available for graduate students, such as the Latino(a) Graduate Student Association, American Indian Graduate Student Association, Black Graduate Student Association, and Graduate Women's Association.

Student Academic Services

The Division of Graduate Studies provides assistance to graduate students through its Student Academic Services (SAS) department in accordance with the policies and procedures set forth in the [Graduate Catalog](#). SAS offers services such as the processing of the graduate program of study, petitions, comprehensive exam results, foreign language exam results, candidacy letters, and committee changes and approvals. This office also prepares and sends defense paperwork, announces doctoral defenses in Insight, and works closely with the Office of University Ceremonies to coordinate commencement for doctoral students. SAS sponsors workshops for graduate students on graduate policies, deadlines, and an introduction to the thesis and dissertation review process. For more information, see [Format Advising](#). Graduate students may meet with a 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 the Web site at www.asu.edu/graduate/current/sas.htm.

Format Advising

The thesis, dissertation, or equivalent is the culmination of an important stage of graduate studies. By researching and writing this final work, graduate students are able to demonstrate acquired skills essential to a discipline. The Division of Graduate Studies publishes a *Format Manual* as a guide in preparing the master's or doctoral document. The *Format Manual* and forms pertaining to procedures for completing all graduation requirements are available in ADM B170 or on the Web at www.asu.edu/graduate/format.

Publications Program

The Division of Graduate Studies publishes a number of brochures, fliers, and other items pertaining to academic program offerings, procedures, student financial assistance, and related topics and events in graduate education. For more information, call 480/965-3521.

ASU Graduate Councils

The mission of the Division of Graduate Studies is to promote and support—in partnership with schools, departments, colleges, and campuses—the integrity, quality, and vitality of ASU graduate programs, including graduate certificates, master's degrees, and doctoral degrees. The Graduate Councils (Polytechnic, Tempe, and West campus councils) consist of faculty from each campus who review and make recommendations regarding the quality and nature of programs, policies, and standards related to graduate education. The councils serve in an advisory capacity to the vice provost and dean of Graduate Studies. In addition to the faculty leadership of each campus, the dean and associate deans of the Division of Graduate Studies serve in ex-officio capacities to enhance and foster cross-campus collaboration and communication. For more information, access the Web site at www.asu.edu/graduate/gapd/gradcouncil.

Offices of the Division of Graduate Studies

The general offices of the division, including those of the dean, admissions, advising, financial assistance, and graduate academic services and programs, are located on the first and second floors of ADM B. Division offices are open Monday through Friday, from 8 A.M. to 5 P.M. For more information, call the Division of Graduate Studies at 480/965-3521, or access the Web site at www.asu.edu/graduate.

ADMISSION TO THE DIVISION OF GRADUATE STUDIES

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 Division of Graduate Studies. Remedies for undergraduate deficiencies may be assigned by academic units if the undergraduate degree is based on credits not accepted by ASU, such as life experience or noncredit workshops and seminars.

Division of Graduate Studies Requirements

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

Requirements of the Academic Unit

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

Submission of an Application

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

Application Fee

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

International Applicants

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

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

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

Applications are processed when they are received. However, international applicants should submit all materials in December or January in order to begin study the following fall semester and in August or September in order to begin

study the following spring semester. An application fee of \$50 (in U.S. funds) must accompany each application.

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

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

English Language Requirement

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

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

The following exceptions apply to the English proficiency requirement:

1. Applicants who have earned a bachelor's degree or higher from a regionally accredited university in the United States are exempt from the English proficiency requirement. This study must have been done within the United States.
2. Applicants who have completed a minimum of 12 semester hours of graduate level study at a regionally accredited college or university in the United States with a GPA of 3.00 or higher are exempt from the English proficiency requirement.
3. Applicants who have completed at least 90 semester credit hours (or equivalent) with a cumulative grade point average of 3.00 or higher (on a 4.00 scale) at a regionally accredited institution in the United States are exempt from the English proficiency requirement.
4. Applicants who have completed the American English and Culture Program Advanced 2 Level (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 Division of Graduate Studies does not have deadlines. Applications are processed as they are received. However, many academic units have specific and early deadlines; many units review applications only once a year, usually in January or February for fall admission. Applicants are urged to contact the academic units regarding deadlines.

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

Notice of Admission Decisions

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

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

Applicants are admitted into the university for the semester 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 enrollment in the degree program. These courses are subject to restrictions, see the [Graduate Catalog](#) for more information.

Admission Classifications

Regular Admission

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

Regular Admission with Deficiencies

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

Provisional Admission

A student who does not meet minimum academic standards but has counterbalancing evidence to suggest the potential for success may be admitted on a provisional basis. Provisional admission provides an academic unit with more evidence on which to base its decision. Normally the academic unit reviews the student's status following completion of 12 semester hours of approved graduate study. At that time, the academic unit recommends to the

Division of Graduate Studies a change in status to either regular admission or withdrawal from the program. When students have completed their provisional requirements, they should check with their advisors to make sure that the change of status has been recommended. A provisional student may also be assigned deficiencies.

Postbaccalaureate Nondegree Admission

A student not immediately intending to earn a degree may enroll as a postbaccalaureate nondegree student. The application process is streamlined and does not require submission of 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.

DIVISION OF GRADUATE STUDIES PROCEDURES

Change in Graduate Degree Program

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

Readmission to the Division of Graduate Studies

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

Determination of Catalog Requirements

The [Graduate Catalog](#) is published annually. Requirements for an academic unit or college, campus, or the university as a whole may change and are often 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 Policy

A graduate student 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.

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 Division of Graduate Studies 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.

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

Enrollment Verification Guidelines

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

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.			

DIVISION OF GRADUATE STUDIES DEGREE REQUIREMENTS

Graduate Advising

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

Grading

The [Grades](#) table below defines grades and gives their values.

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

A grade of “P” (pass) in a 400-level course may not appear on a program of study 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.

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.

Repeating ASU Courses.

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

University Policy for Student Appeal Procedures on Grades**Informal**

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

- A. The aggrieved student must first follow the informal procedure of conferring with the instructor, stating the evidence (if any) and reasons for questioning that the grade received was not given in good faith. The instructor is obliged to review the matter, explain the grading procedure utilized, and show how the grade in question was determined. If the instructor is a graduate assistant and this interview does not resolve the difficulty, the student may then go to the faculty member in charge of the course (regular faculty member or director of the course sequence) with the problem.
- B. If the grading dispute is not resolved in step A, the student may appeal to the department chair or other appropriate chair of the area within the department (if any). The department chair may confer with the instructor to handle the problem. Step B applies only in departmentalized colleges.
- C. If these discussions are not adequate to settle the matter to the complainant's satisfaction, the student may then confer with the dean of the college concerned (or the dean-designate), who will review the case. If unresolved, the dean or designate may refer the case to the college academic grievance hearing committee to review the case formally. In most instances, however, the grievance procedure does not go beyond this level.

Formal

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

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

Scholarship

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

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

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

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

Graduate Credit Courses

Courses at the 500, 600, and 700 levels are graduate credit courses. Courses at the 400 level 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 Division of Graduate Studies 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 Division of Graduate Studies.

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 Division of Graduate Studies.

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 Degree Program Enrollment

Credit taken at ASU before enrollment in a graduate degree program at ASU is considered "credit completed before degree program enrollment." The semester and the year specified in the Division of Graduate Studies dean's letter of admission define the start of degree program enrollment. If the student is enrolled in courses during the semester and the year stated on the letter, those courses—if applicable—may be considered as part of a program of study.

With approval of the student's supervisory committee, the head of the academic unit, and the dean of the Division of Graduate Studies, a maximum of nine semester hours of credits completed before degree program enrollment may be included in the program of study for a master's degree. Individual units may accept fewer than nine hours attained before enrollment. For details, refer to the specific degree program. Credits completed before degree program enrollment may not be used toward the degree requirements of a doctoral degree program.

Credit hours reserved as an undergraduate student at ASU are classified as "credits completed before degree program enrollment."

Graduate Supervisory Committees

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

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 Division of Graduate Studies. 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 Division of Graduate Studies.

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 Division of Graduate Studies. 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 Division of Graduate Studies.

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

Exceptions to the graduate supervisory committee policies may be approved upon recommendation of the academic unit and approval of the Division of Graduate Studies.

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 Division of Graduate Studies 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 Division of Graduate Studies 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 (two weeks if there are no holidays during the time period) 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 Division of Graduate Studies allows certain flexibility in the format of the manuscript, but Division of Graduate Studies guidelines must be followed as outlined in the Format Manual. Copies of the Format Manual are available in the Division of Graduate Studies and at www.asu.edu/graduate/formatmanual on the Web.

The student 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

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

Student Responsibility

Graduate students are responsible for knowing and observing all procedures and requirements of the Division of Graduate Studies as defined in the [Graduate 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.

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Intercollegiate Interdisciplinary Graduate Programs

Many graduate programs have an interdisciplinary dimension. The programs in this section are administered by the Division of Graduate Studies and/or by more than one college. Refer to the college sections for other interdisciplinary programs. For more information, see [Interdisciplinary Study](#).

Business Administration—PhD

The interdisciplinary PhD degree in Business Administration with a concentration in agribusiness is administered by the Morrison School of Management and Agribusiness and W. P. Carey School of Business. The objective of this program is to produce scholars who are trained in the latest methods of business and economic analysis as they relate to agribusiness. Graduates of the agribusiness concentration are prepared to assume teaching and research positions at top-ranked research universities. For more information, see the [Graduate Catalog](#).

Creative Writing—MFA

The interdisciplinary MFA degree in Creative Writing (with options in fiction, nonfiction, playwriting, and poetry) is administered by the Creative Writing Committee. This studio/academic program involves the research, creative activity, and teaching interests of faculty within the Department of English and School of Theatre and Film. This program provides students with the opportunity to tailor a course of study to fit individual needs, talents, and goals. Students work under the direction of faculty who are practicing, published writers. For more information, see the [Graduate Catalog](#).

Kinesiology—PhD

The interdisciplinary PhD degree in Kinesiology is an individualized 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. For more information, see the [Graduate Catalog](#).

Materials Science—MS

The interdisciplinary MS degree in Materials Science is administered by the Committee on the Science and Engineering of Materials. Faculty representing various disciplines provide a sound foundation for research leading to a thesis. Emphasis is placed on application of the core fundamentals for investigation of the relationships between syntheses, microstructure, physical and chemical properties, and the performance of solids in current technological applications. For more information, see the [Graduate Catalog](#).

Science and Engineering of Materials—PhD

The interdisciplinary PhD degree in Science and Engineering of Materials is administered by the Committee on the Science and Engineering of Materials. Areas of concentration are available in high-resolution nanostructure analysis and solid-state device materials design. Emphasis is placed on the applications of chemical thermodynamics, the mechanics of solids, quantum mechanics and transport theory for investigation of the relationships between the microstructure and properties of solids, and the dependence of microstructures on processing. For more information, see the [Graduate Catalog](#).

Statistics—MS

The interdisciplinary MS degree in Statistics is administered by the Committee on Statistics. The program involves faculty and resources from multiple academic units, including the School of Accountancy and Information Management and the Department of Mathematics and Statistics. Areas of emphasis include applied statistics, mathematical statistics, statistical computing, statistical modeling, and statistical sampling and survey research. For more information, see the [Graduate Catalog](#).

Certificate Programs

A number of certificate programs are offered by various academic units or programs on campus (see the [ASU Graduate Certificates](#)).

Atmospheric Science

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. For more information, see the [Graduate Catalog](#).

Geographic Information Science

The interdisciplinary certificate program in Geographic Information Science (GIS) is administered by an executive committee. The objective of this program is to enable existing ASU graduate students and GIS professionals with advanced degrees to learn how to apply GIS concepts and technology for the purposes of spatial analysis. For more information, see the [Graduate Catalog](#).

Gerontology

The interdisciplinary Certificate in Gerontology is administered by the Committee on Gerontology at the West campus. This program 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. For more information, see the [Graduate Catalog](#).

Transportation Systems

The interdisciplinary Certificate in Transportation Systems program is administered by the Committee on Transportation Systems. The objective of this program is to enable existing ASU graduate students and transportation professionals with advanced degrees to examine transportation-related issues from a variety of perspectives and in the context of different travel modes. For more information, see the [Graduate Catalog](#).

COURSES

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

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International Programs

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 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. 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/progSearch.php.

Exchange Programs

Exchange programs are those in which ASU students may study at a foreign institution, and students from that institution have a reciprocal opportunity to study at ASU. Participants simply pay their normal registration fees and tuition at ASU. For exchange programs, ASU registration fees and tuition may be paid by scholarships or waivers. Financial aid may, in most cases, be applied to the costs of exchange programs. Exchange programs offer students the chance to enter mainstream university life in the country of their choice. Normally, participation in an exchange program is dependent on prior attainment of an adequate level of language competence to be able to function in classes in the host country.

In several instances, students may have the opportunity to obtain advanced-level intensive language instruction for approximately one month in the host country before the start of the academic term.

Diverse program locations for students proficient in the host language include Chile, France, Germany, Korea, Mexico and more. Students desiring exchange programs with English as the language of instruction may consider programs in not only Australia, England, New Zealand, and Scotland, but also Austria, Netherlands, Scandinavia, Singapore, and Thailand. IPO also offers special exchanges in Japan, Italy, and Mexico where both English and the host language may be used.

Study Abroad Programs

IPO offers a world of study abroad programs, which are distinct from exchange programs in two ways: (1) rather than pay one's ASU tuition for the terms abroad as exchange programs require, participants simply pay a program fee to IPO that covers costs associated with that particular program, and financial aid may be applied to the program fee; (2) there is no reciprocal exchange of students (no foreign students come to ASU for the participants IPO sends abroad).

IPO exchange and study abroad programs are administered in three ways:

1. direct programs,
2. partnership programs, and
3. specialty programs.

Direct Programs

ASU offers numerous study abroad and exchange program destinations through direct affiliation with overseas schools and universities. IPO direct programs can accommodate students from nearly every ASU major and suit a variety of personal preferences.

Partnership Programs

IPO works in conjunction with select major national program providers, such as the American Institute for Foreign Study (AIFS), International Studies Abroad (ISA), the Institute for Study Abroad, Butler University (IFSA, Butler), and the Council for International Educational Exchange (CIEE), to expand the number of quality program choices available to ASU students. Partnership programs offer opportunities for ASU students to study abroad through IPO on programs offered by these reputable partners while still maintaining enrollment at ASU, allowing access to ASU financial aid and resulting in ASU resident credit.

Specialty Programs

Specialty programs are specifically designed by one academic unit (ASU school, college, or department), are partly administered by that unit in cooperation with IPO, and are only available to students from that academic area. Specialty programs are offered by the West campus College of Human Services (for social work), the Mary Lou Fulton College of Education (for student teaching), the Sandra Day O'Connor College of Law, the Ira A. Fulton School of Engineering, the Morrison School of Management and Agribusiness, the School of Architecture, and the W. P. Carey School of Business.

International Programs maintains close ties with ASU's area studies programs, including the Center for Asian Research, the programs in Korean Studies and Southeast Asian Studies, the Center for Latin American Research, and the Russian and East European Studies Consortium. Many IPO programs are specifically designed for students in these areas.

Close relationships are maintained with a number of campus partners. IPO cooperates with the Office of Pan-American Initiatives in the development of international relationships with international exchange and research opportunities throughout the Americas. Barrett, the Honors College cooperates in the creation of special programs for the benefit of its students. The School of International Letters and Cultures assists in the staffing and management of a number of study abroad programs, especially those related to language acquisition. The W. P. Carey School of Business and College of Liberal Arts and Sciences maintain advising services and offer scholarships for their students intending to study abroad.

International Internship Opportunities

The International Programs Office provides numerous programs with professional credit-bearing international internship opportunities. IPO is affiliated with European Study Abroad to offer an eight-week, six semester hour internship in London or Madrid. Internship placements are available for most majors. In addition to the internship, students take two academic courses relating to the culture, language, and politics of the host country. Internship opportunities may also be available in Australia, England, Germany, Ireland, and Mexico.

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 P.M. to 4:30 P.M. at IPO. Students may then set up a personal account called myIPO at ipo.asu.edu/myipo. Through myIPO, students select their program preference and begin the application process. Eligible students then obtain the program specific application packet at IPO. Completed application packets are due to IPO by October 1, for spring programs, and by March 1, for 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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Summer Sessions

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

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 [University 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 University](#).

Conditional admission before graduation from high school may be granted. See [Admission Before Receipt of Final Transcript](#).

Advising

All students are strongly encouraged to seek academic advising before enrolling in summer courses. See [Academic Advising](#).

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 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 Requirements](#).

Parking

A decal is required to park at ASU. For more information, access the Web site at www.asu.edu/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

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

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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, KAET-TV, 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 University College's School of Extended Education, the College of Nursing & Healthcare Innovation simulation labs, the College of Public Programs' 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 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.

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.

Community Design Studio

A service and outreach arm of the College of Design, the Community Design Studio helps residents of the Phoenix Metropolitan area and other Arizona cities and towns make informed decisions about the future design of communities. The Community Design Studio is administratively part of, and located in, the Phoenix Urban Research Laboratory.

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.

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 multi-disciplinary, 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.

Urban Data Center

A resource for analysis and implementation of public policy in metropolitan Phoenix, the Urban Data Center develops and promotes policy relevant urban studies and builds comprehensive data bases on policy issues for scholars, residents, urban planners, and community leaders. The center is located at MERCC.

ACADEMIC ORGANIZATION

Executive leadership for the development and management of the Downtown Phoenix campus is provided by the 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, KAET-TV and the School of Global Health 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 current North Central Association of Colleges and Schools accreditation of the ASU system includes 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 the [Academic Accreditation at the Downtown Phoenix Campus](#).

ADMISSION

Non-Degree Students

Non-degree students may take courses at the Downtown Phoenix campus according to the special provisions. For more information, see [Admission of Undergraduate Nondegree Applicants](#).

Degree-Seeking Students

Any student admitted to ASU may take courses at the Downtown Phoenix campus. To be admitted to a Downtown Phoenix campus program, the student must meet university admission requirements and the admission requirements of the specific Downtown Phoenix campus program. A student admitted to a Downtown Phoenix campus degree program is defined as a Downtown Phoenix campus student. Degree-seeking students must meet the university admissions standards set by the Arizona Board of Regents. Individual colleges, schools, academic units, programs, or departments may impose additional requirements that are explained in this catalog under the appropriate section.

For admission requirements and application procedures, students are encouraged to apply via the Web site at asu.edu/apply.

Enrollment Services

Enrollment Services provides services for undergraduate admission, financial aid, and registration. Conveniently located in the University Center building, students find personnel ready to assist them with questions regarding undergraduate admission, the registration processes, and the steps to apply for and receive financial assistance. For more information, call 602/496-4372.

Transfer Between ASU Campuses

Degree-seeking students currently enrolled at the Polytechnic campus, Tempe campus, or West campus who wish to

relocate to a Downtown Phoenix campus degree program should contact the advisor in their current major, along with the department advisor in the new major for the appropriate procedures. Acceptance to a Downtown Phoenix campus degree program requires the student to meet the prerequisites for entry to the student's choice of major as stated in the appropriate catalog. Students should be aware that requirements (e.g. the minimum number of upper-division semester hours to graduate) may differ among campuses.

Application of Course Credit

The application of transfer course credit to a specific degree program is determined by the department of the student's major. Students should consult with their Downtown Phoenix campus advisor to determine how this credit applies to their major and graduation requirements before registering for classes.

ADVISING

The mission of academic advising at ASU is to further the teaching mission of the university by providing quality, accessible advising to all students. Academic advisors help students successfully transition to the university and make progress toward educational goals and graduation. Advisors are part of the educational process providing academic information and guidance to help students understand curricula, policies, and procedures. Academic advising is a collaborative teaching relationship among academic advisors, students, faculty, and the university community. Working with advisors, students identify academic and career goals, create and implement plans, and assume responsibility for their education.

ASU Downtown Phoenix campus advising consists of many programs geared toward promoting student success, as well as a variety of other supports provided by individual instructors, staff members, and peer activities.

Downtown colleges, schools, and departments are committed to providing essential advising and other mentoring designed for undergraduate and graduate success through the development of practical skills along with basic liberal arts knowledge.

The ASU Downtown Phoenix campus seeks to provide academic success opportunities with an earned degree and/or certificate for every student. Through high academic standards, innovative courses, and supportive advising, every student can find a pathway to achieving academic and professional goals.

Academic Advising at the Downtown Phoenix Campus					
College	Location	Telephone	Days	Hours	Web Address
College of Nursing & Healthcare Innovation	NHI	602/496-0888	Mon.–Fri.	8 A.M.–5 P.M.	nursing.asu.edu
College of Public Programs	UCENT 600	602/496-0600	Mon.–Fri.	8 A.M.–5 P.M.	copp.asu.edu
University College	—	—	Mon.–Fri.	8 A.M.–5 P.M.	uc.asu.edu/advising/directory
Downtown	UCENT 100	602/496-4278	—	—	—
Polytechnic	CNTR 80	480/727-1457	—	—	—
Tempe	UASB 129	480/965-4464	—	—	—
West	UCB 201	602/543-4600	—	—	—

Students are encouraged to meet with the academic advisors in their academic unit. General academic advising is available at the Student Success Center on the first floor of the University Center at 411 N. Central Ave., Phoenix. For information about locations and hours of operation of advising offices at the Downtown campus, see [Academic Advising at the Downtown Phoenix Campus](#). Call 602/496-4ASU (4278) to schedule an appointment. A complete ASU academic advising directory is available at uc.asu.edu/advising/directory.

DEGREE PROGRAMS

For more information about Downtown Phoenix campus undergraduate degree programs, see the specific college, school, or program in this catalog. For information on Downtown Phoenix campus graduate degrees, see [ASU Graduate Degrees](#).

University Graduation Requirements

In addition to fulfilling college and major requirements, each student must meet all university graduation requirements. For complete information, see [University Graduation Requirements](#).

General Studies Requirements

All students enrolled in a baccalaureate degree program must satisfy the university requirement of a minimum of 35 semester hours of approved course work in General Studies, as described in [General Studies](#). General Studies courses are listed in the [General Studies Courses](#), in the course descriptions, and in the Online ASU Interactive Schedule of Classes. General Studies credit for a course may vary by campus, however, General Studies credit granted at one campus is honored at all campuses.

EXTENDED EDUCATION

The university-wide School of Extended Education provides an interactive link between ASU and the diverse communities it serves. The school assesses lifelong learning requirements and works in partnership with campuses, other colleges, and the community to serve learners, using a network of locations, programs, schedules, and

technologies. For more information, see [School of Extended Education](#), or access the Web site at asu.edu/xed.

STUDENT SERVICES

Bookstore

A full service ASU Bookstore with textbooks, supplies, and official ASU clothing and specialty items is conveniently located on the first floor of the University Center, 411 N. Central Ave. For more information, contact the ASU Bookstore at 602/496-0347.

Campus Health Service

The College of Nursing & Healthcare Innovation houses and administers an 8,000 sq. ft. health center to meet the needs of Downtown Phoenix campus students. The ASU Health Center is located within the College of Nursing & Healthcare Innovation building at Park Place, 500 N 3rd St. on the first floor (street level), east side of the building.

Staffed by nurse practitioners and other healthcare professionals, the center offers routine preventive healthcare services and care for minor health problems. The Health Center facility includes a large meeting room to hold health promotion and wellness workshops open to ASU employees, students, and community members.

For more information, call 602/496-0721.

Community Services

The Community Service Program strives to engage students, faculty, and staff in meaningful cocurricular service. By engaging students in worthwhile service while promoting a lifelong commitment to citizenship and social justice, the Community Service Program affords students the opportunity to turn learning into social action.

For more information, call 480/965-0305 or access the Web site at asu.edu/studentaffairs/mu/community.

Short-Term Service Projects

The Community Service Program collaborates with Valleywide agencies and campus entities to provide meaningful service events such as the Cesar Chavez Day of Service, the Fall Service Plunge, and the Martin Luther King Jr. Day of Service.

Community Service Opportunity Clearinghouse

A clearinghouse of information from more than 400 social service and nonprofit agencies across the Valley of the Sun offers information about internships, post-graduation opportunities, and long-term service. Students can use this resource to design a service experience that complements their academic, personal, and professional goals.

Crisis Intervention and Response

Recognizing that the college experience may be interrupted by an unforeseen or intervening life occurrence, the staff is prepared to provide support and resources to students and families in the event of a critical incident.

Disability Resources

The Disability Resource Center (DRC) facilitates equal access for qualified ASU students with disabilities through the provision of reasonable and effective accommodations. Students who will need disability accommodations are encouraged to contact DRC immediately regarding documentation/eligibility requirements and deadlines to ensure the availability of accommodations from the first day of class. Information regarding disabilities is confidential and disability documentation is required. DRC is located on the first floor, University Center, Suite 160. For more information, access the ASU Disability Resource Center Web site at asu.edu/drc.

Faith Communities

Various religious centers representing most major religious groups are available near the Downtown Phoenix campus and provide students with opportunities to participate in programs of religious worship and to meet other students through social activities. For more information, access the Web site at asu.edu/studentaffairs/studentlife/interfaith.

Information Commons

The Information Commons (IC) at the ASU Downtown Phoenix campus serves as the central site for multiple academic and other student support services. Located on the lower level of the University Center Building (411 N. Central Ave.), the Customer Assistance Center offers innovative one-stop access to ASU Library books and other research resources, and the IT Help Desk.

Information technology assistance and media resource support also is found in the IC, which provides access to standard software applications available through a Web enabled interface. Knowledgeable staff offer individualized assistance with computer accounts, e-mail, computer security, and related needs. The IC provides wireless capability along with work stations for students and the general community. Printing, scanning, and photocopying resources also are available.

As part of ASU University Libraries, the Downtown Phoenix campus library offers access to books and other research resources focusing on materials of particular interest to students majoring in the anchor fields taught at the Downtown Phoenix campus, which include health innovation, nursing, public administration, social work, and tourism management. Downtown Phoenix campus students also have direct access to the more than four million volumes in ASU Libraries' collections.

The Downtown Phoenix campus initiated a pilot program that enables and supports 1:1 computing, specific to the needs of Downtown Phoenix campus students. In a 1:1 computing environment, students have a mobile computer and wireless access to ASU resources and the Internet. The campus was designed with 1:1 computing in mind, with wireless Internet access throughout most of the campus and experienced support staff on-site to provide assistance.

ASU has partnered with Apple and Dell to provide reduced-cost laptop computer packages, and financial aid options are available for qualifying students.

Information Commons Hours	
Days	Times
Monday–Thursday	7 A.M.–10 P.M.
Friday	7 A.M.–5 P.M.
Saturday	8 A.M.–10 P.M.
Sunday	Noon–9 P.M.

Intercollegiate Athletics

ASU is a member of the National Collegiate Athletic Association, Division I, and the Pacific-10 Conference. The university has 22 varsity intercollegiate sports and more than 500 participants. Intercollegiate athletics at ASU are governed by a board of faculty, students, and staff under the regulations of the Arizona Board of Regents, the NCAA, the Pacific-10 Conference, and the university. Policies are administered by Intercollegiate Athletics. All athletic grants-in-aid and scholarships are administered in coordination with Intercollegiate Athletics.

Parent and Family Connection

Staff members in the Student and Campus Community Development department serve as the connection to campus resources for parents and family members. The department's focus is to work with parents and families in supporting a successful student experience at ASU. Services will include Web-based resources to both inform and support parents and families as they assist their student with their campus experience, individualized consultation for parents or families seeking information about university services, resources, and/or procedures that are in place to support their student while at ASU, and educational programming for parents and families.

Recreation

All Downtown Phoenix campus students have access to a full-service recreation facility for no additional cost. The Lincoln Family YMCA is just a five-minute walk from University Center.

The Lincoln Family YMCA has 60,000 square feet with state-of-the-art exercise equipment including more than 50 cardio machines, two weight rooms, indoor/outdoor pools, a gym, a fitness center, a free-weight room, an aerobics/dance studio, handball/racquetball courts, an outdoor running track, a sauna/steam room, a whirlpool/Jacuzzi, a teen/youth center, a general-purpose room, a child care/preschool room, and a computer room.

More than 34 group fitness classes are offered weekly, including yoga, boot camp, aquatics, and classes especially developed for families and teens. Classes are also offered in community development, arts, and sports. Parking, child care, and 24-hour security are also provided.

Lincoln Family YMCA Hours of Operation	
Days	Times
Monday–Friday	5:30 A.M.–10 P.M.
Saturday	6:30 A.M.–7 P.M.
Sunday	11 A.M.–5 P.M.

The facility is located at 350 N. First Ave., adjacent to the Downtown Phoenix campus. For more information call 602/257-5138.

Residential Life

The Downtown Phoenix campus provides co-ed housing for students in the Residential Commons. The entire facility accommodates wireless Internet, along with two convenient classrooms and all-purpose space for student activities and receptions. The intimate setting has student rooms overlooking a pool and patio. On-site parking is available on a first-come, first-served basis.

Centrally located on First Street and Polk, Residential Commons is an easy walk to classroom locations, The Arizona Center, and multiple campus and community events, which will provide students with the highest degree of engagement in downtown activities. The Residential Commons is staffed by two full-time, live-in Master's degree professionals along with trained peer student leaders serving as resident assistants and desk assistants.

Safety

ASU is fully committed to providing a safe and secure environment for all members of the Downtown Phoenix campus community.

An ASU police commander and two sergeants are assigned to the Downtown Phoenix campus to act as liaisons with the Phoenix Police, oversee the police aides, and work with the community to address safety and security needs at the campus.

ASU police aides are stationed in the lobby of the University Center and on site at Residential Commons. Police aides provide security-related services to the Downtown Phoenix campus 24 hours a day, seven days a week, and are available to assist in safety escorts to and from ASU-owned or -leased property and parking areas. For assistance call 480/965-3456.

Copper Square Ambassadors are on duty seven days a week until 11 P.M. on weekdays and 1 A.M. on Fridays and Saturdays. They patrol Copper Square by foot or on bike, have a wealth of information about local attractions and events, and provide pal-alongs for anyone wishing to be escorted through the Copper Square area.

The City of Phoenix also provides full-service police, fire, ambulance, and other emergency and public safety services and responds to all 911 calls.

Student Advocacy

Staff within the department is trained to provide guidance and support to students in resolving the educational and personal challenges they encounter as members of the ASU community. By linking students with appropriate university and community resources, agencies, and individuals, the staff prepares students to identify worthwhile opportunities for themselves and appropriate solutions for problems.

Student Rights and Responsibilities

The primary mission of the Office of Student Rights and Responsibilities (OSRR) is to uphold the non-academic, behavioral standards of the university community as set by the Arizona Board of Regents in the Student Code of Conduct and Student Disciplinary Procedures. The ASU judicial system seeks to enhance the educational mission of the university by promoting and investing in students' ethical development and personal growth. The disciplinary process holds students accountable for behavior on and off campus that may be detrimental to themselves, their peers, and the larger community.

The OSRR strives to treat students and student organizations in a consistent and fair manner while respecting their rights and responsibilities as community members. Committed to balancing the interests of the individual student or student organization and the community at large, the OSRR works to protect the integrity of the university's institutional values.

Student Risk Management

Student Risk Management serves the Downtown Phoenix campus community by assisting student organization leaders, members and advisors, as well as university staff to identify potential and perceived risks involved in their activities and to help find strategies for minimizing risks. In addition, staff members partner with the ASU Department of Public Safety and Student Affairs in their efforts to enhance the safety of the Downtown Phoenix campus.

Student Success Center

The Student Success Center (SSC), the hub of a one-stop shop located on the first floor of the UCENT, offers complementary and supplementary academic success programs and services to help students achieve academic excellence. These programs and services include the Academic Mentoring Program, Structured Learning Assistance, and academic workshops, academic advising (in all academic areas located at the Downtown Phoenix campus), and career development. These programs and services are provided at no additional cost to ASU students. Computers are located throughout the SSC, where students can use a broad range of course-related, learning-style based, or conventional software, which includes adaptive technology for students with disabilities. Student are encouraged to meet in one of our four small group meeting rooms. A larger seminar room is available for workshops and other presentations.

Transportation

To connect the Downtown Phoenix and Tempe campuses, a free ASU shuttle operates to and from both campuses approximately every thirty minutes for faculty, staff, and students.

Shuttle hours are from 6:30 A.M. to 10:30 P.M., Monday through Friday.

The DASH is the free Downtown Area Shuttle that ASU faculty, staff, and students can utilize to get around the downtown Phoenix area. The DASH runs from 6:30 a.m. until 5:30 p.m. and the Dash at Night runs from 5:30 p.m. until 11:00 p.m. For more information, access the Web site at valleymetro.org

COLLEGES AND SCHOOLS

Barrett, the Honors College

Barrett, the Honors College is a small, selective undergraduate college responsible for recruiting academically outstanding undergraduates to ASU. The college offers talented, motivated students educational opportunities designed to enrich and further their personal academic and career goals. Barrett, the Honors College offers courses and provides advising to all honors college eligible and admitted students seeking degrees at the Downtown Phoenix campus.

For more information, see Barrett, the Honors College at honors.asu.edu.

Additional information can also be found in this catalog, see [Barrett, the Honors College](#).

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 the Web site at universitycollege.asu.edu.

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Downtown Phoenix Campus Student Services

The Downtown Phoenix campus has an array of student services, including but not limited to the following:

1. admissions and registration services,
2. academic advising,
3. Associated Students—student government,
4. ASU shuttle service,
5. bookstore,
6. counseling,
7. career services,
8. disability resource center,
9. financial aid services,
10. food service,
11. library services,
12. mail/postal services,
13. multicultural student services,
14. parking,
15. recreation and wellness and fitness,
16. student employment,
17. student housing—residential life,
18. student healthcare, and
19. tutoring.

For more information, access the Downtown Phoenix campus Web site at www.asu.edu/downtownphoenix.

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College of Nursing & Healthcare Innovation

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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 through teaching, research, practice, and service of individuals who can provide professional quality nursing care. 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, post-master's, doctoral, 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 evidence-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 is organized under three associate deans: academic affairs, research, and clinical practice and community partnerships.

The college offers an undergraduate program leading to a Bachelor of Science in Nursing (BSN) degree, a Master of Science (MS) degree in Nursing with preparation for advanced practice in nursing, a Doctor of Nursing Science (DNS) degree, and continuing and extended education opportunities for RNs, which includes the RN-BSN program track. A Post-Master's Nurse Practitioner program and Graduate Certificates in Child and Adolescent Mental Health Intervention, Community and Public Health Practice, Evidence-Based Practice in Nursing and Healthcare, and Nurse Education in Academic and Practice Settings are also available.

ADMISSION

Preprofessional Admission

Students are admitted into the College of Nursing & Healthcare Innovation as "premajor Nursing" students. Admission to ASU as a premajor Nursing student does not guarantee admission into the professional program. Admission to the professional program requires a separate application to the College of Nursing & Healthcare Innovation and is competitive, with the greatest emphasis placed on grade point average based on selected prerequisite

courses.

In addition to meeting the university requirements for admission, it is recommended that students complete one year each of high school chemistry and biology.

Premajor Nursing students are required to seek academic advising each semester through the College of Nursing & Healthcare Innovation Student Services Office. This advising includes course planning and information about application materials and deadlines.

Transfer Credits

While ASU accepts transfer credit from other accredited institutions, all transfer credit may not apply toward a BSN degree. Students completing course work at a community college or university other than ASU should consult a College of Nursing & Healthcare Innovation academic advisor to plan an appropriate sequence of prerequisite courses and to apply to the professional program. The college has a transfer partnership agreement with the Maricopa Community College District. See a College of Nursing & Healthcare Innovation academic advisor for details. The college may not accept transfer credit (especially science) completed more than seven years before the date of application to the professional program.

Professional Program Admission

Individuals interested in applying to the professional program must receive advising from a College of Nursing & Healthcare Innovation academic advisor and are required to attend an application workshop. Contact the Student Services Office in the College of Nursing & Healthcare Innovation at 602/496-0888 for details. Students are eligible for consideration for admission to the professional program if they meet the following criteria:

1. regular admission to the College of Nursing & Healthcare Innovation at the Downtown campus as a premajor Nursing student;
2. academic good standing at ASU and in the College of Nursing & Healthcare Innovation;
3. minimum prerequisite GPA of 2.75;
4. completion of designated prerequisite courses with an earned grade of “C” (2.00) or higher in each course;
5. completion of all application materials;
6. submission of all required health and immunization requirements;
7. a Test of English as a Foreign Language (TOEFL) score of 550 or higher for international students (see [TOEFL](#));
8. receipt of entrance examination scores; and
9. submission of other required materials.

Admission is selective and based on available resources. Meeting the minimum prerequisite GPA does not ensure admission. All qualified applicants may not be admitted. Students admitted to the professional program are required to meet the following additional criteria:

1. proof of CPR certification (Level C American Heart Association Health Care Provider);
2. proof of negative drug screen;
3. completion of all required health and immunization information;
4. eligible for fingerprint clearance card; and
5. other required materials.

Professional program courses are offered at the Community Services Building in Tempe, the Downtown Phoenix campus, the Mayo Clinic Hospital campus, the Polytechnic campus, and the West campus. Students are asked to specify location preference as part of the application process. Students are expected to complete the professional program on the campus assigned upon admission.

The four semester (64 semester hour) professional program is available in two options: (1) a 24-month option with classes scheduled during the fall and spring semesters at the Downtown campus, and (2) a 16-month year round option with classes scheduled during fall, spring, and summer sessions with minimal breaks between semesters available at various sites. For more information, visit the Web site at nursing.asu.edu, or contact the College of Nursing & Healthcare Innovation Student Services Office.

Opportunities for individual, direct, and group patient care are available in a variety of settings: community clinics; health fairs; hospice; geriatric facilities; schools; industries; hospitals; home health; and rehabilitation agencies.

Professional Program Transfer

Students requesting to transfer into the professional program with advanced standing may be required to submit letters of recommendation. Any student enrolled in good standing at any accredited/approved baccalaureate school of nursing within the past two years may apply for admission into the professional program. To be considered for admission to the professional program, transfer students must first be admitted to ASU as premajor Nursing students (see [Undergraduate Admission](#)) and must also meet all professional program admission requirements. To be considered for advanced standing in the professional program courses, petitions for each course must be completed by the student accompanied by course descriptions and syllabus materials and be approved by the College Standards Committee.

Admission of Registered Nurses (RNs)

All RN students are admitted into the College of Nursing & Healthcare Innovation as premajor Nursing students. Each RN must show evidence of a current unencumbered Arizona RN license or one from a compact state recognized by the Arizona State Board of Nursing. RN students are responsible for adhering to Arizona State Board of Nursing Rules and Regulations.

Alternatives are available to RNs to facilitate their progress in the program, including credit by examination, substitution of previously completed nursing courses for specified ASU nursing courses, and transfer of general

education course work completed at other accredited colleges and universities. All RN students must consult with an academic advisor in planning their program of study. See [Professional Program Admission](#), for admission criteria into the BSN professional program. Registered nurses are admitted into the RN-BSN only program track twice a year, in January and in August.

Readmission to the Professional Program

Students who have not been in continuous enrollment must file a petition requesting readmission to the professional program and must provide the following documents:

1. proof of current enrollment or readmission to ASU and the College of Nursing & Healthcare Innovation in good standing;
2. transcripts from all colleges or universities attended; and
3. all other admission requirements as outlined under [Admission](#).

Arizona State Board of Nursing Requirement

To be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN), a student must have a high school diploma or GED certificate as well as proof of graduation from an approved nursing program. Arizona State law prohibits an individual convicted of a felony from applying for nursing licensure or certification until five years after the date of absolute discharge of the sentence. Application for, and passage of, the NCLEX-RN is the sole responsibility of the student.

College Health Requirements

Students admitted/enrolled in the professional program are responsible for fulfilling the requirements of the health policies of the College of Nursing & Healthcare Innovation. The student is responsible for providing proof to the College of Nursing & Healthcare Innovation Student Services Office of having met these requirements before enrollment in the professional program courses. These health policies include the following requirements:

1. proof of measles (rubeola), mumps, and rubella immunization (two MMRs or appropriate titers);
2. proof of annual tuberculosis screening;
3. completed series of hepatitis B vaccine or proof of hepatitis B titer;
4. current American Heart Association Level C CPR Certification;
5. proof of tetanus, diphtheria immunization (TD);
6. proof of varicella (chicken pox) immunization; and
7. proof of negative drug screen.

A student may not participate in any clinical experience without meeting these requirements.

An annual flu vaccine is also recommended; other health information may be required. While the Hepatitis A vaccination is not required for admission, information on who might benefit from the vaccination is available from the College of Nursing & Healthcare Innovation Student Services Office.

Latex Sensitivity

Healthcare workers are at risk for developing Latex allergies, which may be life threatening. It is the student's responsibility to report if an allergy or sensitivity to Latex products is suspected; medical care is imperative for diagnosis, guidance, and treatment.

Fingerprint Clearance

All College of Nursing & Healthcare Innovation students admitted to the professional program must submit a photocopy of their fingerprint clearance card to the Student Services Office by the first day of class.

Essential Functions

Students admitted to the professional program are expected to meet the Essential Functional Abilities of the Undergraduate Nursing Student. Essential functions for this program include gathering data through the senses (hearing, seeing, etc.), synthesizing information from a variety of sources, making decisions regarding patient care, and performing necessary physical and mental activities to ensure safe care. Some clinical experiences may require students to purchase their own protective devices. For complete details, call an advisor in the Student Services Office at 602/496-0888.

ASU Health Requirements

See [Undergraduate Admission](#), and [Immunization Requirements](#).

Professional Liability Insurance

It is highly recommended that students carry their own professional liability insurance when enrolled in clinical nursing courses.

Health and Accident Insurance

It is strongly recommended that all students carry their own health and accident insurance. Some clinical agencies require students to have current health insurance. See the Baccalaureate Programs Student Handbook. Each student is personally responsible for costs related to any accident or illness during or outside of school activities.

Automobile Insurance

Students are required by state law to carry automobile insurance. Students are responsible for transportation to and from clinical sites. Extensive travel may be required for selected clinical experiences.

ACADEMIC ADVISING

Academic advising, provided by the College of Nursing & Healthcare Innovation through the Student Services Office, is an essential aspect of the education experience; see [Academic Advising](#). Members of the fall 2007

freshman class have a new way to manage their academic experience; see [eAdvisor](#).

While the College of Nursing & Healthcare Innovation provides academic advising, it is ultimately the responsibility of each student to fulfill academic and program requirements. Advisors are available by appointment in the College of Nursing & Healthcare Innovation Student Services Office. Call 602/496-0888 (see [Student Services](#)). Advisor appointments are also available at West campus, the Polytechnic campus, and at several community colleges in the area. Advisors assist students with program planning, registration, preparation of needed petitions, verification of graduation requirements, referrals to university and community resources, and career planning.

Student responsibilities include following university guidelines regarding submission of transcripts from all colleges other than ASU, obtaining the necessary signatures or computer verifications required by the university, and following university procedures for matriculation.

Mandatory Advising

All premajor Nursing students are required to meet with an academic advisor before registering for each semester of classes. All students on probation are required to meet with an advisor to plan strategies for improving their academic standing.

Declaration of Graduation.

Students following the curriculum requirements of the 1996–1998 or later catalog editions must file a Declaration of Graduation form using the Degree Audit Reporting System during enrollment in the first semester of the professional program.

Student Employment

Each of the four semesters in the prelicensure professional program is composed of 16 semester hours. Seven to eight of these semester hours reflect three days in clinical laboratory practicum experience. The remaining eight to nine semester hours reflect classroom hours with preparation and study requiring additional time and effort. It is suggested that any other extracurricular activities or employment be kept at a minimum.

DEGREES

Nursing—BSN

The completion of the curriculum leads to a Bachelor of Science in Nursing (BSN) degree. The purpose of the program is to prepare beginning professional nurses, who possess the theoretical foundation and the clinical competence, to function in various healthcare settings. The graduate is prepared to deliver nursing care services to individuals, families, specific population groups, and communities. The undergraduate program provides students with a foundation for graduate studies in nursing at the master's level.

Professional program courses are offered at four locations: the Downtown Phoenix campus, the Polytechnic campus, the Mayo Clinic Hospital campus, and the West campus. To be eligible to enroll in the professional courses at any location, students must be admitted to the College of Nursing & Healthcare Innovation, submit all required material for admission to the professional program, and be admitted to the college's undergraduate professional program.

Program objectives for the undergraduate curriculum are directed toward preparation of graduates with generalist abilities. Based on theoretical and empirical knowledge from nursing, the humanities, and physical, biological, and behavioral sciences, graduates are prepared to

1. combine theoretical knowledge from the sciences, humanities, and nursing as a base for critical thinking in professional nursing practice and develop understanding of client, health, environment, and nursing;
2. design comprehensive therapeutic nursing care in partnership with individuals, families, groups, populations, and communities, including those who are culturally diverse and/or vulnerable and at risk for health disparities;
3. provide safe, competent, and effective nursing care using principle-based communication, technical/psychomotor, teaching, management, and therapeutic skills;
4. generate own professional practice that focuses on health promotion, risk reduction, disease prevention and illness and disease management from a holistic perspective;
5. analyze and apply research findings to promote evidence-based nursing practice;
6. display values and behaviors consistent with the culture of professional nursing;
7. display personal and leadership characteristics appropriate for providers, designers, managers, and coordinators of care;
8. display responsibility and accountability for providers, designers, managers, and coordinators of care;
9. collaborate with nurses, other healthcare providers, and clients in the delivery of holistic care that is responsive to changing needs, sociopolitical, and global environmental factors; and
10. analyze current nursing and healthcare services and trends, and identify future healthcare needs.

Nursing—RN Program Track

Courses have been designed to expand the knowledge base of the RN. Practice experiences in home health, community health, and leadership prepare RNs for roles in the expanding healthcare arena. Programs of study are developed and implemented that reflect individual capabilities, prior educational learning experiences, and career goals of RNs. Faculty and academic advisors work with RN students to maximize learning experiences and plan a program that meets their unique needs and interests.

The RN-BSN program track is structured to provide an accessible, accelerated, and predictable pathway through the program.

ASU-Maricopa Nursing Alliance

A new partnership between ASU and Maricopa Community Colleges assists individuals who have previously earned, or are currently pursuing, an Associate in Applied Science (AAS) degree in Nursing. The partnership helps individuals to successfully transition from their AAS nursing program at one of the Maricopa Community Colleges to

the baccalaureate program track (RN-BSN) at the College of Nursing & Healthcare Innovation. Participants in the alliance are eligible to receive unique services and benefits from both ASU and the Maricopa Community Colleges.

RN-BSN

The RN-BSN program track offers RNs the opportunity to complete upper-division professional nursing courses in one calendar year in a program featuring reasonable costs, predictable year-round course scheduling, reduced in-class time, and a variety of instructional delivery methods, including Web-enhanced and Web-based courses. Completion of upper-division general education requirements may require additional time beyond the one year of professional nursing courses. Satisfactory completion of all general education and nursing prerequisite courses with a grade of “C” (2.00) or higher and an earned minimum prerequisite GPA of 2.75 is required. RNs are accepted into the RN-BSN program track twice a year (January and August). See [Admission of Registered Nurses \(RNs\)](#).

Nursing—MS

The faculty in the College of Nursing & Healthcare Innovation offer a program leading to an MS degree in Nursing with concentrations in

1. adult health nursing with tracks in the primary care of chronically ill adults;
2. community health nursing;
3. psychiatric/mental health nursing;
4. family health nursing;
5. women’s health;
6. parent-child nursing with the tracks in primary or acute care nursing of children, and neonatal programs; and
7. the nurse educator program.

The program requires a minimum of 40 semester hours with an earned grade of “B” (3.00) or higher in all courses in the program of study. Students in the nurse practitioner options are required to complete additional semester hours. Requirements for this program are described in the [Graduate Catalog](#). Persons interested in applying for admission to the program should write to the Division of Graduate Studies for a [Graduate Catalog](#) and application form (see [Admission to the Division of Graduate Studies](#)) and contact the College of Nursing & Healthcare Innovation Student Services Office. See [College of Nursing & Healthcare Innovation Graduate Degrees and Majors](#) table.

Nursing—MHI

The distance education, online Master of Healthcare Innovation program is an innovative initiative led by the College of Nursing & Healthcare Innovation in collaboration with the School of Health Management and Policy. The program is designed to offer a futuristic educational approach to the development of healthcare leaders from multiple disciplines as innovators to transform the current healthcare system to improve health outcomes and costs for patients and healthcare providers, enhance the quality of healthcare services, and better integrate members of the community into the healthcare system. Bioethics, technology, team building, personal development, and evidence-based practice are core themes throughout the program. The program consists of nine courses and 33 semester hours. In addition, six of the semester hours are dedicated to directed study in which the student explores a specific area of interest in a real-world healthcare setting.

Nursing—DNS

An innovative Doctor of Nursing Science program prepares students to pursue a career as a leader in health policy, healthcare delivery, nursing education, and/or research. Emphasis is on application of research and theory in nursing practice. For more information, access the Web site at nursing.asu.edu.

GRADUATE CERTIFICATE PROGRAMS

Community and Public Health Practice Program

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.

Evidence-Based Practice in Nursing and Healthcare Program

This post-master’s Graduate Certificate in Evidence-Based Practice in Nursing and Healthcare program prepares nurse clinicians and other healthcare professionals as experts in evidence-based practice (EBP) and as systemwide change agents for the advancement of and sustainability of EBP. EBP is the conscientious use of best evidence (i.e., research findings, findings from quality improvement and practice management initiatives, and findings from patient assessment), in combination with clinician expertise and patient preferences and values, in clinical decision making. The EBP graduate certificate is a 17-semester-hour program offered on a consecutive 12-month basis beginning in August each calendar year. The program is designed to facilitate networking and support among the cohort of students; therefore, courses must be taken sequentially during the 12-month period. For more information, access the Web site at nursing.asu.edu/caep.

Nurse Educator Program

The Graduate Certificate in Nurse Education in Academic and Practice Settings is a 14-semester-hour program. It is designed for nurses from academic or practice settings who want to prepare themselves for teaching in the rapidly changing landscape of nursing education. These courses may also be taken concurrently in the nursing master’s program. For more information, access the Web site at nursing.asu.edu/programs/graduate/certificate/ned.

UNIVERSITY GRADUATION REQUIREMENTS

In addition to fulfilling college and major requirements, students must meet all university graduation requirements. For more information, see [University Graduation Requirements](#).

First-Year Composition Requirement

Completion of both ENG 101 and 102 or ENG 105 or equivalent with a grade of “C” (2.00) or higher is required for graduation from ASU in any baccalaureate degree program.

General Studies Requirement

All students enrolled in a baccalaureate degree program must satisfy a university requirement of a minimum of 35 semester hours of approved course work in General Studies, as described in [General Studies](#). Note that all three General Studies awareness areas are required. Consult an advisor for an approved list of courses. Many of the university General Studies requirements may be met through completion of College of Nursing & Healthcare Innovation course requirements. See an academic advisor for details. General Studies courses are listed in the Online ASU Interactive Schedule of Classes and in the Summer Sessions Bulletin.

COLLEGE DEGREE REQUIREMENTS

The BSN degree requires 120 semester hours. Any request for a course substitution or waiver, or modification in degree requirements and/or professional program admission requirements may be requested through a petition to the College of Nursing & Healthcare Innovation Standards Committee. For details, see an academic advisor.

Prerequisite Course Requirements

The following courses must be completed before enrolling in the professional program. Completion of these courses does not ensure admission to the professional program. RN students should refer to [RN-BSN Degree Requirements](#).

BIO 201 Human Anatomy and Physiology I SG (4)
 BIO 202 Human Anatomy and Physiology II (4)
 CDE 232 Human Development SB (3)
 CHM 101 Introductory Chemistry SQ (4)
 ENG 101 First-Year Composition (3)
 ENG 102 First-Year Composition (3)
 HCR 210 Clinical Healthcare Ethics HU (3)
 HCR 220 Healthcare Organizations H (3)
 HCR 230 Culture and Health C, G (3)
 HCR 240 Human Pathophysiology (4)
 MIC 205 Microbiology SG* (3)
 MIC 206 Microbiology Laboratory SG* (1)
 NTR 241 Human Nutrition (3)
 PGS 101 Introduction to Psychology SB (3)
 PHI 103 Principles of Sound Reasoning L/HU (3)
 CS statistics elective (3)
 HU/SB elective (3)
 MA course (3)

Total prerequisites 56

* Both MIC 205 and 206 must be taken to secure SG credit.

MAJOR REQUIREMENTS

The Nursing major requirements are completed after admission to the professional program. All practice courses are graded satisfactory/fail. RN students should refer to [RN-BSN Degree Requirements](#).

Nursing Core Courses

Junior Year

First Semester

NUR 341 Theory I: Health Integrity (4)
 NUR 351 Pharmacology in Nursing (3)
 NUR 361 Professional Development (2)
 NUR 381 Nursing Practice I (7)

Total 16

Second Semester

NUR 342 Theory II: Health Integrity and Alterations (5)
 NUR 362 Professional Development II: Nursing Research L (3)
 NUR 382 Nursing Practice II (8)

Total 16

Senior Year

First Semester

NUR 441 Theory III: Health Integrity and Alterations (6)
 NUR 461 Professional Development III: The Art of Nursing HU (3)
 NUR 481 Nursing Practice III (7)

Total 16

Second Semester

NUR 442 Theory IV: Health Integrity and Alterations (3)
 NUR 443 Theory V: Leadership and Management (3)
 NUR 462 Professional Development IV (2)

NUR 482 Nursing Practice IV (8)

Total 16

Nursing core total 64

Each semester of courses is prerequisite to subsequent semesters. See an advisor for current program information.

RN-BSN DEGREE REQUIREMENTS

Prerequisite Course Requirements

BIO 201 Human Anatomy and Physiology I SG (4)

BIO 202 Human Anatomy and Physiology II (4)

CDE 232 Human Development SB¹ (3)

CHM 101 Introductory Chemistry SQ (4)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

HCR 240 Human Pathophysiology¹ (4)

MIC 205 Microbiology SG² (3)

NTR 241 Human Nutrition (3)

NUR 341 Theory I: Health Integrity¹ (4)

NUR 342 Theory II: Health Integrity and Alterations¹ (5)

NUR 351 Pharmacology in Nursing¹ (3)

NUR 361 Professional Development¹ (2)

NUR 381 Nursing Practice I¹ (7)

NUR 382 Nursing Practice II¹ (8)

PGS 101 Introduction to Psychology SB (3)

C, H elective (3)

CS statistics elective (3)

HU elective (3)

MA course (3)

Total prerequisites 75

¹ For alternatives, see an advisor.

² Both MIC 205 and 206 must be taken to secure SG credit.

General Education Courses

Electives (upper division) (7)

G course (upper division) (3)

Total 10

Professional Nursing Courses for RNs

The following nursing courses are taught over a period of 12 months. Theory classes are held one day a week for six months. Practice and theory courses require a commitment of three days a week over the remaining six months.

NUR 364 Professional Development II: Nursing Research for RNs (3)

NUR 391 Registered Nurse Mobility I: Professional Development L (3)

NUR 392 Registered Nurse Mobility II: Health and Wellness (3)

NUR 440 Theory III: Health Integrity and Alterations for RNs (6)

NUR 444 Theory IV: Health Integrity and Alterations for RNs (3)

NUR 445 Theory V: Leadership and Management for RNs (3)

NUR 460 Professional Development III: The Art of Nursing for RNs (3)

NUR 464 Professional Development IV for RNs (2)

NUR 495 Community Health/Home Health Practice for RNs (4)

NUR 496 Leadership and Management Practice for RNs (5)

Total 35

General elective total 10

Nursing core (RN) total 45

The sequential progression of courses for the RN-BSN is as follows:

NUR 391

NUR 392

NUR 460

NUR 364

NUR 440

NUR 495

NUR 444

NUR 445

NUR 464

NUR 496

ACADEMIC STANDARDS

Students are admitted into the College of Nursing & Healthcare Innovation as premajor Nursing students and are subject to the general standards of academic good standing at the university (see [Retention and Academic Standards](#)). However, students who maintain standards of academic good standing do not necessarily qualify for admission into the professional program.

Consideration for admission into the professional program is contingent on achieving at least a “C” (2.00) in all

prerequisite courses and earning a minimum GPA of 2.75 in prerequisite courses. In addition, a grade of “C” (2.00) or higher is required in all course work for the degree except in nursing practice courses where a designation of a “Y” (satisfactory) grade is required.

Once admitted into the professional program, students are allowed only one nursing course failure within the program. The second failure in a nursing course leads to an automatic disqualification from the College of Nursing & Healthcare Innovation.

Probation and/or disqualification is in accordance with university policies. Academic dishonesty is not tolerated in any course and is subject to specific College of Nursing & Healthcare Innovation policies and procedures.

GRADING POLICY FOR NURSING COURSES

Within the undergraduate program, grades are assigned to reflect levels of achievement in relation to course objectives. Students who do not complete a required nursing course satisfactorily, receiving a grade of “D” (1.00) or “E” (0.00) (failing) or a mark of “W” (withdrawal), are not eligible to progress in the professional program. A student who withdraws from a course with a failing grade reported as an “E3,” “E4,” or “E9” is considered to have failed the course.

Any petition for curriculum adjustment, course substitution, overload, readmission to a nursing course, or readmission to the professional program must be approved by the College Standards Committee.

Withdrawal is in accordance with ASU withdrawal policy. Students are responsible for completing the university withdrawal procedure. To be considered for reenrollment in a professional program course, a completed petition must be submitted and approved by the College Standards Committee. See an academic advisor for assistance.

An incomplete in a required nursing course must be satisfactorily removed before progression in the professional program is permitted. A grade of “I” is not allowed in clinical courses. See [Grading System](#), for university policy.

Audited courses are not accepted as course credit in the minimum 120-semester-hour requirement for graduation.

STUDENT RESPONSIBILITIES

Health

Students in the College of Nursing & Healthcare Innovation who exhibit or demonstrate a lack of physical and/or mental health necessary to function effectively in a clinical experience and/or classroom setting may be required to complete a health examination and have the results made available upon request to the College Standards Committee. Students whose health, behavior, and/or performance have been questioned may be reviewed for continuation in nursing courses by the College Standards Committee. The student may appear in person before the committee and personally present information relevant to the committee’s review.

Information may also be presented in writing without making a personal appearance.

Professional Standards

Students are held to the professional standards reflected in the American Nurses’ Association Code of Ethics for Nurses. Professional behavior and appearance are required during all nursing course activities.

Student Transportation

Students are responsible for their own transportation to and from health agencies and other selected experience settings, such as home visits to clients. Extensive travel may be required for selected clinical experiences.

Laboratory Fees

In several nursing laboratory and clinical practice courses, students are provided an opportunity to practice and perfect nursing skills before contact with clients. These courses require an extensive use of equipment and supplies from the Nursing Learning Resource Center. Accordingly, students are assessed a fee for the following courses: NUR 341, 342, 381, 382, 441, 442, 481, 482, 495, and 496. Consult with an advisor for information on laboratory fees for Nursing courses. Fees may be assessed on other courses. See the current Online ASU Interactive Schedule of Classes.

SPECIAL PROGRAMS

Honors Program

The Nursing Honors Program provides opportunities for academically talented nursing students to engage in educational enrichment opportunities. The program focuses on students in the professional program; however, opportunities are available in lower-division courses. For students pursuing upper-division honors work, this enriched learning experience begins in the junior year. Honors course work, consisting of at least 18 hours of upper-division honors credit, offers a challenging curriculum. Honors students are guided to complete honors credit in courses that complement their academic and career goals. Students interested in pursuing the Nursing Honors Program are encouraged to seek advising in the College of Nursing & Healthcare Innovation Student Services Office. Once admitted to the professional program, students receive advising from the honors coordinator.

For more information, call 602/496-0888, or stop by the Student Services Office. Interested students should also call Barrett, the Honors College at 480/965-4033.

The Academy for Continuing Education

The Continuing and Extended Education Program presents a variety of credit and noncredit offerings at ASU campuses, employer work sites, or electronically. These offerings are designed to assist practicing registered nurses and other healthcare professionals in maintaining and enriching their competencies, broadening their scientific knowledge base, and enhancing their skills in adapting to the changing healthcare environment. Programs are organized in response to both the healthcare needs of populations and the learning needs of nurses engaged in a

variety of professional roles and clinical specialties.

For descriptions of continuing and extended education offerings, call the College of Nursing & Healthcare Innovation, at 602/496-2644 or access the program's Web site at nursing.asu.edu/ace.

Academic Nursing Centers

The College of Nursing & Healthcare Innovation administers three Academic Nursing Centers: Community Service Health Clinic in Scottsdale; Breaking the Cycle Community Healthcare in Phoenix; and Escalante Health Clinic in Tempe. Nurse practitioners provide primary care with an emphasis on promotion of wellness to families and individuals of all ages. The centers also serve as learning sites for both master's and baccalaureate nursing students.

For more information, access the centers' Web site at nursing.asu.edu/anc.

Southwest Borderlands Initiative

The mission of the ASU Southwest Borderlands (SWB) Nursing Web site, www.public.asu.edu/~cbaldwi1/swborderlands/mission.htm, is to provide information and resources to promote health education and cultural understanding of Latinos and Latinas in Arizona and along its borders. In addition, the site provides a foundation of resources for future research and educational direction for faculty, prospective faculty, students, and healthcare providers.

The Southwest Borderlands Initiative unites professionals across the university to collaborate on issues specific to the Latino community, particularly in the areas of Latino and Latina health, social and cultural policy, Chicano arts and culture, and science, engineering, and technology.

American Indian Students United for Nursing (ASUN)

The ASUN project was established in the fall of 1990 through a grant from the Indian Health Service. The purpose of ASUN is to increase the number of Native Americans studying nursing at ASU and the number of nurses providing care to Native American communities. This is being accomplished through special recruitments and by providing programs to help the students successfully complete their studies in nursing. ASUN services include academic advising, tutoring, and computer access. General information is provided regarding American Indian student resources, periodic Pow Wows, Blessings, luncheons, and similar activities. For more information, call the ASUN office at 602/496-0710.

Center for the Advancement of Evidence-Based Practice

For more information, see [Center for the Advancement of Evidence-Based Practice](#).

Center for Healthy Outcomes in Aging

For more information, see [Center for Healthy Outcomes in Aging](#).

Center for Improving Health Outcomes in Children, Teens, and Families

For more information, see [Center for Improving Health Outcomes in Children, Teens, and Families](#).

GENERAL INFORMATION

Student Services

The Student Services Office in the College of Nursing & Healthcare Innovation provides academic advising, general advising, and referral to university resources. The staff of the Student Services Office is available to help students with a variety of concerns related to academic or personal issues. Advising appointments are available at various locations: the Downtown Phoenix campus, the Mayo Clinic Hospital campus, the Polytechnic campus, and West campus. Prospective students wanting more information on College of Nursing & Healthcare Innovation programs or wanting to schedule an advising appointment should contact the College of Nursing & Healthcare Innovation Student Services Office at 602/496-0888.

Scholarship and Financial Aid

For information on scholarships and loans, see [Financial Aid](#). Information about scholarship and loans for nursing students may be obtained from the Student Financial Assistance Office or the College of Nursing & Healthcare Innovation Student Services Office.

Learning Resources

The Learning Resource Center (LRC) contains a clinical simulation laboratory with a full range of simulated medical equipment and manikins, a complex care unit, and a health assessment lab at the Downtown campus, the Polytechnic campus, and West campus. The LRC materials include nursing course reference materials, selected nursing textbooks, nursing theses and applied projects, audiovisual equipment, media, models, and other visual aides. In the computer lab, computers with Microsoft Office Suite are available for nursing students, as well as a variety of computer software related to nursing and healthcare. Selected resources are available for checkout. The LRC is staffed to assist students during regular semester schedules. For more information, see the Undergraduate Student Handbook, available on the College of Nursing & Healthcare Innovation Web site at nursing.asu.edu/student-services/student_resources.htm.

Clinical Facilities

Learning experiences with patients/clients and families are provided under the supervision of qualified faculty in cooperation with a variety of federal, state, county, private, and other agencies. The College of Nursing & Healthcare Innovation has contracts with more than 350 agencies to provide clinical and practice experience for students, operates its own nurse-managed academic nursing centers in community settings, and offers experiences in a variety of other nurse-managed health services facilities. Various clinical laboratory facilities are available to students in this essential component of the program.

Student Activities

All ASU students are members of the Associated Students of ASU (ASASU) and participate in campus activities of interest to them. The student government of the university, ASASU, has a strong presence and offers a variety of services and activities. It is the official representative of the student body in matters of governance and budgeting.

College Council of Nursing Students

The College Council of Nursing Students (CCNS) is a member of ASASU and serves as the governing body of all student activities in the college. The council acts as a liaison between the Graduate Nurse Organization (GNO), the Student Nurses' Association (SNA), and the Nursing Students for Ethnic and Cultural Diversity. The CCNS 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

GNO is the coordinating body for nursing students in the graduate program. GNO provides programs, information, and orientation services.

Student Nurses' Association

SNA is a professional nursing organization. By being a member of SNA, the student belongs to the National Student Nurses' Association (NSNA), which is the student counterpart of the American Nurses Association for RNs. NSNA provides means for financial assistance, career planning, a voice in Washington, an opportunity for involvement, and low-cost comprehensive liability insurance.

Nursing Students for Ethnic and Cultural Diversity

This organization was formed in 1989 to provide a network of information and support for students interested in issues of cultural awareness and diversity.

Sigma Theta Tau International

The Beta Upsilon chapter of Sigma Theta Tau International (STTI) was chartered at the College of Nursing & Healthcare Innovation in 1976. Membership in STTI is an honor conferred on undergraduate and graduate students who have demonstrated outstanding academic and professional achievement.

ROTC Program

Students pursuing a commission through the Air Force or Army ROTC programs must take from 12 to 20 hours in the Department of Military Science. To avoid excessive course overloads, these students should plan on an additional one to two semesters and/or summer school to complete all degree requirements of the college.

College of Nursing & Healthcare Innovation

nursing.asu.edu

602/496-2644

NHI 101AA

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, Uiri-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

COURSES

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

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

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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 Science and Technology, East College, the Morrison School of Management and Agribusiness, 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. (See the [Morrison School of Management and Agribusiness Baccalaureate Degrees and Majors](#) table; the [East College Baccalaureate Degrees and Majors](#) table; and the [College of Science and Technology Baccalaureate Degrees and Majors](#) table.)

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 the [Polytechnic Campus Map](#). For more information, call 480/727-3278, or access the Web site at www.poly.asu.edu.

ACADEMIC ORGANIZATION

The chief academic officer of the Polytechnic campus is the provost. There are two colleges and one school 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](#) faculty and [Academic Organization](#).

ACCREDITATION

The North Central Association of Colleges and Schools accreditation of ASU includes 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. 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

ADMISSION

Nondegree Students

Nondegree students may take courses at the Polytechnic campus according to the special provisions under [Undergraduate Enrollment](#).

Degree-Seeking Students

Degree-seeking students must meet the university admissions standards set by the Arizona Board of Regents (ABOR). Any student admitted to ASU may take courses at the Polytechnic campus. To be admitted to a Polytechnic campus degree program, the student must meet undergraduate admissions requirements and the specific admission requirements of the Polytechnic campus program. A student who is admitted to a Polytechnic campus degree program is defined as a Polytechnic campus student.

For more admissions information and applications to the Polytechnic campus degree programs, call 480/727-3278 or write

UNDERGRADUATE ADMISSIONS
ARIZONA STATE UNIVERSITY
PO BOX 870112
TEMPE AZ 85287-0112

Transfer Among ASU Campuses

Degree-seeking students currently enrolled at either the Tempe campus or the West campus who want to relocate to a Polytechnic campus degree program should contact Student Enrollment Services at the Polytechnic campus, the Office of the Registrar at the Tempe campus, or the Admissions and Records Office at the West campus for appropriate procedures. All credit earned at any ASU campus automatically transfers to the Polytechnic campus. Students should consult with their Polytechnic campus major advisor to determine how this credit applies to their major and graduation requirements. Students should be aware that certain requirements (e.g., the minimum number of upper-division semester hours to graduate) may differ among campuses.

TRANSFER CREDIT

Courses taken from Chandler-Gilbert Community College through the Partnership in Baccalaureate Education are automatically transferred to the Polytechnic campus each semester. These courses and courses taken at other Arizona public community colleges transfer according to equivalencies established in the current Arizona Higher Education

Course Equivalence Guide. (Transfer guides are available at www.asu.edu/provost/articulation.) The acceptability and applicability of courses transferred from other universities and community colleges is determined by the ASU Undergraduate Admissions in consultation with the faculty or academic advisor of the student's choice of major.

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.

ADVISING

Academic advisors assist students in developing meaningful educational plans that are compatible with their goals. Advisors assist students in implementing their plans, overcoming obstacles, and achieving their educational objectives. Advisors work with students to achieve the following:

1. development of suitable educational plans;
2. clarification of career and life goals;
3. selection of appropriate courses and other educational experiences;
4. accurate interpretation of institutional and program requirements;
5. greater student awareness of available educational resources and opportunities;
6. development of students' decision-making, information-seeking, planning, and problem-solving skills;
7. development of students' ability to accurately evaluate their progress toward educational goals;
8. reinforcement of student self-direction; and
9. increased student awareness of appropriate university and community support services that assist students in overcoming educational and personal problems as well as skill deficiencies.

Students are encouraged to take advantage of the skill and knowledge of the academic advisors available to them in the academic units and to seek academic advising early.

For more information or to schedule an advising session, call an academic advisor (see the [Academic Advising at the Polytechnic Campus](#) table), or access the Web site at www.poly.asu.edu/academics/advising.

Members of the fall 2007 freshman class have a new way to manage their academic experience; see [eAdvisor](#).

Academic Advising at the Polytechnic Campus				
Unit	Location	Telephone	Days	Hours*
Barrett, the Honors College	CNTR lower level	480/727-1452	Mon.–Fri.	8 A.M.–5 P.M.
East College	SUTON	480/727-1333	Mon.–Fri.	8 A.M. – 5 P.M.
Applied Psychology, Faculty of	SUTON	480/727-1333	Mon.–Fri.	8 A.M. – 5 P.M.
Education Innovation and Teacher Preparation, School of	SUTON	480/727-1103	Mon.–Fri.	8 A.M. – 5 P.M.
Exercise and Wellness, Department of	EAW	480/727-1945	Mon.–Fri.	8 A.M. – 5 P.M.
Human Health Studies, Faculty of	SUTON	480/727-1333	Mon.–Fri.	8 A.M. – 5 P.M.
Multimedia Writing and Technical Communication, Faculty of	SUTON	480/727-1333	Mon.–Fri.	8 A.M. – 5 P.M.
Nutrition, Department of	HSC 1386	480/727-1728	Mon.–Fri.	8 A.M. – 5 P.M.
Management and Agribusiness, Morrison School of	WANER	480/727-1585	Mon.–Fri.	8 A.M.–5 P.M.
Science and Technology, College of	SUTON 140	480/727-1874	Mon.–Fri.	8 A.M.–5 P.M.
Applied Biological Sciences, Department of	WANER	480/727-1444	Mon.–Fri.	8 A.M.–5 P.M.
University College	CNTR lower level	480/727-1452	Mon.–Fri.	8 A.M.–5 P.M.

* Walk-ins are welcome; appointments are recommended.

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 Division of Graduate Studies, 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.

Barrett, the Honors College

Barrett, the Honors College (BHC) offers courses and provides advising to all BHC eligible and admitted students enrolled at the Polytechnic campus.

For more information, or to make an appointment with the BHC advisor, 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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Polytechnic Campus Student Services

The Polytechnic campus is a student-centered campus that offers many of the features of a small residential college in a suburban area while providing access to the resources of a major research university and the amenities of a large metropolitan area. The campus includes excellent educational facilities: mediated classrooms and modern laboratories, a 21st-century electronic library, and state-of-the-art computer equipment. Other amenities include an academic resource center, child care services, student union, bookstore, and copy center. A shuttle service provides transportation between the Polytechnic campus, Mesa Community College, and the Tempe campus. An additional shuttle is available for transportation from the Tempe campus to the West campus.

Enrollment Services

Enrollment Services provides services for admission, financial aid, business services, and registration. Conveniently located in the Student Affairs Complex, students find personnel ready to assist them with registration processes, tuition payment, financial assistance information, student employment, and parking decals. For more information, call 480/727-3278.

Food Services

The Polytechnic campus has a variety of food options in the Student Union. The food court in the Student Union includes a coffee bar, a sub shop, an entrée station, a salad bar, and a grill. Vegan and vegetarian options are also offered. Full-service catering is available. Food can be purchased with cash, Sun Dollars, and credit or debit cards. Students can purchase a meal plan, which offers tax free savings and convenience. For more information, call the Dining Services office at 480/727-1439.

Student Health Center

The Polytechnic campus Student Health Center provides confidential, primary healthcare services for all full- and part-time ASU students at a nominal fee. The clinic offers primary care services. The center is staffed by a full-time nurse practitioner and a part-time doctor. Services include physical examinations and immunizations; treatment for health problems and injuries; health screenings, education, and counseling; diagnostic and laboratory tests; women's healthcare; and referrals to campus and community resources. Services are billed to the student's account, to the university-sponsored health insurance plan, or to the student's private insurance plan. The center is located at 7153 E. Thistle on the Polytechnic campus, in the North Desert Village.

For more information, call 480/727-1500, or access www.poly.asu.edu/students/health.

Student Counseling

Confidential professional counseling services are available to help ASU students achieve their academic goals by addressing a variety of problems and issues often faced in college. Professional help is offered in the following areas: psychological issues, personal concerns, relationship issues, career/life decision making, and crisis intervention. Individual, couples, and group sessions are available at no cost. Students may schedule an appointment by calling 480/727-1255, or in person at Student Counseling Services in Building #370 of the Student Affairs Complex. For additional information, access www.poly.asu.edu/students/counseling.

Career Preparation Center

Professional career counselors and trained career peer advisors are available to meet with ASU students. They provide individual career advising, group workshops, assistance in researching job and internship possibilities, résumé and cover letter critiques, preparation for employment interviews, and career resources in print and online. Appointments may be made in person in QUAD 4.

For more information, call 480/727-1411, or access www.poly.asu.edu/students/career.

Student Union

The Student Union is in the center of campus and serves as a common gathering place for students, faculty, staff, and guests. The union has dining facilities, a game room, a bookstore, a ballroom, meeting spaces, a lounge, and study areas. Programs and services that complement the academic experience and enhance campus life include a film series, dances, live performances, resources for student organizations, student government, cultural awareness activities, leadership workshops, community service information, and holiday celebrations. The union is staffed primarily by students, providing them the opportunity to develop valuable leadership skills and work experience.

For more information, call 480/727-1098, or access www.poly.asu.edu/union.

Recreational Facilities and Services

ASU and Chandler-Gilbert Community College (CGCC) are partners in providing recreation, intramural, and group fitness opportunities on the Williams Campus. An optional \$30 per semester fitness membership provides access to the Physical Activity Center (PAC) and the Chandler-Gilbert Fitness Center. Facilities include

1. a fitness center with state-of-the-art strength training and cardiovascular equipment;
2. two aerobic studios and equipment for step aerobics, fitness cycling, and kickboxing;
3. a martial arts, mat exercise, and yoga studio featuring a fully padded floor;
4. a gymnasium for open recreation;
5. an all-weather quarter mile track with an infield for soccer, Ultimate Frisbee, lacrosse, and flag football;
6. four tennis courts with lights for evening play; and
7. a seasonal swimming pool (May–September).

At the CGCC fitness center, trained exercise and wellness professionals are available to perform assessments, develop programs, and provide expert advice and training assistance.

In addition to the facilities, Campus Recreation operates group fitness programs that are free of charge with the fitness membership. Classes are offered Monday through Thursday and include aerobic kickboxing, aerobic step, fitness cycling, Maui Thai boxing, mixed martial arts, pilates, strength and conditioning, and yoga. A full schedule of intramural programs and special events are also offered through Campus Recreation. Times for open recreation are scheduled at Campus Recreation and the Chandler-Gilbert Fitness Center.

ASU students have developed clubs that work closely with the recreation programs to offer unique recreation experiences, including combat sports, hiking, lacrosse, and running. If you are interested in starting a club, send e-mail to Campus Recreation at campusrec@asu.edu.

For more information, access the Campus Recreation at www.poly.asu.edu/reccenter, or call 480/727-1972. The Williams Campus (CGCC) Fitness Center can be reached at 480/988-8400.

Child Care

Child care programs on campus are offered through Head Start and Early Head Start and the Boys & Girls Club of the East Valley, Williams Campus Branch. Head Start and Early Head Start offer child care programs on campus for individuals who meet certain income criteria. The Boys & Girls Club offers after-school programs for children ages 6 to 18.

For more information, call the Boys & Girls Club at 480/279-1406, or Head Start at 480/988-3644.

Williams Campus Housing and Residential Life

Living on the Polytechnic campus provides students with an excellent opportunity to make the most of their college experience. No matter which housing option a student chooses, the residential life program offers social, academic, and recreational activities that are designed to support and enrich the student's campus life experience. Residential students benefit from easy access to campus resources such as the library, learning center, fitness center, and student union. Residents can select a meal plan from several options offered by Campus Dining Services.

The Polytechnic campus's unique residential environment offers housing options for Williams Campus students throughout their undergraduate and graduate education. These include residence halls and houses. Residential students can also take advantage of such amenities as outdoor swimming, sand volleyball, tennis, and picnic areas.

For more information, call the Williams Campus Housing Office at 480/727-1700, access www.poly.asu.edu/students/housing, or send e-mail to williams.reslife@asu.edu.

Residence Halls

Undergraduate and graduate students are eligible for residence halls with a large private room, featuring a private bath and a shared kitchenette. Each room includes basic furnishings as well as cable TV, local phone service, and high-speed Internet service; the kitchenette includes a refrigerator, microwave, and, in some cases, a stove.

Houses

A large number of two- to four-bedroom houses are available for students with families or for groups of single undergraduate or graduate students. Each house includes basic appliances; cable TV, high-speed Internet service; and water, sewer, and trash service.

Freshman Year Experience

Freshmen begin their residential experience on campus in one of three dedicated freshman residence halls that are part of the Freshman Year Experience (FYE) program. The FYE program helps freshmen achieve scholastic and personal success by providing academic support services and enhanced opportunities for learning, campus involvement, and out of class interaction with faculty. Research has consistently shown that freshmen living on campus achieve greater academic success. For more information about the FYE program, access the Web site at www.poly.asu.edu/students/fye.

The FYE hall offers two-bedroom suites with a shared bath, to house two to four students. Each room is furnished with local phone service, cable TV, and high speed internet service. The FYE hall features a computer lab, quiet study room, group study/tutoring room, and community lounge. Dean and Bell halls offer freshmen a pod style living environment. Each pod houses six residents and consists of four single bedrooms, one double occupancy bedroom, a limited kitchen, a bathroom, and a living room. Each room is furnished and is equipped with local phone service, cable TV, and high speed internet service. For more information, access www.poly.asu.edu/housing.

Residents in the freshman residence halls are required to purchase a meal plan through Campus Dining Services each semester. For more information, access www.poly.asu.edu/students/dining.

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catalog.asu.edu

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Morrison School of Management and Agribusiness

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Paul M. Patterson, PhD, Dean

[National Food and Agricultural Policy Project](#)[Realty Studies](#)[Degree Programs](#)[Admission](#)[Agribusiness—BS](#)[Applied Science—BAS](#)[Business Administration—BS](#)[Real Estate—BS](#)[Faculty and Courses](#)**PURPOSE**

Located at the Polytechnic campus, the Morrison School of Management and Agribusiness provides a variety of academic programs in Agribusiness, Business Administration, and Real Estate. Agribusiness is the business of food and fiber production and the technology necessary to change a raw material (a commodity) or an idea into a new product or business for the world's consumers.

The Management segment of the Morrison School provides a business administration program designed to meet the needs of students seeking a fundamental understanding of business principles. The school is the home of one of Arizona's original academic real estate programs and coupled with the business administration program provides a unique understanding and awareness of the real estate industry.

Agribusiness courses in the Morrison School are designed to prepare students for a wide range of employment opportunities in agribusiness and business. More than 20 percent of all jobs in the United States are agribusiness-related, and the industry is even more important internationally, with more than half of all jobs in developing countries related to food and fiber products.

All of the Morrison School undergraduate programs provide an understanding of basic principles and advanced applications, and possess the academic rigor to prepare students to enter graduate degree programs at the Master of Business Administration, Master of Science, and doctoral levels.

Food, its marketing and safety, is of paramount importance today and in the future. The Morrison School offers specific concentrations in both of these areas. Food and agribusiness marketing is one of the signature academic concentrations in the school. Food science and safety are emphases stressed in the food, agribusiness and consumer products marketing concentration.

The Morrison School is strategically positioned to offer unique programs. The concentration in professional golf management provides a student with the opportunity to qualify for the Professional Golfers' Association certification program in addition to majoring in Agribusiness. Similarly, for individuals more interested in the development and management of golf and other turf facilities, the golf and facilities management concentration is well suited.

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

NATIONAL FOOD AND AGRICULTURAL POLICY PROJECT

The National Food and Agricultural Policy Project (NFAPP) constructs a 10-year baseline forecast for the fruit and vegetable produce industry and specific commodities, responds to congressional inquiries concerning policies affecting the fruit and vegetable industry, and publishes a monthly newsletter highlighting research efforts. Areas of study include domestic and international promotion of fruits and vegetables, trade and the impact of trade agreements,

and crop insurance and risk management. For more information, call the director at 480/727-1334.

REALTY STUDIES

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

For more information, call 480/727-1688, access the Realty Studies Web site at poly.asu.edu/realty, or write

REALTY STUDIES
7001 E WILLIAMS FIELD ROAD
WANNER 140D
MESA AZ 85212-6032

DEGREE PROGRAMS

The Morrison School offers a BS degree in Agribusiness with the following concentrations: agribusiness finance; food, agribusiness and consumer products marketing; food science; general agribusiness; golf and facilities management; international agribusiness; management of agribusiness; professional golf management; and preveterinary medicine.

The school also offers a BS degree in Business Administration, which focuses on the important aspects of management, marketing, and finance with the unique opportunity for students to develop their understanding of a current technological application. The BS degree program in Real Estate also offers enhanced career possibilities.

For students holding an AAS degree, the school offers the Bachelor of Applied Science degree with concentrations in consumer products technology and food retail management. See the [Morrison School of Management and Agribusiness Baccalaureate Degrees and Majors](#). The school also offers the MS degree in Agribusiness with concentrations in agribusiness management and marketing, and food quality assurance. Students may 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). All MS candidates in Agribusiness must complete a minimum of 36 semester hours.

The Morrison School and the W. P. Carey School of Business offer an interdisciplinary PhD in Business Administration with a concentration in agribusiness. See the [Graduate Catalog](#) for requirements.

Morrison School of Management and Agribusiness Baccalaureate Degrees and Majors			
Major	Degree	Concentration*	Administered By
Agribusiness	BS	Agribusiness finance; food, agribusiness, and consumer products marketing; food science; general agribusiness; golf and facilities management; international agribusiness; management of agribusiness; preveterinary medicine; or professional golf management	Morrison School of Management and Agribusiness
Applied Science	BAS	Consumer products technology or food retail management	Morrison School of Management and Agribusiness
Business Administration	BS	—	Morrison School of Management and Agribusiness
Real Estate	BS	—	Morrison School of Management and Agribusiness

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

ADMISSION

The Morrison School admits students to the BS degree programs who meet the undergraduate admission requirements of Arizona State University; see [Undergraduate Admission](#). Admission to the BAS degree program is restricted to students holding an AAS degree from a regionally accredited U.S. postsecondary educational institution. A GPA of 2.00 or higher is required for all resident applicants and 2.50 for nonresident applicants.

AGRIBUSINESS—BS

The completion of a minimum of 120 semester hours—including First-Year Composition, General Studies (see [General Studies](#)), and the school and concentration requirements—leads to the BS degree. Note that all three General Studies awareness areas are required. A minimum overall GPA of 2.00 is required for graduation and students must have completed a minimum of 45 semester hours of upper-division credit. Also see special graduation requirements under [Preveterinary Medicine](#).

Prerequisite Courses

Students who select the concentrations in agribusiness finance; food, agribusiness and consumer products

marketing; food science; general agribusiness; golf and facilities management; international agribusiness; management of agribusiness; or professional golf management, must complete the following courses, some of which can also be used to meet university General Studies requirements:

ACC 230 Uses of Accounting Information I (3)
 ACC 240 Uses of Accounting Information II¹ (3)
 BIO 100 The Living World *SQ* (4)
 CHM 101 Introductory Chemistry *SQ*² (4)
 ECN 211 Macroeconomic Principles *SB*³ (3)
 ECN 212 Microeconomic Principles *SB* (3)
 ENG 301 Writing for the Professions *L* (3)
 MAT 210 Brief Calculus *MA*¹ (3)

Total 26

¹ This course is not required for the golf and facilities management concentration.

² This course is not required for the professional golf management concentration.

³ This course is not required for the golf and facilities management or professional golf management concentration.

Core Requirements

Agribusiness employers require their employees to possess a wide range of skills and competencies. Rapid changes in information technology and the increasingly competitive food production and distribution sector mean that agribusiness needs graduates equipped to deal with these changes. The agribusiness core, required of all the concentrations, is designed to give students these skills. The core consists of courses in business principles—management, marketing, and finance—as well as in the fundamentals of agribusiness operations management.

AGB 100 Introduction to Agribusiness (3)
 AGB 161 Computer Applications for Agribusiness Industries *CS* (3)
 AGB 310 Agribusiness Management I (3)
 AGB 320 Agribusiness Marketing I (3)
 AGB 321 Agribusiness Marketing II¹ (3)
 AGB 332 Agribusiness Finance I (3)
 AGB 333 Agribusiness Finance II² (3)
 AGB 360 Agribusiness Statistics *CS* (3)
 AGB 364 Agribusiness Technologies I (3)
 AGB 365 Agribusiness Technologies II¹ (3)
 AGB 410 Agribusiness Management II (3)
 AGB 414 Agribusiness Analysis *L* (3)

Core total 36

¹ This course is not required for the professional golf management or golf and facilities management concentrations.

² This course is not required for the golf and facilities management concentration.

Concentrations

After completing the required agribusiness core, students select a concentration in their area of interest. A concentration allows a student to select a series of courses that complement the agribusiness core, supplement the student's desire to master another area of interest, and broaden career opportunities.

Note: Omnibus hours will not exceed six hours.

Agribusiness Finance Concentration

Agribusiness finance concentration graduates are expected to possess a broad knowledge of financial theory and practice as it pertains to the agribusiness sector. This will involve applying quantitative and computer-based analytical techniques to real-world agribusiness problems. Specific course content includes topics in financial management, financial markets, risk management, and the evaluation of financial assets and business alternatives.

Agribusiness Finance

AGB 431 Intermediate Agribusiness Financial Management (3)
 AGB 434 Agricultural Risk Management and Insurance (3)
 AGB 435 Agricultural Commodities (3)
 AGB electives (8)
 Agribusiness core (36)
 Agribusiness prerequisite courses (26)

Total 79

Management of Agribusiness Concentration

Agribusiness managers encounter many problems and opportunities on a daily basis that are unique to the agribusiness sector. Students choosing this concentration develop skills in managing people, internal resources, and external relationships in an increasingly dynamic environment.

Management of Agribusiness

AGB 411 Agricultural Cooperatives (3)
 or AGB 480 Agribusiness Policy and Government Regulations (3)
 AGB 451 Management Science *CS* (3)
 AGB 481 Applied Microeconomics (3)
 AGB electives (8)
 Agribusiness core (36)
 Agribusiness prerequisite courses (26)

Total 79

Food, Agribusiness, and Consumer Products Marketing Concentration

Students in the food, agribusiness and consumer products marketing concentration develop critical skills relevant to dealing with firms involved in food, fiber, consumer products, and pharmaceutical manufacturing; distribution; and retailing. Students also learn about the relationship between input suppliers, commodity associations, and primary producers. To this end, food, agribusiness and consumer products marketing students are required to complete a series of courses that analyze the behavior and performance of both commodity and consumer food markets.

Food, Agribusiness and Consumer Products Marketing

AGB 422 Consumer Behavior (3)
 AGB 429 Marketing Research (3)
 AGB 435 Agricultural Commodities (3)
 or AGB 420 Food Marketing (3)
 AGB electives (8)
 Agribusiness core (36)
 Agribusiness prerequisite courses (26)
Total 79

Food Science Concentration

The food science concentration focuses on both scientific and technical competency skills with an emphasis on food microbiology, food chemistry, biotechnology, mathematics, and statistics. This unique program prepares graduates for employment opportunities in the food, beverage, and dairy industries; regulatory agencies such as the FDA and USDA; international organizations such as FAO and WHO; and consumer organizations. In addition, graduates may choose to pursue advanced degrees.

Food Science

AGB 340 Food Processing (3)
 AGB 440 Food Safety (3)
 AGB 442 Food and Industrial Microbiology (4)
 AGB upper-division electives (7)
 Agribusiness core (36)
 Agribusiness prerequisite courses (26)
Total 79

General Agribusiness Concentration

The general agribusiness concentration offers students a chance to build a broad perspective in the field of agribusiness. In an age of specialization, there remains a growing need for generalists. These individuals have mastered finance, marketing, management, and technologies such as computers and statistics and are capable of demonstrating this mastery.

General Agribusiness

AGB 435 Agricultural Commodities (3)
 AGB electives (14)
 Agribusiness core (36)
 Agribusiness prerequisite courses (26)
Total 79

International Agribusiness Concentration

A student studying international agribusiness is typically preparing for a career with government agencies oriented toward international issues; programs of agribusiness for or in developing countries; U.S. agribusiness firms affected significantly by trade; or U.S.-based international agribusiness firms. This concentration requires a mastery of subjects in international trade, agricultural development, international policy, and global marketing practices and institutions.

International Agribusiness

AGB 450 International Agricultural Development G (3)
 AGB 452 International Agricultural Policy (3)
 AGB 454 International Trade (3)
 AGB electives (8)
 Agribusiness core (36)
 Agribusiness prerequisite courses (26)
Total 79

Professional Golf Management Concentration

The Professional Golf Management (PGM) concentration, accredited by the Professional Golfer's Association (PGA) of America, is specifically designed for students who aspire to become Class A PGA Professionals and work in management careers in the golf industry. Any student admitted to this program should be aware that membership in the PGA of America is restricted to U.S. citizens and resident aliens. PGM students complete the agribusiness core, which helps them develop the critical skills needed to manage complex organizations. In addition, the PGM concentration requires a minimum of 12 and a maximum of 15 semester hours of internship, 16 months of hands-on internship experience to be completed concurrently with internship courses at an approved location, and the successful completion of all three levels of PGA education. The concentration also requires completion of 14 semester hours of golf-related courses selected from the following areas: golf course operations, turf grass management, club fitting and repair, pro shop merchandising, movement analysis, sports psychology and equipment, mechanics and shop maintenance and repair. Students must complete all PGA membership requirements, including the PGA Playing Ability Test. All golf-related courses and internships are selected with the assistance of the PGM program advisor.

Note: Omnibus hours will not exceed nine hours.

Special class fees are in place to cover the cost of PGA books, seminars, and testing. The PGM program fee

ensures all students have access to the ASU/PGM Practice Facility, the PING Swing Analysis Lab, and a club repair room.

PGM Admission

To be admitted to the PGM program, students must meet a playing ability standard. Call the PGM director at 480/727-1180 for more information.

Professional Golf Management

Agribusiness core (30)
 Agribusiness prerequisite courses (19)
 Professional golf management courses (14)
 Professional golf management internship (9)

Total 72

Golf and Facilities Management Concentration.

The Golf and Facilities Management (GFM) concentration is designed to prepare students for careers as golf course superintendents. Through the agribusiness core, students develop the critical skills needed to manage complex organizations. In addition, the GFM concentration requires a minimum of 25 semester hours of golf and facilities management-related curriculum, of which six hours consist of hands-on internship experience at golf courses. The remaining 19 semester hours include courses selected from the following areas: golf course operations; plants and landscaping; soils, irrigation, and water management; fertilizers; pest control; turf grass management; mechanics; and shop maintenance and repair. For more information, call the GFM program coordinator at 480/727-1256.

Golf and Facilities Management

Agribusiness core (27)
 Agribusiness prerequisite courses (17)
 Golf and facilities management courses (19)
 Internship (6)

Total 69

Prerequisite Courses for Preveterinary Medicine

Students who select the preveterinary medicine concentration must take the following courses, some of which can also be used to meet the General Studies requirement.

ACC 230 Uses of Accounting Information I (3)
 BCH 361 Principles of Biochemistry (3)
 BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 BIO 340 General Genetics (4)
 CHM 113 General Chemistry I *SQ* (4)
 CHM 115 General Chemistry with Qualitative Analysis *SQ* (5)
 or CHM 116 General Chemistry II *SQ* (4)
 Choose between the course combinations below (4–8)
 CHM 231 Elementary Organic Chemistry *SQ* (3)¹
 CHM 235 Elementary Organic Chemistry Laboratory *SQ* (1)¹
 ---or---
 CHM 233 General Organic Chemistry I (3)
 CHM 234 General Organic Chemistry II (3)
 CHM 237 General Organic Chemistry Laboratory I (1)
 CHM 238 General Organic Chemistry Laboratory II (1)
 ECN 211 Macroeconomic Principles *SB* (3)
 or ECN 212 Microeconomic Principles *SB* (3)
 ENG 301 Writing for the Professions *L* (3)
 MAT 210 Brief Calculus *MA* (3)
 MIC 205 Microbiology *SG*² (3)
 MIC 206 Microbiology Laboratory *SG*² (1)
 PHY 111 General Physics *SQ*³ (3)
 PHY 113 General Physics Laboratory *SQ*³ (1)
 Upper-division AGB (9)
Total 57–61

¹ Both CHM 231 and 235 must be taken to secure *SQ* credit.

² Both MIC 205 and 206 must be taken to secure *SG* credit.

³ Both PHY 111 and 113 must be taken to secure *SQ* credit.

Preveterinary Medicine

A student studying agribusiness can also be preparing for admission to a professional veterinary school. While completing the courses needed for acceptance into veterinary school, the student is broadening his or her career potential with agribusiness courses. The Agribusiness major provides knowledge of how to run a business or practice. In addition, should a preveterinary student decide not to apply to a veterinary school, this major provides alternative career paths into human or veterinary pharmaceutical industries or the food industry. This concentration permits students to complete the preveterinary requirements for entrance to professional veterinary school.

Preveterinary Medicine

Agribusiness core (24)
 AGB 100 Introduction to Agribusiness (3)
 AGB 310 Agribusiness Management I (3)
 AGB 320 Agribusiness Marketing I (3)

AGB 332 Agribusiness Finance I (3)
AGB 360 Agribusiness Statistics *CS* (3)
AGB 364 Agribusiness Technologies I (3)
AGB 365 Agribusiness Technologies II (3)
AGB 414 Agribusiness Analysis *L* (3)
Preveterinary medicine prerequisites (57–61)
Total 81–85

Veterinary College Acceptance

A student who has been accepted to a school of veterinary medicine before he or she has earned a BS degree in the Morrison School may do so by completing a minimum of 30 semester hours at ASU and the General Studies requirement. Students must receive a written statement from the dean of the Morrison School giving senior-in-absentia privileges. A student is eligible to receive the BS degree after the ASU Office of the Registrar receives a recommendation from the dean of the veterinary professional school and a transcript indicating the student has completed the necessary semester hours commensurate with ASU graduation requirements.

Veterinary Medical Schools

There are 27 schools of veterinary medicine in the United States. Each school establishes specific prerequisites that are required for admission. Advisors in the Morrison School assist students in designing their class schedules to meet the requirements of the veterinary schools to which they plan to apply. Each school generally looks for courses in biology, chemistry, genetics, microbiology, organic chemistry, and physics. In addition to a science foundation, all students must meet the University General Studies requirement, and complete 45 semester hours of upper-division courses.

APPLIED SCIENCE—BAS

The Bachelor of Applied Science degree is a capstone degree for the Associate of Applied Science degree. The BAS degree exposes students to advanced concepts and diverse critical thinking skills to prepare them for future career opportunities and professional advancement.

Admission

Admission to the BAS degree program is restricted to students holding an AAS degree from a regionally accredited U.S. postsecondary educational institution. A GPA of 2.00 or higher is required for all resident applicants and 2.50 for nonresident applicants.

BAS Degree Graduation Requirements

The BAS degree program consists of 60 semester hours of upper-division courses, with 30 semester hours in residence. An overall GPA of 2.00 or higher is required.

AAS degree (60)
Assignable credit (6)
BAS core (16)
Concentration (19)
General Studies (19)
Total 120

General Studies Curriculum

The BAS curriculum builds on the general education content of the AAS degree. Additional General Studies courses are taken in the core or concentration. General Studies courses focus on contextual learning.

L (3)
MA (3)
HU (3)
HU or SB (3)
SB (3)
SG (4)
Total 19

Assignable Credit

Assignable credit allows space in the curriculum for prerequisite courses. The courses are determined by the student and advisor.

BAS Core

AGB 310 Agribusiness Management I (3)
AGB 320 Agribusiness Marketing I (3)
AGB 360 Agribusiness Statistics *CS* (3)
AGB 414 Agribusiness Analysis *L* (3)
AGB 460 Agribusiness Management Systems (3)
Total 15

Consumer Products Technology Concentration

Students in this concentration prepare for a career in the food and consumer products industries. Students learn to develop food, drug, cosmetic, and other consumer products and to ensure product safety and marketability by obtaining a thorough mastery of courses in product and package design, manufacturing, processing, and safety.

Consumer Products Technology

AGB 340 Food Processing (3)
AGB 364 Agribusiness Technologies I (3)
AGB 440 Food Safety (3)
MET 341 Manufacturing Analysis (3)

MET 494 ST: Consumer Manufacturing (3)
 MET 494 ST: Packaging Design (3)
 AGB elective (1)
Total 19

Food Retail Management Concentration

A student studying food retail management prepares for a career in the food marketing and distribution industries. Potential employers are food manufacturing and processing companies, distribution centers, wholesalers, and all types of food retailers, e.g., supermarkets, mass merchandisers, fast food outlets, restaurants, and direct marketers of food.

Food Retail Management

AGB 332 Agribusiness Finance I (3)
 AGB 340 Food Processing (3)
 AGB 420 Food Marketing (3)
 AGB 440 Food Safety (3)
 AGB 445 Food Retailing (3)
 AGB 484 Internship (1)
 AGB elective (3)
Total 19

BUSINESS ADMINISTRATION—BS

The BS degree in Business Administration offers a survey of contemporary business disciplines and additional depth in at least three disciplines. The curriculum enables students to gain essential business competencies, knowledge of business disciplines and methods, and appreciation for contemporary business environments and cultures. Students prepare for careers in business, industry, or government, as well as for career advancement and entrepreneurial enterprises.

A total of 120 semester hours is required for graduation with a minimum of 51 semester hours of upper-division credit. As part of the undergraduate degree program, students complete the General Studies requirement (see [General Studies](#)).

Requirements for the Business Administration major consist of 30 semester hours of lower-division core and skill courses, 22 semester hours of upper-division core courses, one three-semester-hour capstone course, and 18 semester hours of approved electives. All of the upper-division business courses (with the exception of nine semester hours) must be taken at Polytechnic campus.

Business Administration Core

BUA 300 Career Management (1)
 FIN 300 Fundamentals of Finance (3)
 IBS 300 Principles of International Business *G* (3)
 LES 305 Legal, Ethical, and Regulatory Issues in Business (3)
 MGT 300 Organizational Management and Leadership (3)
 MKT 300 Marketing and Business Performance (3)
 SCM 300 Global Supply Operations (3)
 TWC 447 Business Reports *L* (3)
Total 22

Capstone Course (Three Semester Hours)

MGT 440 Small Business and Entrepreneurship (3)
 or BUA 440 Strategic Management (3)

Approved Electives (18 Semester Hours)

Electives (18)

Students select 18 semester hours of electives toward a goal of building upon and integrating prior and current course work. This set of courses, which must be approved by the Business Administration program head, allows students to study a subset of business problems or issues as well as focus on their career interests.

Approved electives include courses in Polytechnic campus industry-specific business programs (Aeronautical Management Technology, Agribusiness, and Technology Management).

For the latest information about application, admissions, program requirements, and courses, call the Morrison School of Management and Agribusiness at 480/727-1585, or access the Web site at poly.asu.edu/msma/bua

REAL ESTATE—BS

The Real Estate faculty offer a unique, integrated, one-year program designed for the student's last year of college. This innovative and award-winning program emphasizes student involvement with real estate executives on projects in the Phoenix metropolitan area. Students work in teams to develop their analytical, communication, technology, and team skills.

The program is organized around five aspects of real estate: brokerage/management, development, financing, investments, and market analysis. With broad interdisciplinary perspective, emphasis on team work, and involvement in projects, students may pursue careers in land development, investment analysis, appraisal, property management, brokerage, and mortgage finance.

Successful completion of the program satisfies the requirements of the major based on the following courses:

LES 411 Real Estate Law (3)
 REA 300 Real Estate Analysis (3)
 REA 331 Real Estate Finance (3)
 REA 401 Real Estate Appraisal (3)

REA 441 Real Estate Land Development (3)

REA 456 Real Estate Investments (3)

Total 18

Minor in Small Business

The minor in small business is available to nonbusiness majors and consists of 18 semester hours, with five required courses and one approved elective. BUA 380 Small Business Leadership is a prerequisite or corequisite for other courses.

Requirements

BUA 380 Small Business Leadership (3)

BUA 381 Small Business Accounting and Finance (3)

BUA 382 Small Business Sales and Market Development (3)

BUA 383 Small Business Working Relationships (3)

BUA 384 Small Business Operations and Planning (3)

Approved elective (3)

Total 18

BIS Concentration in Small Business

The requirements for the small business concentration, for BIS students only, are identical to those for the minor in Small Business listed above. For BIS degree requirements, see [School of Interdisciplinary Studies](#)

Morrison School of Management and Agribusiness

poly.asu.edu/msma

480/727-1585

WANER 140

Professors

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

Associate Professors

Butler, Hutt, Manfredo, Nganje, Raccach, Schmitz

Assistant Professors

Bravo, Hughner, Scott, Skilton

Senior Lecturers

Hudek, Lindley

Lecturers

Forsyth, Watson

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

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

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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 Fine 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 Division of Graduate Studies, School of Extended Education, and University Libraries are also administered through the Tempe campus.

The mission of the university is to provide outstanding programs in instruction, research, and creative activity; to promote and support economic development; and to provide service appropriate for the nation, the state of Arizona, and the state's major metropolitan area. The Tempe campus supports the university mission through faculty who are excellent scholars and researchers and who are committed to teaching excellence.

The Tempe campus offers a broad range of educational experiences through a traditional semester calendar and summer and winter sessions. ASU programs offer diversity in academic, athletic, cultural, and social activities to prepare students to be productive citizens in a multicultural society.

ACADEMIC ADVISING

Each college has advisors to assist students in developing programs of study, assessing educational goals, and understanding rules, procedures, and curriculum requirements. In some colleges, these advisors are faculty members. In others, they are full-time, professional advisors. Students often may seek academic and career advice from both faculty members and full-time advisors. Students are encouraged to take advantage of the skill and knowledge of the advising professionals available to them. Most new students and many continuing students must meet with an advisor as a condition of registration.

Tempe campus advisors may be contacted at the locations and times shown in the [Academic Advising at Tempe Campus](#) table below. (See [Building Abbreviations](#), for a list of building abbreviations and names.)

Academic Advising at Tempe Campus

College	Location	Telephone	Days	Hours	Web Address
Barrett, the Honors College	MB C100L1	480/965-9155	Mon.–Fri.	8 A.M.–5 P.M. ¹	honors.asu.edu
College of Design	CDS 115	480/965-3584	Mon.–Fri.	8 A.M.–5 P.M. ²	design.asu.edu
College of Liberal Arts and Sciences	FULTN 110	480/965-6506	Mon.–Fri.	8 A.M.–5 P.M.	clas.asu.edu
College of Nursing & Healthcare Innovation	Downtown	602/496-0888	Mon.–Fri.	8 A.M.–5 P.M.	nursing.asu.edu
Ira A. Fulton School of Engineering	ECG 109	480/965-1726 or 965-1750	Mon.–Fri.	8 A.M.–5 P.M. ^{1, 2}	www.fulton.asu.edu
Katherine K. Herberger College of Fine Arts	GHALL 116	480/965-4495	Mon.–Fri.	8 A.M.–5 P.M.	herbergercollege.asu.edu
Mary Lou Fulton College of Education	EDB L1- 13	480/965-5555	Mon.–Fri.	8 A.M.–5 P.M.	coe.asu.edu/oss
Sandra Day O'Connor College of Law	LAW 119	480/965-1474	Mon.–Fri.	8 A.M.–5 P.M. ³	www.law.asu.edu
School of Sustainability	TMPCT 151	480/727-6963	Mon.–Fri.	8 A.M.–5 P.M.	schoolofsustainability.asu.edu
W. P. Carey School of Business	BA 109	480/965-4227	Wed. Other weekdays	8 A.M.–6:30 P.M. 8 A.M.–5 P.M.	www.wpcarey.asu.edu/up
Walter Cronkite School of Journalism and Mass Communication	STAUF A207	480/965-8121	Mon.–Fri.	8 A.M.–5 P.M.	cronkite.asu.edu
<p>¹ Walk-ins are welcome; appointments are recommended.</p> <p>² The office is closed from Noon to 1 P.M.</p> <p>³ Call for additional hours.</p>					

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Walter Cronkite School of Journalism and Mass Communication

cronkite.asu.edu

Christopher Callahan, MPA, Dean

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PURPOSE AND PHILOSOPHY

The faculty of the Walter Cronkite School of Journalism and Mass Communication offer a strong professional program that values applied scholarship. Faculty members combine excellent professional experiences with outstanding records as productive scholars.

The primary mission of the school is to

1. prepare students for careers in journalism and related fields;
2. examine mass communication through research and teaching, thereby preparing informed life-long consumers of the mass media; and
3. develop new approaches to practicing journalism in a university setting, providing ample opportunities for students and faculty to serve audiences beyond the classroom.

To that end, the school offers classroom instruction in a blend of conceptual courses (such as media law, media ethics, media history and media management) and professional skills courses (such as print and broadcast writing, editing, reporting, and production techniques). The school also offers on-campus media work experiences, including the Cronkite News Service; the campus newspaper *The State Press*; The Blaze radio station; “NewsWatch,” a student-produced cable television news magazine; “ASU Web Devil”; and “Channel 2,” the student-run campus cable station. Off-campus work experience opportunities include internships at newspapers, magazines, television and radio stations, and public relations agencies.

ADMISSION

Students admitted to ASU must meet additional requirements to be admitted to the Journalism and Mass Communication major. Freshmen are admitted directly to the major and may matriculate through the degree program. Those students wishing to transfer in or change majors to the Cronkite School must apply during specified admission periods and are required to submit additional materials; see [Transfer Students](#). All students admitted to the Cronkite School must pass an English grammar exam administered by the school before enrolling in courses beyond the 100 level.

ADVISING

Students should follow the sequence of courses outlined on school curriculum check sheets, their online degree audits, and the advice of the school’s academic advisors. Conscientious, careful planning and early advising are crucial to students who desire to progress through the program in a timely fashion. The critical requirements for freshmen in the Cronkite School are available at cronkite.asu.edu.

DEGREES

The Cronkite School offers a program leading to the Bachelor of Arts degree in Journalism and Mass Communication. Students select one of three degree tracks: print/online journalism, broadcast journalism, or public relations.

The school offers a program leading to the graduate degree of Master of Mass Communication.

TRANSFER STUDENTS

To be considered for transfer or change of major admission to the Journalism and Mass Communication major, students must have 12 transferable college credit hours. Students with fewer than 12 transferable college credit hours must meet Cronkite School freshman admission requirements. Those students applying to the school as transfers must meet additional requirements beyond those required for admission to ASU. Consideration for transfer to the Cronkite School requires a minimum GPA of 3.00 and submission of additional application materials. Access cronkite.asu.edu, or visit the Cronkite School office in STAUF A231 for additional application material requirements.

PROGRAM REQUIREMENTS

Because the Walter Cronkite School of Journalism and Mass Communication is accredited by the Accrediting Council on Education in Journalism and Mass Communication, its students are required to take a minimum of 80 semester hours in courses outside the major of Journalism and Mass Communication, with no fewer than 65 semester hours in liberal arts and sciences. This requirement ensures that students receive a broad academic background.

At least 18 semester hours of major courses required by the school, including one writing course, must be taken at ASU. A student must receive a grade of “C” (2.00) or higher in all courses taken in the major and in the required related area.

BA REQUIREMENTS

All students are required to demonstrate proficiency in a language other than English (a spoken language or American Sign Language). Proficiency is defined as completing the second semester intermediate level, or higher, of a language other than English with a grade of “C” (2.00) or higher.

The undergraduate major in Journalism and Mass Communication consists of 39 semester hours of Cronkite School courses.

1. Foundations (12 hours in four courses):
Core values, including principles and history, ethics and diversity, mass communication law, and business and the future of journalism.
2. Basic skills (nine hours in three courses):
Basic reporting and writing, intermediate reporting and writing, and editing in one of three specializations: print/online journalism, broadcast journalism, or public relations.
3. Multimedia/online journalism (three hours in one course).
4. Internship (three hours).
5. One of the following advanced specializations (nine hours in three courses):
Print/online journalism: Advanced reporting and writing; Cronkite News Service, or two approved paired electives.
Broadcast journalism: TV reporting, TV newscast (Newswatch), or documentary and elective.
Public relations: Introduction to public relations, public relations writing, and public relations campaigns.
6. Major elective credit in the Cronkite School (three hours).

These courses are in addition to other degree requirements. See [University Graduation Requirements](#).

Related Area

Each student is required to complete a 12-semester-hour related area to complement the courses taken in the major.

GENERAL STUDIES REQUIREMENTS

Students must satisfy the university General Studies requirement found in [General Studies](#). Students are advised to review carefully the appropriate school curriculum check sheet to ensure that courses taken move the student toward graduation with the least amount of delay and difficulty. Note that all three General Studies awareness areas are required.

General education requirements for the Walter Cronkite School of Journalism and Mass Communication follow.

Students are required to take one or more courses as noted in each of the following areas: statistics, English literature, philosophy (PHI 101, 103, 105, 305, 306, or 309), history (one US history class and one additional HST course for a total of six hours), American government (POS 110 or 310), psychology (PGS 101), sociology (SOC 101 or 301), economics (ECN 211 or 212), mathematics (numeracy requirement), and two natural science lab courses.

MINOR IN MASS COMMUNICATION

The Walter Cronkite School of Journalism and Mass Communication offers a minor in Mass Communication consisting of the required course MCO 120 Media and Society and 12 additional semester hours (nine of which must be upper-division hours) of Tempe campus resident credit taken from a list of approved courses. The following courses are included:

- MCO 200 Introduction to Electronic Media (3)
- MCO 240 Media Issues in American Pop Culture (3)
- MCO 418 History of Mass Communication *SB, H* (3)
- MCO 430 International Mass Communication *G* (3)
- MCO 440 Applied Media Research (3)
- MCO 450 Visual Communication *HU* (3)
- MCO 456 Political Communication *SB* (3)
- MCO 460 Race, Gender, and Media *C* (3)
- MCO 473 Sex, Love, and Romance in the Mass Media *SB* (3)
- MCO 494 Special Topics (3)

To take upper-division courses, the student must be at least a sophomore (25 semester hours). To pursue the minor

in Mass Communication, the student must maintain a minimum 2.00 overall GPA, obtain a minimum grade of "C" (2.00) in each course in the minor, and have a major other than Journalism and Mass Communication.

BIS CONCENTRATION

A concentration in mass communication is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAM

Master of Mass Communication

The curriculum for the MMC degree is designed to help students achieve intellectual and professional growth, to prepare students for positions in the mass media, and to enable those currently in the media to advance their careers. For more information, see the [Graduate Catalog](#).

Walter Cronkite School of Journalism and Mass Communication

cronkite.asu.edu

480/965-5011

STAUF A231

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

Professors of Practice

Elliott, Green, Leckey, Lodato

Clinical Professor

Leigh

Lecturer

Casavantes

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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PURPOSE

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. See the [Sandra Day O'Connor College of Law Graduate Degrees and Majors](#) table below.

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.

Sandra Day O'Connor College of Law Graduate Degrees and Majors			
Major	Degree	Concentration	Administered By
Biotechnology and Genomics	LLM ¹	—	Sandra Day O'Connor College of Law
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.

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, 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 480/727-0345, 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
ARIZONA STATE UNIVERSITY
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

Access the [Sandra Day O'Connor College of Law](#) listings in Administrative Personnel, 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, Spritzer, Stanton, Strouse, Sylvester, Tsosie, Weinstein, M. White, P. White, Winer

Associate Professors

Chodorow, Demaine, Fellmeth, Gopalan, Kittrie, Sigler

Research Professor

Cardineau

Clinical Professors

Dallyn, Dauber, Warne

Clinical Associate Professors

Cruz, Herrera, Hinshaw, Langenfeld, Menkhus

Legal Writing Professors

Davis, Noreuil, Popko, Stinson

Lecturer

Askland

Visiting Professors

Plunkett, Porras

Visiting Clinical Professors

Barnes, Rosenberg

Visiting Clinical Associate Professor

McPaul

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 GENERAL CATALOG

School of Sustainability

schoolofsustainability.asu.edu

Charles L. Redman, PhD, Director

[Degrees](#)[Faculty and Courses](#)

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.

DEGREES

The school is currently developing undergraduate programs leading to a minor in Sustainability, Bachelor of Arts degree in Sustainability, and a Bachelor of Science degree in Sustainability. The school currently offers graduate programs leading to a Master of Science degree in Sustainability, a Master of Arts degree in Sustainability, a Doctor of Philosophy degree in Sustainability, and a graduate Certificate in Sustainable Technology and Management. See the [Graduate Catalog](#) for specific requirements.

Graduates of the sustainability programs will be able to

1. think in a holistic way about sustainability problems;
2. understand the concepts of sustainability, the issues involved, and the disciplines needed to address real-world problems;
3. evaluate the role and effectiveness of a broad range of methods of inquiry and analysis;
4. understand the concepts and methods of various disciplines and the ways in which they can address sustainability challenges;
5. work collaboratively and in multidisciplinary teams;
6. understand ethical issues related to sustainability; and
7. develop creative, adaptive solutions to sustainability challenges.

School of Sustainability

schoolofsustainability.asu.edu

480/727-6963

TMPCT 151

Charles L. Redman, Director

Core Faculty

Civil and Environmental Engineering / Sustainability

Assistant Professor: Williams

Geographical Sciences

Assistant Professor: Larson

Global Studies

Professor: Webster

Human Evolution and Social Change / Sustainability

Professors: Kintigh, Perrings

Associate Professor: Boone

Assistant Professor: Anderies

Life Sciences / Sustainability

Professors: 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

Civil and Environmental Engineering

Professors: Allenby, Crittenden

Assistant Professor: Kaloush

Geographical Sciences

Professor: Gober

Human Evolution and Social Change

Professors: M. Nelson, van der Leeuw

Life Sciences

Professors: Briggs, Fisher, Grimm

Assistant Professor: Hall

Planning

Professor: Pijawka

Research and Economic Affairs

Professor: Fink

For more information about the School of Sustainability and their programs access schoolofsustainability.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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ARCHIVE:

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West Campus

www.west.asu.edu

Elizabeth Langland, PhD, Vice President, West Campus

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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 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 executive vice president and 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 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](#) listing; for administrative personnel, see [West Campus](#) listing.

ADMISSION

Nondegree Students

Nondegree students may take courses at the West campus according to the special provisions under [Admission of Undergraduate Nondegree Applicants](#).

Degree-Seeking Students

Any student admitted to ASU may take courses at the West campus. To be admitted to a West campus degree program, the student must meet university admission requirements and the specific admission requirements of the West campus program. A student who is admitted to a West campus degree program is defined as a West campus student.

Prospective students should access the Web site at asu.edu/prospective for information on admission requirements and processes. The fastest, most efficient way to apply for admission is online at asu.edu/apply. Printable applications are available at the same site. These applications can be completed and submitted by mail to

ARIZONA STATE UNIVERSITY
 PO BOX 870112
 TEMPE AZ 85287-0112

The Arizona Board of Regents establishes undergraduate admission standards for state universities. Particular colleges, schools, academic units, programs or departments may impose additional requirements. These are explained later in this catalog under the appropriate section.

For graduate program admission information and procedures, access the Web site at www.asu.edu/graduate/admissions. Students are encouraged to apply via the Web. If students cannot access the Internet, they may call the Division of Graduate Studies at 602/543-4567 or send e-mail to asuwgrad@asu.edu.

Change of Major from Another ASU Campus to West Campus

Currently enrolled Downtown Phoenix, Polytechnic, or Tempe campus degree-seeking students who want to relocate to a West campus degree program should contact Admissions Services at the West campus for the appropriate procedures. Acceptance to a West campus degree program requires the student to meet the prerequisites for entry to the student's choice of major as stated in the appropriate catalog. Students should be aware that requirements may differ between the campuses for the same major.

Application of Course Credit

The application of transfer course credit to the degree program is determined by the department of the student's major. Because of these constraints, students should seek advice from the appropriate advisor for their major before registering for classes at another university or ASU campus.

ACADEMIC ADVISING

Prospective Students

Effective academic advising is an essential aspect of the educational experience at the West campus. Prospective students seeking help with the application and admission process should call an admissions counselor as a first step at 602/543-8550 or visit the Recruitment and Outreach office in UCB 105. Prospective students can find a variety of information by accessing the Web site at asu.edu/prospective.

Exploratory Freshmen and Transfer Students

Exploratory freshmen and transfer students who have not declared a major should call the University College Academic Advising Office for assistance at 602/543-9222 or visit UCB 201.

For community college students, a convenient alternative is to meet with an outreach advisor at one of the Transfer Centers shown in the [Transfer Centers](#) table below.

Transfer Centers	
College	Phone
Estrella Mountain Community College	623/935-8821
Glendale Community College	623/845-3096
Paradise Valley Community College	602/787-7060

Phoenix College	602/285-7110
South Mountain Community College	602/243-8153

Students Admitted to Academic Programs

To assure timely and accurate advising for their majors, each academic unit has advisors to assist students in developing programs of study and understanding rules, procedures, and curriculum requirements. See the [Academic Advising at West Campus](#) table below. Members of the fall 2007 freshman class have a new way to manage their academic experience; see [eAdvisor](#).

Academic Advising at West Campus		
College or School	Location	Phone
Barrett, the Honors College	UCB 201	602/543-4503
College of Human Services	FAB S105A	602/543-6600
College of Teacher Education and Leadership	FAB S210	602/543-6367
New College of Interdisciplinary Arts and Sciences	FAB N201	602/543-6052
School of Global Management and Leadership	FAB N101	602/543-6200

FRESHMAN ORIENTATION

To ease the transition from high school to the West campus, University College (UC) offers several programs for freshman students. The UC offers online and on-campus orientations designed to familiarize new students with university and campus programs and services and to assist them with registering for classes. For more information, call 602/543-4600, or access the Web site at west.asu.edu/uc/orientation.htm.

DEGREE PROGRAMS

For more information on West campus undergraduate degree requirements, see the specific college, school, or program description in this catalog.

For information on West campus graduate degrees see the [Graduate Catalog](#).

Minors and Certificates

The West campus offers an extensive selection of minors and certificate programs that may be taken in conjunction with a major. Other certificate programs may be taken independently. See the [West Campus Minors](#) and [West Campus Certificates](#) tables below.

For information on the minor and certificate program requirements, see the specific college, school, or program description in this catalog.

Programs Hosted at West Campus

Courses for the Bachelor of Science in Nursing (BSN) degree are offered at the West campus. For specific information on requirements, see [College of Nursing & Healthcare Innovation](#).

UNIVERSITY GRADUATION REQUIREMENTS

In addition to fulfilling college and major requirements, each student must meet all university graduation requirements. For complete information, see [University Graduation Requirements](#).

GENERAL STUDIES REQUIREMENT

All Students enrolled in a baccalaureate degree program must satisfy the university requirement of a minimum of 35 hours of approved course work in General Studies, as described in [General Studies](#).

General Studies courses are listed in the course descriptions, and in the Online ASU Interactive Schedule of Classes. General Studies credit for a course may vary by campus; however, General Studies credit granted at one campus is honored at all campuses. Students should seek advice from the appropriate academic advisor for their major before registering for classes on another ASU campus.

CAMPUS REQUIREMENTS

Some requirements are specific to the campus of enrollment. The following requirements apply to programs offered at the West campus.

Minors

A minor is an approved, coherent concentration of academic study in a single discipline, involving substantially fewer hours of credit than the corresponding major.

Students in most majors may pursue one or more minors and, upon successful completion of the prescribed course work, have that accomplishment officially recognized on the ASU transcript at graduation if (1) the academic unit/department of the minor officially certifies, through established verification procedures, that all requirements for the minor have been met, and (2) the academic unit (and, in certain academic units, the department) of the student's major allows the official recognition of the minor. A student wishing to pursue a specific minor should consult an academic advisor in the unit offering that minor to ensure that an appropriate set of courses is taken.

A minor consists of a minimum of 18 hours of course work. For any minor offered at the West campus, a minimum of nine upper-division hours in the minor must be taken in residence at ASU. All upper-division courses in the minor must be completed with a minimum grade of “C” (2.00). Counting courses in the major and the minor is allowed; however, certain major and minor combinations may be deemed inappropriate by the academic unit or department of the major or minor. Inappropriate combinations include (but would not be limited to) ones in which an excessive number of courses in the minor are simultaneously being used to fulfill requirements of the student’s major (e.g., major in Integrative Studies with a concentration in sociology and a minor in Sociology). Some West campus departments may have more specific or stringent requirements for minors.

For a list of the minors available at the West campus, refer to the [West Campus Minors](#) table below.

Certificates

Students may pursue some certificate programs along with a major and other certificate programs independently.

For certificate programs offered at the West campus, at least 50 percent of the semester hours required to earn a certificate must be ASU resident credit. All course work in the certificate must be completed with a minimum grade of “C” (2.00) or higher. Some departments may have more specific or stringent requirements for certificates.

For a list of the certificates available at the West campus, refer to the [West Campus Certificates](#) table below.

STUDENT GRIEVANCES

Appeal procedures vary from one ASU campus to another. The following procedures apply to students enrolled in West campus degree programs and courses.

Petition for Variance from University-Wide Academic Requirements

The Campus Standards Committee advises the vice president and provost for the West campus regarding undergraduate student petitions that concern university-wide academic requirements. These requirements include but are not limited to requirements on the amount of transfer credit, undergraduate admissions decisions, graduation requirements, resident credit requirements, and general studies requirements. To petition for a variance of such university requirements, students should discuss the matter with an academic advisor and complete a petition form. The petition is reviewed by the relevant unit-level administrator and committee before being forwarded to the Office of the Associate Vice Provost for Academic Undergraduate Programs and Assessment.

Grade Appeals

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. However, the following grievance process allows deans to change a particular grade if evidence presented in the process warrants such a change.

It is university policy that students filing grievances and those who provide support for the student are protected from retaliation. Students who feel that they are victims of retaliation should immediately contact the dean of the academic unit in which the course is offered.

The grade appeal process follows the steps described below. “Day” is defined as a normal business day, not including Saturday, Sunday, or any officially recognized university employee holiday or campus closure.

1. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The instructor must review the matter in good faith, explain how the original grading decision was made, and decide whether to change the grade in response to the student’s appeal. The instructor must respond to the student’s request for a meeting in writing, via phone, or by e-mail within 10 days. If the grade dispute is not or cannot be resolved to the satisfaction of the student via this meeting, within 10 days after receiving the instructor’s response the student may appeal to the program chair/director. (If the program chair/director is also the instructor and/or responsible for the disputed grade, the student may appeal directly to the campus Academic Grade Appeals Committee.)
2. Within 10 days after receiving the appeal, the program chair/director confers with the student and the instructor to try to work out a mutually acceptable resolution to the dispute. If the grading dispute is not resolved to the satisfaction of the student, within 10 days after receiving the program chair/director’s response the student may appeal to the Academic Grade Appeals Committee. Appeals must be made in writing, with a separate document submitted for each grade being contested. Each appeal must provide the name of instructor, course section, semester taken, grade received, and attempts made to resolve the situation.
3. Both the student and the instructor are invited to appear before the committee within 20 days after the committee receives the appeal. The committee shall operate under written procedures that satisfy due process requirements. The committee considers all of the evidence bearing on the dispute and then decides by majority vote whether the grade should be changed. The committee then sends its recommendation to the dean of the academic unit where the course was offered.
4. Within 15 days of receiving the committee’s recommendation, the dean makes the final decision in the case after full consideration of the recommendation and a review of pertinent materials. If the dean determines that a grade change is warranted, the grade change may be made either by the instructor or by the dean. The dean notifies the student, instructor, program chair/director, and the Academic Grade Appeals Committee of the final outcome of the case.

For summer session or fall semester grade appeals, the student must contact the course instructor within 60 days after the last day of instruction of the session or semester. To appeal a spring semester grade, the student must contact the instructor within 60 days after the first day of instruction of the following fall semester.

For more information regarding the campus Academic Grade Appeals Committee, call 602/543-4600, or visit the Office of the Associate Vice Provost for Academic Undergraduate Programs and Assessment, UCB 201.

West Campus Minors

Minor	Administered By
American Studies	Department of Language, Cultures, and History
Communication Studies	Department of Communication Studies
English	Department of Language, Cultures, and History
Ethnic Studies	Ethnic Studies Program
Film and Video Studies	Department of Interdisciplinary Arts and Performance
Gerontology	Gerontology Program
History	Department of Language, Cultures, and History
Interdisciplinary Arts and Performance	Department of Interdisciplinary Arts and Performance
Interdisciplinary Organizational Studies	Department of Social and Behavioral Sciences
Life Sciences	Department of Integrated Natural Sciences
Mathematics	Department of Mathematical Sciences and Applied Computing
Philosophy	Department of Integrative Studies
Political Science	Department of Social and Behavioral Sciences
Prelaw	College of Human Services
Psychology	Department of Social and Behavioral Sciences
Public Relations and Strategic Communications	Department of Communication Studies
Recreation Management	Department of Recreation and Tourism Management
Religious Studies	Department of Integrative Studies
Social and Behavioral Sciences	Department of Social and Behavioral Sciences
Sociocultural Anthropology	Department of Social and Behavioral Sciences
Sociology	Department of Social and Behavioral Sciences
Spanish	Department of Language, Cultures, and History
Special Events Management	Department of Recreation and Tourism Management
Tourism Management	Department of Recreation and Tourism Management
Women's Studies	Women's Studies Program
Youth Services Leadership	Department of Recreation and Tourism Management

West Campus Certificates

Certificate	Administered By
Accountancy, Postbaccalaureate Certificate in	Department of Accountancy
Communication and Human Relations, Postbaccalaureate Certificate in	Department of Communication Studies
Ethnic Studies, Certificate in	Ethnic Studies Program
Film and Video Studies, Certificate in	Department of Interdisciplinary Arts and Performance
Gerontology, Certificate in	Gerontology Program
Professional Accountancy, Postbaccalaureate Certificate in	Department of Accountancy
Women's Studies, Certificate in	Women's Studies Program
Writing, Certificate in	Department of Language, Cultures, and History

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CAMPUS AND STUDENT SERVICES

Admissions and Registration Services

Admission and Registration Services, located in UCB 120, provides students with a central location for all admission, academic records-related functions, and class registration processes.

For more information or assistance, call 602/543-8203, or access the Web site at west.asu.edu/registrar.

ASU Alumni Association—West Campus Chapters

Staying involved with the ASU Alumni Association helps preserve your lifelong connection to the university that honors your past, respects your present and supports your future. By joining the association you can stay in touch with friends, build career connections, network within your profession and serve your community. Most major academic areas are represented with alumni chapters. At the West campus, there are several alumni chapters, including College of Teacher Education and Leadership Alumni Chapter; Communication Studies Alumni Chapter; Criminology and Criminal Justice Alumni Chapter; Recreation and Tourism Management Alumni Chapter; Department of Social Work Alumni Chapter; New College Alumni Chapter; School of Global Management and Leadership Alumni Chapter; and MBA Alumni Chapter.

Students can enjoy the benefits of joining an alumni chapter before graduation. Call 602/543-ALUM (2586), or access the Web site at west.asu.edu. Click on “Alumni” for more information.

Associated Students

Associated Students of ASU at the West campus is the student government of the campus. It is the official representative of the student body in matters of campus governance. Programs and services include the promotion of campus clubs and organizations, active participation in political activities affecting the university, provision of student representation on campus committees, and the sponsorship of cultural, educational, and social activities. For more information, call 602/543-8186, or access the Web site at west.asu.edu/asasuw.

ASU Shuttle Service

The ASU Express is a shuttle bus that makes regular trips between the Tempe campus and West campus and between the Tempe campus and Polytechnic campus during regular semesters. Trips are scheduled Monday to Thursday between 6 A.M.P.M. and on Friday between 6 A.M. and 6:40 P.M. Books of ten tickets are available from the West campus Cashier’s Office and Parking Services. For more information, and ticket prices, call 602/543-PARK (7275), or access the Web site at west.asu.edu/adaff/auxs/parking.

Bookstore

The West campus Bookstore offers new and used textbooks, course packets, computer hardware and software, general books, magazines, newspapers, general supplies, ASU insignia clothing and gifts, class rings, and graduation supplies. As a complimentary service, merchandise may be transferred from the Tempe campus Bookstore upon request.

The bookstore is located in the UCB 140. Regular hours are Monday–Thursday, 9 A.M. to 6 P.M. and Friday, 9 A.M. to 5 P.M. The bookstore is open for extended hours at the beginning of each semester. For more information, call 602/543-6800, or access the Web site at bookstore.asu.edu.

Career Services

Students are encouraged to acquire skills, knowledge, and support for their career planning and personal development, thus enhancing chances of success in life.

A wide variety of workshops, groups, and special events are offered throughout the year. Resource room materials and self-paced computerized career guidance tools are available. The Sun Devil Career Link Program offers students job and internship interviews. For more information, call 602/543-8124, visit UCB 220, or access the Web site at west.asu.edu/sa/career.

Child Development and Family Studies Center

In partnership with Phoenix Headstart and West campus, the Child Development and Family Studies Center's Lab School integrates full-day preschool child care and education into the research, teaching and service missions of the campus. The children's educational enrichment program incorporates features of the most successful national preschool education programs and promotes the experience and expression of cultural diversity. The center is an important adjunct to faculty research and teaching activities in psychology, family studies, early childhood development, curriculum, and education.

The Child Development and Family Studies Center's Lab School is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC accreditation is a rigorous, voluntary process by which early childhood education programs demonstrate that they consistently meet national standards of excellence.

For more information, call 602/543-5437, visit UCB 190, or access the Web site at west.asu.edu/cdc.

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 west.asu.edu/it.

Consortium for Interdisciplinary Projects and Residencies in the Arts

The Department of Interdisciplinary Arts and Performance (IAP) sponsors Interdisciplinary Projects and Residencies in the Arts. Under this sponsorship, practicing professional artists engage their creative work with the curriculum and share their perspectives with the public through courses, workshops, and performances. The IAP department also produces numerous artistic events each year, which are open to the public, featuring artist/faculty, visiting artists, students, and regional artists. For more information about performance events, call 602/543-2787.

Copy and Digital Printing Services

A variety of services are available from the Copy and Digital Printing Services (CDPS), located in the lower level of the FAB B23. CDPS has high speed, high quality multifeatured equipment and provides high quality images, digital printing, duplexing, saddlestitching, covers, and tab inserts with minimal turnaround time. CDPS provides course packets and copyright permission acquisition services. Other services include tape, spiral and steel back binding, padding, laminating, custom cutting and slitting, folding, drilling, scoring, perforation, secure shredding, fax services, scanning, poster making, foam core mounting, color copies, shrink wrapping, thermal transfers, personalized buttons, puzzles, T-shirts and other custom services as requested. CDPS hours are 7 A.M. to 6 P.M. Monday to Thursday and 8 A.M. to 5 P.M. Friday. For more information, call 602/543-5575, or access the Web site at west.asu.edu/adaff/auxs/copyservices.

Credit Union

The Arizona State Savings and Credit Union has a branch office located in the Welcome and Information Building. The organization offers a full range of services, including savings and checking accounts, loans, insurance, Costco memberships, a vehicle buying assistance service, a telephone account access system, automated teller machines and more. All ASU students, employees and their families are eligible for membership. For more information, call 602/644-4620, or access the Web site at azstcu.org.

Devils' Den Game Room

The Devils' Den is located in the second floor Student Lounge of the University Center Building. It is furnished with air hockey, foosball, ping-pong, and pool tables. Equipment for these games may be checked out through the ASASUW office located in UCB 226. A current ASU ID card is required to check out equipment. For more information, call 602/543-8186.

Diablo Performance and Recreation Center

The Diablo Performance and Recreation Center, located in the lower level of the University Center Building, is available to students, faculty/staff, family members, and alumni on a fee for service basis. Students also have the option of taking credit classes in a variety of fitness programs. Non ASU-affiliated individuals may use the facility on a monthly or multiple monthly fee basis.

The 6,000 square-foot facility houses a fully equipped weight room, aerobics room, men's and women's locker rooms, and is accessible to individuals with disabilities. Amenities at the center include elliptical trainers, lifecycles, treadmills, stairclimbers, weight machines/free weights, and the capability to do fitness assessments and body composition analysis. A variety of specialty classes, including yoga and aerobics, are offered each semester.

The facility also lends recreation equipment to individuals with an ASU ID card for use on campus basketball courts, racquetball courts, sand volleyball courts, and the multipurpose soccer/football field. These facilities, located west of SANDS and south of UCB, are available at no charge to ASU and University-College Center faculty, staff, and students. For more information or to make reservations, call 602/543-3488, visit UCB B119, or access the Web site at west.asu.edu/fitness.

Margaret Francis Disability Resource Center (DRC)

ASU is committed to providing a fully integrated and accessible environment for students with disabilities. Professional staff assist students in obtaining the services and support needed to succeed at the university. The following are examples of academic accommodations which may be secured through the DRC, as appropriate: testing accommodations (including proctors, readers, and scribes), interpreters, notetakers, adapted course materials, and adaptive technology.

Students with disabilities are encouraged to contact the DRC at the beginning of the admission process to discuss service needs. Disclosure of a disability to the university is optional and confidential. However, for students requesting accommodations, qualifying documentation must be provided to the DRC to substantiate the need for these accommodations. The Disability Resource Center is located in the UCB 130.

For more information, call 602/543-8145, TYY 602/543-4327, or access the Web site at west.asu.edu/sa/drc.

Event Scheduling

An event is any meeting, seminar, or activity that is not an ASU credit course. Reservation forms for registered student organizations are available at Student Life, UCB 221, 602/543-8200. Space is available on a first-come, first-serve basis. For more information, call Events and Meeting Services at 602/543-7740. AV/media support is provided through Event Scheduling.

Campus catering services must be used for all activities held on campus or paid for with university funds. For more information and help in planning food events, call 602/543-3663.

Financial Aid Services

The Financial Aid Services office, located in the University Center Building 120, provides information and services about need based and non-need-based grants, scholarships, loans, and employment opportunities.

All students seeking financial assistance must complete the FAFSA (Free Application for Federal Student Aid) annually. See [Financial Aid](#). For more information, call 602/543-8178, or access the Web site at west.asu.edu/financialaid or asu.edu/fa

Food Services

Food services are provided at Cafe West on the first floor of the UCB west wing. A diversified menu is available for breakfast, lunch, and dinner Monday through Friday. Normal hours of operation are 7 A.M. to 6:30 P.M. Monday through Thursday and 7 A.M. to 3 P.M. Friday.

The Sand Trap, located in SANDS 115, provides grab and go drinks, sandwiches, salads, and snacks plus a Starbucks coffee bar. Hours are Monday to Thursday 9 A.M. to 8:30 P.M., Friday 9 A.M. to 2 P.M., and Saturday 9 A.M. to 2 P.M.

Starbucks is located inside Fletcher Library and offers a full beverage menu, as well as a variety of pastries, Starbucks products and coffee, and some bottled beverages. Starbucks hours are 7:30 A.M. to 10 P.M. Monday through Thursday, 7:30 A.M. to 6 P.M. Friday and Saturday, and 11:30 A.M. to 9 P.M. Sunday, when the library is operating on the regular schedule. Starbucks hours are adjusted to correspond to special library hours.

Chartwells operates a convenience store at the Las Casas residential community. The store carries a wide variety of fresh, frozen and refrigerated food products, cleaning products, health and hygiene products, fountain drinks, and Icees. Operating hours are 7 A.M. to 11 P.M.

Chartwells offers meal plans, and the food service facilities accept SunCards, debit and credit cards. Daily specials, hours, and menu information are available at west.asu.edu/adaff/auxs/foodservices/index.cfm.

Catering services are available for ASU and nonuniversity functions held on campus. Campus catering services must be used for all activities held on campus or paid for with university funds. For more information on catering services, call 602/543-3663.

Graduate Studies

The Graduate Studies Office provides students and faculty with application information regarding academic programs, assistance with the application process, and information on Graduate Studies policies and procedures. Information on hiring and management of graduate assistants, program of study, faculty serving on thesis and dissertation committees, graduate academic and tuition scholarships, graduate assistants orientations, and information workshops can also be obtained through the Graduate Studies Office. For more information, visit FAB S301, call 602/543-4567, or access the Web site at west.asu.edu/provost/graduate.

International Programs Office/Study Abroad and Exchange Programs

ASU offers study abroad and exchange programs in nearly 50 countries. Information on study abroad is available through Multicultural Student Services (see [Multicultural Student Services](#)). Study Abroad 101 information sessions are offered each semester. Students can also call the International Programs Office (IPO) at 480/965-5965 or access the IPO Web site at ipo.asu.edu. Application deadlines are generally March 1 for fall and October 1 for spring programs. The Summer Sessions Bulletin is available in March and includes information about summer and winter study abroad programs.

Learning Enhancement Center

The Learning Enhancement Center's peer tutors and writing coaches offer collaborative support to promote students' academic success. LEC resources include a walk-in lab for studying and completing homework for math, science, and business classes. Lab tutors respond to questions or offer clarification for course material. Tutors also conduct small group tutoring and workshops for some classes. In addition, LEC writing coaches offer students an

opportunity to discuss writing conventions for application to their own written communication. The LEC is located in FLHLB LL2. For more information, call 602/543-6151, or access the Web site at west.asu.edu/lec.

Library Services

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 approximately 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.

Mail/Postal Services

In addition to processing incoming and outgoing university mail and providing an inter-campus courier service, first class, priority mail, parcel post, certified, registered, and special delivery services are also provided by Mail Services. Padded manila and utility mailing envelopes and U.S. postage stamps are available for purchase through the Mail Services station as are fax transmissions and receipts. Mail Services hours are 9 A.M. to 4 P.M. Monday through Friday. They are located in CSC. For more information, call 602/543-POST (7678), or access the Web site at west.asu.edu/adaff/auxs/property/mail.cfm.

Incoming mail for Las Casas residents is delivered by the U.S. Postal Service and does not go through Mail Services. Mail for Las Casas residents should be addressed as follows:

RESIDENT'S NAME
RESIDENT'S BOX #
13510 N 49TH AVE
GLENDALE AZ 85304

Multicultural Student Services

Multicultural Student Services (MSS) provides programs that help build a greater understanding and appreciation of cultural diversity. New student orientation, cultural activities, workshops and opportunities for student involvement in campus life assist students to achieve personal, educational, and developmental goals. The Multicultural Student Services Office is located in the UCB 320. For more information, call 602/543-8148, or access the Web site at west.asu.edu/odsj.

International Student Services

The mission of the International Student Services is to provide support services that meet the unique needs of international students throughout their academic program and to support campus and community activities that promote international awareness and enrich the educational experiences of all students.

Services include advising international students on immigration and visa matters, admission procedures and credentials evaluation, international student orientation, information workshops, and cultural activities. Undergraduate students may contact Multicultural Student Services at 602/543-8148 or visit UCB 320. Graduate students should call 602/543-4567 or visit FAB S301E. For more information, access the Web site at west.asu.edu/international.

Kids' Evening Enrichment Program

Kids' Evening Enrichment Program offers learning enrichment activities for children, ages six to 12, of West campus evening students. For more information, call 602/543-8010, or access the Web site at west.asu.edu/odsj/KEEP.

Native American Student Services

Native American Student Services (NASS) assists Native American students to obtain a university education by providing outreach and retention services and activities which facilitate their academic success and graduation. Student services include assisting with the transition into the university by providing one-to-one information and support regarding tribal financial aid opportunities, communication resources, and referrals to campus services. For more information, visit UCB 320, call 602/543-8138, or access the Web site at west.asu.edu/nativeamerican.

Parking Services

Parking permits. All students, faculty and staff are required to have a current West campus parking permit to use the parking lots on campus. West campus parking permits may be purchased at www.west.asu.edu/adaff/auxs/parking or at the Parking Services office in WIB. The annual cost for a parking permit is \$180. The cost is prorated if purchased after September 4. Payment for permits may be made by cash, check, VISA, or MasterCard. New permits are required for each academic year.

Prorated refunds will be given upon request if permits are returned before the close of business on the last business day of April. Photo ID will be required for refunds.

West campus permits are valid in Lot 59 at the Tempe campus, in lot DP5 at the Downtown Phoenix campus, and in the green lots at the Polytechnic campus. Tempe campus, Polytechnic campus, and Downtown Phoenix campus parking permits are valid in student lots at West campus.

Parking lots are designated for specific types of permits. Parking maps (available at the Information Desks and Parking Services) and signage at each lot indicate which type of permit is appropriate for each lot. Visitors are encouraged to park in the visitor lot west of 47th Avenue, north of WIB.

For more information, on parking services, call 602/543-PARK (7275), or access the Web site at west.asu.edu/parking.

Residential Life

Residential Life is committed to establishing a living and learning environment by developing programs that promote academic success and personal development while providing attractive, accessible facilities that meet the needs of the campus community.

The 400-bed residential community, Las Casas, features two 3-story buildings of apartment-style residential units with full kitchens, laundry facilities, a multipurpose room and computer lab, sand volleyball, a swimming pool, and parking. Amenities include tutoring services, in-room Internet access, coordinated educational and social activities, and easy access to campus resources. For more information, call 602/543-CASA (2272), or access the Web site at west.asu.edu/lascasas.

Statistics Laboratory

The Statistics Laboratory (Stat Lab) provides support and supplementary instruction for students who are involved in courses or projects requiring the use of quantitative research methods. The Stat Lab provides access to statistical software and technical assistance in the application of the software for West campus students. The Stat Lab is located in CLCC 107. For more information, call 602/543-6117, or access the Web site at west.asu.edu/statlab.

Student Accounts

Fee payment and cashiering are services of Student Accounts, located in the UCB 101. Student Accounts is open for business 9 A.M. to 6 P.M. Monday to Thursday and 9 A.M. to 4 P.M. on Friday.

The Fee Payment section is responsible for the acceptance of tuition payments from registered students, assistance with accounts receivable matters and disbursement of pre-approved financial aid checks.

The Cashier's Office handles all cash transactions, graduate application and graduation fees, plus requests for official transcript payments and shuttle tickets. In addition, a personal check can be cashed for up to \$50 per student per day. For more information, call 602/543-6708, or access the Web site at west.asu.edu/adaff/fss/fssstudent.cfm.

Student Affairs

Student Affairs is responsible for the delivery of a variety of enrollment and student development services and programs in support of students' educational pursuits and extracurricular needs. Special attention is given to the enrollment and retention of a culturally diverse student population. Student Affairs' stated mission is to assess and respond to the enrollment, support, and development needs of students and to contribute to the learner-centered environment of the campus. The Dean of Student Affairs Office is located in the UCB 301. For more information, access the Student Affairs Web site at west.asu.edu/sa.

Student Counseling Services

Confidential professional counseling services are available to help ASU students achieve their academic goals by addressing a variety of problems and issues often faced in college. Professional help is offered in the following areas: psychological issues, personal concerns, relationship issues, career/life decision making, and crisis intervention. Individual and group sessions are available at no cost. To schedule an appointment or for more information, call 602/543-8125, visit UCB 221, or access the Web site at west.asu.edu/sa/studenthealth.

Student Employment

Student Employment provides job opportunities, both on and off campus, for students who desire to work to meet their educational expenses. Students may be eligible for student hourly or Federal Work Study positions.

For more information about student employment or to view the jobs currently available, visit UCB 120, call 602/543-8178, or access the Web site at west.asu.edu/financialaid/stdemploy.htm.

Student Health Insurance

Students have the option to purchase health insurance through the university. Specific information regarding the insurance, including cost and coverage, is available in Student Health Services located in UCB 170, at west.asu.edu/studenthealth, or by calling Student Health Services at 602/543-8019.

Student Health Services

All registered students are eligible to use Student Health Services, located in UCB 170. Services include, but are not limited to the areas of general medicine, women's health, mental health, health promotion and education, nursing triage, laboratory testing, immunizations, and limited pharmacy services. Contact Student Health at 602/543-8019 to schedule an appointment, or to receive information about student health insurance. For more information, access the Web site at west.asu.edu/sa/studenthealth.

Student Life

The Student Life office encourages students to enhance their education by being actively involved in campus life. Several events and activities are held by Student Life to provide a holistic program that meets the social and co-curricular needs of students in the residence halls and on campus. The office also serves as a resource for student clubs and organizations and the Associated Students of ASU's West campus (ASASUW). Information about student rights and responsibilities and the ASU Student Code of Conduct can also be obtained in Student Life. Additionally, resources and information are available for off-campus housing, leadership training, and campus posting guidelines.

For more information, call 602/543-8200, visit UCB 320, or access the Web site at west.asu.edu/sa/studentlife.

Sun Card

The Sun Card office in UCB 140C provides ID cards for students and university employees. The fee for a Sun Card is \$25.

Sun Dollars

Sun Dollars is a prepaid services account managed by the Sun Card office. It works as a bank debit card except that cash cannot be withdrawn (however, refunds are available when the card holder leaves ASU). Deposits are made to the account and then accessed by presenting the Sun Card to make purchases at the Bookstore, Food Services, Copy Center, and Fletcher Library. For more information, visit UCB 140C, call 602/543-5000, or access the Web site at suncard1.com.

Testing Services

Testing Services, located in the WIB 102, offers information on national and state qualifying examinations such as the GRE, GMAT, MAT, CLEP, LSAT, and MCAT. Regularly scheduled exams include CLEP and MAT. For more information or assistance, call 602/543-8136, or access the Web site at west.asu.edu/sa/testing.

TRiO Academic Achievement Center

The TRiO Program provides undergraduate degree-seeking students with a comprehensive system of learning assistance resources. The resources are designed to strengthen academic success as well as complement a student's overall educational experience. Personalized assistance such as math and writing tutoring, career and graduate school advising cultural enrichment, faculty-student and community mentorships, and learning strategies for students, is offered to meet the diverse needs of our student population. Participation in the program is voluntary and free of charge. Students must meet U.S. Department of Education eligibility requirements. For more information, call 602/543-8121, visit the program office, UCB 220, or access the Web site at west.asu.edu/trio.

Veteran Services

Veteran Services, located in the University Center Building 120, assists veterans eligible for VA educational benefits. Services include enrollment certification, benefits advising and assistance with the university admission and registration process. For more information, call 602/543-8220, or access the Web site at west.asu.edu/veteran.

Women's Studies Resource Center

As a multicomponent program of Women's Studies, the Women's Studies Resource Center supports research pertaining to local, national, and global issues in women's studies. The center also promotes leadership opportunities, serves as a resource and action center, and acts as an advocate for women both within the university and in the larger community. The Women's Studies Resource Center is located in the UCB 323. For more information, call 602/543-3426, or access the Web site at west.asu.edu/ws/wrc.

CAMPUS FACILITIES

The West campus occupies 300 acres between 43rd and 51st Avenues on West Thunderbird Road in Phoenix. Its architecture and courtyards are modeled after those of the University of Oxford in Great Britain, enhanced by a beautifully landscaped natural environment featuring widely acclaimed public art. The core campus includes the following facilities.

Fletcher Library

With a seating capacity of 600 and space for 450,000 volumes, the 106,000 square-foot facility is a state-of-the-art information access center designed to take full advantage of electronic technology.

Sands Classroom Building

Containing 38 class and seminar rooms, the building provides an intimate atmosphere in which to exchange ideas.

Kiva Lecture Hall

The Kiva seats 100 to 200 and serves as an auditorium for a variety of programs, faculty lectures, and public forums.

Classroom Laboratory/Computer Classroom Building

Classroom Laboratory/Computer Classroom Building contains computer classrooms, science laboratories, studios for art, dance and music, a 150-seat lecture hall, and an astronomy platform located on the roof.

Faculty and Administration Building

Most faculty and administrative offices are located in this building. Classrooms are located in the basement of the east wing.

Faculty and Administration Building Annex

This temporary facility houses Human Resources and other administrative offices.

Las Casas Residence

Located in the northwest corner of the campus, the Las Casas student housing facility includes two three-story residential units, a community hall with meeting facilities, and a swimming pool.

University Center Building

This facility houses admissions and records, an array of student assistance programs, health services, a preschool, and student activities. Other building facilities include food service, a bookstore, cashier and fee payment services,

student lounges, an art gallery, a wellness/fitness facility, a black box theater, meeting rooms, and a divisible, multipurpose auditorium.

Welcome and Information Building

Located west of the 47th Avenue entrance, the Welcome and Information Building houses parking services, testing services, and a branch office of the Arizona State Savings and Credit Union.

WEST CAMPUS HOUSING

Residential Life at the West campus is committed to establishing a living and learning environment by developing programs that promote academic success and personal development while providing attractive, accessible facilities that meet the needs of the campus community. The living and learning program offers tutoring and other support services designed to assist all residents with their academic development. The 400-bed residential community, Las Casas, features two three-story buildings of apartment-style residential units with full kitchens, laundry facilities, a multipurpose room, a computer lab, a swimming pool, and sand volleyball. Amenities include basic cable, in-room Internet access, coordinated educational and social activities, and easy access to campus resources. For more information, call 602/543-CASA (2272), or access the Web site at west.asu.edu/lascasas.

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University College

www.west.asu.edu/uc

Lesley DiMare, PhD, Associate Vice Provost and Director

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Academic discovery and community engagement are distinguishing characteristics of the University College at the West campus of ASU. The college extends university access to exploratory freshmen, transfer, and reentry students, and provides an opportunity to consider many academic options. High academic standards and individualized attention are hallmarks of University College academic advising, student success and engagement programs, and campus orientation and parent programs.

The University College includes these units at the West campus:

Academic Advising Office
Student Success and Engagement Programs
GCC-ASU Partnership at the West campus

ACADEMIC ADVISING

The Academic Advising Office provides professional academic advising for the following types of students:

1. exploratory freshmen who have not declared a major;
2. exploratory transfer students who have not declared a major;
3. all students in transition who have left a professional program and are exploring majors across the university;
and
4. students who are part of the GCC-ASU Partnership at the West campus.

STUDENT SUCCESS AND ENGAGEMENT PROGRAMS

The Student Success and Engagement Programs unit is designed to support the success of all students through academic success courses (such as UNI 101), Peer-2-Peer mentoring and advising, tutoring, and other programs such as Campus Match.

The goal of Student Success and Engagement Programs is to actively involve students in their education and with the community in which they live and work by connecting them to the multitude of service and experiential learning opportunities offered at the West campus.

Academic Success at the University Courses

The purpose of the UNI course is to assist first-year, transfer, and reentry students in making a successful transition to the university. Students learn about university resources, policies and procedures, study skills, values and goal setting, human diversity, academic and career planning, and other skills.

UNIVERSITY (UNI)

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

Peer-2-Peer Program

The Peer-2-Peer program provides an opportunity for upper-division students to work with freshmen and help them make a successful transition to the West campus. Peer advisors fill a distinct role in the academic advising process for new freshman by assisting them in their decisions regarding class selection and by helping develop academic paths that fulfill their educational goals. For more information or to become a peer advisor or peer mentor, call the University College at the West Campus at 602/543-4360.

Campus Match

Campus Match offers freshmen who are enrolled in large introductory classes the opportunity to register for a matching Academic Success at the University (UNI 101) course of no more than 15 students. The goal of the UNI course is to provide students with support and to build a sense of community in a smaller class environment.

GCC-ASU PARTNERSHIP AT THE WEST CAMPUS

Glendale Community College and ASU at the West campus have joined hands to create a partnership that offers freshman and sophomore GCC courses on the West campus. The partnership provides students who are thinking about completing a bachelor's degree the courses and information they need to make a seamless and efficient transition to the university in the shortest period of time.

In addition to offering classes that meet a variety of university general studies requirements, the GCC-ASU Partnership provides students access to all university support services such as the library, tutoring, the Las Casas residence halls, and student employment. For information, call 602/543-4530.

For more information about University College, see [University College](#).

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Barrett, the Honors College

www.west.asu.edu/honors

Andrew Kirby, PhD, Associate Dean

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Barrett, the Honors College at ASU, serves students seeking degrees at the Downtown Phoenix campus, the Polytechnic campus, the Tempe campus, and the West campus. For more information, see [Barrett, the Honors College](#). Students take advantage of the university's full resources with the assurance of consistently distinguished teaching and research and with commensurately rigorous expectations for performance.

Participants in Barrett have diverse interests and strong records of success. Many go on to the nation's finest graduate and professional programs.

The first two years of the honors curriculum typically focus on general studies. The second two years of upper-division study concentrate on the student's academic major and lead to graduation from both a disciplinary college and Barrett. Participating in the upper-division curriculum involves the creation of an honors thesis. In conceiving and completing this project, each student works closely with a faculty mentor to identify and develop an original concept.

BENEFITS

Barrett students at the West campus enjoy the benefits of a smaller program and all the resources of the entire Barrett honors community, including study abroad, research, and internship opportunities. College advisors help students plan individualized programs of study, and they receive priority at preregistration. Honors courses are normally limited to 20 students.

The Office of National Scholarship Advisement assists honors and other high-achieving students by identifying nationally competitive programs appropriate to each person's intellectual and career goals, nurturing these prospective applicants, and advancing their candidacy. Students who meet all requirements of Barrett receive transcript recognition of their accomplishment as well as special acknowledgment in graduation ceremonies and honors convocations.

ADMISSION

Students who have demonstrated high levels of academic achievement at the high school, community college, or university level are encouraged to apply for admission to Barrett. All candidates for admission must file a separate application to the college at honors.asu.edu.

Applicants to the West campus are evaluated on the basis of high school GPA and class rank, performance on the SAT or ACT, and other talents that constitute academic leadership and community service. Continuing ASU or transfer students are evaluated on their college GPA.

For more information, call Barrett at the West campus at 602/543-3410, or access the Web site at west.asu.edu/honors.

RETENTION

Honors students must maintain high standards of academic performance and show progress toward completion of graduation requirements in their disciplinary majors and Barrett. Students who fail to complete an average of one honors course in two semesters may be placed on inactive status. A student on inactive status within the college is not eligible for extended library privileges, early registration, or honors internship placement. Reinstatement to active status requires a formal application and an appointment with an honors advisor.

COURSE REQUIREMENTS

Only courses in which a student earns at least a grade of "C" (2.00) may be used to meet Barrett requirements.

Freshmen and students entering the college with fewer than 45 semester hours of course work must take HON 171 and 172 The Human Event. This cross-disciplinary seminar acquaints students with ideas that form the foundation of a university education and emphasize critical thinking, discussion, and writing.

Transfer students with 45 or more semester hours entering the college must take HON 394, a junior-level seminar that introduces them to critical thinking, discussion, and writing in an area chosen by the instructor. Honors students may also contract with instructors for honors credit in departmental courses by pursuing enrichment activities. When several students in the same section arrange such contracts, the instructor may require them to meet for supplemental sessions. These footnote 18 contracts must be filed

during the first four weeks of class during the semester in which the course is offered, or the first week of a summer session.

Departmental courses carrying footnote number 19 in the Online ASU Interactive Schedule of Classes are limited to honors students and others who receive special permission from the instructor to enroll. Enrollment in these courses is limited to 25 students.

Departmental courses with the number 492 or 493 are reserved for honors students completing their honors theses or creative projects. A student may enroll for these courses only with the approval of the sponsoring academic department and of the faculty member who serves as the student's thesis director. Students may receive a maximum of six semester hours credit for an honors thesis or project, three semester hours of which may fulfill the student's literacy and critical inquiry (L) General Studies requirement.

All courses a student takes for honors credit count toward graduation, even if the student does not graduate from Barrett.

HONORS TRANSCRIPT RECOGNITION

All courses used to fulfill graduation requirements for Barrett must carry earned letter grades of "C" (2.00) or higher.

Lower Division

To receive transcript recognition for lower-division honors work, students must complete 18 semester hours of honors course work within 60 earned semester hours with a cumulative ASU GPA equal to or greater than 3.40 (4.00 = A). Courses must include HON 171 and 172 The Human Event. Courses that earn automatic honors credit, although not carrying a footnote number 19 in the Online ASU Interactive Schedule of Classes, include any section of ENG 105, CHM 117 and 118, and MAT 290 and 291. Note: CHM 117 and 118, and MAT 290 and 291 are Tempe campus courses.

Students may apply upper-division honors course work toward lower-division requirements; however, those classes may not also be used to meet Barrett upper-division/graduation requirements.

Upper-Division/Graduation Requirements

To graduate from Barrett, students must complete HON 171 and 172 The Human Event for continuing ASU or transfer students with fewer than 45 semester hours or HON 394 Special Topics for continuing or transfer students with 45 or more semester hours, and complete 18 additional semester hours of upper-division honors course work for an earned letter grade, which must include three to six semester hours of Honors Thesis and six semester hours outside the academic major and may include graduate courses.

Barrett, the Honors College

www.west.asu.edu/honors

602/543-3410

UCB 201

Andrew Kirby, Associate Dean

Professor

Kirby

Associate Professor

Ramsey

COURSES

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

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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
Communication



IAN R. GOULD
Chemistry and Biochemistry



RANDALL S. CERVENY
Geography



TED HUMPHREY
Philosophy and Barrett, the Honors College



ALICE A. CHRISTIE
*Graduate Studies and Professional
Development*



JANE MAIENSCHN
Biology and Society

Regents' Professors

The title "regents' professor" is conferred on selected members of the ASU tenured faculty who have achieved and are sustaining the highest level of distinction by their exceptional contributions to the mission of the university in research or other creative activity and in teaching or professional service.



JOHN ALCOCK
Life Sciences



DAVID L. ALTHEIDE
Justice and Social Inquiry



C. AUSTEN ANGELL
Chemistry and Biochemistry



CHARLES J. ARNTZEN
Life Sciences



CONSTANTINE A. BALANIS
Electrical Engineering



DAVID C. BERLINER
*Educational Leadership and Policy Studies
and Psychology in Education*



PETER R. BUSECK
*Chemistry and Biochemistry and
Geological Sciences*



CORDELIA CHAVEZ CANDELARIA
*Transborder Chicana/o and Latina/o
Studies and English*



RON CARLSON
English, Emeritus



CARLOS CASTILLO-CHAVEZ
Mathematics and Statistics

LAURIE CHASSIN
Psychology

PHILLIP R. CHRISTENSEN
Geological Sciences



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
Biology

STEPHEN J. PYNE
Life Sciences

RICHARD ROGERSON
Economics

IRWIN N. SANDLER
Psychology

MARY LEE SMITH
*Educational Leadership and Policy Studies
and Psychology in Education*

SUMNER G. STARRFIELD
Physics and Astronomy

CHRISTY G. TURNER II
Anthropology, Emeritus

ROGIER A. WINDHORST
Astronomy

EDWARD C. PRESCOTT
Economics

ALBERTO ALVARO RÍOS
English

NANCY FELIPE RUSSO
Psychology

DAVID J. SMITH
Physics and Solid State Science

JOHN C. H. SPENCE
Physics and Astronomy

MARY BETH STEARNS
Physics and Astronomy, Emerita

KURT WEISER
Art

In Memoriam

President's Professors

PAUL D. ROTHSTEIN
Industrial Design

Regents' Professors

JEFFREY COOK
Architecture

LEROY EYRING
Chemistry and Biochemistry

RAYMOND W. KULHAVY
Psychology in Education

LEE MEYERSON
Psychology

DENNIS J. PALUMBO
Justice and Social Inquiry

JOHN M. COWLEY
Physics and Astronomy

MARTIN T. FARRIS
Supply Chain Management

DARRYL L. METZGER
Mechanical and Aerospace Engineering

WARREN E. MILLER
Political Science

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](#). For the locations of campuses, see the [ASU Campus Locations](#) map.

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 and Healthcare Innovation	—	Downtown Phoenix campus: 500 N. Third St., Phoenix
NOBLE	Daniel E. Noble Science and Engineering	—	Tempe campus

Library			
NUR	Nursing Building	—	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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Arizona State University shares with other colleges and universities a tradition of service and academic excellence that is hundreds of years old. Its purpose is the exchange of knowledge and the pursuit of wisdom. ASU is committed to providing a setting where faculty and students are challenged to exchange ideas and information within an atmosphere of intellectual honesty.

The university offers its students unique opportunities to enjoy both a rich cultural heritage and a diverse student population. Anyone giving evidence of suitable preparation, by way of acceptable academic credentials, is welcome to the university without regard to race, religious creed, or national origin.

Under the constitution and the laws of the State of Arizona, jurisdiction over ASU has been vested in the Arizona Board of Regents (ABOR). The regents, in turn, grant broad legal authority to the president, the administration, and the faculty to regulate student life within reasonable limits.

By enrolling, a student voluntarily assumes certain obligations of conduct and performance. These obligations include acting with honesty, integrity, and fairness in all campus and community activities. They also include avoiding certain behaviors, such as the irresponsible use of alcohol; the use, possession, or distribution of illegal drugs; and verbal or physical assaults. Should a student intentionally or inadvertently become involved in questionable campus-related actions or activities, the university will investigate the circumstances and will enforce its standards of conduct through prescribed procedures contained in the ABOR *Student Code of Conduct*.

The primary purpose for the ABOR *Student Code of Conduct* is to set forth the standards of conduct expected of students who choose to join the university community. Students and student organizations are expected to become familiar with and adhere to this code. Violations of the ABOR *Student Code of Conduct* will result in university disciplinary action being taken and appropriate sanctions being imposed for the misconduct. Copies of the ABOR *Student Code of Conduct* are available in Student Life, SSV 263, or on the Web at www.asu.edu/studentlife/judicial.

The university further reserves the right to take necessary and appropriate action to protect the safety and welfare of the campus community and will cooperate with appropriate law enforcement agencies in their efforts to ensure a safe and secure environment.

ENROLLMENT SERVICES AT ASU

Arizona State University is a richly diverse academic setting with more than 60,000 students. The ASU student may be a traditional 18- to 24-year-old, a recent high school graduate, a community college transfer, someone returning to college to pursue a degree, or a professional studying for an advanced degree or career change. Each of the 50 states and more than 150 countries have students enrolled at ASU.

The university is organized into several distinct administrative areas. University Undergraduate Initiatives, one of these areas, is responsible for the delivery of a variety of services in support of students' educational experiences.

Special attention is given not only to the recruitment of a high-achieving, culturally diverse student body, but also to the creation of an energetic campus environment that both catalyzes the mature development and advances the academic endeavors of students.

Enrollment services to students begin with recruitment, admissions, student financial assistance, on-campus housing, and registration programs. ASU encourages students to explore the facilities, services, and human resources available.

OFFICE OF UNDERGRADUATE ADMISSIONS

A primary goal of Undergraduate Admissions is to identify, inform, recruit, admit, and enroll high quality, diverse undergraduate students through admission programs and services, including early outreach, high school and community college contacts, on- and off-campus programs, applicant services, orientation, and parent programs. Students are highly encouraged to apply online. For admission requirements and application procedures, access the Web site at www.vpsa.asu.edu/uga/requirements, or call the Polytechnic campus at 480/727-3278, the Downtown Phoenix and Tempe campuses at 480/965-7788, or the West campus at 602/543-8203.

STUDENT FINANCIAL ASSISTANCE

Pursuing a college education is an important life decision as well as a major financial investment. The cost of a college education can be a major concern for many students and their families. The ASU Student Financial Assistance office is committed to helping students, within the limits of available funds, meet college costs. Options range from scholarships to financial aid awards—grants, loans, and employment.

Approximately two-thirds of ASU students rely on some form of financial assistance to meet their educational expenses. For more information, call the Downtown Phoenix campus at 602/496-4372, the Polytechnic campus at 480/727-1041, the Tempe campus at 480/965-3355, or the West campus at 602/543-8178; or access the Web site at www.asu.edu/fa.

UNIVERSITY REGISTRAR'S OFFICE

Management of the registration system and maintenance of academic records are the primary responsibilities of the University Registrar's Office. Registration is available through the ASU Interactive Web site at www.asu.edu/interactive; or in person at the Records Information counter at the Tempe campus, Enrollment Services at the Downtown Phoenix campus, Registration Services at the West campus, or Registration Services at the Polytechnic campus. The Student Information System stores academic records and improves the quality of data used in academic advising. The University Registrar's Office coordinates applications for graduation; undergraduate readmission; course changes and scheduling; transcript services; applications for residency; verification of enrollment; and veteran's educational benefits. For more information, call the Tempe campus at 480/965-4747 or the West campus at 602/543-8203, or access the Web site at www.asu.edu/registrar.

Veterans Services

This office offers complete educational services for U.S. veterans and their eligible dependents. Counseling about admissions, registration, and veterans benefits is available. Veterans programs provide service by advising all interested veterans and dependents about educational benefits and their optimum use. Students must apply each semester to receive veterans benefits. The program also assists students in obtaining suitable paid tutors, when needed, using their federal benefits. Students receiving veterans' educational benefits are not eligible to receive pay for audited courses. Veterans must achieve satisfactory GPAs and earn semester hours that progress toward their academic programs for continued educational benefits, as stated under [Satisfactory Academic Progress](#). The university must report this progress to the Department of Veterans Affairs each term. Failure to maintain the minimum GPA established by the university and/or the veteran's college may result in academic probation or disqualification. Although veterans may be eligible for educational benefits while on academic probation, benefits could be affected by a continuing probation status. The Veterans Services section is located in SSV 140. For more information, call 480/965-7723.

Full services for veterans are also available at the West campus in UCB 120. For more information, call 602/543-8220.

Undergraduate Admission

ASU welcomes an application for admission from any individual seeking to benefit from the university's broad spectrum of educational programs and services.

Prospective students may access information about admission requirements and procedures via the Web at www.asu.edu/admissions. Prospective students may call any campus about visits and tours or to request materials at the following numbers:

Downtown Phoenix and Tempe: 480/965-7788
Polytechnic: 480/727-1359
West: 602/543-8550

ADMISSION PROCEDURES FOR APPLICANTS

Individuals interested in admission to an undergraduate program at ASU must submit the following materials to Undergraduate Admissions: the required application, fee, official transcripts, and test scores. Non-U.S. citizens should see [International Student Admissions](#), for additional requirements.

Application for Admission

Prospective students must complete the Application for Undergraduate Admission. As with other state-supported colleges and universities, ASU distinguishes between resident and nonresident students with regard to tuition. Residents of Arizona are required to provide residency information, which is part of the admission application. Any student who does not provide residency information is classified as a nonresident for tuition purposes. For more information about residency, call Residency Classification at 480/965-7712.

Students who do not enroll for the semester in which they are admitted must submit a new application and application fee if they wish to apply for a subsequent semester. All documents are destroyed one year after the semester for which the student has applied if the student is not enrolled in a degree program.

Any misrepresentation or falsification on the admission application, including failure to report any college or university attendance, is cause for cancellation of admission and enrollment and/or any credits earned.

Application for admission may be made via the Web at www.asu.edu/apply.

Application Priority Dates and Fees

The nonrefundable application fee is \$25 for Arizona residents and \$50 for nonresidents. Applications for admission and application fees should arrive according to the appropriate priority date. However, applications for admission (other than for international admission) are accepted after the date.

See [Priority Dates for Submitting Applications and Application Fees](#).

Priority Dates for Submitting Applications and Application Fees				
Student Status	Definition	Spring*	Summer*	Fall*
Freshman	A student who is applying to ASU while enrolled in high school or a student who has not attended college since high school graduation	Dec. 1	May 1	Feb. 1
Transfer	A student who has graduated from high school and has attended college after graduation from high school	Dec. 1	May 1	June 1
Readmission	A student who has previously attended ASU	Dec. 1	May 1	June 1
Nondegree	A student who has not attended ASU as a degree-seeking student, who has not earned a bachelor's degree, and who is not, at this time, applying to a degree program	Dec. 1	May 1	June 1
International	A student who is not a citizen or permanent resident of the United States of America, nor is a refugee in the United States	Oct. 1	Must apply for spring or fall	May 1

* Domestic applications may be accepted after the priority dates. International applications are not accepted after the priority dates.

Freshman Students

Students who will be freshmen may apply beginning July 1 before their senior year of high school. Priority dates for freshmen are December 1 for spring semester, May 1 for summer sessions, and February 1 for fall semester. If a student is currently a high school senior, his/her complete application for admission (application, transcripts, and test scores) must arrive before December 1 to be eligible for institutional scholarship consideration.

Transfer Students or Readmission Students

Students transferring to ASU may apply beginning in March for spring semester and July the year before a fall semester. Priority dates for transfer and readmission students are December 1 for spring semester, May 1 for summer sessions, and June 1 for fall semester. Professional programs are competitive and require a program application in addition to the application for admission to ASU. Professional programs also have specific prerequisite requirements and specific application deadlines.

International Students

International students must have all application materials on file by October 1 for spring semester and May 1 for fall semester. ASU does not accept applications from international students for summer sessions. International students should read the application procedures and admission requirements; see [International Student Admissions](#), or access the Web site at www.asu.edu/admissions/international.

Official Transcripts

Applicants are responsible for requesting transcripts from each educational institution attended. Official transcripts must be mailed or sent electronically directly to Undergraduate Admissions by the records office of the issuing institution(s). ASU does not accept transcripts sent or carried by hand by the applicants themselves or transmitted by fax. High school transcripts must show GPA and date of graduation. ASU requires an English translation of all foreign-language transcripts.

Applicants who have completed an AGEC or an associate's or higher degree need not submit high school transcripts unless the application is being submitted to the Ira A. Fulton School of Engineering or the Walter Cronkite School of Journalism and Mass Communication.

ACT or SAT

A report of test scores should be sent to Undergraduate Admissions directly from ACT or Educational Testing Services.

Scores may be used to meet university admission requirements and determine English placement. While an AGEC or an associate's degree is used to meet university admission requirements, test scores may be used to determine

eligibility for admission to the Ira A. Fulton School of Engineering or the Walter Cronkite School of Journalism and Mass Communication. Students applying to the W. P. Carey School of Business are not considered for admission without ACT or SAT scores.

Undergraduate Admissions may investigate any test score that is inconsistent with a student's academic record or previous scores.

Mailing Address

The mailing address for applicants is

UNDERGRADUATE ADMISSIONS
ARIZONA STATE UNIVERSITY
PO BOX 870112
TEMPE AZ 85287-0112

Admission Before Receipt of Final Transcript

Admission may be granted to high school seniors who submit a six-semester or seven-semester transcript that shows academic quality or rank in class in keeping with admission standards and who complete the steps in the undergraduate admission procedures. Admission is official when verification of high school graduation showing the final GPA and the date of graduation has been received in the mail by Undergraduate Admissions directly from the high school. Final transcripts must be received a minimum of 45 days in advance of the start of the semester. An admission may be canceled if the final verification shows that the applicant has not met the university requirements for admission.

Applicants enrolled in other colleges and universities may be considered for admission on the basis of meeting all admission requirements, except for a final transcript of work in progress. This final transcript must be sent to Undergraduate Admissions directly from the issuing institution immediately after the work in progress has been completed. Transcripts carried by hand are not accepted. *Admission is official only after the final transcript has been received showing that the applicant has met the university admission requirements.* In the event the applicant does not qualify or has falsified application documents, admission and registration are canceled, and any registration fees paid are returned according to university refund policies.

Undergraduate Admission Requirements

The Arizona Board of Regents establishes undergraduate admission standards for the university. Colleges, schools, divisions, and departments within the university may establish stricter standards. For more information, access the Web site at www.asu.edu/admissions/howtoapply.

To be eligible for admission to ASU, applicants must meet the graduation, aptitude, and competency requirements as shown in the [Fall 2007–Spring 2008 Admission Requirements](#) table below and [Competency Requirements](#) tables below.

For information about international student admission, see [International Students](#).

Fall 2007–Spring 2008 Admission Requirements				
Applicants with No College Credit			Applicants with College Credit	
	Arizona Residents	Nonresidents	Arizona Residents	Nonresidents
Graduation requirement	Must be a high school graduate	Must be a high school graduate	Must be a high school graduate	Must be a high school graduate
			<i>or</i>	<i>or</i>
			Have completed an Arizona General Education Curriculum (AGEC) or an associate's or higher degree	Have completed an Arizona General Education Curriculum (AGEC) or an associate's or higher degree
High school aptitude requirement	Meet class rank or test score or GPA	Meet class rank or test score or GPA	Meet class rank or test score or GPA	Meet class rank or test score or GPA
			Applicants who have 24 or more transferable college semester credits and have graduated from high school in a calendar year before their planned year of enrollment at ASU do not need to meet high school aptitude requirements.	Applicants who have 24 or more transferable college semester credits and have graduated from high school in a calendar year before their planned year of enrollment at ASU do not need to meet high school aptitude requirements.
	Class rank—top 25% of the	Class rank—top 25% of the	Class rank—top half of the high school	Class rank—top 25% of the high school

	high school graduating class	high school graduating class	graduating class	graduating class
	Applicants in the top 26 to 50% of their graduating class may be admitted with conditions.	Applicants in the top 26 to 50% of their graduating class may be admitted with conditions.	Applicants in the top 26 to 50% of their graduating class may be admitted with conditions.	Applicants in the top 26 to 50% of their graduating class may be admitted with conditions.
	<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>
	ACT Composite—22	ACT Composite—24	ACT Composite—22	ACT Composite—24
	<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>
	SAT Reasoning—1040	SAT Reasoning—1110	SAT Reasoning—1040	SAT Reasoning—1110
	<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>
	GPA—3.00 (4.00 = A) in competency courses	GPA—3.00 (4.00 = A) in competency courses	GPA—2.50 (4.00 = A) in competency courses	GPA—3.00 (4.00 = A) in competency courses
	<i>Applicants with a 2.50 to 2.99 GPA in competency courses may be admitted with conditions.</i>	<i>Applicants with a 2.50 to 2.99 GPA in competency courses may be admitted with conditions.</i>	<i>Applicants with a 2.50 to 2.99 GPA in competency courses may be admitted with conditions.</i>	<i>Applicants with a 2.50 to 2.99 GPA in competency courses may be admitted with conditions.</i>
College aptitude requirement	Does not apply	Does not apply	2.00 cumulative GPA (4.00 = A)	2.50 cumulative GPA (4.00 = A)
				<i>Applicants with a cumulative 2.00 to 2.49 GPA may be admitted with conditions.</i>
				Many programs have higher GPA requirements for admission to their professional programs. See departments for details.
				Many programs have higher GPA requirements for admission to their professional programs. See departments for details.
Competency requirements	See Competency Requirements .	See Competency Requirements .	See Competency Requirements .	See Competency Requirements .

Competency Requirements

Competencies may be met with high school courses or acceptable test scores or transferable college courses. See the [Competency Requirements](#). Applicants with a maximum of one deficiency in no more than two competency areas, provided the areas are not both mathematics and laboratory science, will be considered for admission. Applicants who have completed an Arizona General Education Curriculum (AGEC) or an associate's or higher degree at the time of initial enrollment are not required to meet competency requirements for admission to the university, but will be required to meet competency requirements for some majors.

Competency Requirements					
	High School Courses		Test Scores		College Courses
English	(minimum 2.00 GPA) Four years high school English composition/literature-based courses	<i>or</i>	ACT English—21 or higher SAT Reasoning Critical Reading—530 or higher	<i>or</i>	One transferable three-semester-hour college-level course in English composition
Mathematics	(minimum 2.00 GPA) Four years, including	<i>or</i>	ACT Math—24 or higher SAT Reasoning Math—540 or higher	<i>or</i>	One transferable three-semester-hour college-level course in

	algebra I, one year of geometry, algebra II, and one year for which algebra II is a prerequisite		mathematics for which algebra II is a prerequisite
Laboratory science	(minimum 2.00 GPA) Three years high school courses, including three of the following: biology chemistry earth science integrated sciences physics An advanced-level course may be substituted for one subject area.	or	Two years of high school lab science (see subjects at left) plus minimum SAT II subject test score on one of the following: Biology Achievement—590 Chemistry Achievement—600 Physics Achievement—620 ACT Science Reasoning—20 The test score may not be from any subject from which high school credit is earned.
		or	Three transferable four-semester-hour college-level laboratory science courses in different subject areas
Social science	(minimum 2.00 GPA) Complete A and B: A. One year high school American history B. One year high school social science (e.g., anthropology, European history, geography, government, world history)	or	Complete A and B: A. Minimum SAT Subject Test score on American History and Social Studies Achievement—560 B. Minimum SAT Subject Test score on World History Achievement—580
		or	Complete A and B: A. One transferable three semester-hour college-level American history course B. One transferable three-semester-hour college-level social science course
Foreign language	(minimum 2.00 GPA) Two years of the same foreign language	or	not applicable
		or	Two transferable three- or four-semester-hour college-level courses in the same foreign language
Fine arts	(minimum 2.00 GPA) One unit or a combination of two semesters of fine arts	or	not applicable
		or	One transferable three-semester-hour college-level fine arts course

ASU College/School Admission Requirements for Freshman and Transfer Applicants

Some ASU colleges/schools have established admission requirements beyond ASU undergraduate admission requirements and professional program admission standards.

This information is for domestic freshman and transfer applicants; international students should read requirements at www.asu.edu/admissions/international (choose Admission and Application).

Students who do not meet admission requirements for the chosen major(s) (students may select two majors from more than 140 undergraduate degree programs on their applications for admission) but who meet general university admission requirements are admitted as Exploratory majors in the University College.

IRA A. FULTON SCHOOL OF ENGINEERING

Freshman Admission Requirements

Professional Program Status

To qualify for the professional program, the student must

1. earn an SAT Reasoning score of 1400 or a 32 on the ACT,
2. have no math or science competency deficiencies, and
3. earn a 3.50 or higher GPA in college transfer courses taken before high school graduation.

Preprofessional Program Status

To qualify for the preprofessional program, the student must

1. have no math or science competency deficiencies,
2. earn a 1140 SAT Reasoning or 24 ACT score or 3.00 ABOR (competency courses) GPA or be in the top 25 percent of his or her high school class, and
3. earn a 3.00 GPA in college transfer courses taken before high school graduation.

To be admitted to the professional program from the preprofessional program, freshman applicants must meet performance levels in a set of required skill courses as set by each department in the school.

Transfer Admission Requirements

Preprofessional Program Status

To qualify for the preprofessional program, the student must

1. have at least 24 transferable college credit hours taken after high school graduation,
2. earn a 3.00 cumulative transfer GPA, and
3. have no math or science competency deficiencies.

Students with fewer than 24 transferable college credit hours must also meet freshman admission requirements for the preprofessional program listed above.

To be admitted to the professional program from the preprofessional program, transfer applicants must meet performance levels in a set of required skill courses as set by each department in the school.

Transfer applicants will not be admitted directly into the professional program.
For more information, access the Web site at www.fulton.asu.edu/fulton/transfers

W. P. CAREY SCHOOL OF BUSINESS

Freshman Admission Requirements

Carey Direct

Freshmen who meet the following criteria are admitted directly to the professional program in the major of their choice in the W. P. Carey School of Business. These students do not have to apply to the professional program in their sophomore year.

To qualify for professional program status, the student must

1. earn a 3.60 ABOR (competency courses) GPA,
2. earn a 1250 SAT Reasoning or 28 ACT score, and
3. earn a 3.50 transfer GPA in college courses taken before high school graduation.

Dean's Select

Students who meet the following criteria are admitted as Dean's Select students and are guaranteed admission to the professional program with the first choice of major when they apply to the professional program in their sophomore year.

To maintain this guarantee, students must have a 3.50 cumulative GPA and a 3.50 skill course GPA at ASU when they apply to the professional program in the sophomore year.

To qualify for preprofessional program status, the student must

1. earn a 3.50 ABOR (competency courses) GPA or be in the top 25 percent of his or her high school class,
2. earn a 1200 SAT Reasoning or 25 ACT score, and
3. earn a 3.00 transfer GPA in college courses taken before high school graduation.

Students must apply to the professional program during their sophomore year to be eligible for junior- or senior-level courses. To be admitted to the major of first preference in the professional program, students must achieve a 3.50 cumulative ASU GPA and a 3.50 skill GPA.

Prebusiness

Prebusiness students apply to the professional program in the sophomore year for junior- and senior-level courses.

Prebusiness admitted students are encouraged to request housing at Hassayampa, the living and learning community (LLC) for the W. P. Carey School of Business.

To qualify for the preprofessional program, the student must

1. meet the ASU general freshman admission requirements and
2. submit an SAT Reasoning or ACT score by August 31.

Students must apply to the professional program in the sophomore year for the junior- or senior-level courses.

Transfer Admission Requirements

Prebusiness Program Status

Transfer students with 30 or more transferable college credits earned after high school graduation who meet the following criteria are admitted to the prebusiness program

1. have a 3.00 transfer GPA and
2. submit a 1040 SAT Reasoning or 22 ACT score.

With fewer than 30 transferable college credits earned after high school graduation the student must

1. have a 3.00 transfer GPA,
2. submit a 1040 SAT Reasoning or 22 ACT score, and
3. meet freshman admission requirements.

Transfer students must apply to the professional program in the sophomore year for the junior- or senior-level courses.

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

WALTER CRONKITE SCHOOL OF JOURNALISM AND MASS COMMUNICATION

Freshman Admission Requirements

To qualify for admission, a student must

1. have a 3.00 ABOR GPA,
2. have no English competency deficiencies,
3. be in the top 25 percent of his or her high school class or achieve a 1040 SAT Reasoning or 22 ACT score, and
4. if college courses have been taken before high school graduation, have a 3.00 transfer GPA.

Transfer and Change of Major Requirements

To qualify to transfer to or pursue a major in the Cronkite School, a student must

1. have a minimum of 12 transferable college credit hours earned after high school graduation or, with fewer than 12 transferable college credit hours, also meet Freshman Admission Requirements;
2. have a 3.00 cumulative transfer GPA; and
3. have no English competency deficiencies.

Transfer applicants must apply for admission to the Cronkite School. The admissions committee considers a variety of criteria, including major and cumulative GPA, media experience, writing ability, and commitment to the field.

ADMISSION APPEAL PROCEDURE

An applicant who does not meet the specific admission requirements may file a letter of appeal and three letters of recommendation with the Undergraduate Admissions Board:

UNDERGRADUATE ADMISSIONS BOARD
ARIZONA STATE UNIVERSITY
PO BOX 870112
TEMPE AZ 85287-0112

Applicants to a degree program at the West campus may file their appeal letter and letters of recommendation with:

ADMISSIONS APPEALS COMMITTEE
ADMISSIONS SERVICES, MC 0250
PO BOX 37100
PHOENIX AZ 85069-7100

The decision of the board or committee is final, and any conditions set by the board or committee for future admission supersede all other admission criteria or exceptions. The applicant must be able to meet at least one of the following criteria to be considered for appeal:

1. an upward grade trend during the high school career or an upward grade trend during the senior year;
2. positive recommendations from secondary school administrators, faculty, or counselors based on considerations such as academic potential, work experience, and leadership ability;
3. completion of at least 12 semester hours of college-level academic studies with a minimum 2.00 GPA; or
4. an average score of 500 (50 if taken before 2002) or greater on the General Education Development (GED) examination.

TRANSFER CREDIT

Credit is awarded for traditional course work successfully completed at institutions of higher learning as indicated by ASU and the Arizona Board of Regents. *Whether the specific credits can be applied toward a degree depends on the requirements of the department, division, school, or college in which the student is enrolled.* There are several qualifications:

1. Transfer credit is not given for courses in which the student has earned a grade below “C” (2.00).
2. While some courses successfully completed but evaluated on nontraditional grading systems (e.g., pass/fail) may be acceptable for transfer, colleges in the university may not accept such credits to fulfill graduation requirements.
3. Grades and honor points earned at other colleges and universities are considered for admission but are not included in computing the student’s cumulative GPA at ASU.

The following types of credits cannot be transferred to ASU:

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., governmental agencies, corporations, industrial firms); and
4. credits awarded by postsecondary institutions for noncredit courses, workshops, and seminars offered by other postsecondary institutions as part of continuing education programs.

Acceptable academic credits earned at other institutions that are based on a different unit of credit than the one prescribed by the Arizona Board of Regents are subject to conversion before being transferred to ASU. Once a transfer course equivalency is determined, it stands unless the student changes majors and the course is required by the new major.

Students who feel they have been unjustly denied credit for transfer courses they have taken may appeal to the standards committee of the college in which they have enrolled. This procedure does not apply to community college transfer of credit greater than the 64-semester-hour maximum. The decision of the committee is final.

Veterans Exception

By Arizona statute, no failing grades received by a veteran at an Arizona university or community college before military service may be considered when determining admissibility. This exception applies only to veterans who

1. are honorably discharged;
2. have served in the armed forces of the United States for a minimum of two years; and
3. have previously enrolled at a university or community college in Arizona.

Military service records must be submitted, including form DD 214.

Community Colleges

No more than 64 semester hours are accepted as lower-division credit when transferred from community, junior, or two-year colleges.

Students Attending Arizona Community Colleges

To determine the equivalency of courses offered by Arizona public community colleges and courses offered at ASU, a student should refer to the *Course Applicability System* in consultation with an academic advisor. For more information, access the Web site at az.transfer.org/cas/students.

The *Course Applicability System* addresses the acceptability of a course, not its applicability to any specific major. Community college students who plan to transfer to ASU at the end of their first or second years are strongly advised

to follow the ASU transfer guides when taking courses to meet the requirements of the curriculum they select. ASU transfer guides are available on the Web at www.asu.edu/admissions/transfer. Provided college attendance has been continuous, students are permitted to follow the degree requirements specified in the ASU catalog in effect at the time they began Arizona community college work. See [Guidelines for Determination of Catalog Year](#).

Arizona General Education Curriculum (AGEC)

The Arizona public community colleges and universities have agreed upon a common structure for a general education core. This curriculum provides students attending any Arizona public community college with the opportunity to build a general education program that is transferable to any other state institution without loss of credit. This common agreement is called the Arizona General Education Curriculum (AGEC).

The AGEC is composed of 35 semester hours of lower-division general education course work in which a student may prepare for transfer.

The AGEC has three forms: AGEC-A, AGEC-B, and AGEC-S. Refer to www.az.transfer.org/cas/atass/student/agec.html for a detailed description of each AGEC.

Community colleges are responsible for certifying the date of completion of the AGEC on the official institutional transcripts.

Completion of the appropriate AGEC will fulfill university lower-division general education requirements of the baccalaureate degree with which the AGEC articulates but may not apply to degrees articulated with the Transfer Guide Pathway TG-XR. Students completing the AGEC will still be required to fulfill lower-division program requirements and prerequisites within their college and major/minor area of study. To complete a degree program most efficiently, students should select courses that concurrently satisfy AGEC and major requirements.

Completion of any AGEC guarantees admission to the university provided that a GPA of 2.00 (for Arizona residents) or 2.50 (for nonresidents) has been achieved. AGEC completion, however, does not guarantee admission to any specific university program. Many majors (e.g., architecture, engineering, business, fine/creative arts, or health professions) have significant prerequisites and/or program requirements that must be completed before a student may be admitted to upper-division course work. Community college students who are undecided about which of the universities they plan to attend or what program of study they intend to pursue are advised to explore educational options while they complete the AGEC. In all cases, students have the responsibility for selecting general education course work that is relevant to the requirements of their intended major and degree.

Students who complete both the AGEC and an approved associate's degree will be assigned junior-class standing by the state universities. Junior-class standing is based on the number of semester credits a student has earned and does not necessarily indicate the remaining number of semester credits needed to complete degree requirements. Course prerequisites, major requirements, and upper-division requirements continue to be specified by each university. Appropriate sequencing of courses and timely completion of course prerequisites are essential to ensure efficient progress toward a baccalaureate degree. Students who have identified the university they plan to attend and/or a major area of study are advised to fulfill requirements and prerequisites identified by these programs through transfer guides and/or curriculum check sheets provided by the state universities. The AGEC does not replace articulation agreements developed to enhance the transfer process between specific institutions, e.g., Associate Transfer Partnership Degrees (ATP). Nor does the AGEC eliminate the possibility that students who have identified the university they plan to attend and/or a major area of study will follow transfer guides provided by the state universities.

International Student Admissions

To comply with U.S. government regulations, any student who plans to attend ASU on an F-1 or J-1 visa must

1. have a minimum GPA of 3.00 (4.00 = A) from secondary school course work if a freshman applicant, or have a minimum GPA of 2.50 (4.00 = A) from college or university course work if a transfer applicant (although the Ira A. Fulton School of Engineering requires a minimum GPA of 3.00);
2. meet basic competency requirements if he or she attended four years of high school in the United States;
3. submit a financial statement not more than six months old from a financial institution assuring adequate resources to support himself or herself while in residence at the university;
4. have all required admissions materials and credentials reach Undergraduate Admissions by May 1 if applying for the fall semester or October 1 if applying for the spring semester (an English translation of all foreign language documents is required);
5. pay a nonrefundable application fee of \$50 in U.S. funds; and
6. meet all appropriate immigration standards and requirements.

Credit from a Foreign Institution

Transfer credits or advanced standing is granted for academic course work completed at foreign tertiary institutions that are either recognized by the home government/Ministry of Education as a degree-awarding institution or attached to a regionally accredited U.S. college or university as a Study Abroad Program. No credit is awarded for English composition courses completed at foreign institutions (credit may be awarded at the discretion of ASU when the credit was completed in a country whose native language is English). There are no advanced credits for the international affiliation programs overseas unless they comply with this general policy. For more information, call Undergraduate Admissions at 480/965-2688.

Nondegree International Applicants

All students with F-1 and J-1 visas must maintain full-time status while studying in the United States. Undergraduate full-time status is defined as a minimum of 12 semester hours. However, students with F-1 and J-1 visas may be permitted to take a maximum of eight semester hours at ASU as a nondegree student while maintaining full-time status at other higher-education institutions or in the American English and Culture Program (AECPC) at

ASU. Approval by the responsible office at the other institution and/or AECF is required to ensure that the student maintains full-time status in compliance with applicable U.S. laws and regulations.

TOEFL

Applicants whose native language is not English (identified by the U.S. Department of State Bureau of Public Affairs) must provide evidence of English language proficiency as indicated by acceptable scores on the Test of English as a Foreign Language (TOEFL) as follows:

The TOEFL requirement for general admission (preprofessional) to the university is 500 (paper-based) or 173 (computer-based). The TOEFL requirement for admission to the preprofessional programs in the Ira A. Fulton School of Engineering and the College of Nursing & Healthcare Innovation is 550 (paper-based) or 213 (computer-based).

The following exceptions apply to the TOEFL requirement:

1. Applicants who have earned a bachelor's degree from a regionally accredited college or university in the United States are exempt from the TOEFL.
2. Applicants who have completed 48 transferable semester hours at a U.S. college or university—including two semesters (six semester hours) of freshman composition that satisfy the ASU First-Year Composition requirement—with a cumulative GPA of 2.50 or higher are exempt from the TOEFL requirement.
3. Applicants who have completed four years of high school in a U.S. high school may be admitted to ASU without a TOEFL score but are subject to competency and aptitude requirements.
4. Applicants who have completed their junior and senior years of high school in a U.S. high school may be admitted with a minimum SAT verbal score of 550 or an ACT English score of 23 in lieu of a TOEFL score.
5. Applicants who have completed Advanced 2 Level of the American English and Culture Program are exempt from the TOEFL requirement.

American English and Culture Program

The American English and Culture Program (AECF) features an intensive course of study designed for adult international students who desire to become proficient in English as a second language for academic, professional, or personal reasons. Inquiries about the curriculum, fee schedule, and other topics should be addressed to

AMERICAN ENGLISH AND CULTURE PROGRAM
ARIZONA STATE UNIVERSITY
PO BOX 873504
TEMPE AZ 85287-3504

Acceptance into the AECF is separate from admission to the university. For more information, see [English as a Second Language](#), call 480/965-2376, or access www.asu.edu/esl on the Web.

Applicants with Disabilities

Some classroom accommodations, such as Braille, audio tapes, interpreting services, enlarged print, and lab material conversions, may require an extended preparation time (i.e., one semester). For this reason, applicants with disabilities are encouraged to contact Disability Resource Center (DRC) upon application to the university to request information regarding disability documentation/eligibility requirements and deadlines to ensure accommodations for the beginning of the semester. (If students miss DRC deadlines, DRC attempts to provide, but cannot guarantee, requested accommodations. Effective alternatives may be necessary.) *Disability identification to DRC is confidential and cannot affect eligibility for admission.*

Students applying to the Tempe or Polytechnic campuses should call 480/965-1234 (voice) or 480/965-9000 (TTY). For more information, access the Web site at www.asu.edu/drc, or write

DISABILITY RESOURCE CENTER
ARIZONA STATE UNIVERSITY
PO BOX 873202
TEMPE AZ 85287-3202

Students applying to West campus should call 602/543-8145 (voice) or 602/543-4327 (TTY). For more information, access the Web site at www.west.asu.edu/drc, or write

DISABILITY RESOURCE CENTER
ARIZONA STATE UNIVERSITY
PO BOX 37100, MC 1050
PHOENIX AZ 85069-7100

Admission of Undergraduate Nondegree Applicants

Any high school graduate is invited to enroll for eight or fewer semester hours per semester of undergraduate course work as a nondegree student. Students currently enrolled in high school and persons under the age of 18 may be admitted as nondegree students by submitting official ACT or SAT scores that meet the high school aptitude requirements of the university. Persons admitted as nondegree students for a specific year and term must remain nondegree until the next semester.

Nondegree applicants must complete an Undergraduate Admissions Application at www.asu.edu/apply. Arizona residents must submit a nonrefundable \$25 application fee, and nonresidents must submit a nonrefundable \$50 application fee. Applicants who are not high school graduates or who are younger than 18 years of age must also submit ACT or SAT scores.

No more than 15 hours of completed nondegree work may be applied to a degree program. A nondegree student who decides to work toward a bachelor's degree must *apply for admission to a degree program* with Undergraduate Admissions and meet normal admission requirements.

Once registered in a regular degree program, a student is not permitted to register again in a nondegree status.

Nondegree students are not eligible to receive most types of financial aid, nor are they eligible to receive certain benefits, such as veteran benefits.

Steps from Admission to Registration

Certificate of Admission

After being admitted, students receive a Certificate of Admission, an Immunization Verification form, and information about orientation. International students additionally receive a Certificate of Eligibility (Form I-20 or DS-2019), which enables them to apply for the appropriate visa.

Upon receipt, students should check their admission information for accuracy and report any errors or changes. For Downtown Phoenix, Polytechnic, and Tempe campuses, call 480/965-7788. For West campus, call 602/543-8203.

Freshman Orientation

Orientation programs for new students and parents are provided at numerous times during the year, including the beginning of each semester. These programs provide information about the transition to college including details about a student's major; opportunities to meet with representatives of the student's school or college; advising support; reviews of degree requirements and course schedules; an introduction to campus resources and procedures; and a campus tour. Programs for parents and guests are also offered. Newly admitted students are sent information about how to make a reservation to attend an orientation program. Students are encouraged to check with their college about expectations regarding attendance at an orientation program. For more information, access the Web site at www.asu.edu/admissions/orientation.

Transfer Orientation

Transfer students receive information about orientation via mail. Most processes are available online following the student's admission. For more information, access the Web site at www.asu.edu/admissions/orientation.

Immunization Requirements

Every newly admitted student born after December 31, 1956, must provide proof of measles/rubella immunity to the Campus Health Service. *Students are not permitted to register or live in any ASU residence hall until proof of immunity to measles/rubella is on file with the Campus Health Service. Students who do not provide proof of immunity are not permitted to live in any ASU residence hall or attend classes on any ASU campus.*

The following proof of measles/rubella immunity is considered adequate: (1) two vaccinations of MMR (measles, mumps, rubella), at least one of which must have been given after December 31, 1979; or (2) a copy of laboratory test results that show immunity to both measles and rubella.

Measles/rubella immunity proof can be faxed to the Campus Health Service at 480/965-8914. Verification that the Campus Health Service received a student's proof of measles/rubella immunity can be confirmed by going to www.asu.edu/interactive on the Web two working days after the information has been faxed to the Campus Health Service.

In addition, it is recommended that students also be immunized against mumps, tetanus, hepatitis-B, diphtheria, and meningitis. Special populations may need other vaccines. For more information on measles requirements, visit the Campus Health Service Web site at www.asu.edu/health.

International Student Enrollment

All international students must report to the International Student Office upon arrival on campus. International students must complete these additional steps.

Student Health Insurance

All F-1 or J-1 visa students must have health and accident insurance through ASU. The cost for insurance is automatically added to their registration bill. *No privately acquired insurance is accepted in place of the ASU insurance.* However, students who have health insurance through their government or sponsoring agency may qualify for an insurance waiver if that coverage has been preapproved by the university. No waivers may be granted after the first two weeks of classes. To find out if their sponsor is on the preapproved list, sponsored students and others who fall into this category are encouraged to contact the Campus Health Service at 480/965-2411.

Credit by Examination

No more than 60 hours of credit are awarded for any or all programs, including ASU comprehensive and proficiency examinations. Credit will not be awarded for any course in which the student has been given credit from any educational institution. Credit will not be granted for a course taken at an educational institution after credit by examination has been awarded. Credit may not be received for a lower-level or prerequisite course when credit has already been received in a higher-level course within the same field. In these categories, only credit earned by comprehensive examination counts toward the resident credit requirement for graduation.

Advanced Placement

Students who have taken an advanced placement (AP) course of the College Entrance Examination Board (CEEB) in their secondary school and who have taken an AP Examination of the CEEB may receive university credit. No credit is given for any examination with a score of 2 or 1. There is no limit to the number of AP credits that can be used to meet the General Studies requirement, including the requirements in natural sciences (SQ and SG) and literacy and critical inquiry (L).

When the scores are received by the university directly from the CEEB, credit is awarded as shown in the [Advanced Placement Credit](#) table below.

Advanced Placement Credit

Examination*	Score	Semester Hours	Equivalency
Art—History	5 or 4 3	6 3	ARS 101, 102 ARS 101 or 102
Art—Studio: Drawing	5 4	6 3	ART 111, 112 ART 111
Art—Studio: 2-D	5 4	6 3	ART 112, 194 ST: 2-D Design ART 112
Art—Studio: 3-D	5 4	6 3	ART 115, 194 ST: 3-D Design ART 115
Biology	5 or 4 3	8 4	BIO 187, 188 BIO 100
Chemistry	5 or 4 3	9 4	CHM 113, 115 CHM 113
Computer Science A	5 or 4	3	CSE 110
Computer Science AB	5 or 4	6	CSE 110, 205
Economics—Introductory Macroeconomics	5 or 4	3	ECN 211
Economics—Introductory Microeconomics	5 or 4	3	ECN 212
English—Language and Composition	5 or 4	6	ENG 101, 114
English—Literature and Composition	5 or 4	6	ENG 101, 204
Environmental Science	5 or 4	3	PLB 322
French—Language	5 4 3	14 11 8	FRE 201, 202, 311, 312 FRE 201, 202, 311 FRE 201, 202
French—Literature	5 4 3	18 12 8	FRE 111, 201, 202, 321, 322 FRE 111, 201, 202 FRE 201, 202
Geography—Human	5, 4, or 3	3	GCU 102
German—Language	5 4 3	14 11 8	GER 201, 202, 311, 312 GER 201, 202, 311 GER 201, 202
History—American	5 or 4	6	HST 109 and 110
History—European	5 or 4	6	HST 103 and 104
History—World	5 or 4	3	HST 101
Latin—Language	5 4 3	16 12 8	LAT 101, 102, 201, 202 LAT 101, 102, 201 LAT 101, 102
Latin—Literature	5 4 3	16 12 8	LAT 101, 102, 201, 202 LAT 101, 102, 201 LAT 101, 102
Mathematics—Calculus AB	5, 4, or 3	4	MAT 270
Mathematics—Calculus BC	5 or 4 3	8 4	MAT 270, 271 MAT 270
Music	5 or 4	3	MTC 125
Political Science—American Government and Politics	5 or 4	3	POS 110
Political Science—Comparative Government and Politics	5 or 4	3	POS 150
Psychology	5 or 4	3	PGS 101
Spanish—Language	5 4 3	14 11 8	SPA 201, 202, 311, 312 SPA 201, 202, 311 SPA 201, 202
Spanish—Literature	5 4 3	15 12 8	SPA 111, 201, 202, 325 SPA 111, 201, 202 SPA 201, 202
Statistics	5, 4, or 3	3	STP 226

* All test scores are posted initially as Tempe campus course equivalents and will be honored at any ASU campus the student may attend.

College-Level Examination Program (CLEP)

Students who have taken a College-Level Examination of the College Entrance Examination Board may receive university credit. The table of CLEP credit applies to all students enrolled in the university for the first time in August

1975 and any student enrolling thereafter; see the [CLEP Credit](#). CLEP examination credit is not given where it duplicates credit previously earned by the student at the university or accepted by the university for work done elsewhere. All examinations are given monthly by University Testing Services.

The General Studies requirement in natural science (SQ and SG) and literacy and critical inquiry (L) are not satisfied by CLEP. There is no limit to the number of CLEP credits that can be used to fulfill the other parts of the General Studies requirement. A student who has received ASU credit for a course due to Special Programs credit may not duplicate the credit by enrolling in the same class for credit at ASU or transferring it to another institution.

Subject Examinations

To obtain credit or placement for all subject exams except English, French, German, and Spanish, a student must receive a score of 50 (Computer Based Training [CBT] scale) or higher. To obtain credit for English Composition with Essay, a student must receive a standard score of 610 (1978 scale), 500 (1986 scale), or 50 (CBT scale). For test scores for French, German, and Spanish, see the [CLEP Credit](#).

All equivalency is subject to future review and possible catalog change. For more information, call University Testing Services at 480/965-7146, or visit EDB 301.

CLEP Credit		
Examinations*	Semester Hours	Equivalency
American Government	3	POS 110
American Literature	3	Elective credit
Analyzing and Interpreting Literature	3	Elective credit
Biology	8	BIO 187, 188
Calculus	3 4	MAT 265 MAT 270
Chemistry	8	CHM 113, 116
College Algebra	3	MAT 117
College Mathematics	3	MAT 142
English Composition	0	No credit
English Composition with Essay	0	Qualifies for ENG 105
English Literature	3	Elective credit
French Language	4 8 12 16	FRE 101 (Students must score 50–54.) FRE 101, 102 (Students must score 55–61.) FRE 101, 102, 201 (Students must score 62–65.) FRE 101, 102, 201, 202 (Students must score 66 or higher.)
Freshman College Composition	0	No credit
German Language	4 8 12 16	GER 101 (Students must score 39–45.) GER 101, 102 (Students must score 46–50.) GER 101, 102, 201 (Students must score 51–59.) GER 101, 102, 201, 202 (Students must score 60 or higher.)
History of the United States I—Early Colonization to 1877	3	HST 109
History of the United States II—1865 to the Present	3	HST 110
Human Growth and Development	0	No credit
Humanities	0	No credit
Information Systems and Computer Applications	3	Elective credit
Introduction to Educational Psychology	0	No credit
Introductory Business Law	3	Elective credit
Introductory Psychology	3	PGS 101
Introductory Sociology	3	SOC 101
Natural Sciences	8	Elective credit
Precalculus (replaces College Algebra/Trigonometry)	3	MAT 170
Principles of Accounting	6	Elective credit
Principles of Macroeconomics	3	ECN 211
Principles of Management	0	No credit
Principles of Marketing	0	No credit
Principles of Microeconomics	3	ECN 212
Social Sciences and History	6	Elective credit
Spanish Language	4	SPA 101 (Students must score 50–54.)

	8	SPA 101, 102 (Students must score 55–65.)
	12	SPA 101, 102, 201 (Students must score 66–67.)
	16	SPA 101, 102, 201, 202 (Students must score 68 or higher.)
Western Civilization I—Ancient Near East to 1648	3	HST 102 or 103
Western Civilization II—1648 to the Present	3	HST 104
* All test scores are posted initially as Tempe campus course equivalents and will be honored at any ASU campus the student may attend.		

DSST

Students who have taken a DSST (DANTES [Defense Activity for Nontraditional Education Support] Subject Standardized Test) may receive university credit. Credit is awarded for score results at or above the American Council on Education's recommended score if the subject examination is applicable to a program of study at ASU or may be assigned elective credit. To receive credit, a transcript showing the DSST results must be received by ASU directly from the Educational Testing Service.

International Baccalaureate (IB) Diploma/Certificate

Students who present an International Baccalaureate Diploma/Certificate may qualify for university credit, depending on the level of the examination and the grade received. Arizona State University grants credit for higher-level courses only. A grade of 5 qualifies the student to receive credit for up to two introductory courses while a grade of 4 qualifies a student to receive credit for one introductory course. No credit is awarded for English as a Second Language (English B). Credit is awarded according to the [International Baccalaureate Diploma/Certificate Credit](#) table below.

International Baccalaureate Diploma/Certificate Credit			
Examination	Score	Semester Hours	Equivalency
Art/Design	7, 6, or 5	6	ART 111, 112
	4	3	ART 112
Biology	7, 6, or 5	8	BIO 187, 188
	4	4	BIO 187
Chemistry	7, 6, or 5	9	CHM 113, 115
	4	4	CHM 113
Economics	7, 6, or 5	6	ECN 211, 212
	4	3	ECN 211
English A	7, 6, or 5	6	ENG 101, 114
	4	3	ENG 114
English B	No credit	0	None
Foreign Language A or B*	7, 6, or 5	8	Foreign language 101, 102
	4	4	Foreign language 101
Geography	7, 6, 5, or 4	3	GCU 102
History—American	7, 6, or 5	6	HST 109, 110
	4	3	HST 109
History—East and Southeast and Oceania	7, 6, or 5	6	HST 107, 240
	4	3	HST 107
History—European	7, 6, or 5	6	HST 103, 104
	4	3	HST 103
Mathematics	7, 6, 5, or 4	4	MAT 270
Music	7, 6, 5, or 4	3	MTC 125
Physics	7, 6, or 5	8	PHY 111, 112, 113, 114
	4	4	PHY 111, 113
Psychology	7, 6, 5, or 4	3	PGS 101
Social and Cultural Anthropology	7, 6, 5, or 4	3	ASB 102
Theatre—Introduction	7, 6, 5, or 4	3	THE 100
Visual Arts	7, 6, or 5	6	ART 111, 112
	4	3	ART 112
* No credit is awarded if the language is the student's native language.			

Comprehensive Examinations

A comprehensive examination is intended to permit a student to establish academic credit in a field in which the student has gained experience or competence equivalent to an established university course. Applications are given only for courses listed in the current catalog and only for courses in which a comprehensive examination can serve as a satisfactory measure of accomplishment.

A number of restrictions apply. The student must be enrolled at ASU with *no more than 100 semester hours of*

credit earned (includes credits earned at ASU, credits transferred to ASU from another institution, and all credits earned by examination). The examinations must be taken during the first two semesters in residence in a degree program at the university.

The decision on the suitability of course material for a comprehensive examination, the development of a comprehensive examination, and the administration of an examination are strictly departmental functions. An application is for one course only. The student should complete an application form with the number, title, and number of semester hours for the course. When completed, the application must be approved by the student's advisor and the chair of the department responsible for offering the course.

The student must then pay the stated fee for such examinations at Cashiering Services. The receipt must be taken to the departmental office.

The examination is prepared by the instructor who normally conducts the course, and it is comprehensive in nature and scope. The instructor and other experts designated by the chair grade the examination, using letter grades "A+," "A," "A-," "B+," "B," "B-," "C+," "C," "D," or "E." If the grade is "C" or higher, a mark of "Y" is entered on the student's permanent record; otherwise, no entry is made. Credit by examination is indicated as such on the record. The student is notified by mail of the result of the examination. In cases of failure ("D" or "E"), the student is not given an opportunity to repeat the examination.

A student pursuing a second baccalaureate degree may not receive credit by comprehensive examination, but with prior approval of the college, the student may use the examination to waive a course requirement if a grade of "C" or higher is earned.

Proficiency Examinations

Proficiency examinations and auditions are given

1. to waive a course requirement;
2. to validate certain transfer credits in professional programs; and
3. to determine a student's ability in a field where competence is an important consideration.

Detailed information may be obtained from the dean's office of the college in which the student is registered.

Placement Examinations

English

Students who have not taken any composition courses are placed in First-Year Composition courses according to their scores on the ACT English or SAT Critical Reading tests.

Students who score 18 or below on the ACT English test or 460 or below on the SAT Critical Reading test must enroll in WAC 101, a basic writing course. Students who score between 19 and 25 on the ACT English test or between 470 and 610 on the SAT Critical Reading test are eligible to enroll in ENG 101. Students who score 26 or higher on the ACT English test or 620 or higher on the SAT Critical Reading test may take ENG 105 in place of ENG 101 and 102. Students may qualify for ENG 105 by achieving appropriate scores on the CLEP General Examination in English Composition with Essay. For more information, go to University Testing Services, in EDB 301, access the Web site at www.asu.edu/uts, or call 480/965-7146.

TESTING REQUIREMENTS

All new, transfer, or readmitted undergraduate students must meet one of the following testing requirements. *Students who fail to meet at least one of these requirements are not allowed to register for any course the following semester:*

1. Take the ACT English or SAT verbal examination, and have the scores submitted to ASU.
2. Receive a score of 4 or 5 for the advanced placement examination in English offered by the College Entrance Examination Board, and have the scores submitted to ASU.
3. Take the CLEP general examination in English Composition with Essay, earning a score that qualifies for placement in ENG 105, and have the scores submitted to ASU.
4. Have previously taken ENG 101, 102, 105, 107, or 108 at ASU; or have previously earned a grade of "Y"; or be currently enrolled in WAC 101 or 107 at ASU. If the course was taken before 1980, contact the Recording Section, in SSV 142, before registering for classes.
5. Transfer a course equivalent to ENG 101, 102, 105, 107, or 108 with a grade of "C" (2.00) or higher. An official transcript showing the grade must be received at ASU. If a student transfers an equivalent composition course from a public community college or university in Arizona, the equivalency is automatically posted, and the student need not take further action. A student transferring a composition course from any other college or university must have the course evaluated for equivalency. The student must take a copy of both the transfer transcript and the catalog description of the course to the Writing Programs Office, in LL 314 (480/965-3853). See [First-Year Composition Requirement](#), for more information.

Foreign Language

For information regarding foreign language placement testing, see [Foreign Language Requirement](#); [Foreign Language Placement](#); and [Credit by Examination](#).

Mathematics

Readiness examinations are required before registering for the following mathematics courses at ASU: MAT 106, 113, 117, 119, 142, 170, 210, and 270. For more information, visit the Department of Mathematics and Statistics undergraduate office in PS A211, or access the Web site at math.asu.edu/fym/placement.html.

Academic Advising

Effective academic advising of students is an essential aspect of the educational experience at ASU. The university

is committed to providing quality advising to continuing, first-time, and transfer students. To achieve the highest-quality advising, students, faculty, and staff must work to form a partnership.

The objective of academic advising at ASU is to further the teaching mission of the university by providing quality and accessible advising to all students.

ASU academic advisors help students to

1. successfully transition to the university and make progress toward their education goals and toward graduation;
2. understand curricula, policies, and procedures by providing academic information and guidance;
3. build collaborative teaching relationships among academic advisors, students, faculty, and others in the university community;
4. identify academic and career goals, create and implement plans, and assume responsibility for their education.

Each college has advisors to assist students in developing programs of study, assessing educational goals, and understanding rules, procedures, and curriculum requirements. In some colleges, these advisors are faculty members. In others, they are full-time, professional advisors. Students often may seek academic and career advice from both faculty members and full-time advisors. Students are encouraged to take advantage of the skill and knowledge of the advising professionals available to them. Some new students and many continuing students must meet with an advisor as a condition of registration.

Students are strongly encouraged to seek academic advising at the earliest possible time and to do so regularly throughout their academic careers, whether or not advising is mandatory in their particular programs. Access the online academic advising directory available on the Web at uc.asu.edu/advising/directory.

eAdvisor

Members of the fall 2007 freshman class have a new way to manage their academic experience. ASU is introducing eAdvisor, which gives students the tools to successfully follow their major map to graduation. eAdvisor assists students in

1. learning more about graduation requirements for their major;
2. discerning what critical courses and grades are required to stay on track to successfully complete their degree;
3. planning for and scheduling appropriate courses in the correct sequence to maximize success;
4. monitoring progress toward their degree; and
5. finding out how courses may fit into other majors if they decide to change majors.

Access eAdvisor at www.asu.edu/programs/majormaps.

Readmission to the University

Undergraduate students who have previously attended ASU but have not been enrolled at ASU for one semester or more are required to apply for readmission through the University Registrar's Office for the semester in which reenrollment is intended. For information and application materials, students requesting readmission may access the Web site at www.asu.edu/registrar/readmissions, call 480/965-7550, or write

ARIZONA STATE UNIVERSITY
UNIVERSITY REGISTRAR'S OFFICE
PO BOX 870312
TEMPE AZ 85287-0312

Previously enrolled students seeking to enroll in a degree program at the West campus should request information from Admission Services at 602/543-8203 or write

ARIZONA STATE UNIVERSITY
ADMISSION SERVICES, MC 0250
PO BOX 37100
PHOENIX AZ 85069-7100

To ensure timely review of applications, students should submit an application for readmission and the appropriate fee by the priority date for the semester of application. See the [Priority Dates for Submitting Applications and Application Fees](#). Applicants classified as residents must submit a \$25 nonrefundable application fee, and applicants classified as nonresidents must submit a \$50 nonrefundable fee. If the student has attended another accredited college or university since attending ASU, it is necessary for the student to submit an official transcript of all academic work. Failure to report such attendance is considered misrepresentation and falsification of university records. In addition, it is considered cause for Records Hold action and withholding of further registration privileges. An applicant for readmission must have an ASU GPA of 2.00 or higher, depending on the college of the major. An applicant who does not meet this GPA requirement and is below good standing may need to undergo an appeal process. In these cases, the completed application for readmission may be subject to a deadline that is earlier than the readmissions priority date. Students whose GPA is below a 2.00 and who are applying to a college other than the one they had previously attended and students who were disqualified must submit an application for reinstatement in addition to the application for readmission. Nondegree applicants for readmission must have a minimum GPA of 2.00. If not, the applicant may apply for readmission to summer or winter only to raise the ASU GPA.

Conditional Readmission

A student completing academic work in progress at another institution may be granted conditional readmission. This conditional status remains effective until a final official transcript is received. Additional registration privileges are withheld if this condition for readmission is not cleared.

Academic Renewal

Academic renewal is a university policy administered for the purpose of recalculating the ASU cumulative GPA of undergraduate students who have been readmitted to a degree program after an absence of at least five continuous calendar years, including summer sessions, and who have completed in good standing a minimum of 12 college-approved additional hours in residence within three semesters after reentry. Students may have the former academic record before the five-year absence (including transfer credits) accepted in the same manner as if the credits were transfer credits. That is, earned hours are carried forward for up to 60 hours of credit in which a grade of “C” (2.00) or higher was earned. The cumulative GPA is based only on credits earned subsequent to the student’s reentry. All graduation residency, academic recognition residency, and GPA requirements must be fulfilled after academic renewal. A request for academic renewal follows this procedure:

1. Students interested in academic renewal must request the Application for Academic Renewal from the Recording/Readmission Section of the University Registrar’s Office or the dean of the college offering the major.
2. The Application for Academic Renewal may be submitted immediately upon readmission but not later than the start of the third semester after readmission.
3. The Application for Academic Renewal is submitted by the student to the dean of the college offering the major.
4. The dean specifies in advance a minimum of 12 semester hours.
5. When the approved credits are completed with a cumulative GPA of 2.50 or higher, and no grade lower than “C” (2.00) in each course, the dean forwards the Application for Academic Renewal to the University Registrar’s Office for processing.

Only students working toward their first undergraduate degree are eligible to apply for academic renewal, which may be effected only once during a student’s academic career. Academic renewal is transferable among colleges. All students with ASU GPAs below 2.00 are eligible to petition for academic renewal. Individual colleges may elect to entertain petitions for academic renewal from students with ASU GPAs above 2.00. College standards committees have final authorization on academic renewal petitions. Eligibility for graduation is based on the ASU cumulative GPA after academic renewal. However, a student’s complete record—before and after academic renewal—remains on the transcript and may be taken into consideration when a student applies for undergraduate professional or graduate programs.

Registration

All persons attending a class at ASU must be registered for that class. A student is considered to be registered when all registration fees have been paid in full.

Eligibility

Only eligible students may register for courses at ASU. An eligible student is either continuing from the previous semester or has been admitted or readmitted to the university. See [Undergraduate Admission](#), and [Readmission to the University](#).

Proof of Identification

To receive university services in person photo identification must be presented. Each admitted or readmitted student who completes the registration process for a regular semester needs to obtain a student identification card. This photo identification card is valid for the duration of the student’s enrollment at ASU.

Photo IDs are issued throughout the semester at the Sun Card office located in the Memorial Union on Tempe campus; Student Services (QUAD 2) on Polytechnic campus; and through the bookstore, UCB 140, at West campus. See the Registration and Tuition Payment Guide or refer to [Sun Card/ID Card](#).

Registration Fees

Registration fees are due and must be paid in full before the deadline specified for each semester in the Registration and Tuition Payment Guide. If any payment tendered is unauthorized, incomplete, or received after the due date, registration fees are considered unpaid.

Schedule of Classes

The Online ASU Interactive Schedule of Classes for the fall and spring semesters and the *Summer Sessions Bulletin* are available online at www.asu.edu/registrar/schedule. They list course offerings, dates, times, places, and procedures for registration, along with other important information about the term.

Course Loads

A minimum full-time course load for an undergraduate student is 12 semester hours. The maximum course load for which a student may register is 18 semester hours (with the exception of a 19-hour maximum for students enrolled in the College of Design or Ira A. Fulton School of Engineering). A student wishing to register for more than the maximum must petition the standards committee of the college in which the student is enrolled and must obtain an approved overload before registration.

Summer Session Semester Hour Load

The summer session semester hour load limit is seven semester hours for each five-week session and nine semester hours for the eight-week session. The student may not exceed a total of 14 semester hours for any combination of sessions.

Reserving of Course Credit by Undergraduates

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

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

Permission to reserve a course does not guarantee admission to a graduate degree program or that the course may be used toward graduate degree requirements. A maximum of nine semester hours may be reserved, and only courses in which the student earned an "A" (4.00) or "B" (3.00) grade are applicable. Reserved credit earned before admission to a graduate degree program is classified as nondegree credit. The maximum course load for a student enrolled in a reserved course is 15 semester hours during a regular semester and six hours during a summer session.

Concurrent Enrollment

Provided that the other institution's regulations concerning enrollment, graduation requirements, and transfer of credits are not violated, a student may enroll in classes at other institutions or in independent learning courses while enrolled at ASU. However, the student is urged to seek advising before concurrent enrollment to assure orderly progress toward a degree. If total credits exceed the maximum course load, prior permission must be granted by the college standards committee. See [Course Loads](#).

Attendance

The instructor has full authority to decide whether class attendance is required.

Enrollment Verification Guidelines

The registrar is responsible for verifying enrollment according to the general guidelines in the [Enrollment Verification Guidelines](#) table below. Independent learning courses are not considered for enrollment verification purposes.

Enrollment Verification Guidelines				
Term	Student	Full Time	Half Time	Less Than Half Time
Regular semester	Undergraduate	12 or more hours	6–11 hours	5 or fewer hours
	Graduate	9 or more hours	5–8 hours	4 or fewer hours
	Research/teaching assistant	6 or more hours	—	—
Five-week summer session	Undergraduate	4 or more hours	2 hours	1 hour
	Graduate	3 or more hours	2 hours	1 hour
	Research/teaching assistant	2 or more hours	1 hour	—
Eight-week summer session	Undergraduate	6 or more hours	3–5 hours	2 or fewer hours
	Graduate	5 or more hours	3–4 hours	2 or fewer hours

Cooperative Programs

Cooperative Education

Cooperative education at ASU is any educational program that requires *alternating classroom and work experience* in government or industry. The work experience exists for its educational value.

Full-Time Status of Co-op Students

A co-op student, during a work semester, is identified as both co-op and full time by the university. To qualify, the student must have met prescribed hours and GPA requirements.

Rights and Privileges of Co-op Students

During their work semesters, co-op students have the rights, privileges, and protections—with regard to university matters—accorded to full-time students, except financial aid. They maintain catalog continuity and have student access to university facilities and events.

Financial Aid for Co-op Students

Co-op students are not identified to lenders (including ASU) as being in loan repayment status. They have an "in school" full-time enrollment status. Co-op students do not receive any financial aid disbursement during their co-op semesters, nor are such awards transferred to another semester. The student is responsible for notifying Student Financial Assistance as soon as plans for a co-op term are made but no later than 10 days before the co-op term begins. The department or school is responsible for notifying Student Financial Assistance of students approved for co-op terms.

Traveling Scholar Program

The Traveling Scholar Program is a cooperative program among the state universities designed to enable students to take advantage of programs or special resources that are not available at their own institutions. Any undergraduate student with a GPA of at least 2.50 or any graduate student with a GPA of at least 3.00 enrolled at ASU, Northern Arizona University, or University of Arizona may be designated a Traveling Scholar by prior mutual agreement of the appropriate academic authorities at both the sponsoring and hosting institutions. For more information and the application form, call the University Registrar's Office Records Information section, or access the Web at www.asu.edu/registrar/forms.

Grading System

DEFINITIONS

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 represents a minimum 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 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.

Grades and Marks

All grades and marks appear on the permanent record and/or unofficial transcript. They are indicated by the letters shown in the [Grades](#).

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

Grades		
Grade	Definition	Grade Points
A+	—	4.333 ¹
A	Excellent	4.000
A-	—	3.667
B+	—	3.333
B	Good	3.000
B-	—	2.667
C+	—	2.333
C	Average	2.000
D	Passing	1.000
E	Failure	0.000
I	Incomplete	—
NR	No report	—
P	Pass	—
W	Withdrawal	—
X	Audit	—
Y	Satisfactory	—
Z	Course in progress ²	—

¹ Although the scale includes a grade of A+ with grade points of 4.333, the cumulative GPA is capped at 4.000.

² This grade is usually given pending completion of courses.

Grading Options

Ordinarily a grade of “A+,” “A,” “A-,” “B+,” “B,” “B-,” “C+,” “C,” “D,” or “E” is given upon completion of a course, unless another grading option such as “audit” or “pass/fail” is indicated at the time of registration. *Grading options cannot be changed after the close of the drop/add period.*

Incomplete

A mark of “I” (incomplete) is given by the instructor only when a student who is otherwise doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control. The mark of “I” should be granted only when the student can complete the unfinished work with the same instructor. However, an incomplete (“I”) may be completed with an instructor designated by the department chair if the original instructor later becomes incapacitated or is otherwise unavailable. The student is required to arrange with the instructor for the completion of the course requirements. The arrangement is recorded on the Incomplete Grade Request form. The student has one calendar year from the date the mark of “I” is recorded to complete the course. If the student completes the course within the calendar year, the instructor must authorize a change of grade with the University Registrar’s Office, whether the student passed or failed the course. Marks of “I” are changed to a grade of “E” for purposes of evaluating graduation requirements for undergraduate students. Marks of “I” received in the fall 1983 semester or thereafter for undergraduate courses that have been on a student’s record for more than one calendar year are automatically changed to a grade of “E.” An undergraduate student does not reregister or pay fees for a course for

which an incomplete “I” has been received in order to complete the course.

Students who receive a mark of “I” in courses at the 500 level or above have one calendar year to complete the course for a grade. After one calendar year, the mark of “I” becomes a permanent part of the transcript. To repeat the course for credit, a student must reregister and pay fees. The grade for the repeated course appears on the transcript but does not replace the permanent “I.”

Satisfactory

A mark of “Y” (satisfactory) may be used at the option of individual colleges and schools within the university and is appropriate for internships, projects, readings and conferences, research, seminars, theses, and workshops. The “Y” is included in earned hours but is not computed in the GPA.

Credit Enrollment

The semester hour is the unit on which credit is computed. It represents one 50-minute class exercise per week per semester. To obtain credit, a student must be properly registered and must pay fees for the course.

Audit Enrollment

A student may choose to audit a course, in which case the student attends regularly scheduled class sessions, but no credit is earned. The student should obtain the instructor’s approval before registering and paying the fees for the course. Selected courses may not be audited. Veteran students using education benefits should see [Veterans Services](#).

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 the mark of “W” (withdrawal) may be recorded. This grading option may not be changed after the close of drop/add. The “X” is not included in earned hours and is not computed in the GPA.

Pass/Fail Enrollment

A mark of “P” (pass) or “E” (fail) may be assigned for this grading option. This grading method may be used at the option of individual colleges and schools within the university. Consult the academic advisor for detailed information and restrictions. Approval of both the class instructor and the college of the student’s major are required before registration. “P” is included in earned hours but is not computed in the GPA.

Remedial Enrollment

A mark of “RC” (remedial credit) or “RN” (remedial no credit) may be assigned for this grading option. The course appears on an unofficial ASU transcript but does not appear on the grade report or official ASU transcript and is not included in earned hours. Remedial hours are included in verification of enrollment for purposes of loan deferment and eligibility.

WITHDRAWALS

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. It is recommended that the student contact the instructor before the end of the first week of classes if absences during that period cannot be avoided.

Drop/Add

Students registering for courses for a semester or summer session may drop or add courses through the first week of classes in a semester or the first two days of a summer session. See the Registration and Tuition Payment Guide or the *Summer Sessions Bulletin* for dates of drop/add periods. During this period, a student may drop one or more but not all scheduled courses without penalty. Courses that are dropped do not appear on the student’s transcript and fees paid are refunded according to the institutional refund schedule printed in the Registration and Tuition Payment Guide, depending on the student’s remaining hours. A student who wishes to withdraw from all courses during the drop/add period must process a complete withdrawal from the university.

Course Withdrawal

During the second week through the 10th 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 mark of “W.” See the Registration and Tuition Payment Guide 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.”

Instructor-Initiated Withdrawal

An instructor may withdraw a student from a course with a mark of “W” or a grade of “E” 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 committee’s decision is final.

Complete Withdrawal from the University

To withdraw from all classes, a student must submit a request to withdraw using ASU Interactive, or by submitting a signed request in person to any registrar location. The ASU interactive complete withdrawal option is available for all students until the first day of the term. For fall and spring terms only, beginning the first day of the term, undergraduate students only must meet with a university representative prior to a complete withdrawal. All other

students can request a complete withdrawal 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.”

Medical/Compassionate Withdrawal

A medical/compassionate withdrawal request may be made in extraordinary cases where serious illness or injury (medical) or another significant personal situation (compassionate) prevents a student from continuing in his or her classes, and where incompletes or other arrangements with the instructor are not possible. Usually, consideration is for complete withdrawal. All applications for withdrawal require thorough and credible documentation. Application for less than a complete withdrawal must be especially well documented to justify the selective nature of the medical/compassionate withdrawal request.

A student may request and be considered for a medical withdrawal when extraordinary circumstances, such as a serious illness or injury, prevent the student from continuing in classes. This policy covers both physical-health and mental-health difficulties.

A student may request and be considered for a compassionate withdrawal when extraordinary personal reasons, not related to the student’s physical or mental health (for example, care of a seriously ill child or spouse, or a death in the student’s immediate family), prevent the student from continuing in classes.

Each college has a dean’s representative (medical/compassionate withdrawal designee) to review medical/compassionate withdrawal requests, according to that college’s procedures. A student requesting a medical/compassionate withdrawal is referred to the dean’s designee of the college of the student’s major. A nondegree student is referred to the dean’s designee of the college with which he or she is primarily affiliated. The dean’s designee determines the appropriateness of the medical/compassionate withdrawal request and whether an administrative hold is indicated. Removal of the hold must be authorized by the designee before the student can register for a future semester or be readmitted to the university.

The medical/compassionate withdrawal procedure results in a special note line on the unofficial transcript. Refunds are not given beyond six months past the close of the semester. Only one Request for Documented Medical/Compassionate Withdrawal form needs to be filed with the college of the major, even if classes in more than one college are involved. Medical/compassionate withdrawal applications and supporting documents are retained and filed separately from the student’s other records.

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.”

GRADE POINTS

For the purpose of calculating the grade point average (GPA), grade points are assigned to each of the grades for each semester hour as follows: “A+,” 4.333 points; “A,” 4.000 points; “A-,” 3.667 points; “B+,” 3.333 points; “B,” 3.000 points; “B-,” 2.667 points; “C+,” 2.333 points; “C,” 2.000 points; “D,” 1.000 point; and “E,” 0.000 points.

Grade Point Average

Grade points earned for a course are multiplied by the number of semester hours to produce honor points. For example, receiving an “A,” which is assigned four grade points, in a three-semester-hour course would produce 12 honor points. The grade point average (GPA) is obtained by dividing the total number of honor points earned by the total number of semester hours graded “A+,” “A,” “A-,” “B+,” “B,” “B-,” “C+,” “C,” “D,” or “E.” Other grades do not carry grade points.

Semester GPA is based on semester net hours. Cumulative GPA is based on total net hours. Although the plus/minus scale includes a grade of A+ with grade points of 4.333, the cumulative GPA is capped at 4.000.

Change of Grade

Ordinarily the instructor of a course has the sole and final responsibility for any grade reported. Once the grade has been reported to the registrar, it may be changed upon the signed authorization of the faculty member who issued the original grade, the department chair, and the dean of the college concerned. This policy also applies to the grade of “I” (incomplete).

University Policy for Student Appeal Procedures on Grades

Informal

The steps outlined on this page, 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. It is university policy that students filing grievances and those who are witnesses are protected 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 undergo 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 used, 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 will be 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), registrar, and grievance committee of any action taken.

Repeating Courses

An undergraduate course taken at ASU may be repeated for credit if the grade of "D," "E," or "W" or a mark of "X" is received. An undergraduate student may not repeat for credit an undergraduate course in which a grade of "C" or higher is earned. Undergraduate courses in which grades of "D" or "E" are received may be repeated only once. After an undergraduate student repeats 100- and 200-level courses, the student's transcript shows both grades, but the student's cumulative GPA reflects only the higher grade. After an undergraduate student repeats 300- or 400-level courses, the student's cumulative GPA and the transcript reflect both grades.

To be eligible for the deletion of "D" or "E" grades from calculations of the GPA, the course must be repeated at ASU. Independent Learning courses may not be used to repeat "D" or "E" grades. Students who have graduated are not eligible to delete the grade for a course taken before the award of the ASU bachelor's degree.

Students wishing to repeat a class for the third time with grades of "D" or "E" must petition the standards committee of the college in which they are enrolled. This policy does not apply to seminar and independent study courses with different content each semester. This policy affects only undergraduate students and undergraduate courses.

Demonstration of Mastery

An undergraduate student who receives a "D" in a course in which a "C" or higher is required may use the grade from an equivalent course taken elsewhere to demonstrate mastery at the "C" or higher level. However, the course may neither be transferred to ASU (since credit has already been given for the course) nor computed in the student's GPA.

Midterm Report

Instructors are strongly encouraged to evaluate students at midterm for academic progress. A student who has been evaluated for a "D" or "E" at midterm receives a midterm report. The midterm "D" and "E" grades are not recorded on the student's permanent record. Midterm reports are mailed to the student's local address of record.

Final Grades

Grades may be viewed on the ASU Interactive Web site at www.asu.edu/interactive.

Records Hold

The University Registrar's Office 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 may be revoked.

The second and third results may also occur when an *administrative* hold is placed on the record. The hold remains effective until removed by the initiating office. It is the student's responsibility to clear the conditions causing the hold.

Transcripts

Students may request official transcripts via ASU Interactive, in person, or by written letter. The request must include the following information about the student:

1. name;
2. former name(s);
3. ASU ID number (or Social Security Number [SSN]);
4. date of birth;
5. first and last dates of attendance;
6. current return address;
7. daytime phone number;
8. specific mailing address for each transcript ordered; and
9. student signature.

Students (except those who attended ASU before 1980) must also select one of the following options to be

displayed on the transcript:

1. ASU ID only;
2. SSN only;
3. both ASU ID and SSN displayed; or
4. neither ASU ID or SSN displayed.

The University Registrar's Office does not issue a transcript if the student has a financial records hold. Official transcripts can be requested in person, by mail, or via ASU Interactive. The fee for official transcripts is \$10.00 per copy. "Rush" transcripts (requested to be printed and picked up the same day) cost \$10.00 in addition to the total cost of the transcripts ordered. Special delivery processing, instead of regular mail, is available via FedEx or U.S. Express Mail at \$19.50 per U.S. delivery address (with some exceptions). Express deliveries to addresses outside the U.S. are available via international FedEx Express or International Express Mail at \$38.00. The express costs are in addition to the cost of the transcript(s). (Please note that FedEx Express will not deliver to a PO Box; an actual FedEx deliverable street address is required.) Fees are subject to change without notice. Unofficial transcripts may be requested in person at the University Registrar's Office, or by mail or fax (480/965-2295) if a signed release is enclosed. 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/registrar.

Note: Pre-1980 records are not available via the Web.

All in-person transcript requests require presentation of photo identification. Requests are not accepted from third parties without a written release from the student. For information on parental access to records, see [Access to Records](#).

Retention and Academic Standards

Class Standing

A student's class standing is determined by the number of hours earned, as shown in the [Class Standing](#) table below.

Class Standing	
Student	Hours Earned
Freshman	24 or fewer semester hours earned
Sophomore	25 to 55 semester hours earned
Junior	56 to 86 semester hours earned
Senior	87 or more semester hours earned
Graduate	Bachelor's degree from accredited institution

Academic Good Standing

For the purpose of retention, academic good standing for degree-seeking students is defined in the [Academic Good Standing](#) table below.

Academic Good Standing	
Total Earned Hours	Minimum Cumulative GPA
24 or fewer	1.60
25 to 55	1.75
56 or more	2.00

A student who does not maintain the minimum GPA standard is placed on academic probation or is disqualified. A student on academic probation is in conditional good standing and is permitted to enroll. A student who has been disqualified is not in academic good standing and is not permitted to enroll for fall or spring semesters.

To transfer from one college to another within the university or to be eligible for readmission, a student must have an ASU GPA of 2.00 or higher. The GPA determining good standing is computed on courses taken only at ASU.

For purposes of retention or transfer, an individual college may set higher GPA standards; otherwise, the university standards prevail. See the college sections of this catalog or contact the college deans' offices for statements regarding college retention standards.

Dean's List

Undergraduate students who earn 12 or more graded semester hours ("A+," "A," "A-," "B+," "B," "B-," "C+," "C," "D," or "E") during a semester in residence at ASU with a GPA of 3.50 or higher are eligible for the Dean's List. A notation regarding Dean's List achievement appears only on the final grade report available online at www.asu.edu/registrar.

Satisfactory Academic Progress

The university is required to publish and enforce standards of satisfactory academic progress for certain students (e.g., student athletes, students receiving financial aid, and students receiving veterans benefits).

Certification of satisfactory progress for student athletes is verified by the academic advisor and the dean's designee

for certifying satisfactory progress. Certification of satisfactory progress for students receiving financial aid or veterans benefits is verified by Student Financial Assistance or the Veterans Services section, respectively. Students should contact their advisors or the appropriate office for additional information on satisfactory progress requirements.

Probation

A student's college assumes responsibility for enforcing academic standards and may place on probation any student who has failed to maintain good standing as previously defined. For purposes of probation and retention, an individual college may set higher GPA standards. A student on academic probation is required to observe any rules or limitations the college may impose as a condition for retention.

Ineligible

A student who is placed on probation at the end of a semester is considered ineligible to continue in the college/school at the end of the following semester even if the student meets ASU good standing requirements but not the conditions imposed for retention by the college/school. At the close of the semester, a student deemed ineligible will receive a letter from the college/school outlining options available for continuing at ASU in another college.

Ineligibility is exercised at the discretion of the college. *An ineligible student is notified by the dean of the college and is not allowed to register in a fall or spring semester at the university, unless arrangements are made to transfer to another college.* A student who has already registered for a future semester will be withdrawn from classes and put into a placeholder class. An ineligible student who does not change to a different major will be removed from the placeholder class and may not attend ASU. A student who is ineligible may apply for reinstatement to the college standards committee. An ineligible student may not attend ASU as a nondegree student.

Disqualification

A student who is placed on probation at the end of a semester is subject to disqualification by the college/school at the end of the following semester if the conditions imposed for retention are not met.

Disqualification is exercised at the discretion of the college/school. *A disqualified student is notified by the dean of the college and is not allowed to register in a fall or spring semester at the university.* If the student has already registered for a future fall or spring semester, the registration is cancelled. A student who has been disqualified may apply for reinstatement to the college standards committee. A student who is disqualified may not attend as a nondegree student.

Reinstatement

A disqualified or ineligible student who has skipped a fall or spring semester must follow the procedures for readmission. See [Readmission to the University](#).

A disqualified or ineligible student who has not skipped a semester may submit an Application for Reinstatement to the college of his or her major. If the student wishes to transfer to a different college, he or she may submit an Application for Reinstatement to the college into which he or she wishes to transfer. An ineligible student who does not skip a fall or spring semester must follow the ineligible procedures. See [Ineligible](#).

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 or other sanctions as specified in the University Student Academic Integrity Policy. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The University Student Academic Integrity Policy is available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual colleges.

Suspension or Expulsion for Academic Dishonesty

All decisions relating to expulsion or suspension that are concerned with academic dishonesty are the sole prerogative of the dean of the school or college into which the student has been admitted. These decisions of suspension or expulsion can be appealed in accordance with established university procedures. Application for reinstatement may be made to any of the academic units within the university after the specified period of suspension. Merely having remained in a suspended status for a period of time does not, in itself, constitute a basis for reinstatement.

Student Records

Family Educational Rights and Privacy Act of 1974

The federal Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, sets forth the requirements governing the protection of the privacy of education 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.

Record

The term record includes 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

Education Record

The term *education record* refers to those records directly related to a student and maintained by an educational institution. Two types of education 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

The term *directory information* includes the following student information: name; local, permanent, and ASU e-mail addresses (including directory number); local telephone number; date of birth; 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 (including National Merit, National Achievement, and National Hispanic Scholars); and the most recent previous educational agency or institution attended by the student.

Personally Identifiable Information

The term *personally identifiable information* includes all information not defined as directory information. This includes, but is not limited to, the name of a student's parent or other family member(s), a personal identifier such as the student's ASU ID number 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 should not be released.

Access to Records

An eligible student may inspect and review his or her own education records. Some form of photo identification must be displayed before access to education records is allowed.

Directory information may be released to anyone without consent of the student unless the student has indicated otherwise. Students may request that this information not be released by completing a form in the University Registrar's Office. A request to withhold this information excludes the student from being listed in the annual directory only if the request is submitted to the University Registrar's Office before the end of the third week of the fall semester.

All other education records that contain personally identifiable information may not be released without the written consent of the student. A parent of a dependent student may challenge denial of such access by producing the most current copy of Internal Revenue Form 1040. If that form lists the student in question as a dependent, the parent is required to sign an affidavit that affirms that the student is his or her dependent. The affidavit is retained by the University Registrar's Office. Upon receipt of the affidavit, the university may make student records available to the parent for the rest of that calendar year as specified under the Buckley Amendment.

Students may grant individuals or agencies access to records by completing a form in the University Registrar's Office.

Location of Policy and Records

The custodian of education records at ASU is the University Registrar's Office. A copy of this complete policy may be found at www.asu.edu/aad/manuals/usi. The University Registrar's Office also maintains a directory that lists all education records maintained on students by ASU.

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The practice of architecture and environmental design is the culturally responsible shaping of our environment—from the scale of the cities in which we live to the buildings and interiors we inhabit and the artifacts and products we use. What we design must be durable, useful, beautiful, appropriate to its context, and not a waste of resources, energy, or materials. Designing our environment is an art, a technology, and a social science that has a history as long as human culture. The goals of the faculty include offering students an education that becomes the basis for life-long growth and improvement as professionals, advancing the discipline in both theory and practice, and improving the quality of the environment by making the expertise and knowledge of the faculty available to other professionals and to the public.

ORGANIZATION**Academic Organization**

The college is composed of five academic units:

- Department of Industrial Design
- Department of Interior Design
- Department of Visual Communication Design
- School of Architecture and Landscape Architecture
- School of Planning

Administration of the college is the responsibility of the dean, who in turn is responsible to the president of the university through the executive vice president and provost of the university.

College Facilities

Most of the College of Design's programs are housed in a single complex. Facilities include the Architecture and Environmental Design Library; computer laboratories; design studios; the Gallery of Design; lecture and seminar rooms; the Media Center; offices for faculty, the administration, and student organizations; the shop; the slide collection; Materials Resource Center; and technology laboratories. The bridge between the original building and the expansion places the college's review and display space at the heart of the complex.

Architecture and Environmental Design Library

As a branch of the University Libraries, the Architecture and Environmental Design Library provides easy access to more than 50,000 books, periodicals, and reference materials for students, faculty, and the professional community. The library's special collections include archives of Blaine Drake, Victor Olgyay, Calvin Straub, Will Bruder, and others, as well as research materials on Paolo Soleri and Frank Lloyd Wright. The Alternative Energy Collection and the Materials Resource Center provide additional sources for research.

Gallery of Design

The Gallery of Design in the College of Design focuses exhibitions on architecture; landscape architecture; planning; and graphic, industrial, and interior design. Changing exhibitions feature top student work for each semester; faculty research and design projects; and special exhibitions from local, national, and international designers. A flat projection monitor provides a changing mural of design projects, college information, and announcements. Additional space for College of Design student projects is located throughout the Design buildings. The gallery is open Monday through Friday from 8 A.M. to 5 P.M. For more information, call 480/965-6384.

Special Facilities

College programs are supplemented by several special laboratories, including the Phoenix Urban Research Lab (PURL), which is an information-rich environment for researchers, decision makers, industry professionals and students to seek new solutions to the most pressing design problems facing cities today. Other facilities include the computer-aided design and graphics lab; the high-bay research lab; the lighting lab; the solar research lab; the solar roofdeck work area; an extensive shop equipped to handle wood, plastic, and metal; the Herberger Center for Design Research; InnovationSpace, an interdisciplinary product development laboratory; and the Community Design Studio, which is located at PURL in downtown Phoenix. The Media Center includes traditional graphics and audiovisual equipment as well as portable gear. The slide collection, with more than 100,000 images, is available for instructional use, and the college maintains an array of materials testing equipment.

CRITICAL AND MILESTONE REQUIREMENTS

For more information about critical requirements, including the milestone, access design.asu.edu/students.

Critical Requirements

A new or transfer student who has been admitted to the university and has selected a college major is admitted to the program of his or her choice. Each student must meet all critical requirements including the milestone at the end of the third semester. For international students whose native language is not English, a TOEFL is required.

Milestone

Passing the milestone at the end of the third semester is competitive. Consult the requirements of each major for details. Students who are interested in more than one program must meet the milestone requirements for both and must submit separate portfolios, if required. Transfers requested past the third semester are considered only if vacancies occur, and such transfers are limited to students with equivalent course work who are competitive with continuing students. Students who do not meet the critical requirements but pass the milestone are not dismissed from the university and may transfer to other programs.

Transfer Credits

While the university accepts credits transferred from other accredited institutions, transfer credits are not applied to specific degree programs until reviewed and accepted by the appropriate academic units. Transfer course work must be equivalent in both content and level of offering. In addition, a review of samples of work (portfolio format) from previous studio classes is required to receive credit for studios. Students who change majors to transfer into the college or one of its program areas must have a minimum cumulative GPA of 2.50.

Change of Major

Current ASU students who wish to change majors to one of the college's degrees must have a cumulative ASU GPA of 2.50 or higher.

ACADEMIC ADVISING

While the college provides academic advising, *it is ultimately the responsibility of each student to fulfill academic and program requirements*. Advising and record keeping for students majoring in Architecture and Landscape Architecture, Graphic Design, Housing and Community Development, Industrial Design, Interior Design, Urban Planning, and the BA in Design Studies are the responsibility of a college academic advisor, located in CDS 115. General career advising is available from all faculty members. Administration of program requirements is the responsibility of the head of the academic unit and the dean.

Appeals Procedures

Academic appeals and requests for variances are typically made first to the student's advisor and then, if necessary, to the head of the appropriate academic unit, the College Standards and Appeals Committee, and, finally, the dean. A student who feels unjustly treated in academic or other matters relating to his or her career as a student may contact a college academic advisor or may take the grievance to the college ombudsperson.

DEGREES

Undergraduate

The college offers curricula for four year degree programs: the Bachelor of Science in Design (BSD) degree in Architectural Studies, Housing and Community Development, Industrial Design, Interior Design, and Graphic Design; the Bachelor of Science in Landscape Architecture (BSLA) degree; the Bachelor of Science in Planning (BSP) degree in Urban Planning; the Bachelor of Arts in Design Studies with areas of study in design studies, built environment, design history and culture, design management, digital visualization, and urban studies. The BSD degree in Design Science is not active at this time. For more information, see the [College of Design Baccalaureate Degrees and Majors](#) table below.

College of Design Baccalaureate Degrees and Majors			
Major	Degree	Concentration ¹	Administered By
Architectural Studies	BSD	—	School of Architecture and Landscape Architecture
Design Science*	BSD	—	College of Design
Design Studies	BA	—	College of Design

Graphic Design	BSD	—	Department of Visual Communication Design
Housing and Community Development	BSD	—	College of Design
Industrial Design	BSD	—	Department of Industrial Design
Interior Design	BSD	—	Department of Interior Design
Landscape Architecture	BSLA	—	School of Architecture and Landscape Architecture
Urban Planning	BSP	—	School of Planning
* Applications for this program are not being accepted at this time.			

GRADUATE PROGRAMS

The faculty in the College of Design offer the National Architectural Accrediting Board-accredited Master of Architecture (MArch) professional degree; Planning Accreditation Board-accredited Master of Urban and Environmental Planning (MUEP) professional degree; Master of Real Estate Development (MRED); MS degree in Building Design; Master of Science in Design (MSD) degree; and PhD degree in Environmental Design and Planning. For more information, see the [College of Design Graduate Degrees and Major](#), and the [Graduate Catalog](#).

MINORS

The faculty in the School of Architecture and Landscape Architecture offer two minors: Architectural Studies, see [Architectural Studies Minor](#), and [Landscape Studies Minor](#). The faculty in the Departments of Industrial, Interior, and Visual Communication Design offer a minor in Design Studies; see the individual department listings for more information. The faculty in the Department of Interior Design offer a minor in Interior Design History, see [Minors](#). The faculty in the School of Planning offer a minor in Urban Planning. See [Minor](#), for more information.

UNIVERSITY GRADUATION REQUIREMENTS

In addition to fulfilling college and major requirements, students seeking a bachelor's degree must meet all university graduation requirements. See [University Graduation Requirements](#).

General Studies Requirement

All students enrolled in a baccalaureate degree program must satisfy the university requirement of a minimum of 35 semester hours of approved course work in General Studies, as described under [General Studies](#). General Studies courses are listed in the Online ASU Interactive Schedule of Classes and in the *Summer Sessions Bulletin*.

COLLEGE DEGREE REQUIREMENTS

College of Design degree requirements supplement the General Studies requirement. Each curriculum offered by the college includes sufficient approved course work to fulfill the General Studies requirement.

To be eligible for the Bachelor of Arts (BA), Bachelor of Science in Design (BSD), Bachelor of Science in Landscape Architecture (BSLA), or Bachelor of Science in Planning (BSP) degrees in the College of Design, a student must have

1. attained a cumulative GPA of 2.00 or higher for all course work taken at ASU;
2. earned a "C" (2.00) or higher in each studio course; and
3. met all university degree requirements.

MAJOR REQUIREMENTS

A student seeking the BA, BSD, BSLA, or BSP must satisfactorily complete a curriculum of 120 semester hours.

Special Honors at Graduation

At the time of graduation, students with academic distinction are awarded the respective designation *cum laude*, *magna cum laude*, or *summa cum laude*. For more information, see [Graduation with Academic Recognition](#).

ACADEMIC STANDARDS

A student in any of the college's programs is placed on probation when he or she fails to maintain a cumulative GPA of 2.00. Students on probation must observe rules or limitations the college imposes on their probation as a condition of retention. If, after one semester on probation, the overall GPA is not at least 2.00 and the conditions of probation have not been met, the student is disqualified for a minimum of two full academic semesters; however, students whose cumulative GPA is below 2.00, but are still in academic good standing according to university standards, are ineligible to major in a College of Design program, but may be eligible for majors in other colleges at ASU. A disqualified student may attend summer sessions at ASU to raise their cumulative GPA; if a 2.00 or higher cumulative GPA is achieved upon completion of summer course work, the student may petition the college for early reinstatement. Appeals may be made to the college Standards and Appeals Committee; see an academic advisor for the necessary appeals forms. There are also other options available for immediate reinstatement for qualified students; see an academic advisor to discuss these options. For more information, see [Retention and Academic Standards](#).

Students must earn a grade of "C" (3.00) or higher in studio courses in order to progress to the next studio in sequence. If a student is already registered for the next studio, and has earned a grade of "D" or "E" in the prerequisite studio, the student will be administratively dropped from the subsequent studio.

Retention Standards

Students who have passed the milestone are placed on probation when *any* of the following occurs:

1. failure, incomplete, or withdrawal from any required course;
2. a semester GPA below 3.00;
3. a grade of “D” (1.00) or “E” (0.00) in a design studio, a design laboratory, or a design lecture; or
4. violation of the university’s *Code of Student Conduct* or any admission agreement.

Students on probation must observe rules or limitations that the college or academic unit places on their probation as a condition of continuation. Students may be removed from a program (but not necessarily the university) if

1. the requirements imposed are not met or the probationary semester GPA is below 3.00 after one semester on probation;
2. failures or withdrawals in required courses are not resolved at the next offering of the course;
3. they fail or withdraw from required sequential courses; or
4. incompletes in required sequential courses are not completed before the first day of class of the next semester.

A student removed from a program is not guaranteed reinstatement in the program even if probation requirements or requirements placed on readmission are fulfilled. Appeals may be made first to the appropriate academic unit and, if necessary, to the college Governance and Grievance Committee. For more information, see [Retention and Academic Standards](#).

Incompletes

Students are responsible for contacting the instructor regarding the process of requesting and fulfilling an incomplete. Tardiness in contacting the instructor may result in a failing grade. Students must obtain official “Request for Grade of Incomplete” forms at design.asu.edu/students. The completed form must include a justification, a listing of requirements that have not been fulfilled, and a proposed schedule of completion. The instructor reviews the request, proposes modifications if necessary, and submits a copy of the request to the appropriate office. An incomplete in any course that is a prerequisite for sequential courses automatically denies enrollment in subsequent courses or could result in the student being administratively dropped from a subsequent course if they are already enrolled in it. For more information, see [Incomplete](#).

Withdrawals

University withdrawal regulations apply to all courses. In addition, because the college’s curricula are modular and sequential and because space in the programs is limited, a student is expected to progress through the curriculum with his or her class. Withdrawal from a required critical-requirements course automatically places a student on probation. Withdrawal from a required course after the milestone in a required sequence automatically removes the student from the program beginning the subsequent semester. For more information, see [Grading System](#).

Pass/Fail or Credit/No Credit

The only courses accepted toward graduation with a grade of pass/fail or credit/no credit are internships and field studies.

Foreign Study

The College of Design maintains active communications with several foreign institutions offering professional course work similar to the programs of the college. This opportunity is available for students who wish to pursue professional studies at a foreign institution in lieu of resident course work for up to one academic year. Any interested student is encouraged to inform the head of his or her academic unit at the earliest possible date of any intentions for foreign study. The student must petition the academic unit regarding course equivalency for any exchange programs.

Exchange programs currently exist with Stuttgart University, Germany; Wageningen University, the Netherlands; the University of Valladolid, Spain; the University of British Columbia, Canada; and the Autonomous University of Guadalajara, Mexico. Foreign study programs in France, Italy, and Spain and summer and winter break off-campus courses are also offered.

Students are also encouraged to consider foreign travel for either a semester or an entire academic year. A leave of absence must be requested for foreign study and foreign travel. Each academic unit reserves the right to evaluate the content and the student’s competency in each of the courses completed at foreign institutions.

Internship

Students majoring in Architectural Studies, Industrial Design, Interior Design, or Graphic Design are required to complete an internship program as part of their curriculum between the third and fourth years of study. Internships are optional for Housing and Community Development, Landscape Architecture, and Urban Planning majors.

Attendance

Attendance is expected at all classes, laboratories, and seminars and is a criterion for evaluating performance. Absences and missing work due to absences may result in failure of a course or academic probation. A student may not be excused from attending a class except for medical reasons or other serious personal conditions beyond his or her control. Requests for special consideration must be submitted in writing to the instructor and there is no guarantee that special consideration will be granted. If accepted, a student may be allowed to take a late or special examination or to submit missing work. Tardiness in contacting the instructor is cause for denying acceptance. For university policy regarding religious holidays, see [Equal Opportunity and Affirmative Action](#).

Employment

It is difficult for students in the college to work while in school. Acceptance to any of the college’s programs presumes a commitment of a minimum of eight hours a day for professional studies. If students must work to help pay for educational or living expenses, it is recommended that they do not work more than 20 hours per week. Prior work experience is not a requirement for the college’s programs.

Retention of Student Work

The college reserves the right to retain any or all projects or work submitted to meet course requirements for the college's future use in instruction, publication, and exhibition.

Student Leave of Absence

Students who withdraw from classes or do not continue sequentially in enrollment must request both a leave of absence and readmission in writing from the head of the appropriate academic unit. Leaves of absence are for one-year increments and may be approved for personal reasons, travel, work, or additional study in other disciplines. Students on leave must make the written request for readmission before April 15 for the fall semester of the year of return or before November 1 for the spring semester so that a space may be reserved. Failure to request a leave of absence may result in removal from the program. Deferrals after passing the milestone are not allowed.

STUDENT RESPONSIBILITY

The purpose of this code is to promulgate standards of conduct for students of the university and to establish procedures for reviewing violations. Students are expected to support and maintain the highest professional standards with regard to their individual conduct and their personal and common environments in the university. The university and the College of Design expect students to follow the published *Code of Student Conduct*. Copies of the *Code of Student Conduct* are available from the Office of the Dean or from a college academic advisor.

SPECIAL PROGRAMS

The college and its academic units regularly sponsor lecture series, symposia, and exhibits. In addition, faculty and students attend regional and national meetings of educators and professionals. Academic units sponsor student awards programs and regularly invite professionals and critics to reviews of student projects. The college also participates with the Barrett, the Honors College, offering a wide range of courses for honors credit.

GENERAL INFORMATION

Accreditation

Most states require that an individual intending to become an architect hold an accredited degree. There are two types of degrees that are accredited by the National Architectural Accrediting Board (NAAB): (1) the Bachelor of Architecture (not offered by ASU), which requires a minimum of five years of study, and (2) the Master of Architecture, which requires a minimum of two years of study following a related preprofessional bachelor's degree or three years following an unrelated bachelor's degree. These professional degrees are structured to educate those who aspire to registration/licensure as architects.

The four-year preprofessional degree, where offered, is not accredited by NAAB. The preprofessional degree is useful for those desiring a foundation in the field of architecture, as preparation for either continued education in a professional degree program or for employment options in architecturally related areas. For more information, see [Accreditation and Affiliation](#).

Dean's List

Undergraduate students who earn 12 or more graded semester hours ("A" [4.00], "B" [3.00], "C" [2.00], "D" [1.00], or "E" [0.00]) during a semester in residence at ASU with a GPA of 3.50 or higher are eligible for the Dean's List. A notation of achieving the distinction of being listed on the Dean's List appears on the final grade report for that semester.

College of Design Alumni Chapter

The College of Design Alumni Chapter encourages graduates to contribute to the college by acting as liaisons among the college community, students, and practicing professionals. Each year, the College of Design Alumni Chapter sponsors a mentoring program to match local professionals with student designers.

Council for Design Excellence

The Council for Design Excellence has been created to consolidate a partnership between the College of Design and key community leaders who share a vital interest in the development of high quality in the built environment of the Phoenix metropolitan area. By joining together professionals, business and civic leaders, students, and faculty in a common pursuit of design excellence, the council seeks to make a profound difference in the quality of the natural and built environments and the education of students.

Affiliations

For information on affiliations maintained by the college, see [Accreditation and Affiliation](#).

Student Professional Associations

The purpose of the student associations is to assist students with the transition into professional life and to acquaint them with the profession relating to their program of study. These include the following associations:

- Alpha Rho Chi-Satyros Chapter
- American Indian Council of Architects and Engineers
- American Institute of Architecture Students
- Student Association of Interior Designers
- Student Chapter/American Planning Association
- Student Chapter/American Society of Landscape Architects
- Student Chapter/Industrial Designers Society of America
- Student Chapter/American Institute of Graphic Artists

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CDN 162

Lauren McDermott, Chair

Professor

Giard

Associate Professors

Boradkar, McDermott

Assistant Professors

Kelliher, Shin, Takamura, White

Clinical Associate Professor

Herring

Lecturer

Velasquez

ORGANIZATION

Programs in the Department of Industrial Design are organized by the faculty of the department under the direction and administration of the chair, and standing committees of the faculty.

DEGREES

The faculty in the Department of Industrial Design offers the Bachelor of Science in Design (BSD) degree with a major in Industrial Design.

Industrial Design—BSD

The Industrial Design program is an accredited institutional member of the National Association of Schools of Art and Design (NASAD). The curriculum prepares individuals for a professional career in product design and development, especially in the area of manufactured objects used by people on a daily basis. By developing products that are innovative, useful, safe, aesthetically appropriate, and socially, culturally, and environmentally sensitive, the industrial design profession serves the needs of society, consumers, and manufacturers.

The Industrial Design Program at ASU focuses on a new model of interdisciplinary product development called integrated innovation. The primary goal of integrated innovation is to produce design solutions that

1. meet user needs in unexpected ways;
2. create value in the marketplace; and
3. improve society and the environment.

This unique focus has led the program to form strong academic partnerships with visual communication design and the schools of engineering and business at ASU. Students graduating with this experience can expect to possess an acute understanding of the potential that industrial design brings to the social, commercial, and environmental challenges facing the twenty-first century.

To support integrated innovation, the Industrial Design program at ASU teaches both traditional and cutting-edge design skills and knowledge, including a strong visual acumen; technological aptitude; a practical knowledge of manufacturing, sustainability, and ergonomics; critical comprehension of design history; and a clear understanding of how to identify, evaluate, and respond to the physical and psychological needs of users. By way of studio projects, students learn to research problems and opportunities; visualize and communicate ideas; and to refine their skills in freehand sketching, computer-aided design, and model simulation. Assignments are a balance of conceptual challenges and practical techniques. Typical design projects (some of which are conducted with external partners) feature product planning and user experience along with exercises dealing with the design of electronic devices, housewares, sports equipment, and medical equipment. Focus is placed on the role of the industrial designer as a member of a team. Third-year students perform internships in either a corporation or a consulting firm. The program also has very close ties with the Industrial Designers Society of America.

MINORS

Design Studies

Students interested in design can earn a minor in Design Studies. The courses may also appeal to students who wish to pursue the study of design within the Bachelor of Interdisciplinary Studies degree.

Courses selected must satisfy the minimum requirement of 18 semester hours for the minor. Twelve of the semester hours must be in 300- or 400-level course work.

To enhance understanding of the subject matter, some of the designated courses are sequential in nature and require certain prerequisites. Consequently, students should carefully note the semester in which these particular courses are offered. All designated courses for the minor in design studies are lecture courses.

To pursue the minor in Design Studies, students must have a minimum cumulative GPA of 2.50.

Designated Courses for the Minor

Design

DSC 101 Design Awareness *HU, G* (3)
GRA 440 Finding Purpose (3)

Graphic Design

GRA 111 Graphic Design History I *HU* (3)
GRA 112 Graphic Design History II (3)
GRA 225 Communication/Interaction Design Theory (3)
GRA 345 Design Rhetoric *L* (3)

Industrial Design

IND 242 Materials and Design (3)
IND 243 Process and Design (3)
IND 316 20th-Century Design I *HU, H* (3)
IND 317 20th-Century Design II *HU, H* (3)
IND 344 Human Factors in Design (3)
IND 354 Principles of Product Design (3)
IND 470 Professional Practice for Industrial Design *L* (3)

Interior Design

INT 111 Interior Design Issues and Theories *HU* (3)
INT 121 Introduction to Computer Modeling for Interior Design *CS* (3)
INT 123 Introduction to Computer-Aided Design of Built Environments (3)
INT 131 Design and Human Behavior *SB* (3)
INT 310 History of Interior Design I *HU, H* (3)
INT 311 History of Interior Design II *HU, H* (3)
INT 412 History of Decorative Arts in Interiors *HU* (3)
INT 413 History of Textiles in Interior Design (3)

BIS CONCENTRATIONS

A concentration in design studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAMS

The College of Design offers a Master of Science in Design (MSD) degree with concentrations in industrial design, interior design, and graphic design. The faculty also participates in a collegewide, interdisciplinary PhD degree in Environmental Design and Planning with concentrations in design; history, theory, and criticism; and planning. For more information, see the [Graduate Catalog](#).

CRITICAL AND MILESTONE REQUIREMENTS

For more information about critical requirements including the milestone, access design.asu.edu/students.

Critical Requirements

New and transfer students who have been admitted to the university and who have selected Industrial Design as a major are admitted under these requirements. Transfer credits are reviewed by the college and evaluated for applicability to this curriculum. To be applicable, transfer courses must be equivalent in both content and level of offering. A review of samples of work is required for studio classes. Consult an academic advisor for further information.

Students entering the program who are not prepared for certain courses in the curriculum (for example, algebra and trigonometry or a second course in computer programming) are required to take additional courses that do not apply to the Bachelor of Science in Design degree. If such courses are required, an additional year of study may be necessary to complete the requirements.

Completion of critical requirements does not ensure passing the milestone.

Milestone

When students have completed three semesters of curriculum requirements, they must pass the milestone. The limited spaces available each year are awarded to students with the highest promise for professional success, as determined by each program. The faculty of the Department of Industrial Design retains the right to continue any

meritorious student who may be deficient in a published department criterion. This opportunity requires an extraordinary review of the student by the program's committee. Should the faculty choose to continue such a student, the student is placed automatically on a provisional status with stipulations as to what is required to be removed from probation.

Milestone Requirements

There is only one milestone review at the end of the third semester. During the fall of the second year each student is responsible for obtaining the following documents and including them in the portfolio. Milestone materials are submitted at one time in a presentation binder (portfolio); 8.5" x 11" format only. The student's name must be affixed to the outside. Items must appear in the following order:

Page 1

The form should be completely filled out with the first page visible. Forms are available from the college Academic Advising Office, CDS 115.

Page 2

An essay.

Page 3

All college transcripts for both ASU and transfer work should be included through the spring 2008 semester. Copies are acceptable. An academic advisor forwards fall 2008 ASU transcripts.

Page 4

A certificate of admission to ASU is necessary only for those students who have been newly admitted. The certificate is not required for students currently attending ASU.

Following Pages (Usually from 10 to 20 Sheets)

Students should present sufficient work to demonstrate the depth and breadth of their creative activity. This work should include (but is not limited to) examples of two- and three-dimensional design and graphics. Each project should be clearly identified (course, length of project, etc.), with a concise accompanying description of the assignment.

Students should obtain portfolio guidelines for their major from the college's Academic Advising Office, CDS 115, at the beginning of the academic year in which they intend to pass the milestone. Requirements or instructions indicated in the guidelines for that academic year take precedence over any other printed material.

Students are encouraged to include additional materials, written or pictorial, that provide further evidence of skills, abilities, aptitude, and commitment to the major. When any work submitted is not completely original, the source must be given. When work is of a team nature, the applicant's role must be clearly indicated. Original examples or slides must not be submitted unless specified in the guidelines. All examples must be photographs or other reproduction graphic media.

Return of Portfolios

Submitted documents (pages 1 to 4) remain the property of the College of Design. However, the remainder of the portfolio is returned after the review, provided the student encloses a self-addressed return mailer with sufficient prepaid postage. After one year, unclaimed portfolios are discarded. While care is taken in handling the portfolios, no liability for lost or damaged materials is assumed by the college or department.

Matriculation

Once a student successfully passes the milestone, the student is expected to enroll in the fourth semester of required courses.

ACADEMIC ADVISING

Academic advising is provided through a college academic advisor in CDS 115.

DEGREE REQUIREMENTS

The Bachelor of Science in Design degree requires a minimum of 120 semester hours of course work for a major in Industrial Design. The program may include required field trips. Students are responsible for these additional costs. An internship is a required part of the program.

The curriculum balances a foundation in academic subjects such as English, algebra and trigonometry, computing, and physics with design courses that include history as well as studio courses in drawing, design fundamentals, human factors, and materials and processes.

The curriculum includes studio and laboratory work in industrial design, graphics, project development, and professional practice. Students also take a number of approved program electives. A supervised summer internship is part of the curriculum.

Third and fourth year studios emphasize projects that promote an interdisciplinary approach to solving problems and that develop the student's intellectual understanding of the philosophy, methodology, and theories related to industrial design. Problems proceed from small consumer products with simple task functions to larger and more complex problems and systems. Studio projects also emphasize the design processes: problem resolution through concept ideation, dialogue with specialists in related areas, and product development, presentation, and marketing.

Graduates of the program accept positions in industry and with firms involved in industrial design. Designers may focus on consumer products, electronics, medical devices, health products, or recreational products, among others.

Designers may also choose to continue their education with graduate studies to enrich their design knowledge, to specialize, or to prepare for college-level teaching.

General Studies Requirement

The following curriculum includes sufficient approved course work to fulfill the General Studies requirement. See [General Studies](#), for requirements and a list of approved courses. Note that all three General Studies awareness areas are required. Consult an academic advisor for an approved list of courses.

Graduation Requirements

In addition to fulfilling college and major requirements for this degree, students must meet all university graduation and college degree requirements. See [University Graduation Requirements](#), and [College Degree Requirements](#).

Industrial Design—BSD Program Requirements¹

First Year

Fall

DSC 101 Design Awareness *HU, G* (3)
 ECN 212 Microeconomic Principles *SB* (3)
 ENG 101 First-Year Composition (3)
 or ENG 105 Advanced First-Year Composition (if qualified) (3)
 IND 120 Drawing for Industrial Design¹ (3)
 MAT 170 Precalculus *MA* (3)

Total 15

Spring

ENG 102 First-Year Composition (3)
 or elective if ENG 105 is taken (3)
 IND 121 Principles for Industrial Design I¹ (3)
 IND 122 Principles for Industrial Design II¹ (3)
 PGS 101 Introduction to Psychology *SB* (3)
 PHY 111 General Physics *SQ*² (3)
 PHY 113 General Physics Laboratory *SQ*² (1)

Total 16

Second Year

Fall

IND 227 Visual Methods for Problem Solving (3)
 IND 236 Introduction to Computer Modeling for Industrial Design (3)
 IND 242 Materials and Design (3)
 IND 260 Industrial Design I (3)
 IND 316 20th-Century Design I *HU, H* (3)

Total 15

Milestone

At the end of semester three, general academic and specific design performance are evaluated by full-time faculty based on ASU and College of Design GPAs and a portfolio of design work submitted by the student. The students with the best scores, as competitively ranked, may continue to take courses leading to the BSD.

Spring

IND 228 Imaging and Visualization (3)
 IND 243 Process and Design (3)
 IND 261 Industrial Design II (3)
 IND 317 20th-Century Design II *HU, H* (3)
 SG or SQ elective with laboratory (4)

Total 16

¹ Transfer credits must be equivalent in both content and level of offering. Samples of studio work to be accepted for credit must be submitted for evaluation through the college's Academic Advising Office, CDS 115. Most studio courses and some lecture courses are sequential. They must be taken in, and may be offered only during, the semester noted.

² Both PHY 111 and 113 must be taken to secure SQ credit.

Third Year

Fall

IND 327 Presentation Graphics (3)
 IND 344 Human Factors in Design (3)
 IND 354 Principles of Product Design (3)
 IND 360 Industrial Design III (5)

Total 14

Spring

ENG 301 Writing for Professions *L* (3)
 IND 328 Graphics for Industrial Design (3)
 IND 361 Industrial Design IV (5)
 MKT 382 Advertising and Marketing Communication* (3)

Total 14

Summer

IND 484 Internship: Industrial Design (2)

Total 2

Fourth Year

Fall

IND 460 Design Project I (5)

IND 470 Professional Practice for Industrial Design L (3)

Other electives (6)

Total 14

Spring

IND 461 Design Project II (5)

Other electives (6)

C elective (3)

Total 14

BSD minimum total 120

* MKT 382 can be replaced by another approved MKT course.

INQUIRIES

For more information, call a college academic advisor at 480/965-3584, or write

ACADEMIC ADVISING/STUDENT SERVICES OFFICE
COLLEGE OF DESIGN
ARIZONA STATE UNIVERSITY
PO BOX 871905
TEMPE AZ 85287-1905

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 Interior Design

design.asu.edu/Interior

480/965-3571

CDN 162

Lorraine M. Cutler, Chair

Professor

Brandt

Associate Professors

Bernardi, Cutler, Witt

Assistant Professor

Bender

Faculty Associates

Johannes, Sola

PURPOSE

The mission of the Interior Design program is to prepare students for “Leading in Context.” As leaders in design education and research, faculty constructs courses that encourage the development of leadership qualities. Courses examine the context in which individuals and groups live and work. Contextual issues identify and promote environments that sustain human health and development of professionals that are physically, socially, and culturally aware. This leadership focus is further conditioned by the belief that designers have responsibility to their communities and the public to solve problems at the global level of sustainability and at the professional level of responsibility and integrity. Students are immersed in a full-breadth learning experience that includes courses in design history, human behavior, design theories, and the rigor of design studio. Aesthetics, functionality, ambient influences, and technical expertise assist the students in the program to excel in the profession of interior design.

ORGANIZATION

Programs in the Department of Interior Design are organized by the faculty of the department under the direction and administration of the chair, and standing committees of the faculty.

DEGREES

The faculty in the Department of Interior Design offers the Bachelor of Science in Design (BSD) degree with a major in Interior Design.

INTERIOR DESIGN—BSD

The Interior Design program is accredited by the Council for Interior Design Accreditation, the national interior design accrediting agency. The four-year curriculum emphasizes design process, problem solving, technical skill development, and management. Computer technology is integrated into each level of the curriculum. The program offers an excellent environment for experimenting with sophisticated software for presentation and simulation. Studios provide a unique learning environment and opportunities for application of concepts learned in lecture courses. Studio work examines human interaction with the built environment along with sustainable design issues allowing preservation of the natural environment for future generations. Assignments offer conceptual and practical problem solving challenges. Between the third and fourth year, students perform summer internships with well-known design companies in the United States. This offers students the opportunity to work with leaders in the interior design profession.

The interior design program offers a multidisciplinary approach to design education facilitated by its location with allied design disciplines: architecture, planning, housing and community development, graphic design, and industrial design. This environment provides a living laboratory for the program’s focus upon the context of design. Graduates of the program can expect to work in the profession as residential, corporate, retail, hospitality or healthcare designers. With their understanding of contextual issues affecting design, graduates will often find themselves in leadership roles within the profession.

MINORS

Design Studies

Students interested in design can earn a minor in Design Studies. The courses may also appeal to students who wish to pursue the study of design within the Bachelor of Interdisciplinary Studies degree.

Courses selected must satisfy the minimum requirement of 18 semester hours for the minor. In addition, students must take 12 semester hours in 300- or 400-level course work. To enhance understanding of the subject matter, some of the designated courses are sequential in nature and require certain prerequisites. Consequently, students should carefully note the semester in which these particular courses are offered. All designated courses for the minor in design studies are lecture courses.

To pursue the minor in Design Studies, students must have a minimum cumulative GPA of 2.50.

Designated Courses for the Minor

Design

DSC 101 Design Awareness *HU, G* (3)
GRA 440 Finding Purpose (3)

Graphic Design

GRA 111 Graphic Design History I *HU* (3)
GRA 112 Graphic Design History II (3)
GRA 225 Communication/Interaction Design Theory (3)
GRA 345 Design Rhetoric *L* (3)

Industrial Design

IND 242 Materials and Design (3)
IND 243 Process and Design (3)
IND 316 20th-Century Design I *HU, H* (3)
IND 317 20th-Century Design II *HU, H* (3)
IND 344 Human Factors in Design (3)
IND 354 Principles of Product Design (3)
IND 470 Professional Practice for Industrial Design *L* (3)

Interior Design

INT 111 Interior Design Issues and Theories *HU* (3)
INT 121 Introduction to Computer Modeling for Interior Design *CS* (3)
INT 123 Introduction to Computer-Aided Design of Built Environments (3)
INT 131 Design and Human Behavior *SB* (3)
INT 310 History of Interior Design I *HU, H* (3)
INT 311 History of Interior Design II *HU, H* (3)
INT 412 History of Decorative Arts in Interiors *HU* (3)
INT 413 History of Textiles in Interior Design (3)

Interior Design History

The minor in Interior Design History is available to students interested in design and culture. The courses designated for the minor are part of the professional studies in interior design within the Department of Interior Design. Moreover, the courses serve to inform the students about the importance of the global community, especially sociocultural groups, and the impact of the global community on the design of the interior environment.

The selected courses satisfy the minimum requirement (18 semester hours, 12 of which must be from the 300 or 400 level) for the minor. To enhance the understanding of the subject matter, the selected courses are sequential in nature and require certain prerequisites. Consequently, students should carefully note the semester in which any of these courses are offered.

Required Courses

DSC 101 Design Awareness *HU, G* (3)
INT 111 Interior Design Issues and Theories *HU* (3)
INT 310 History of Interior Design I *HU, H* (3)
INT 311 History of Interior Design II *HU, H* (3)
INT 412 History of Decorative Arts in Interiors *HU* (3)
INT 413 History of Textiles in Interior Design (3)

Total 18

The minor in Interior Design History is open to students majoring in Architectural Studies, Art, Communication, Psychology, or Sociology, and students in any W. P. Carey School of Business major or the Bachelor of Interdisciplinary Studies program. All other majors are considered on an individual basis and approved by the chair of the Department of Interior Design. To complete the minor in Interior Design History, students must have a minimum cumulative GPA of 2.50.

BIS CONCENTRATIONS

Concentrations in design studies and interior design history are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAMS

The College of Design offers a Master of Science in Design (MSD) degree with concentrations in industrial design, interior design, and graphic design. The faculty also participates in a collegewide, interdisciplinary PhD degree in Environmental Design and Planning with concentrations in design; history, theory, and criticism; and planning. For more information, see the [Graduate Catalog](#).

CRITICAL AND MILESTONE REQUIREMENTS

For more information about critical requirements including the milestone, access design.asu.edu/students.

Critical Requirements

New and transfer students who have been admitted to the university and who have selected Interior Design as a major are admitted under these requirements. Transfer credits are reviewed by the college and evaluated for applicability to this curriculum. To be applicable, transfer courses must be equivalent in both content and level of offering. A review of samples of work is required for studio classes. Consult an academic advisor for further information.

Students entering the program who are not prepared for certain courses in the curriculum (for example, algebra and trigonometry or a second course in computer programming) are required to take additional courses that do not apply to the Bachelor of Science in Design degree. If such courses are required, an additional year of study may be necessary to complete the requirements.

Completion of critical requirements does not ensure passing the milestone.

Milestone

When students have completed three semesters they must pass the milestone. The limited spaces available each year are awarded to students with the highest promise for professional success. The faculty of the Department of Interior Design retain the right to continue any meritorious student who may be deficient in a published department criterion. This requires an extraordinary review of the student by the program's committee. Should the faculty choose to continue such a student, the student is placed automatically on a provisional status with stipulations as to what is required to be removed from probation.

Milestone Requirements

There is only one milestone review at the end of the third semester. During the fall of the second year each student is responsible for obtaining the following documents and including them in the portfolio. Milestone materials are submitted at one time in a presentation binder (portfolio); 8.5" x 11" format only. Items must appear in the following order:

Page 1

The form should be completely filled out with the first page visible. Forms are available from the college Academic Advising Office, CDS 115.

Page 2

Essay or Letter of Intent.

Page 3

All college transcripts for both ASU and transfer work should be included through the spring 2008 semester; copies are acceptable. An academic advisor forwards fall 2008 ASU transcripts.

Page 4

A certificate of admission to ASU is necessary only for those students who have been newly admitted. The certificate is not required for students currently attending ASU.

Following Pages (Usually from 10 to 20 Sheets)

Students should present sufficient work to demonstrate the depth and breadth of their creative activity. This work should include (but is not limited to) examples of two- and three-dimensional design and graphics. Each project should be clearly identified (course, length of project, etc.), with a concise accompanying description of the assignment.

Students should obtain portfolio guidelines for their major from the college's Academic Advising Office, CDS 115, at the beginning of the academic year in which they intend to pass the milestone. Requirements or instructions indicated in the guidelines for that academic year take precedence over any other printed material.

Students are encouraged to include additional materials, written or pictorial, that provide further evidence of skills, abilities, aptitude, and commitment to the major. When any work submitted is not completely original, the source must be given. When work is of a team nature, the applicant's role should be clearly indicated. Original examples or slides must not be submitted unless specified in the guidelines. All examples must be photographs or other reproduction graphic media.

Return of Portfolios

Submitted documents (pages 1 to 4) remain the property of the College of Design. However, the remainder of the portfolio is returned after the review, provided the student encloses a self-addressed return mailer with sufficient prepaid postage. After one year, unclaimed portfolios are discarded. While care is taken in handling the portfolios, no liability for lost or damaged materials is assumed by the college or department.

Matriculation

Once a student successfully passes the milestone, the student is expected to enroll in the fourth semester of required courses.

ACADEMIC ADVISING

Academic advising is provided through a college academic advisor in CDS 115.

DEGREE REQUIREMENTS

The Bachelor of Science in Design degree requires a minimum of 120 semester hours of course work for a major in Interior Design. The program may include required field trips. Students are responsible for these additional costs. Foreign study opportunities are available for students. An internship is a required part of the program.

The curriculum balances a foundation in academic subjects such as English, algebra and trigonometry, computer technology, and physics with design courses that include history and theory, as well as studio courses in drawing, design fundamentals, and conceptual design.

The curriculum includes studio work in interior design, construction methods/structures, codes as related to materials and finishes, environmental control systems, as well as lecture courses in the history of interior design. An eight-week supervised summer internship is part of the curriculum.

Graduates from the program accept entry-level professional positions in a variety of settings, including interior design firms, departments of space planning, architectural firms, public institutions, and industry. Students may also choose to continue their education through graduate studies, which provide greater enrichment in studio disciplines and contribute to the possibility for postsecondary-level academic appointments.

General Studies Requirement

The following curriculum includes sufficient approved course work to fulfill the General Studies requirement. See [General Studies](#) for requirements and a list of approved courses. Note that all three General Studies awareness areas are required. Consult an academic advisor for an approved list of courses.

Graduation Requirements

In addition to fulfilling college and major requirements for this degree, students must meet all university graduation and college degree requirements. See [University Graduation Requirements](#) and [College Degree Requirements](#).

Interior Design—BSD Requirements¹

First Year

Fall

ENG 101 First-Year Composition (3)
 or ENG 105 Advanced First-Year Composition (3)
 INT 111 Interior Design Issues and Theories *HU* (3)
 INT 120 Design Drawing and Media¹ (3)
 INT 121 Introduction to Computer Modeling for Interior Design *CS*¹ (3)
 Elective (3)
Total 15

Spring

ENG 102 First-Year Composition (3)
 INT 123 Introduction to Computer-Aided Design of Built Environments (3)
 INT 131 Design and Human Behavior *SB* (3)
 INT 221 Principles of Design Studio¹ (3)
 INT 222 Principles of Design Lecture¹ (1)
 MAT 170 Precalculus *MA* (3)
Total 16

Second Year

Fall

INT 223 Drafting for Interior Design¹ (3)
 INT 261 Interior Design Studio I: Residential¹ (3)
 PHY 111 General Physics *SQ*² (3)
 PHY 113 General Physics Laboratory *SQ*² (1)
 L elective (3)
Total 13

Milestone

At the end of semester three, general academic and specific design performance are evaluated by full-time faculty based on ASU and College of Design GPAs and a portfolio of design work submitted by the student. The students with the best scores, as competitively ranked, may continue to take courses leading to the BSD.

Spring

ARS 102 Art from Renaissance to Present *HU, H* (3)
 INT 253 Interior Materials, Finishes, and Specifications (3)
 INT 294 ST: Interior Design II: Hospitality (3)
 INT 351 Ambient Environment (3)
 SB, C elective (3)
Total 15

¹ Transfer credits must be equivalent in both content and level of offering. Samples of studio work to be accepted for credit must be submitted for evaluation through the college's Academic Advising Office, CDS 115. Most studio courses and some lecture courses are sequential. They must be taken in, and may be offered only during, the semester noted.

Both PHY 111 and 113 must be taken to secure SQ credit.

Third Year

Fall

INT 310 History of Interior Design I *HU, H* (3)
INT 341 Interior Codes: Public Welfare and Safety (2)
INT 352 Construction Methods in Interior Design (3)
INT 362 Interior Design Studio II: Hospitality and Retail (5)
INT 381 Preinternship Seminar (1)

Total 14

Spring

INT 311 History of Interior Design II *HU, H* (3)
INT 354 Construction Documents (3)
INT 363 Interior Design Studio III: Poetics and Materiality (5)
INT 394 ST: Interior Lighting (3)

Total 14

Summer

INT 484 Interior Design (2)

Total 2

Fourth Year

Fall

INT 464 Interior Design Studio IV: Work Environments (5)
INT 471 Facilities Management (3)
Natural Science Elective with Lab *SQ, SG* (4)
Elective (3)

Total 15

Spring

INT 465 Interior Design Studio V: Institutional Design (5)
INT 472 Professional Practice for Interior Design (2)
Upper-division elective (3)
Elective (3)
Global elective (3)

Total 16

BSD minimum total 120

* Transfer credits must be equivalent in both content and level of offering. Samples of studio work to be accepted for credit must be submitted for evaluation through the college's Academic Advising Office, CDS 115. Most studio courses and some lecture courses are sequential. They must be taken in, and may be offered only during, the semester noted.

INQUIRIES

For more information, call a college academic advisor at 480/965-3584, or write

ACADEMIC ADVISING/STUDENT SERVICES OFFICE
COLLEGE OF DESIGN
ARIZONA STATE UNIVERSITY
PO BOX 871905
TEMPE AZ 85287-1905

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 Visual Communication Design

design.asu.edu/viscom

480/965-8947

CDN 162

Mookesh Patel, Chair

Associate Professors

Patel, Sanft

Assistant Professors

Brungart, Schoenhoff

Clinical Associate Professor

Weed

Clinical Assistant Professor

Heywood

ORGANIZATION

Programs in the Department of Visual Communication Design are organized by the faculty of the department under the direction and administration of the chair, and standing committees of the faculty.

DEGREES

The faculty in the Department of Visual Communication Design offers the Bachelor of Science in Design degree with a major in Graphic Design.

GRAPHIC DESIGN—BSD

The Graphic Design program places an emphasis on strategic communication developed through a design process that includes research, analysis, conceptualization, planning, and realization. The process leads to innovative visual communication design solutions for contemporary design problems that are local to global in scope.

Students integrate design theories and methodologies, cultural and contextual studies, environmental and human factors, traditional and contemporary technologies, and visual aesthetics to develop comprehensive design strategies. These strategies are then employed to give experiential and interactive form to physical artifacts (books, brochures, packaging, etc.), virtual artifacts (Web sites, CD-ROMs, kiosks, interfaces, etc.), and environments (exhibits, sign systems, etc.) Faculty professes the objective of valuable and appropriate graphic design that informs, educates, directs, and communicates effectively.

Studio projects prepare students not only for the graphic design profession but also for graduate studies. Studio projects allow students to think critically, both as individuals and as members of multidisciplinary teams. Some Graphic Design students collaborate with Industrial Design students and participate in a program that focuses on integrated innovation, an educational initiative that provides an interdisciplinary experience with academic partners in the schools of business and engineering at ASU. Third-year students perform internships either in a corporation or a consulting firm. Fourth-year students complete their undergraduate studies with a public exhibition, a unique tradition that has earned professional admiration for more than a decade.

Based on a very diversified portfolio upon graduation, students opting for the graphic design profession gain employment in brand and corporate identity, interaction and interface design, broadcast (TV graphics), museum/exhibit, publication, and advertising. Students may also pursue graduate studies leading to careers in design education and other fields of professional endeavor in design. The Graphic Design program is actively involved with the American Institute of Graphic Arts (AIGA), International Council for Graphic Design Associations (ICOGRADA), and International Institute of Information Design (IIID), playing a critical role in the development and facilitation of national and regional initiatives.

Students interested in videography, video games, animation/ film production, cartoon design, illustration, styling, and photography should consult with the School of Art.

MINORS

Design Studies

Students interested in design can earn a minor in Design Studies. Courses selected must satisfy the minimum requirement of 18 semester hours for the minor. Twelve of the semester hours must be in 300- or 400-level course work.

To enhance understanding of the subject matter, some of the designated courses are sequential in nature and require certain prerequisites. Consequently, students should carefully note the semester in which these particular courses are offered. All designated courses for the minor in design studies are lecture courses.

To pursue the minor in Design Studies, students must have a minimum cumulative GPA of 2.50.

Designated Courses for the Minor

Design

DSC 101 Design Awareness *HU, G* (3)

Graphic Design

GRA 111 Graphic Design History I *HU* (3)

GRA 112 Graphic Design History II (3)

GRA 225 Communication/Interaction Design Theory (3)

GRA 345 Design Rhetoric *L* (3)

GRA 440 Finding Purpose (3)

Industrial Design

IND 242 Materials and Design (3)

IND 243 Process and Design (3)

IND 316 20th-Century Design I *HU, H* (3)

IND 317 20th-Century Design II *HU, H* (3)

IND 344 Human Factors in Design (3)

IND 354 Principles of Product Design (3)

IND 470 Professional Practice for Industrial Design *L* (3)

Interior Design

INT 111 Interior Design Issues and Theories *HU* (3)

INT 121 Introduction to Computer Modeling for Interior Design *CS* (3)

INT 123 Introduction to Computer-Aided Design of Built Environments (3)

INT 131 Design and Human Behavior *SB* (3)

INT 310 History of Interior Design I *HU, H* (3)

INT 311 History of Interior Design II *HU, H* (3)

INT 412 History of Decorative Arts in Interiors *HU* (3)

INT 413 History of Textiles in Interior Design (3)

BIS CONCENTRATIONS

A concentration in design studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAMS

The College of Design offers a Master of Science in Design (MSD) degree with concentrations in industrial design, interior design, and visual communication design. The faculty also participates in a collegewide, interdisciplinary PhD degree in Environmental Design and Planning with concentrations in design; history, theory, and criticism; and planning. For more information, see the [Graduate Catalog](#).

CRITICAL AND MILESTONE REQUIREMENTS

For more information about critical requirements including the milestone, access design.asu.edu/students.

Critical Requirements

New and transfer students who have been admitted to the university and who have selected Graphic Design as a major are admitted under these requirements. Transfer credits are reviewed by the college and evaluated for applicability to this curriculum. To be applicable, transfer courses must be equivalent in both content and level of offering. A review of samples of work is required for studio classes. Consult an academic advisor for further information.

Completion of critical requirements does not ensure passing the milestone.

Milestone

When students have completed three semesters of curriculum requirements, they must pass the milestone in Graphic Design. The limited spaces available each year are awarded to students with the highest promise for professional success, as determined by each program. The faculty of the Department of Visual Communication Design retains the right to continue any meritorious student who may be deficient in a published department criterion. This requires an extraordinary review of the student by the program's committee. Should the faculty choose to continue such a student, the student is placed automatically on a provisional status with stipulations as to what is required to be removed from probation.

Milestone Requirements

There is only one milestone review at the end of the third semester. During the fall of the second year students are responsible for obtaining the requirements from the College of Design Academic Advising Office in CDS 115.

Milestone materials are submitted with a portfolio of studio works organized by the individual. The student's name must be affixed to the outside, with completed materials appearing in the following order:

1. form for the Graphic Design program;
2. Commonly Asked Questions form; and
3. the Graphic Design Aptitude Test.

The packet contains complete instructions for completing the standard test. This test requires the completion of five problems, which are reviewed by the faculty and become part of the portfolio of materials considered for passing the milestone.

Return of Portfolios

Submitted documents (pages 1 to 5) remain the property of the College of Design. However, the remainder of the portfolio is returned after the review, provided the student encloses a self-addressed return mailer with sufficient prepaid postage. After one year, unclaimed portfolios are discarded. While care is taken in handling the portfolios, no liability for lost or damaged materials is assumed by the college, department, or university.

Matriculation

Once a student successfully passes the milestone, the student is expected to enroll in the fourth semester of required courses.

ACADEMIC ADVISING

Academic advising is provided through a college academic advisor in CDS 115.

DEGREE REQUIREMENTS

The Bachelor of Science in Design degree requires a minimum of 120 semester hours for a major in Graphic Design. The program may include required field trips. Students are responsible for these additional costs. Foreign study opportunities are available for students. An internship is a required part of the program.

The curriculum balances a foundation in academic subjects such as English, numeracy, and psychology with design courses that include history and theory, as well as studio courses in drawing and design fundamentals as they relate to conceptual design. The third and fourth year curriculum includes studio work in visual communication design and its relationship to problem solving at multiple scales. Projects are intended to educate students to think critically as individuals and as team participants in small and large corporate facilities. A formal eight-week summer internship is required in the professional program. The internship is coordinated by the faculty. Students intern in a variety of settings, including in-house corporate design, publication design, and advertising design agencies.

General Studies Requirement

The following curriculum includes sufficient approved course work to fulfill the General Studies requirement. See [General Studies](#) for requirements and a list of approved courses. Note that all three General Studies awareness areas are required. Consult an advisor for an approved list of courses.

Graduation Requirements

In addition to fulfilling college and major requirements for this degree, students must meet all university graduation and college degree requirements. See [University Graduation Requirements](#) and [College Degree Requirements](#).

Graphic Design—BSD

First Year

Fall

DSC 101 Design Awareness *HU, G* (3)
 ENG 101 First-Year Composition (3)
 or ENG 105 Advanced First-Year Composition if qualified (3)
 GRA 111 Graphic Design History I *HU* (3)
 GRA 121 Principles for Graphic Design I* (3)
 GRA 194 ST: Designing Life (3)

Total 15

Spring

ENG 102 First-Year Composition (3)
 or elective if ENG 105 is taken (3)
 GRA 112 Graphic Design History II (3)
 GRA 122 Principles for Graphic Design II* (3)
 CS elective (3)
 MA elective (3)

Total 15

Second Year

Fall

GRA 220 Design Drawing I* (3)
 GRA 221 Letterform* (3)
 GRA 222 Visual Communication I* (3)
 GRA 225 Communication/Interaction Design Theory (3)
 L elective (3)

Total 15

Milestone

At the end of semester three, general academic and specific design performance are evaluated by full-time faculty based on ASU and College of Design GPAs and a portfolio of design work submitted by the student. The students with the best scores, as competitively ranked, may continue to take courses leading to the BSD.

Spring

GRA 223 Typography* (3)
GRA 224 Visual Communication II* (3)
PGS 101 Introduction to Psychology *SB* (3)
Elective (3)
SG or SQ elective (4)
Total 16

Third Year

Fall

GRA 321 Technology for Design I (3)
GRA 361 Visual Communication III* (5)
SQ elective (4)
SB and C upper-division elective (3)
Total 15

Spring

ARS 300 Introduction to Art (3)
GRA 322 Technology for Design II (3)
GRA 345 Design Rhetoric *L* (3)
GRA 362 Visual Communication IV* (5)
Total 14

Summer

GRA 484 Internship: Graphic Design (2)
Total 2

Fourth Year

Fall

GRA 421 Exhibit Design (3)
GRA 422 Motion Graphics and Interaction Design (3)
GRA 461 Visual Communication V* (5)
C elective (3)
Total 14

Spring

GRA 423 Advanced Interaction Design (3)
GRA 424 Advanced Media (3)
GRA 462 Visual Communication VI* (5)
Elective (3)
Total 14

BSD minimum total 120

* Transfer credits must be equivalent in both content and level of offering. Samples of studio work to be accepted for credit must be submitted for evaluation through the college's Academic Advising Office, CDS 115. Most studio courses and some lecture courses are sequential. They must be taken in, and may be offered only during, the semester noted.

INQUIRIES

For more information, call a college academic advisor at 480/965-3584, or write

ACADEMIC ADVISING/STUDENT SERVICES OFFICE
COLLEGE OF DESIGN
ARIZONA STATE UNIVERSITY
PO BOX 871905
TEMPE AZ 85287-1905

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 Architecture and Landscape Architecture

design.asu.edu/sala

480/965-3536

CDN 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, Morton, Vekstein

Clinical Associate Professors

Addison, Murff

Research Associate

Kobayashi

PURPOSE

The architecture and landscape architecture programs at ASU offer an integrated curriculum of professional courses and focus on the design laboratory. The programs reflect an awareness of the complex factors affecting the quality of the built environment. The programs seek through scholarship, teaching, research, design, and community service to develop the discipline and the knowledge necessary to address the important environmental and design issues faced by society.

In addition to developing knowledge and skills in architectural design, building technology, landscape architecture, and professional practice, students are encouraged to select electives from a broad range of approved courses both within the college and across the university. These electives may be selected to devise a minor, to further professional study, or in some other fashion to enrich the student's academic experience.

ORGANIZATION

The School of Architecture and Landscape Architecture programs are organized by the faculty under the direction and administration of the director and standing committees of the faculty.

DEGREES

The faculty in the School of Architecture and Landscape Architecture offer the Bachelor of Science in Design (BSD) degree with a major in Architectural Studies and a Bachelor of Science in Landscape Architecture (BSLA) degree.

The program in architecture culminates with the professional degree Master of Architecture (MArch), which is accredited by the National Architectural Accrediting Board (NAAB). Completion of the program is intended to take six years.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The NAAB, 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 conformity 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.

Applicants who already hold a bachelor's degree in another field should apply to the 3+ year MArch degree program. See the *Graduate Catalog* for more information.

The BSLA degree prepares students to be professional landscape architects. Students explore the reasons for and the techniques involved in the analysis, planning, and design of the environment, both natural and built. The BSLA is a professional degree accredited by the American Society of Landscape Architects (ASLA) Landscape Architectural

Accreditation Board (LAAB).

In cooperation with Barrett, the Honors College, the school offers a special honors curriculum for students with Barrett, the Honors College standing. Consult an academic advisor in the college for information.

CRITICAL AND MILESTONE REQUIREMENTS

For more information about critical requirements including the milestone, access design.asu.edu/students.

Critical Requirements

New and transfer students who have been admitted to the university and who have selected Architectural Studies or Landscape Architecture Studies as their major are admitted without separate application to the School of Architecture and Landscape Architecture. Completion of critical requirements does not ensure passing the milestone.

Transfer credits are reviewed by the college faculty. To be admissible to this curriculum, transfer courses must be equivalent in both content and level of offering. A review of samples of work is required for studio classes. Consult an academic advisor for additional information.

New students who are not prepared to enroll in some of the required courses are required to complete additional university course work. These additional prerequisite courses do not apply to the Bachelor of Science in Design or the Bachelor of Science in Landscape Architecture degree requirements.

Milestone

Passing the milestone is competitive and limited by available resources. Students demonstrating the highest promise for professional success are evaluated for passing the milestone.

Transfer students who have completed the equivalent required course work are eligible for passing the milestone. Prior attendance at ASU is not required for evaluation.

Transfer students must demonstrate that equivalent course work has been completed, and must be academically competitive with continuing students.

Students who successfully complete the requirements receive the Bachelor of Science in Design degree in Architectural Studies. This is not a professional degree. To complete the professional architecture program, students must attain the NAAB-accredited Master of Architecture degree. Students who receive the BSD are eligible to apply for the graduate program and should see the *Graduate Catalog* for proper application procedures. This application process is competitive and based on a thorough review of a student's undergraduate preparation and performance.

Students with the four-year Bachelor of Science in Design degree (with a major in Architectural Studies or an equivalent degree from another school that offers an accredited professional degree in architecture) should apply directly to the graduate program.

Students who successfully complete the upper-division BSLA requirements receive the Bachelor of Science in Landscape Architecture. This is the LAAB-accredited program.

Milestone Requirements

There is only one milestone review at the end of the third semester. During the fall of the second year, materials must be submitted at one time in a presentation binder (portfolio).

Students should present work sufficient to demonstrate the depth and breadth of their creative activity. This work should include (but is not limited to) examples of two- and three-dimensional design and graphics. Each project should be clearly identified (course, length of project, etc.), with a concise accompanying description of the assignment. Students should consult the School of Architecture and Landscape Architecture Web site at design.asu.edu/sala for specific information.

Students are encouraged to include additional materials, written or pictorial, that provide additional evidence of skills, abilities, aptitude, and commitment to the major. When any work submitted is not completely original, the source must be given. When work is of a team nature, the applicant's role should be clearly indicated. Original examples or slides must not be submitted. All examples must be photographs or other reproduction graphic media.

Return of Portfolios

The materials remain the property of the College of Design. However, the remaining portfolio is returned after the review, provided a self-addressed return mailer with sufficient prepaid postage is included. After one year, unclaimed portfolios are discarded. While care is taken in handling the portfolios, no liability for lost or damaged materials is assumed by the college or school.

Matriculation

Once a student successfully passes the milestone, the student is expected to enroll in the fourth-semester required courses.

ACADEMIC ADVISING

Academic advising is provided through a college academic advisor in CDE 115.

DEGREE REQUIREMENTS

The Bachelor of Science in Design degree in Architectural Studies requires a minimum of 120 semester hours of course work.

GENERAL STUDIES REQUIREMENT

The following curriculum includes sufficient approved course work to fulfill the General Studies requirement. See [General Studies](#) for requirements and a list of approved courses. Note that all three General Studies awareness areas

are required.

GRADUATION REQUIREMENTS

In addition to fulfilling college and major requirements, students must meet all university graduation and college degree requirements. See [University Graduation Requirements](#) and [College Degree Requirements](#).

The accredited professional degree Master of Architecture requires an additional 56 hours of approved graduate-level course work. For more information, see the *Graduate Catalog*.

Architectural Studies—BSD¹ Requirements

First Year

Fall

ALA 100 Introduction to Environmental Design² *HU, G, H* (3)
 or ALA 102 Architecture, Landscape Architecture, and Society³(3)
 ALA 121 Design Fundamentals I³ (3)
 ENG 101 First-Year Composition (3)
 MAT 170 Precalculus *MA* (3)
 SB elective (3)

Total 15

Spring

ALA 102 Architecture, Landscape Architecture, and Society³ (3)
 or ALA 100 Introduction to Environmental Design *HU, G, H*² (3)
 ALA 122 Design Fundamentals II³ (3)
 ALA 124 Design Fundamentals II Lecture (1)
 ENG 102 First-Year Composition (3)
 C or HU elective² (3)
 SB elective² (3)

Total 16

Second Year

Fall

ALA 225 Design Fundamentals III³ (3)
 ALA 227 Design Fundamentals III Lecture (1)
 ALA 235 Introduction to Computer Modeling *CS*² (3)
 PHY 101 Introduction to Physics *SQ*² (4)
 Elective (3)

Total 14

Milestone

At the end of semester three, general academic and specific design performance are evaluated by full-time faculty based on ASU and College of Design GPAs and a portfolio of design work submitted by the student. The students with the best scores, as competitively ranked, may continue to take courses leading to the BSD.

Spring

ALA 240 Architectural and Landscape Architectural Construction (3)
 ALA 294 ST: Design Fundamentals IV³ (3)
 ALA 294 ST: Design Fundamentals IV Lecture (1)
 L elective (3)
 SG or SQ elective^{2, 4} (4)

Total 14

¹ Transfer credits are reviewed by the college and evaluated for applicability to this curriculum. To be applicable, transfer courses must be equivalent in both content and level of offering.

² This course satisfies a general studies requirement.

³ Portfolio review is required for transfer studio work. Submit the portfolio to the Academic Advising Office, CDS 115.

⁴ Students considering passing the milestone for both Architecture and Landscape Architecture programs, see the BSLA requirements. The suggested elective is GPH 111.

Third Year

Fall

ADE 321 Architectural Studio I (5)
 APH 313 History of Architecture I *L/HU, G, H* (3)
 ATE 361 Building Structures I (3)
 Elective (3)

Total 14

Spring

ADE 322 Architectural Studio II (5)
 APH 314 History of Architecture II *L/HU, G, H* (3)
 ATE 362 Building Structures II (3)
 Elective (3)

Total 14

Summer

ARP 484 Clinical Internship (2)

Total 2

Fourth Year

Fall

ADE 421 Architectural Studio III (5)
 APH 494 ST: First Concepts (3)
 ATE 451 Building Systems I (3)
 Design professional elective (3)
 Other elective (3)

Total 17

Spring

ADE 422 Architectural Studio IV (5)
 ATE 452 Building Systems II (3)
 Design history elective (3)
 Elective (3)

Total 14

BSD option A minimum total 120

Landscape Architecture—BSLA Requirements

First Year

Fall

ALA 100 Introduction to Environmental Design *HU, G, H²* (3)
 or ALA 102 Architecture, Landscape Architecture, and Society (3)
 ALA 121 Design Fundamentals I³ (3)
 ENG 101 First-Year Composition (3)
 or ENG 105 Advanced First-Year Composition if qualified (3)
 MAT 170 Precalculus *MA* (3)
 SB Elective (3)

Total 15

Spring

ALA 102 Architecture, Landscape Architecture, and Society (3)
 or ALA 100 Introduction to Environmental Design *HU, G, H²* (3)
 ALA 122 Design Fundamentals II³ (3)
 ALA 124 Design Fundamentals II Lecture (1)
 ENG 102 First-Year Composition (3)
 SB Elective (3)
 Elective *C, HU²* (3)

Total 16

Second Year

Fall

ALA 225 Design Fundamentals III³ (3)
 ALA 227 Design Fundamentals III Lecture (1)
 ALA 235 Introduction to Computer Modeling *CS²* (3)
 GPH 111 Introduction to Physical Geography *SQ³* (4)
 Elective (3)

Total 14

Milestone

At the end of semester three, general academic and specific design performance are evaluated by full-time faculty based on ASU and College of Design GPAs and a portfolio of design work submitted by the student. The students with the best scores, as competitively ranked, may continue to take courses leading to the BSD.

Spring

ALA 240 Architectural and Landscape Architectural Construction (3)
 ALA 294 ST: Design Fundamentals IV (3)
 ALA 294 ST: Design Fundamentals IV Lecture (1)
 L elective³ (3)
 SG or SQ elective³ (4)

Total 14

Third Year

Fall

LDE 361 Landscape Architecture III (5)
 LPH 310 History of Landscape Architecture *H* (3)
 LTC 343 Landscape Construction I (3)
 Elective (3)

Total 14

Spring

LDE 362 Landscape Architecture IV (5)
 LPH 311 Contemporary Landscape Architecture *HU* (3)
 LTC 494 ST: Plant Materials (3)
 Design professional elective⁴ (3)

Total 14

Summer

LAP 484 I: Clinical Internship⁵ (2)
 or LAP 485 International Field Studies in Landscape Architecture (2)

Total 2

Fourth Year

Fall

LDE 363 Landscape Planting Design (3)
 LDE 461 Landscape Architecture V (5)
 LTC 344 Landscape Construction II (3)
 Design history elective⁶ (3)
 Elective (3)

Total 17

Spring

LDE 462 Landscape Architecture VI (5)
 LPH 411 Landscape Architecture Theory and Criticism L (3)
 LTC 446 Landscape Construction III (3)
 Elective (3)

Total 14

BSLA program total 120

¹ Transfer credits are reviewed by the college and evaluated for applicability to this curriculum. To be applicable, transfer courses must be equivalent in both content and level of offering.

² Portfolio review is required for transfer studio work. Submit portfolio to the Academic Advising Office, CDS 115.

³ Students considering passing the milestone for both Architecture and Landscape Architecture programs, see the BSD requirements. The suggested elective is PHY 101.

⁴ The professional elective is a 300-level or higher course, taken within the College of Design (Architecture, Design, and/or Planning).

⁴ Students complete the internship over the summer, but register for the credit during the fall of the fourth year, with the exception of international students, who are required to register for the internship during the summer.

⁶ The history elective is a 300-level or higher course, also taken within the college and must have historical/theoretical content.

ARCHITECTURAL STUDIES MINOR

The Architectural Studies minor is available to nonarchitecture majors interested in this field who wish to pursue another major. A minimum of 18 semester hours are required for the minor. The courses are designed to provide an overview of architecture throughout history while focusing on architectural design with the intention to explore the process of design thinking.

Required Courses

ALA 100 Introduction to Environmental Design *HU, G, H* (3)
 ALA 200 Introduction to Architecture and Landscape Architecture *HU, G* (3)
 APH 313 History of Architecture I *L/HU, G, H* (3)
 APH 314 History of Architecture II *L/HU, G, H* (3)

Total 12

Six additional semester hours of electives in the architectural history and theory concentration must be selected from the following list for a total of 18 semester hours of which 12 hours must be taken at the 300 or 400 level:

APH 300 World Architecture I/Western Cultures *HU, G* (3)
 APH 304 American Architecture (3)
 APH 305 Contemporary Architecture (3)
 APH 394 Special Topics (3)
 APH 411 History of Landscape Architecture *H* (3)
 APH 414 History of the City *H* (3)
 APH 441 Ancient Architecture (3)
 APH 444 Baroque Architecture (3)
 APH 446 20th-Century Architecture I *HU* (3)
 APH 447 20th-Century Architecture II *HU* (3)
 APH 494 Special Topics (3)
 APH 499 Individualized Instruction* (3)
 APH 511 Energy Environmental Theory (3)
 APH 598 Special Topics (3)
 ARP 451 Architectural Field Studies (6)
 LPH 420 Theory of Urban Design (3)

* These courses require a petition to the School of Architecture and Landscape Architecture.

A minimum GPA of 3.00 in minor courses is required to earn the minor in Architectural Studies. In addition, students may not use a core course to be counted toward the minor. Students pursuing the BS in Landscape Architecture must petition the school to request a substitution for any core courses that are also included in the Architectural Studies minor.

LANDSCAPE STUDIES MINOR

The minor in Landscape Studies is designed for students who have an interest in landscape aesthetics, but are pursuing a major in another field. The course selection is intended to provide greater understanding of landscape issues that may be relevant in related professional disciplines and to broaden knowledge about the landscape in which

we live.

Students must complete a minimum of 18 semester hours of which 12 hours must be taken at the 300 or 400 level.

Required Courses

ALA 102 Architecture and Landscape Architecture and Society *HU, G* (3)

LPH 310 History of Landscape Architecture *H* (3)

LPH 311 Contemporary Landscape Architecture *HU* (3)

Nine additional semester hours of electives in the landscape architectural history and theory concentration must be selected from the following list for a total of 18. Consult the catalog for necessary prerequisites.

LAP 485 International Field Studies in Planning *G* (3)

LPH 394 Special Topics (3)

LPH 410 Social Factors in Landscape and Urban Planning (3)

LPH 411 Landscape Architecture Theory and Criticism *L* (3)

LPH 412 Landscape Ecology and Planning (3)

LPH 413 Southwest Landscape Interpretation (3)

LPH 494 Special Topics (3)

LPH 499 Individualized Instruction* (3)

* This course requires a petition to the School of Architecture and Landscape Architecture.

A minimum GPA of 3.00 in minor courses is required to earn the minor in Landscape Architecture Studies. In addition, students may not use a core course to be counted toward the minor. Students pursuing the BSD degree in Architecture Studies must petition the school to request a substitution for any core courses that are also included in the Landscape Architecture minor.

BIS CONCENTRATION

Concentrations in architectural studies and landscape studies are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

INQUIRIES

For more information, call an academic advisor at 480/965-3584, or write

ACADEMIC ADVISING/STUDENT SERVICES OFFICE
COLLEGE OF DESIGN
ARIZONA STATE UNIVERSITY
PO BOX 871905
TEMPE AZ 85287-1905

COURSES

Subject matter within the school is categorized in the following instructional areas.

Architectural Administration and Management

AAD courses focus on the organizational and management aspects of architectural practice, including management coordination, administrative procedures, ethics, legal constraints, and the economics of practice.

Architectural Design and Technology Studios

ADE courses require the synthesis of knowledge and understanding gained from other course work and develop an understanding of design theory and design skill through a series of comprehensive design projects. Students apply analytical methods, compare alternative solutions, and develop sophisticated technical and conceptual results.

Architecture and Landscape Architecture

ALA courses provide lower-division students an introduction to basic knowledge and skills of architecture and landscape architecture.

Environmental Analysis and Programming

ANP courses develop the ability to analyze and program environmental and human factors as preconditions for architectural design using existing and emerging methods of evaluation and analysis.

Architectural Philosophy and History

APH courses develop an understanding of architecture as both a determinant and a consequence of culture, technology, needs, and behavior in the past and present. Studies are concerned with the theory as well as the rationale behind methods and results of design and construction. Case studies are both domestic and international.

Architecture Professional Studies

ARP courses provide students with off-campus opportunities, educational experience in group and individual studies relative to specific student interests, and faculty expertise, including summer internships and field trips.

Architectural Technology

ATE courses develop knowledge of the technical determinants, resources, and processes of architecture. These studies focus on the science and technology of design and construction, including materials, building systems, acoustics, lighting, structural systems, environmental control systems, computer applications to design and technology, and both passive and active solar systems. Emphasis is on measurable and quantifiable aspects.

Architectural Communication

AVC courses develop the student's understanding of communication theory as it applies to architectural design and practice as well as skills in drawing, graphics, photography, presentation design, and the design process.

The courses required in the 300 and 400 levels and graduate level of the professional program are not open to nonmajors and students who have not passed the milestone.

Landscape Architectural Technology

LTC courses develop knowledge of the technical determinants, resources, and processes of landscape architecture. These studies focus on the science and technology of design and construction, including materials, building systems, acoustics, lighting, structural systems, environmental control systems, computer applications to design and technology, and both passive and active solar systems. Emphasis is on measurable and quantifiable aspects.

GRADUATE PROGRAMS

The faculty of the School of Architecture and Landscape Architecture offer a Master of Architecture and an MS degree in Building Design. Concurrent application to both degree programs is possible, and each application is evaluated by the respective admission committee. Also, a dual career program, Master of Architecture/Master of Business Administration, has been established in cooperation with the W. P. Carey School of Business. Also offered is a collegewide, interdisciplinary PhD degree in Environmental Design and Planning with concentrations in design; history, theory, and criticism; and planning. For more information, see the *Graduate Catalog*.

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 Planning
design.asu.edu/planning

480/965-7167

CDN 162

Hemalata Dandekar, Director**Professors**

Dandekar, Kihl, Lai, Pijawka

Associate Professors

Cameron, Crewe, Guhathakurta, Kim, Yabes

Assistant Professors

Balsas, Golub, Kamel, Lara-Valencia

Faculty Associates

Abele, Adhikari, Brennan, Cromarty, Decker, Dollin, Dworkin, Gammage, Keane, Moya, Newcombe, Pearce, Sender, Starkey

PURPOSE

The faculty in the School of Planning offer curricula that provide an education for careers in environmental planning, urban and regional planning, and urban design. The goal of the faculty is to advance the profession of planning through scholarship, teaching, research, and community service.

Planners work on projects that range in scale from site development to the design of entire communities and the formulation of policies that shape urban and regional growth. Planning graduates work for private firms, government agencies, and nonprofit organizations. Their work typically involves fields such as land-use planning, housing, natural resource management, urban transportation, development controls, and environmental impact assessment.

ORGANIZATION

The programs are organized by the faculty of the school under the direction and administration of the school director.

DEGREES

The faculty in the School of Planning offer the Bachelor of Science in Planning degree in Urban Planning.

URBAN PLANNING—BSP

The BSP degree prepares students for careers in urban planning. The BSP program is accredited by the Planning Accreditation Board. Students take courses that include comprehensive planning, socioeconomic and environmental analysis, computer and analytical methods, planning law, site planning, urban design, and public-policy formulation and administration. An internship or an approved elective is required between the third and fourth years. Many students continue to specialize in planning at the graduate level. Students in planning are exposed to the theories, methods, and practices of the profession of planning.

MINOR**Urban Planning**

The minor in Urban Planning is designed for students who are interested in the field. The course selection is designed to provide an overview of the field and offer information of broad appeal.

All students must complete PUP 301 Introduction to Urban Planning plus a minimum of 15 semester hours, of which nine semester hours must be from 300- or 400-level courses (for a total of 12 semester hours) from the following courses:

- PUP 100 Introduction to Environmental Design *HU, G, H* (3)
- PUP 190 Sustainable Cities *HU/SB, G* (3)
- PUP 200 The Planned Environment *HU, H* (3)
- PUP 363 History of Planning (3)
- PUP 412 History of the City (3)
- PUP 425 Urban Housing Analysis (3)

PUP 430 Transportation Planning and the Environment (3)
 PUP 432 Planning and Development Control Law (3)
 PUP 442 Environmental Planning (3)
 PUP 444 Preservation Planning (3)
 PUP 445 Women and Environments C (3)
 PUP 475 Environmental Impact Assessment (3)
 PUP 485 International Field Studies in Planning G (3)

The minor is open to students of all majors. Students must, however, have an overall GPA of 2.50 or higher and achieve a minimum 2.50 GPA in minor classes to be awarded the minor.

BIS CONCENTRATIONS

A concentration in urban planning is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAMS

School of Planning faculty offer a Master of Urban and Environmental Planning (MUEP) degree. This 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. Four specializations are offered: 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 students to work in the diverse and changing urban fabric of developing nations and in U.S. cities, with their growing multinational and multicultural populations. Transportation planning focuses on: nonmotorized transportation, economic development, border issues, and the environment. Faculty also participate in offering a collegewide, interdisciplinary PhD degree in Environmental Design and Planning with concentrations in design; history, theory, and criticism; and planning. For more information, see the [Graduate Catalog](#).

CRITICAL AND MILESTONE REQUIREMENTS

For more information about critical requirements including the milestone, access design.asu.edu/students.

Critical Requirements

New and transfer students who have been admitted to the university and who have Urban Planning as their major, are admitted under these requirements. Transfer credits are reviewed by the college and evaluated for applicability to this curriculum. To be applicable, transfer courses must be equivalent in both content and level of offering. Syllabus review of planning course work may be required. Consult an academic advisor for further information.

Completion of requirements does not ensure passing the milestone, which is competitive and limited to the space available.

Milestone

When students have completed three semesters of curriculum requirements, they must pass the milestone. Spaces in the program are limited by available facilities, faculty, and qualified applicants. Students who pass the milestone demonstrate the highest promise for professional success.

Milestone Requirements

There is only one milestone review at the end of the third semester. During the fall of the second year each student is responsible for obtaining the following documents:

1. a statement of intent describing the student's specific background and interest in the major;
2. latest college-level transcript(s) (no high school transcripts are required);
3. one example of written work (e.g., a class paper); and
4. samples of individual work; team work can be included, but the contribution of the candidate must be clarified.

Students are also strongly encouraged to submit evidence of other endeavors related to the major. The student's GPA based on required courses and cumulative GPA is evaluated.

Matriculation

Once a student successfully passes the milestone, the student is expected to enroll in the required courses for the fourth semester.

ACADEMIC ADVISING

Academic advising is provided through a college academic advisor in CDS 115.

DEGREE REQUIREMENTS

Urban Planning

The Bachelor of Science in Planning degree requires a total of 120 semester hours of course work.

General Studies Requirement

The following curriculum includes sufficient approved course work to fulfill the General Studies requirement. See [General Studies](#) for requirements and a list of approved courses.

Graduation Requirements

In addition to fulfilling college and major requirements for this degree, students must meet all university graduation and college degree requirements. See [University Graduation Requirements](#) and [College Degree Requirements](#).

**Bachelor of Science in Planning,
Urban Planning Requirements¹****First Year****Fall**

ENG 101 First-Year Composition (3)
or ENG 105 Advanced First-Year Composition (3)
PUP 100 Introduction to Environmental Design *HU, G, H* (3)
MA elective (3)
Other electives (6)

Total 15**Spring**

ENG 102 First-Year Composition (3)
or elective if ENG 105 is taken (3)
PUP 190 Sustainable Cities *HU/SB, G* (3)
SB elective (3)
SQ elective (4)
Other elective (3)

Total 16**Second Year****Fall**

PUP 200 The Planned Environment *HU, H* (3)
or any HU elective (3)
SB elective (3)
C elective (3)
Other electives (6)

Total 15**Milestone**

At the end of semester three, general academic and specific design performance are evaluated by full-time faculty based on ASU and College of Design GPAs and a portfolio of design work submitted by the student. The students with the best scores, as competitively ranked, may continue to take courses leading to the BSD.

Spring

PUP 301 Introduction to Urban Planning *L* (3)
or elective
Approved statistics course *CS*² (3)
SQ or SG elective (4)
Free elective (1)
Other electives (3)

Total 14

¹ Transfer credits are reviewed by the college and evaluated as applicable to this curriculum. To be applicable, transfer courses must be equivalent in both content and level of offering.

² Select a statistics course from ABS 350; CRJ 303; EDP 454; JUS 302; POS 401; PSY 230; SBS 302; SOC 390; STP 220 or 226; or SWU 321.

Third Year**Fall**

PUP 301 Introduction to Urban Planning *L* (3)
or Elective (if PUP 301 already taken)
PUP 361 Introductory Urban Planning Studio (4)
PUP 424 Planning Methods (4)
PUP 442 Environmental Planning (3)

Minimum total 14**Spring**

PUP 363 History of Planning (3)
PUP 420 Theory of Urban Design *HU* (3)
PUP 436 City Structure and Planning (3)
Approved program electives* (6)

Total 15**Summer**

PUP 484 Internship (3)
or PUP 484 Study Abroad (3)
or PUP 485 International Field Studies in Planning *G* (3)
or approved program elective* (3)

Total 3

Fourth Year

Fall

PUP 432 Planning and Development Control Law (3)
PUP 433 Zoning Ordinances, Subdivision Regulations, and Building Codes (3)
PUP 510 Citizen Participation (3)
Approved program elective* (3)
Elective (3)

Total 15

Spring

PUP 434 Urban Land Economics (3)
PUP 452 Ethics and Theory in Planning *L* (3)
PUP 462 Advanced Urban Planning Studio (4)
Approved program elective* (3)

Total 13

BSP minimum total 120

* Approved program elective: Select a minimum of four classes (12 semester hours) from the approved SOP list.

INQUIRIES

For more information, call a college academic advisor at 480/965-3584, or write

ACADEMIC ADVISING/STUDENT SERVICES OFFICE
COLLEGE OF DESIGN
ARIZONA STATE UNIVERSITY
PO BOX 871905
TEMPE AZ 85287-1905

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 Human Services

www.west.asu.edu/chs

John R. Hepburn, PhD, Dean

[Communication Studies, Department of
Criminology and Criminal Justice, School of
Gerontology
Nursing Program
Recreation and Tourism Management, Department of
Social Work, Department of
Prelaw Minor](#)

PURPOSE

The College of Human Services serves students and the community by combining forward-reaching education with world-class faculty in a number of service areas. 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:

- Center for Applied Behavioral Health Policy
- Center for Violence Prevention and Community Safety
- Department of Communication Studies
- Department of Recreation and Tourism Management
- Department of Social Work
- Gerontology Program
- Nursing Program (ASU College of Nursing & Healthcare Innovation)
- Partnership for Community Development
- School of Criminology and Criminal Justice

DEGREE PROGRAMS

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

BACCALAUREATE DEGREE PROGRAMS

Admission

Admission to programs in Communication Studies, Criminal Justice and Criminology, Recreation and Tourism Management, or Social Work requires a minimum cumulative GPA of 2.00, and any additional requirements the respective programs impose.

Transfer Students

Any person applying for admission or transfer to the Communication Studies or Criminal Justice and Criminology programs is admitted as a major of that program. A student applying for admission to the Recreation and Tourism Management or Social Work programs must fulfill additional requirements identified in the respective academic program sections that follow.

Degree Requirements

Students seeking a baccalaureate in a College of Human Services major must successfully complete 120 semester hours of college course work, fulfill all university degree requirements, and complete the specific requirements of the degree program. Specific degree requirements are explained under the respective academic program sections that follow.

Graduate Degree Programs

Information regarding university requirements, including admission policies and procedures are explained in the [Graduate Catalog](#).

MINORS AND CERTIFICATES

See the [West Campus Minors](#) and the [West Campus Certificates](#) tables below.

SPECIAL GRADING OPTIONS

The College of Human Services grades some courses, internships, field experiences, and individualized instruction on a satisfactory/fail basis. Students who successfully complete these experiences receive a “Y” grade. Such grades are acceptable for meeting program requirements, but these grades are not computed in the GPA.

College of Human Services Baccalaureate Degrees and Majors			
Major	Degree	Concentration*	Administered By
Communication Studies	BA, BS	—	Department of Communication Studies
Criminal Justice and Criminology	BS	—	School of Criminology and Criminal Justice
Nursing	BSN	—	College of Nursing & Healthcare Innovation (Downtown Phoenix campus)
Recreation and Tourism Management	BS	—	Department of Recreation and Tourism Management
Social Work	BSW	—	Department of Social Work

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

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Department of Communication Studies

www.west.asu.edu/chs

602/543-6606

FAB S141C

Jeffrey W. Kassing, Interim Chair

Professors

Morris, Waldron

Associate Professors

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

Assistant Professor

Meán

Lecturers

Burk, French, Gruber, Kirsch

The Department of Communication Studies prepares professionals with highly effective communication skills—speaking, writing, cultural sensitivity, critical thinking, problem solving, and conflict management—through a number of academic program options. The department offers BA and BS degrees in Communication Studies, undergraduate minors in Communication Studies and Public Relations and Strategic Communication, the MA degree in Communication Studies, and a postbaccalaureate certificate in Communication and Human Relations.

COMMUNICATION STUDIES—BA AND BS

Nature of Program

The Department of Communication Studies prepares students to enter the global age with competencies necessary to become active participants in democratic life. Because few phenomena are as central to society as communication, students in the program have the opportunity to achieve critical understanding of their increasingly international, multicultural, gendered worlds. Using scientific, interpretive, rhetorical, and critical research approaches, graduates learn to produce, analyze, and critique social and cultural information created by the practices of communication. Understanding communication's centrality in human experience brings a rich variety of material into the student's view. Contexts for studying communication include diversity, media, public influence, critical/rhetorical inquiry, personal relationships, and social organizations.

Career Outlook

The academic and scholarly focus on the criticism of communicative practices across various conditions prepares students well for a multitude of vocations in an increasingly complex world. Conceptualizing the world as one overflowing with meanings related to diverse social groups, identities, and relationships, students of communication are able to think critically about how meaning is made, how meaning can be made to change, and how communication fosters democratic ideals for the workplace and the world. The successful graduate will be able to work productively with other people; assimilate, organize, and analyze information; solve problems; make effective presentations; and show potential for leadership. The program prepares students for advanced education; advancement toward careers in teaching, counseling, law, and medicine; and various careers and professions, including

1. training and development,
2. public relations,
2. public administration,
4. public office,
5. public advocacy,
6. speech writing,
7. lobbying,
8. research,
9. advertising,
10. mediation,
11. customer relations,
12. human resources,
13. health and human services,

14. international service,
15. fund-raising, and
16. the ministry.

ADMISSION REQUIREMENTS

A minimum GPA of 2.00 is required for entrance into the major and for enrollment in all upper-division courses.

MAJOR REQUIREMENTS

Of the minimum required 48 semester hours, majors must complete nine semester hours of program core courses, 18 semester hours of selected course work across competency-based categories (all of which must be upper division, and nine semester hours of which must be at the 400-level), and 21 semester hours of elective course work (up to nine hours of which may be lower division). CMN 484 and 499 may not be used to satisfy selected course work requirements but may fulfill elective course work requirements. Students seeking the BS degree must complete one lower-division statistics course and one additional upper-division statistics course. All courses must be completed with a minimum grade of “C” (2.00).

Required Course Work

CMN 225 Public Speaking *L* (3)
CMN 308 Empirical Research Methods in Communication *L* (3)
CMN 309 Rhetorical, Interpretive, and Critical Methods in Communication (3)

Total 9

Selected Upper-Division Course Work

Students are required to complete one course from each of the six categories below, nine semester hours of which must be at the 400-level.

Diversity

Choose one of the following (3)

- CMN 316 Gender and Communication *C* (3)
- CMN 371 Cross-Cultural Communication Perspectives *G* (3)
- CMN 394 Special Topics¹ (3)
- CMN 416 Gender, Race, Colonialism, and Media (3)
- CMN 463 Cultural and Intercultural Communication Theory and Research *SB, G* (3)
- CMN 465 Intercultural Communication Workshop (3)
- CMN 471 International Communication *G* (3)
- CMN 494 Special Topics¹ (3)

Media Literacy

Choose one of the following (3)

- CMN 324 Rhetoric and Media Criticism (3)
- CMN 394 Special Topics¹ (3)
- CMN 424 Television Studies and Criticism (3)
- CMN 429 Semiotics and Visual Communication (3)
- CMN 457 New Media (3)
- CMN 494 Special Topics¹ (3)

Public Influence Processes

Choose one of the following (3)

- CMN 325 Advanced Public Speaking (3)
- CMN 329 Persuasion (3)
- CMN 353 Professional Communication (3)
- CMN 394 Special Topics¹ (3)
- CMN 414 Crisis Communication (3)
- CMN 454 Rhetorical and Critical Approaches to Public Relations (3)
- CMN 494 Special Topics¹ (3)

Critical/Rhetorical Inquiry

Choose one of the following (3)

- CMN 321 Rhetorical Theory and Research *L/HU* (3)
- CMN 394 Special Topics¹ (3)
- CMN 421 Rhetoric of Social Issues *HU* (3)
- CMN 422 Argumentation, Critical Reasoning, and Public Communication *L* (3)
- CMN 456 Political Communication (3)
- CMN 494 Special Topics¹ (3)

Relational Interaction

Choose one of the following (3)

- CMN 310 Relational Communication (3)
- CMN 312 Communication, Conflict, and Negotiation (3)
- CMN 394 Special Topics¹ (3)
- CMN 410 Interpersonal Communication Theory and Research *SB* (3)
- CMN 411 Communication in the Family *SB* (3)
- CMN 417 Communication and Aging (3)
- CMN 475 Nonverbal Communication Theory and Research (3)
- CMN 494 Special Topics¹ (3)

Social Organizations

Choose one of the following (3)

CMN 320 Communication and Consumerism *SB* (3)
CMN 394 Special Topics¹ (3)
CMN 430 Leadership in Group Communication (3)
CMN 450 Theory and Research in Organizational Communication *SB* (3)
CMN 451 Employee Participation Processes in Organizations (3)
CMN 453 Communication Training and Development (3)
CMN 494 Special Topics¹ (3)

Selected upper-division total 18

Communication Electives

CMN electives² 21

Program total 48

¹ The topic must be designated as an appropriate course by the instructor.

² Select CMN electives in consultation with a faculty advisor. A maximum of nine hours may include CMN 100 and courses at the 200 level.

Other Requirements

In addition to the above listed requirements, students must satisfy the General Studies Program requirements. Students should consult their advisors for current information concerning College of Human Services and the Communication Studies courses applicable to General Studies requirements.

MINOR IN COMMUNICATION STUDIES

The minor consists of 18 semester hours of Communication Studies courses. Students wishing to pursue a minor must meet with a Communication Studies faculty advisor to construct a minor that reflects a particular area of specialty and interest. At least 12 semester hours must come from upper-division courses. To graduate with the minor, students must earn a minimum cumulative GPA of 2.00 in Communication Studies courses. All courses must be passed with a minimum grade of “C” (2.00).

MINOR IN PUBLIC RELATIONS AND STRATEGIC COMMUNICATIONS

The Public Relations and Strategic Communications minor will provide students with professional and academic expertise in persuasion and campaign communication, public relations, crisis communication, special events planning, marketing, professional writing, and editing (among other areas). Additionally, students will have the opportunity to refine the presentation skills needed for public and community relations.

Program Requirements

The minor consists of 18 semester hours upper-division course work, including nine semester hours of required course work and nine semester hours of electives.

Required Core Courses

Choose three of the following courses (9)

CMN 320 Communication and Consumerism *SB* (3)
CMN 329 Persuasion (3)
CMN 353 Professional Communication (3)
CMN 454 Rhetorical and Critical Approaches to Public Relations (3)

Electives

Select three of the following courses¹ (9–10)

CMN 414 Crisis Communication (3)
CMN 453 Communication Training and Development (3)
CMN 484 Communication Internship^{2, 3} (3)
ENG 301 Writing for the Professions *L* (3)
ENG 311 Persuasive Writing *L* (3)
ENG 412 Writing for Publication (3)
MKT 301 Fundamentals of Marketing (3)
MKT 410 Consumer Behavior (4)
RTM 404 Marketing Recreation and Tourism (3)
RTM 486 Special Events Management (3)

Or other approved courses

Minimum program total 18–19

¹ Electives or other approved courses must be chosen in consultation with an advisor.

² Communication internships are limited to students with senior status and a cumulative GPA of 2.80 or higher.

³ Students selecting the internship must demonstrate the public relations and strategic communication requirements of the internship.

POSTBACCALAUREATE CERTIFICATE IN COMMUNICATION AND HUMAN RELATIONS

Nature of the Program

The contemporary workplace increasingly requires employees to develop advanced knowledge and skill in the processes of communication.

The certificate program is designed for working professionals in communication-intensive fields such as public affairs, employee relations, mediation, organizational development, public relations, training and development, community relations, customer relations, media relations, change management, sales and sales management, marketing, public administration, event planning, and health communication.

Admission Requirements

To be admitted to the Postbaccalaureate Certificate in Communication and Human Relations program, an individual must

1. possess a four-year baccalaureate degree from a regionally accredited college or university;
2. be admitted to West campus as a nondegree graduate student; and
3. have completed the following college-level courses with a grade of “C” (2.00) or higher in each course:
 - a. quantitative, qualitative, or critical research methods (three semester hours), and
 - b. oral communication performance (200 level or above) (three semester hours).

Program Requirements

The certificate requires completion of 18 semester hours of upper division course work in communication studies and related disciplines.

Focused Course Work

In consultation with a faculty advisor, students design a program of study composed of five courses (15 semester hours) focused in an area of human relations, such as employee communications, interpersonal relations, or community relations. Course selections are made from the following:

CMN 410 Interpersonal Communication Theory and Research *SB* (3)
CMN 411 Communication in the Family *SB* (3)
CMN 414 Crisis Communication (3)
CMN 417 Communication and Aging (3)
CMN 421 Rhetoric of Social Issues *HU* (3)
CMN 430 Leadership in Group Communication (3)
CMN 450 Theory and Research in Organizational Communication *SB* (3)
CMN 451 Employee Participation Processes in Organizations (3)
CMN 453 Communication Training and Development (3)
CMN 456 Political Communication (3)
CMN 457 New Media (3)
CMN 494 Special Topics (3)
Other approved substitution (3)

Capstone Project

Students are required to complete an independent research project (supervised by a faculty member) on a communication topic related to their professional or research interests. The project should reflect the integration and application of course work to a social or organizational problem. The scope and quality of the written report must be appropriate for postbaccalaureate students. A minimum of three semester hours of CMN 499 Individualized Instruction is required.

GRADUATE DEGREE

The faculty in the Department of Communication Studies offer a professional Master of Arts degree in Communication Studies. For more information, see the [Graduate Catalog](#).

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 Recreation and Tourism Management

www.west.asu.edu/chs

602/543-6603

FAB S115A

Wendy Z. Hultsman, Chair

Professors

Andreck, Gitelson, Knopf, Searle

Associate Professor

Hultsman

Assistant Professors

Autry, Ho

The Recreation and Tourism Management Department offers the Bachelor of Science degree in Recreation and Tourism Management and minors in Recreation Management, Special Events Management, Tourism Management, and Youth Services Leadership for majors outside the department.

RECREATION AND TOURISM MANAGEMENT—BS**Nature of Program**

The Recreation and Tourism Management program prepares students for leadership roles in the recreation, park, tourism, and travel management fields. Its primary purpose is to help students acquire the knowledge and perspective they will need to lead these fields through the social, economic, and environmental challenges of the next century.

The program offers a curriculum that places the study of recreation and tourism in a broad, multidisciplinary context. Students will integrate perspectives from such diverse arenas as human development and behavior, law, marketing, strategic planning, urban and regional planning, financing, economic development, social justice, environmental management, human resource management, organizational behavior, and public policy. At the same time, the curriculum emphasizes experiential learning in professional settings to develop the core competencies required for professional-level entry into the recreation and tourism fields.

Students graduating from this program are eligible to sit for the examination to become a Certified Park and Recreation Professional (CPRP) and thereby acquire this valuable credential for professional advancement.

Career Outlook

Recreation and Tourism combined is the second-largest industry in the United States. While no university degree automatically ensures employment, Recreation and Tourism Management graduates who have tailored their programs and work experience to market opportunities have done very well in securing relevant career positions.

Public sector and for-profit recreation operations, resorts, employee recreation, special events, and nonprofit agency recreation services have continued to grow to meet recreation demands. Employment for recreation professionals working with youth, older adults, and other special populations has grown significantly. Strong citizen and government emphasis has recently been placed on how to best use natural resources and how to best plan, design, operate, and maintain these resources.

Employment opportunities are expanding in areas such as resorts, outdoor recreation programs, fitness facilities, private membership clubs, military recreation, camps, and commercial recreation businesses. Federal, state, and local recreation agencies are contracting for many recreation services to handle increased demands they cannot presently meet. There are opportunities for assertive, highly motivated, competent, and innovative graduates to create their own nontraditional jobs. Career opportunities for minority students are good, especially in parks and natural resources where there is significant underrepresentation of minorities. In terms of career opportunities, it is the Recreation and Tourism Management Department's goal to provide the best professional training possible to help our students be leading candidates for jobs upon graduation.

Admission Requirements

Admission to the degree program is based upon the applicant's educational and career goals. The applicant must meet the university and College of Human Services admission requirements.

Application forms are available in the Recreation and Tourism Management department office (FAB S115A; 602/543-6603). The application must be completed and accepted for the student to be considered a Recreation and

Tourism Management major.

Major Requirements

The 66-semester-hour Bachelor of Science degree program in Recreation and Tourism Management consists of 42 hours of major core courses, 15 hours of major elective courses, and nine hours of nonmajor elective courses from related areas.

The major core courses include six hours of lower-division courses and 36 hours of upper-division courses.

Core Courses

Lower-Division Core

RTM 120 Leisure and Quality of Life SB (3)

RTM 210 Leisure Delivery Systems (3)

Lower-division total 6

Upper-Division Core

RTM 301 Leadership in Recreation and Tourism (3)

RTM 302 Recreation and Tourism for Diverse Populations *C* (3)

RTM 303 Programming Recreation and Tourism Services (3)

RTM 304 Recreation and Tourism Areas and Facilities Management *L* (3)

RTM 401 Administration of Recreation and Tourism Services (3)

RTM 402 Evaluation and Assessment in Recreation and Tourism (3)

RTM 403 Professional Development Seminar (3)

RTM 404 Marketing Recreation and Tourism (3)

RTM 484 Senior Internship (12)

Core total 42

Major electives¹ 15

Related course work² 9

Program total 66

¹ Fifteen hours of elective courses in the major must be strategically assembled to craft a specialty area in recreation or tourism management.

² Nine hours of nonmajor course work in related areas must be chosen to enhance development within that specialty area. To achieve these goals, all elective hours within the degree program must be chosen in consultation with a faculty advisor.

Additional Major Requirements

The program requires two hundred hours of professional field experience approved by a faculty advisor, which must be completed and documented before enrollment in RTM 484 Senior Internship. A minimum 2.00 cumulative GPA is required for major courses before enrollment in the internship.

Students may enroll in the internship anytime after completion of RTM 301, 302, 303, and 304 with a grade of “C” (2.00) or higher.

A grade of “C” (2.00) or higher is required for all courses credited toward the 66 semester hours of major courses required by the program.

Students must complete all university degree requirements, including General Studies Program requirements as articulated in the “General Studies Program” section of this catalog.

MINOR IN RECREATION MANAGEMENT

Nature of Program

The minor in Recreation Management is designed to offer students who may choose to work in the field part-time or seasonally a fundamental understanding of recreation programming and management. In addition to the four required courses, which provide a solid groundwork for the field, each student will be able to select electives to meet his or her specific interests.

Minor Requirements

The minor consists of 12 semester hours of required courses and six semester hours of electives. At least 12 semester hours must be completed at the West campus. To earn a minor, students must complete all course work in the minor with a minimum grade of “C” (2.00) or higher. Recreation and Tourism Management majors are not eligible to earn a minor in Recreation Management.

Required Core Courses

RTM 120 Leisure and Quality of Life SB (3)

RTM 303 Programming Recreation and Tourism Services (3)

RTM 304 Recreation and Tourism Areas and Facilities Management *L* (3)

RTM 401 Administration of Recreation and Tourism Services (3)

Electives

Choose two courses from the following^{1, 2} (6)

RTM 210 Leisure Delivery Systems (3)

RTM 301 Leadership in Recreation and Tourism (3)

RTM 302 Recreation and Tourism for Diverse Populations *C* (3)

RTM 345 Team Building Strategies (3)

RTM 360 Policy, Planning, Development of Recreation and Tourism Resources (3)

RTM 402 Evaluation and Assessment in Recreation and Tourism (3)

RTM 403 Professional Development Seminar (3)

RTM 404 Marketing Recreation and Tourism (3)

RTM 450 Leisure and Aging (3)

RTM 451 Grant Writing for Human Service Professionals (3)

- RTM 453 Volunteer Management in Human Service Organizations (3)
- RTM 454 Human Services for At-Risk Youth (3)
- RTM 475 Entrepreneurial Recreation and Tourism (3)
- RTM 484 Senior Internship (3)
- RTM 486 Special Events Management (3)
- RTM 494 ST: Leadership and Professional Development in Youth Services (3)

Program total 18

¹ Select courses in consultation with an RTM faculty advisor.

² Courses may have prerequisites. See catalog course description.

MINOR IN SPECIAL EVENTS MANAGEMENT

Nature of Program

The minor in Special Events Management is designed to offer students a solid understanding of special event programming and management. In addition to the two-tiered special event courses, which provide basic and advanced instruction, as well as experiential learning opportunities through event production, each student will be able to select electives to meet his or her specific interests.

Minor Requirements

The minor consists of six semester hours of required courses and 12 semester hours of electives selected in consultation with a faculty advisor. At least 12 semester hours must be completed at the West campus in upper-division classes. To earn the minor, students must complete all course work in the minor with a minimum grade of "C" (2.00) or higher.

Recreation and Tourism Management majors are not eligible to earn the minor in Special Events Management.

Required Core Courses

- RTM 486 Special Events Management (3)
- RTM 487 Special Events Management, Advanced (3)

Electives

Choose four courses from the following* (12)

- RTM 301 Leadership in Recreation and Tourism (3)
- RTM 303 Programming Recreation and Tourism Services (3)
- RTM 304 Recreation and Tourism Areas and Facilities Management *L* (3)
- RTM 373 Leisure Travel and Tourism *SB* (3)
- RTM 403 Professional Development Seminar (3)
- RTM 404 Marketing Recreation and Tourism (3)
- RTM 451 Grant Writing for Human Service Professionals (3)
- RTM 453 Volunteer Management in Human Service Organizations (3)
- RTM 458 International Tourism *G* (3)
- RTM 475 Entrepreneurial Recreation and Tourism (3)
- RTM 484 Senior Internship (3)
- RTM 494 ST: Nonprofit Management for Human Services Professionals (3)
- D TDM 345 Meeting and Convention Planning (3)

* Select from these or other approved courses in consultation with the minor advisor.

MINOR IN TOURISM MANAGEMENT

Nature of Program

The minor in Tourism Management is designed to provide students with fundamental knowledge in travel and tourism management. The minor may be useful to students pursuing degrees in Communication Studies, Criminal Justice and Criminology, Global Business, Interdisciplinary Arts and Performance, and Spanish.

Minor Requirements

The minor consists of 18 semester hours, of which 15 semester hours must be at the upper-division level. To earn the minor, students must complete all courses with a minimum grade of "C" (2.00). Recreation and Tourism Management majors are not eligible to earn the minor in Tourism Management.

Required Core Courses

- Choose two from the following (6)
- RTM 373 Leisure Travel and Tourism *SB* (3)
- RTM 458 International Tourism *G* (3)
- RTM 475 Entrepreneurial Recreation and Tourism (3)

Electives

Choose four courses from the following¹ (12)

- RTM 303 Programming Recreation and Tourism Services (3)
- RTM 304 Recreation and Tourism Areas and Facilities Management *L* (3)
- RTM 360 Policy, Planning, Development of Recreation and Tourism Resources (3)
- RTM 401 Administration of Recreation and Tourism Services (3)
- RTM 404 Marketing Recreation and Tourism (3)
- RTM 458 International Tourism *G*² (3)
- RTM 475 Entrepreneurial Recreation and Tourism² (3)
- RTM 486 Special Events Management (3)

Program total 18

¹ Select courses in consultation with the minor advisor (an other approved course may be lower-division).

² Course may be taken as an elective if not selected to fulfill core requirement.

MINOR IN YOUTH SERVICES LEADERSHIP

Nature of Program

The minor in Youth Services Leadership is designed to explore the area of youth leadership from the perspective of those who work face-to-face with youth in a variety of settings.

Minor Requirements

The minor consists of 12 semester hours of core courses and six hours of electives. Of the 18 semester hours of requirements, at least 12 semester hours must be completed in upper-division courses at the West campus. To earn the minor, students must complete all course work in the minor with a minimum cumulative GPA of 2.00 or higher and all courses with a minimum grade of “C” (2.00) or higher.

Required Core Courses

RTM 301 Leadership in Recreation and Tourism (3)
RTM 303 Programming Recreation and Tourism Services (3)
RTM 394 ST: Recreation and Leisure Services for Youth Development (3)
RTM 454 Human Services for At-Risk Youth (3)

Electives

Choose two courses from the following^{1, 2} (6)
CRJ 340 Juvenile Justice (3)
CRJ 441 Prevention of Crime and Delinquent Behavior (3)
CRJ 462 Gangs (3)
IAP 331 Performance, Acting, and the Individual (3)
IAP 347 Movement in Education (3)
RTM 302 Recreation and Tourism for Diverse Populations C (3)
RTM 345 Team Building Strategies (3)
RTM 451 Grant Writing for Human Service Professionals (3)
RTM 484 Senior Internship (3)
RTM 494 ST: Leadership and Professional Development in Youth Services (3)
SOC 340 Sociology of Deviant Behavior SB (3)
SPE 222 Orientation to Education in Exceptional Children SB (3)
SPE 322 Behavior Management and Consultation³ (3)

Program total 18

¹ Select courses in consultation with an RTM faculty advisor.

² Courses may have prerequisites. See catalog course description.

³ This course requires instructor approval.

GRADUATE DEGREE

The Master of Science degree in Recreation and Tourism Studies is offered jointly by graduate faculty of the Department of Recreation and Tourism Management in the College of Human Services and the School of Community Resources and Development in the College of Public Programs. For more information, see the [Graduate Catalog](#).

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 Social Work

www.west.asu.edu/chs

602/543-6602

FAB S126

Wendy Z. Hultsman, Interim Chair

Professor:

Shafer

Associate Professors:

Fitzpatrick, Zorita

Assistant Professors:

Hodge, Lietz, Nadir

Clinical Associate Professor

Bushfield

Lecturers

Davidson, Ealy, Klimek, Montaña

The primary goal of the Social Work Department is to enable students to realize their maximum potential as agents of change and leaders in the social services profession. The department offers the Bachelor of Social Work and the Master of Social Work degree programs.

SOCIAL WORK—BSW

Nature of Program

The goal of the Social Work Department is to train professional social workers for entry-level, generalist practice focused on populations that are most oppressed and most in need of the services social workers offer. A special emphasis is placed on working with diverse groups of the Southwest.

The undergraduate curriculum leads to a Bachelor of Social Work (BSW). Juniors and seniors majoring in Social Work focus on social work courses in social policy and services, human behavior in the social environment, social work practice, research, and field instruction in community agencies. In addition, majors take elective courses in related areas.

The BSW practitioner is a generalist focusing on roles such as advocacy, referral, case management, and problem-solving functions with individuals, groups, families, organizations, and the community.

Career Outlook

The Department of Social Work prepares students for professional generalist BSW practice. Employment in social work is expected to increase commensurately with the needs of a growing and diverse population.

Social Workers are employed in public and private agencies dealing with a wide variety of social issues, including child abuse, foster care, adoptions, health, mental health, aging, delinquency, corrections, family dysfunction, poverty, teen pregnancy, domestic violence, homelessness, AIDS, school-related problems, discrimination, disability, substance abuse, and others. Social work skills such as problem solving, resource utilization, counseling, group work, and community organization are also useful for positions with industry in employee relations and mediation.

Admission Requirements

In order to be considered for admission to the Bachelor of Social Work program, applicants must have

1. completed the university First-Year Composition requirement with a grade of “C” (2.00) or higher;
2. completed the following Social Work courses with a grade of “C” (2.00) or higher in each course and with a minimum GPA of 2.50:
 - a. SWU 171 Introduction to Social Work: Social Problems and Social Justice *SB, H* (3)
 - b. SWU 291 Social Service Delivery Systems (3)
3. completed a minimum of 120 hours of volunteer or paid experience in social work related settings;
4. completed the following courses with a grade of “C” (2.00) or higher:
 - a. ECN 211 Macroeconomic Principles *SB* (3)
 - b. PGS 101 Introduction to Psychology *SB* (3)
 - c. PHI 101 Introduction to Philosophy *HU* (3)
 - d. POL 110 Government and Politics *SB* (3)

- or POL 310 American National Government: Ideas and Institutions *SB, H* (3)
 - e. SOC 101 Introductory Sociology *SB* (3)
 - or SOC 301 Principles of Sociology *SB* (3)
 - f. a course in human biology (e.g., LSC 365; M BIO 201)
 - g. a course in statistical analysis
 - h. a lower-division literacy and critical inquiry course
5. completed and submitted the Social Work Department application packet; and
 6. been admitted to the university as a degree-seeking student.

Applications

Students wishing to enter the Social Work program are required to apply for admission to the program in addition to obtaining an official Certificate of Admission to the university. Students are eligible to apply for admission to the Social Work major during the semester they are completing the lower-division requirements listed above.

A student may obtain a Social Work Department application packet at the Department of Social Work office (FAB S126) or request one by mail by calling 602/543-6602.

Criteria for Admission

Admission is based on the following criteria:

1. The applicant must have a minimum cumulative GPA of 2.50.
2. The applicant must provide documentation of the 120 hours of paid experience or volunteer activity. Verification forms are available on the department Web site at www.west.asu.edu/chs.
3. The applicant's educational and career goals must be compatible with the educational objectives of the program.
4. Three references are required for each applicant. Two references should be from individuals who have known the applicant in a professional capacity. The other reference is provided by the either the applicant's SWU 171 or 291 instructor.
5. The applicant must demonstrate physical and emotional capabilities congruent with the functioning of a professional social worker.

Community College Transfer Students

Students who have completed the Associate in Transfer Partnership degree from a Maricopa County Community College or an Arizona Associate of Arts degree with the Social Work common courses, and have a GPA of 2.50 or higher, have completed the lower-division course admission requirements and may apply for admission to the BSW program.

Admission Decision

The BSW Admissions Committee meets each semester to review applications for the upcoming semester.

Students may submit their applications during the semester in which they are completing the lower-division course requirements. Applicants who are in the process of meeting eligibility requirements and are admissible are granted provisional admission status. Upon successful completion of the semester, the BSW program staff determines that all requirements have been met and the applicant is granted full admission status. In the event that all requirements are not met, the applicant is not admitted into the BSW program.

Admission Appeal

Applicants who have been denied admission may request a conference to discuss the decision and to obtain guidance in the development of future plans. Students may appeal the decision to the Standards Committee.

Readmission

Undergraduate students who have previously attended ASU but have not been enrolled at this institution for one or more semesters are required to apply for readmission following university procedures. Students who were previously BSW majors may, in addition, be required to apply for readmission to the program.

Transfer Credit

Direct transfer of courses from other accredited institutions to the Social Work program is subject to the existence of parallel and equal courses in the school's curriculum. Transfer credit is not given for courses in which the lowest passing grade ("D" [1.00]) or a failing grade ("E" [0.00]) was received. Credit for life experience is not given in lieu of course requirements.

Major Requirements

The required Social Work core consists of 48 semester hours.

- SWU 171 Introduction to Social Work: Social Problems and Social Justice *SB, H* (3)
- SWU 291 Social Service Delivery Systems (3)
- SWU 301 Human Behavior in the Social Environment I *L* (3)
- SWU 310 Social Work Practice I (3)
- SWU 331 Social Policy and Services I *H* (3)
- SWU 402 Human Behavior in the Social Environment II *SB* (3)
- SWU 410 Social Work Practice II (3)
- SWU 411 Social Work Practice III (3)
- SWU 412 Field Instruction I (5)
- SWU 413 Field Instruction Seminar I (1)
- SWU 414 Field Instruction II (5)
- SWU 415 Field Instruction Seminar II (1)
- SWU 420 Practice-Oriented Research (3)
- SWU 432 Social Policy and Services II (3)
- SWU 474 Ethnic/Cultural Variables in Social Work *C* (3)
- Social Work Elective (3)

Core total 48

Related Areas

Students are required to take a course in each of the following: a course with a contemporary focus on ethnic minorities of the Southwest (3 hours) and a course with a contemporary focus on women (3 hours).

Program total 54

Field Instruction

Field instruction for the BSW program is offered concurrently with classroom study. Students are assigned to a social service agency and work under the supervision of an experienced and certified social work professional. Field instruction permits testing theory in practice and gives a base of experience to class discussions. Qualified agencies in several Arizona communities are utilized for field instruction.

BSW students work in one placement for 16 hours a week, usually two full days each week, for a total of 480 hours over two semesters. Students are in their field placements at different parts of the school year from January 2 through December 31, excluding university holidays. In assigning the placement, the program takes into account the student's educational needs and career goals. Generalist social workers need to be familiar with the methods of working with individuals, families, and groups, as well as in organizations and communities and with all ages and ethnic groups. The faculty is committed to establishing the capabilities necessary for high-quality, social work generalist practice.

BSW field instruction agencies are located primarily in the Phoenix metropolitan area. Personal transportation is strongly recommended while in field placement.

Graduation Requirements

Social Work majors must file a Declaration of Graduation within the semester that they earn their 81st credit. A minimum of 120 semester hours, a minimum of 50 semester hours in upper-division courses, a minimum of 480 hours in field education, and a minimum GPA of 2.00 are required for graduation with a BSW degree. To be acceptable as graduation credit, all course and field work in the major must show an earned grade of "C" (2.00) or higher.

Academic Policies

In order to remain in good academic standing, students must maintain a minimum cumulative GPA of 2.00 (BSW) at the end of each semester. Most courses in the program are sequential; successful completion of each 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 have been completed successfully.

Retention and Disqualification

Students must maintain a minimum cumulative GPA of 2.00 (BSW). A student is placed on probationary status automatically when (1) the GPA is less than the minimum at the end of any semester or (2) a grade less than "C" (2.00) is received for any major core requirement, regardless of the GPA. Students may also be put on probation for reasons other than grades. See the Policies and Procedures Manual of the Department of Social Work for information on the resolution of probationary status.

Termination from the Program

A student may be terminated from the program under any one of the following circumstances:

1. A student fails to carry out the plan developed during a probationary semester.
2. The student receives an "E" (0.00) grade (failure) in field practicum.
3. The student does not accept or is not accepted by three or more field agencies if, in the judgment of faculty and field staff, the placements can provide appropriate field experiences without undue inconvenience to the student.
4. The student does not adhere to professional expectations and standards (see the ASU Student Code of Conduct, the National Association of Social Workers (NASW) Code of Ethics, and the Council on Social Work Education (CSWE) Curriculum Policy Statement).
5. A student does not demonstrate physical and/or emotional capabilities congruent with the functioning of a professional social worker.

The responsibility for reviewing and determining the qualification of students whose behavior and/or performance are in question is vested in the Academic Standards Committee.

Appeal Procedures

Students who feel they have been unjustly treated in academic or other matters relating to their career as students may appeal by following the guidelines set forth in the "Academic Policies" section of the BSW Student Handbook.

Student Responsibilities

Students are expected to support and maintain the highest professional standards as spelled out in the ASU Student Code of Conduct and the NASW Code of Ethics. Regular attendance is expected in all classes and in field education and is a critical factor in evaluation of performance.

GRADUATE DEGREE

The faculty of the Department of Social Work offer a 60-semester-hour professional Master of Social Work degree. The MSW is accredited by the Council on Social Work Education. For more information, see the [Graduate Catalog](#).

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

602/543-6642

FAB S117

Kathleen M. Waldron, Interim Director

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 or the minor 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.

MINOR IN GERONTOLOGY

The minor in Gerontology requires 18 semester hours of course work. The Gerontology minor is designed to explore the study of aging from an interdisciplinary perspective. Students select two of the three gerontology core courses and four additional aging-related courses that are approved as electives. The Gerontology program allows double counting of courses from the student's major in the minor; however, students should consult with their major department to determine if it has more stringent requirements. A 2.50 GPA or higher must be earned in the six courses.

Undergraduates may begin taking courses for the minor upon completion of 56 semester hours with a minimum cumulative GPA of 2.00.

Core Courses

GRN 400 Perspectives on Aging SB (3)

Choose one of the following courses (3)

GRN 420 Health Aspects of Aging SB¹ (3)

PGS 427 Psychology of Aging SB (3)

Electives

Electives² (12)

Total 18

¹ An approved course can be substituted.

² All courses carrying a GRN prefix can be counted as elective courses in the program. A list of elective courses carrying other disciplinary prefixes that may be used toward completion of the minor and certificate in gerontology is available from the Gerontology Program office.

GRADUATE CERTIFICATE PROGRAM

The Gerontology Program offers a professional graduate Certificate in Gerontology. Consult the ASU [Graduate Catalog](#) for information about the program.

For more information, call 602/543-6642, or access www.west.asu.edu/chs.

COURSES

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

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Nursing Program

nursing.asu.edu

602/543-6605

FAB S331-1

Evelyn Cesarotti, Site Coordinator

NURSING—BSN

The College of Human Services hosts the ASU College of Nursing & Healthcare Innovation Bachelor of Science in Nursing program. All upper-division requirements for a nursing degree are offered at West campus and are taught by College of Nursing & Healthcare Innovation faculty.

The Nursing faculty acknowledge their responsibility to healthcare consumers for the preparation of individuals who provide nursing care of professional quality through teaching, research, and service. Within the context of a liberal education, the undergraduate degree program prepares professional nurses who

1. understand and respond to changing health and social needs and services;
2. influence nursing practice and healthcare through leadership and participation in professional and sociopolitical activities; and
3. utilize scientific knowledge to advance professional nursing practice.

The program at the West campus is a 16-month, year-round program. Applications are due by December 1 for fall admission.

For information on admission, advising, and degree requirements, see [College of Nursing & Healthcare Innovation](#), call 602/496-0888, or access the Web site at nursing.asu.edu.

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School of Criminology and Criminal Justice

www.west.asu.edu/chs

602/543-6607

FAB S323

Scott Decker, Director

Professors:

Decker, Hepburn, Spohn

Associate Professors

Bernat, Griffin, Katz, Rodriguez

Assistant Professors

Schnebly, Shaffer, Sweeten

Instructor

Fornango

The School of Criminology and Criminal Justice offers the Bachelor of Science degree in Criminal Justice and Criminology and the Master of Arts degree in Criminal Justice to accommodate the needs of one of the most rapidly growing academic and professional fields in the United States.

CRIMINAL JUSTICE AND CRIMINOLOGY—BS

Nature of Program

The program provides a social science, interdisciplinary perspective to the study of the administration of justice. The focus is on the policies and practices of criminal justice system components, including law enforcement, corrections, and the courts. Students are exposed to the criminal law and its origins, patterns, and theories of crime and crime analysis, and to the body of research-based literature that examines and evaluates contemporary criminal justice practice.

The Criminal Justice and Criminology curriculum offers students a solid foundation of courses that provide the content, analytical, and communication skills required for working in complex criminal justice occupations. The program also prepares students to enter into graduate studies and exposes students considering law school to substantive and procedural criminal law.

During their senior year, students are encouraged to complete an internship in a justice-related placement. CRJ 484 Internship in Criminal Justice and Criminology has been designed to provide the student with a well-rounded learning experience in an experiential setting. It involves a three-way partnership among students, the department, and cooperating institutions. It is guided by goals and objectives that are based on the needs and resources of those involved. The intern's goals and objectives are developed with the assistance of the internship coordinator and the cooperating agency supervisor. They represent skills and competencies that can be reasonably accomplished during the internship period.

Career Outlook

The School of Criminology and Criminal Justice provides an interdisciplinary approach to understanding issues related to the field of criminal justice. Societal concern about issues of crime, crime prevention, and victimization necessitate that state and federal money be devoted to the field of criminal justice. Consequently, this field is one of the fastest growing areas of employment.

Graduates of the Criminal Justice and Criminology program find employment in the public and private sectors. Employment opportunities exist in the areas of law enforcement, probation, parole, corrections, private security, court personnel, legal offices, and victim witness advocate agencies. Graduates may also pursue advanced degrees in law and other social science disciplines.

Major Requirements

The 51-semester-hour Bachelor of Science degree program in Criminal Justice and Criminology consists of 24 semester hours of major core courses, 21 semester hours of major elective courses, and six semester hours in a related field. A student must attain a grade of "C" (2.00) or higher in all courses credited toward the major, including courses in the related area. A minimum of 24 upper-division semester hours of course work toward the major must be completed at ASU.

Criminal Justice and Criminology Core Courses

CRJ 100 The Justice System *SB* (3)
 CRJ 230 The Police Function (3)
 CRJ 240 The Correctional Function (3)
 CRJ 302 Research Methods (3)
 CRJ 303 Statistical Analysis *CS* (3)
 CRJ 304 Criminology (3)
 CRJ 305 Women, Crime, and Justice *C* (3)
 CRJ 306 Race, Ethnicity, and Justice *C* (3)
 CRJ 485 Student Assessment (0)

Total 24

Electives* (21)

Related field courses*(6)

Program total 51

* The 21 semester hours of elective courses in the major and the six hours of courses in related fields must be strategically assembled with appropriate advising to make up a specialty area consistent with the student's intellectual and career interests and objectives.

Community College Courses

Many Criminal Justice and Criminology courses are taught at Arizona community colleges. The transferability of these courses is governed by the course equivalency in effect when the course was taken. This information is maintained in the Course Applicability System–CEG function at az.transfer.org/cas. Community college courses that are equivalent to upper-division CRJ courses apply to the program, if completed with a grade of “C” (2.00) or higher, and should not be repeated at West campus; however, these courses do not count toward the required upper-division semester hours.

West campus courses may have Tempe campus or community college transfer equivalents and should not be repeated at West campus, as shown in the [Criminal Justice Equivalent Courses](#) table below.

Criminal Justice Equivalent Courses		
West Campus	Course Title	Tempe Campus
CRJ 100	The Justice System	—
CRJ 200	Topics in Concepts and Issues of Justice	JUS 200
CRJ 230	The Police Function	JUS 306
CRJ 240	The Correctional Function	JUS 310
CRJ 360	Substantive Criminal Law	—
CRJ 410	Procedural Criminal Law	—
CRJ 442	Community Relations in the Justice System	JUS 320

Other Requirements

Students must complete all university degree requirements (including General Studies program requirements). For descriptive information on these requirements, refer to [General Studies](#).

GRADUATE DEGREES

The faculty in the School of Criminology and Criminal Justice offer a professional Master of Arts degree in Criminal Justice. For more information, see the [Graduate Catalog](#).

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College of Liberal Arts and Sciences

clas.asu.edu

Quentin Wheeler, PhD, Vice President and Dean

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PURPOSE

Like all major research universities, Arizona State University provides the means for undergraduates to acquire a liberal education, an education that broadens students' understanding in the major areas of human knowledge while providing students with in-depth knowledge in their chosen areas of focus. While the professional schools and colleges can and do provide for important dimensions of a liberal education, the central academic setting for accomplishing this basic university purpose is the College of Liberal Arts and Sciences (CLAS). The college provides a particularly rich and varied set of opportunities for students to gain the kind of liberal education that helps to prepare them for a lifetime of continued learning and application of knowledge in a diverse and ever-changing world.

As a consequence of the wide range of subjects CLAS offers in the humanities, the natural sciences and mathematics, and the social and behavioral sciences, instruction is provided in a number of core areas for undergraduate students from all of the other colleges. Students with majors in business, education, engineering, nursing, and other professional colleges rely on CLAS for basic foundation courses. CLAS also offers the majority of courses meeting the General Studies requirement.

CLAS initiated and continues to participate actively with Barrett, the Honors College. It also offers advising to

undergraduates who are working out their undergraduate programs or are planning for graduate studies.

Most of the university faculty's engagement in the discovery and creation of knowledge and its dissemination occurs in CLAS. As an integral part of this activity, CLAS offers a wide range of graduate training programs leading to a master's or doctoral degree. For graduate degree application information, see the [Graduate Catalog](#) and contact either the Division of Graduate Studies or the academic unit in which the degree of interest would be earned, the latter in order to receive detailed information on particular degree requirements.

ORGANIZATION

CLAS consists of the School of Earth and Space Exploration, the School of Geographical Sciences, the School of Global Studies, the Hugh Downs School of Human Communication, the School of Human Evolution and Social Change, School of International Letters and Cultures, the School of Justice and Social Inquiry, the School of Life Sciences, the School of Materials, the School of Social and Family Dynamics, 11 academic departments, several interdisciplinary programs, 14 centers, and several research institutes and laboratories. The college offers 40 programs leading to a bachelor's degree, 31 programs leading to a master's degree, 24 programs leading to a doctoral degree, and interdisciplinary graduate programs in cooperation with other colleges. Undergraduate customized interdisciplinary degrees are also available.

For more information, access the college's Web site at clas.asu.edu.

ADMISSION

Any entering ASU student who has met the minimum university entrance requirements can be admitted to a CLAS program.

Any student who is in university good standing, who wishes to major in a subject offered by CLAS and to follow a program of study in the major may transfer into the college. Current ASU students who are changing their majors to CLAS from another ASU college are encouraged to first contact the advisor in the department they are moving to.

Transfer Students

The university standards for evaluation of transfer credit are listed under [Transfer Credit](#). All students who meet the university standards are admissible to CLAS. Transfer students are urged to contact the relevant academic department or the Office of Undergraduate Programs in FULTN 110, to ensure a smooth transition to CLAS. Students who have transferred course credit from institutions other than Arizona community colleges or public universities must have their transcripts evaluated by an advisor in FULTN 110. Students who have attended only Arizona community colleges, Northern Arizona University, or the University of Arizona have evaluations performed in the department of the major.

Courses transferred from two-year colleges are accepted as lower-division credit only. Students are urged to choose their community college courses carefully, in view of the fact that a minimum of 45 semester hours of work taken at the university must be upper-division credit (see [Community Colleges](#)).

ADVISING

All students are urged to seek advising in the appropriate college unit before registration. Students must follow the calendar published in the Registration and Tuition Payment Guide each semester for information and deadlines pertaining to enrollment, adding/dropping classes, and withdrawals.

In addition to information provided by an advisor, students must read the requirements for university General Studies, college graduation, and major degree requirements in their edition of the ASU *General Catalog*. See [General Studies](#), [University Graduation Requirements](#), [College Graduation Requirements](#), and the section of the department offering the major. The ASU *General Catalog* is the governing source for all degree requirements.

Regular Advising

All students are strongly urged to seek advising in the appropriate college unit before registration.

eAdvisor

Members of the fall 2007 freshman class have a new way to manage their academic experience. ASU is introducing eAdvisor, which gives students the tools to successfully follow their major map to graduation. eAdvisor assists students in

1. learning more about graduation requirements for their major;
2. discerning what critical-requirement courses and grades are required to stay on track to successfully complete their degree;
3. planning for and scheduling appropriate courses in the correct sequence to maximize success;
4. monitoring progress toward their degree; and
5. finding out how courses may fit into other majors if they decide to change majors.

Access eAdvisor at www.asu.edu/programs/majormaps.

Advising Locations

CLAS students should seek routine advising at the locations shown in the [Advising Locations](#) table below.

The Office of Undergraduate Programs, in FULTN 110, is the central resource center for academic information in the college. Requests from students, departmental advisors, and faculty for clarification of rules, procedures, and advising needs of the college and university should be directed to that office.

Advising Locations

Student	Location
Career advising (all majors)	FULTN 110 (480/965-6506)
Declared majors in academic good standing	Department of major

Mandatory Advising

The following categories of Liberal Arts and Sciences students *must* receive advising and *must* be cleared on the Mandatory Advising Computer System (MACS) before their classes are scheduled:

1. students in their first semester at ASU;
2. students on probation;
3. students with a cumulative GPA of less than 2.00;
4. students in their first three semesters (in selected departments);
5. other students with “special admissions” status; and
6. students who have been disqualified (these students are allowed to attend ASU summer and winter sessions only and must be advised in the Office of Undergraduate Programs in FULTN 110).

Students in the above mandatory advising categories should consult an advisor in the appropriate advising location listed in the previous section. Students are encouraged to check their mandatory advising status each semester before attempting registration transactions.

Advising for Preprofessional Programs

Special advising is available for students planning to enter the fields listed in the [Advising for Preprofessional Programs](#). The professional programs shown in the table are not majors in themselves; that is, there are no majors called “premedical,” “prelaw,” etc. In each program, the student must select an established major in CLAS or in one of the other colleges.

Advising for Preprofessional Programs	
Professional Field	Office Where Advisor Is Located
Dentistry ^{1, 2}	Pre-Health Professions, LSC 206C
Foreign service	Department of chosen major
Law	Office of Undergraduate Programs, FULTN 110
Medicine ¹	Pre-Health Professions, LSC 206C
Ministry	Department of Religious Studies, ECA 365
Occupational therapy ¹	Pre-Health Professions, LSC 206C
Optometry ^{1, 2}	Pre-Health Professions, LSC 206C
Osteopathy ¹	Pre-Health Professions, LSC 206C
Pharmacy ¹	Pre-Health Professions, LSC 206C
Physical therapy ¹	Pre-Health Professions, LSC 206C
Podiatry ^{1, 2}	Pre-Health Professions, LSC 206C
¹ Students preparing for a career in these areas should register in the Pre-Health Professions office, 480/965-2365.	
² No school in Arizona offers a program in dentistry, optometry, or podiatry. Students interested in pursuing these professions should confer with Pre-Health Professions advisors concerning out-of-state schools where they may complete their training.	

Pre-Health Professions

Students pursuing admission to professional schools in the health professions must choose a major offered by ASU. However, specific courses must be taken to prepare the student to take the MCAT or other entrance examinations and to succeed in postbaccalaureate training. Therefore, students who plan to pursue a health profession should meet regularly with the Pre-Health Professions office for guidance. While this guidance does not replace the need to meet with an advisor in the department of the student’s major, pre-health advising is a necessary supplement. To schedule a meeting with Pre-Health Professions, located in LSC 206, call 480/965-6277.

Prelaw

The American Bar Association does not recommend any specific major for students who wish to apply to law school upon graduation. ASU does not have a “prelaw” degree program. Therefore, students should select a major that interests them. Recent surveys of law school graduates indicate that students would be well advised to take one or two semesters of accounting as a supplement to their major curriculum. In addition, the American Bar Association recommends a variety of courses in the classics, in economics, and in mathematical reasoning. Courses that engage

the student in intense critical analysis and a substantial amount of writing are also recommended. As the student approaches the second semester of his or her junior year, the student should contact the prelaw advisor in the college or department of his or her major to obtain information regarding the procedure to apply to law school.

Career Advising: CLASWorks

A degree in the liberal arts and sciences prepares a student for careers that include but are not limited to business, government/public service, nonprofit organizations, the arts, science and research, and most corporate environments. By the time of graduation, CLAS students have developed the ability to solve problems, analyze data, communicate ideas, and execute complex plans. To identify career paths that best fit a student's interests and talents, the Office of Undergraduate Programs offers individualized career advising. To make an appointment, call 480/965-6506.

Internships

All students are encouraged to complete at least one internship before graduation; some majors require internships. Many CLAS disciplines have well-established internship programs, so students should begin seeking information in their academic departments. Contact information may be found on the Web at clas.asu.edu/students/clasworks. To develop a successful internship experience, students are encouraged to meet with the director of CLASWorks for a career advising session soon after arriving on campus. International students may be eligible to pursue paid internships, and should work with the International Students office to ensure compliance with visa restrictions.

DEGREES

Majors

Programs leading to the BA and BS degrees are offered by CLAS, with majors in the subjects listed in the [College of Liberal Arts and Sciences Baccalaureate Degrees and Majors](#) table. Each major is administered by the academic department indicated.

Concurrent degrees and second baccalaureate degrees

Students who wish to pursue a concurrent degree in CLAS may not double count courses from one major to the other. Each major must consist of a minimum of 30 semester hours unique to that major. Students who wish to obtain concurrent degrees must realize that there are certain combinations that would not be approved because there is too great an overlap between the courses required for each major. Similarly, students who earn one baccalaureate degree may not earn a second baccalaureate degree in the same major or in a major that does not contain 30 core hours unique to that major. For example, a student may not pursue a degree in two life science fields (with the exception of Clinical Laboratory Sciences).

Minors

Although not required for graduation, special college-approved minors are available in most departments. Check department program descriptions for details. Minors must have at least 18 hours of designated courses, including at least 12 hours of upper-division work. The college requires a grade of at least "C" (2.00) in all upper-division courses in the minor. Some departments have stricter requirements. A minimum of six upper-division hours in the minor must be taken in residence at the Tempe campus.

University policies prohibit the "double-counting" of courses from the major for the minor. Specific questions concerning double-counting, as well as general questions about the approval processes for minors, should be taken up with an academic advisor in the department offering the minor or the Office of Undergraduate Programs in FULTN 110.

Refer to the CLAS portion of the [ASU Minors](#) table.

Graduate Degrees

See the [College of Liberal Arts and Sciences Graduate Degrees and Majors](#) table. Refer to the Graduate Catalog for requirements.

UNIVERSITY GRADUATION REQUIREMENTS

In addition to fulfilling college and major requirements, students must meet all university graduation requirements. For complete information, see [University Graduation Requirements](#).

General Studies Requirement

All students enrolled in a baccalaureate degree program must satisfy a university requirement of a minimum of 35 hours of approved course work in General Studies, as described in [General Studies](#). Note that all three General Studies awareness areas are required. Consult an advisor for an approved list of courses.

General Studies courses are listed in the course descriptions, in the Online ASU Interactive Schedule of Classes, and in the *Summer Sessions Bulletin*.

COLLEGE GRADUATION REQUIREMENTS

All students in the College of Liberal Arts and Sciences (CLAS) must complete the university General Studies requirement as well as all requirements in the major. In addition, the college has established requirements that are specific to the Bachelor of Arts and Bachelor of Science degrees.

- A. Bachelor of Arts Degrees. Students pursuing BA degrees in the CLAS must demonstrate intermediate proficiency in a second language by completing the courses specified below with a grade of "C" (2.00) or higher in each course. Second language course requirements consist of
1. completion of second language course work at the intermediate level (202 or equivalent, those students completing this requirement in Ancient Greek must take both GRK 301 and 302; students completing the

- requirement in Portuguese or Romanian must complete POR 314 or ROM 314);
 - 2. a foreign language course at the 300 level or higher taught in the foreign language and having 202 or its equivalent as a prerequisite;
 - 3. completion of secondary education at a school in which the language of instruction is not English; or
 - 4. completion of SHS 202 American Sign Language IV or its equivalent.
- B. Bachelor of Science degrees. Students pursuing BS degrees in the CLAS must complete six semester hours (two courses) of “Science and Society” courses. Students should consult with an advisor in the department or school of their major for a list of appropriate courses.
- C. All students are required to take a minimum of MAT 119 or higher. A grade of “C” (2.00) or higher must be earned in the chosen mathematics course.

Major Requirements

Each student is required to select a major from among the fields of study offered by CLAS. The requirements for completion of the major are described under departmental listings.

- A. The major department may require up to 45 semester hours of course work. The minimum is 30 hours. A maximum of 15 additional hours may be required in related courses and prerequisites. No more than 60 semester hours of course work may be required to complete the major, related courses, and prerequisites. Some departments require calculus-level mathematics; up to five of these semester hours may be excluded from the 60-hour maximum because they satisfy the mathematics proficiency requirement. A minimum of 12 upper-division hours in the major must be taken in residence.
- B. No credit is granted toward fulfilling major or minor requirements in any upper-division course in that subject field unless the grade in that course is at least a “C” (2.00). In CLAS, the assignment of a grade of “Y” indicates a level of performance that would have resulted in a grade of at least “C” (2.00) had the normal grading scheme been used.
See the individual departments for other minimum grade requirements.
- C. Major fields of study are classified into the following three divisions:
1. Humanities:
 - Asian Languages (Chinese/Japanese) (CHI/JPN)
 - English (ENG)
 - French (FRE)
 - Film and Media Studies (FMS)
 - German (GER)
 - History (HST)
 - Italian (ITA)
 - Philosophy (PHI)
 - Religious Studies (REL)
 - Russian (RUS)
 - Spanish (SPA)
 2. Natural sciences and mathematics:
 - Biochemistry (BCH)
 - Biology (BIO)
 - Chemistry (CHM)
 - Clinical Laboratory Sciences (CLS)
 - Computational Mathematical Sciences (MAT)
 - Conservation Biology (BIO)
 - Earth and Space Exploration (SES)
 - Geological Sciences (GLG)
 - Kinesiology (KIN)
 - Mathematics (MAT)
 - Microbiology (MIC)
 - Molecular Biosciences/Biotechnology (MBB)
 - Physics (PHS, PHY)
 - Plant Biology (PLB)
 - Psychology (PGS, PSY)
 - Speech and Hearing Science (SHS)
 3. Social Sciences:
 - African and African American Studies (AFH, AFR, AFS)
 - American Indian Studies (AIS)
 - Anthropology (ASB, ASM)
 - Transborder Chicana/o and Latina/o Studies (CSH, CSS)
 - Communication (COM)
 - Economics (ECN)
 - Social and Family Dynamics (CDE, FAS, SOC)
 - Geographical Sciences (GCU, GPH)
 - Global Studies (SGS)
 - Justice and Social Inquiry (JUS)
 - Political Science (POS)
 - Women and Gender Studies (WSH, WST)

General Electives

Most CLAS majors can meet all of the above requirements with fewer than the 120 semester hours required for graduation. Remaining hours are general electives that may be selected from any of the departments of CLAS and from the offerings of the other colleges.

Declaration of Graduation

The declaration of graduation, which is required by university regulations during the semester in which an

undergraduate earns the 87th hour, must be filed and approved at least two weeks before the preregistration period for the subsequent semester. Students should run a new Degree Audit Reporting System report every semester to gauge how well they are meeting all requirements for graduation. Students should contact the Office of Undergraduate Programs, in FULTN 110, regarding college graduation rules and deadlines. Deadlines for filing the declaration of graduation after enrolling in the 87th hour are March 1 and October 1 of each year. Students with 87 hours must have a college-approved declaration of graduation before registering for the next semester.

Credit Requirement

All candidates for graduation in the BA and BS degree curricula are required to complete at least 120 semester hours, of which at least 45 hours must consist of upper-division courses. A minimum ASU cumulative GPA of 2.00 is required for graduation.

Concurrent Degrees

Students who wish to obtain concurrent degrees must realize that there are certain combinations that would not be approved because there is too great an overlap between the courses required for each major. For example, students may not obtain concurrent degrees in two life sciences. Students who wish to obtain concurrent degrees may not double-count courses from one major to the next, but must have at least 30 different semester hours in each major.

Course Load

The normal course load is 15 to 16 semester hours. First-semester freshmen and entering transfer students are not permitted to register for more than 18 semester hours in the initial semester. Other students who wish to register for more than 18 hours must have a GPA of at least 3.00 and must file a petition in the Office of Undergraduate Programs, in FULTN 110, before registration. Any petition for an overload in excess of 21 hours must be presented to the Standards Committee of the college. No student should assume that his or her petition for overload will be granted.

SPECIAL CREDIT OPTIONS

Pass/Fail Grade Option

The pass/fail grade option is intended to broaden the education of Liberal Arts and Sciences undergraduates by encouraging them to take advanced courses outside their specialization. A mark of “P” contributes to the student’s earned hours but does not affect the GPA. A failing grade is computed into the GPA.

Only CLAS students with at least 60 semester hours may take courses under the pass/fail option. The option may be used under the following conditions:

1. enrollment for pass/fail needs the approval of the instructor and the college;
2. enrollment under this option must be indicated during registration and may not be changed after the late registration period; and
3. a maximum of 12 hours taken for pass/fail may be counted toward graduation.

Students may not enroll under the pass/fail option in the following courses:

1. those taken to satisfy the second language or First-Year Composition requirements;
2. those in the student’s major, minor, or certificate program;
3. those counted toward or required to supplement the major;
4. those counted as 499 Individualized Instruction;
5. those taken for honors credits; or
6. those counted toward satisfying the CLAS graduation requirements or the General Studies requirement.

Audit Grade Option

A student may choose to audit a course in which he or she attends regularly scheduled class sessions but earns no credit. The student should obtain the instructor’s approval before registering for the course. For more information, see [Grading System](#).

Note: This grade option may not be changed after the drop/add period.

Independent Learning

Study by Independent Learning is not a normal part of a degree program; special circumstances must exist for a degree-seeking student to take Independent Learning courses. Any enrollment in such courses must have the prior approval of the college.

ACADEMIC STANDARDS

The standards for GPA and the terms of probation, disqualification, reinstatement, and appeal are identical to those of the university as set forth under [Retention and Academic Standards](#), except that the disqualified student in CLAS is suspended for at least two regular semesters at the university. When students are placed on probation, one of three things can happen:

1. the student may raise his or her cumulative GPA to academic good standing (see [Academic Good Standing](#)) by taking new classes and be removed from probation after the fall or spring semester;
2. the student may receive the required semester GPA, but not raise the cumulative GPA to academic good standing, in which case, the student may continue on probation, earning the required semester GPA, for as many semesters as it takes to raise the cumulative GPA to good standing; or
3. the student may fail to achieve the required semester GPA and be disqualified.

Students who leave the university for a semester or more while on probation are not automatically readmitted. Such students, as well as all disqualified students, should contact the Office of Undergraduate Programs in FULTN 110, regarding procedures and guidance for reinstatement and returning to good standing. By following recommendations

and meeting established standards for summer school work or course work at other institutions, the possibility of successful reinstatement is enhanced. Academic discipline is one of the functions of the Office of Undergraduate Programs. All students having academic difficulties of any kind should contact this office. Also available in this office is information on policies and procedures of the college on academic honesty, student grievances with respect to grades, and various petitions regarding college standards and graduation requirements.

Academic honesty is expected of all students in all examinations, papers, academic transactions, and records. The possible sanctions include, but are not limited to, appropriate grade penalties, loss of registration privileges, disqualification, and dismissal.

STUDENT RESPONSIBILITIES

Any student enrolling in courses offered by CLAS is expected to follow the rules and deadlines specified in this catalog and the current Registration and Tuition Payment Guide. Students are urged to meet with their departmental academic advisors before registration. Students with additional questions or problems are also urged to meet with advisors in the Office of Undergraduate Programs, in FULTN 110, regarding the academic rules of the college and the university.

SPECIAL PROGRAMS

Barrett, the Honors College

CLAS works closely with Barrett, the Honors College, which affords qualified undergraduates opportunities for enhanced educational experiences. For a complete description of requirements and opportunities, see [Barrett, the Honors College](#).

CLASWorks

The college provides a comprehensive career management program for all CLAS majors: CLASWorks. This program includes a first-year seminar as well as an upper-division course in career management. Individualized advising sessions, career events, and a Web-based list of CLASWorks contacts are available. Students are encouraged to meet with the director of CLASWorks during their first semester at ASU to explore opportunities in full- and part-time employment, volunteerism, and internships. For more information, call 480/965-6506, or access the Web site at clas.asu.edu/students/clasworks.

Integrated Studies

An Integrated Studies major leading to the BA or BS degree provides students of outstanding ability in the humanities, natural sciences and mathematics, and social and behavioral sciences opportunities to pursue courses of study that cut across departmental boundaries and focus on specific topics or problem areas. Completion of 32 semester hours at ASU with a GPA of at least 3.25 and three letters of recommendation from ASU faculty members are required for admission. For more information about degree requirements, visit the Office of Undergraduate Programs in FULTN 110.

Learning Communities

These nine to 12 semester hour communities allow students to explore an important topic in depth, in mainly small classes, while earning a number of General Studies credits and completing their university writing requirement. The CLAS Learning Communities offer students an opportunity to learn how to think about issues on multiple levels and apply skills across different domains. Course material and extracurricular activities are integrated to enhance the student's intellectual development. Each Learning Community is limited to fewer than 100 students, enabling the student to develop a supportive network of peers on campus. For more information, including residence hall information, access the Web site at clas.asu.edu/students/learningcommunities.

Bachelor of Liberal Studies

The College of Liberal Arts and Sciences offers a 120-semester-hour undergraduate degree completion program in Liberal Studies to Arizona students who have previously earned 60 to 90 semester hours at one of the Arizona universities or community colleges and meet our eligibility requirements. This degree completion program is most suitable for working adults since courses will be offered online and via independent study. There will be registration and individualized instruction fees in addition to tuition. For more information on eligibility requirements, call the Office of Undergraduate Programs at 480/965-6506.

Washington Semester Program

Students have a variety of opportunities for practicum and internship experiences that enable them to meld classroom learning with practical application. Among the several individual departmental programs that provide internships for majors, the Department of Political Science is the ASU sponsor of the Washington Semester Program. The program provides students a one-semester opportunity to study in Washington, D.C., through any one of several programs sponsored by the American University. The program is available to outstanding juniors or seniors and requires careful planning with an academic advisor early in the student's career. For more information, call the Department of Political Science at 480/965-6551.

Military Officer Training

The Departments of Aerospace Studies and Military Science offer programs leading to commissions in the armed forces, but they do not offer majors or minors. For more information, see the appropriate department descriptions in this catalog.

CERTIFICATE PROGRAMS AND AREAS OF EMPHASIS

Certificates are available from numerous units in CLAS, and one collegewide Enriched College Degree Certificate is available to any major in the college as shown in the [CLAS Certificates](#) table. Areas of emphasis are also available in some of the same subjects (e.g., Latin American Studies).

Enriched College Degree Certificate

CLAS offers an Enriched College Degree Certificate, available to any student within the university.

The Enriched College Degree Certificate consists of a minimum of 15 semester hours with a minimum of “C” (2.00) grade credit. The certificate consists of

1. a theme requirement composed of a three-course sequence outside the student’s major, characterized by an identifiable theme of intellectual relevance for students (courses used for the theme requirement cannot be from one’s major, minor, or another certificate);
2. an approved upper-division bridge course selected to address the relationships among areas of inquiry and means of acquiring knowledge; and
3. an approved upper-division course in spoken English to provide a meaningful opportunity for substantive oral presentations.

For more information, visit the CLAS Office of Undergraduate Programs, in FULTN 110, or call 480/965-6506.

Arabic Studies Certificate

The Certificate in Arabic Studies provides students with skills that will enable and qualify them to communicate effectively in Arabic in the four areas of language acquisition: speaking, listening, reading, and writing. Simultaneously, students gain a broad knowledge and understanding of the culture, literature, and traditions of the vast Arabic-speaking world. The certificate provides critically-needed educational and cultural diversity that will enrich students’ undergraduate experience and prepare them for life as employees and employers. Graduate students in the liberal arts, social sciences and humanities seeking academic or professional careers in any of the three disciplines or thematic concentrations are also expected to be attracted to this Certificate because of the added advantage the program gives them in the job market given the demonstrably high need for graduates with Arabic knowledge.

Application Procedures

Students must first be accepted into an appropriate degree program at ASU and will then apply directly to the director of the Arabic Studies Certificate in the School of International Letters and Cultures for admission into the Certificate Program. The application will consist of name, address, phone number, e-mail address, student ID number, major, year in college, anticipated graduation date, and the name of their major academic advisor.

Requirement

ASU students admitted to a degree program in any field of study would be eligible for the Arabic Studies Certificate Program. In addition to the course work and examinations required in the major field of interest, students are responsible for fulfilling the minimum requirement of 18 hours to earn the Arabic Studies Certificate. These hours can be chosen in consultation with the Certificate coordinator. A minimum grade of “C” or higher is required in each course.

Language

Students must demonstrate proficiency in the Arabic language at the intermediate level. The language requirement can be satisfied by completing the 201 and 202 sequence, one year of study abroad at the intermediate level, or satisfactory placement on a fourth-semester proficiency exam.

Certificate Core Courses

Students must complete nine credit hours at or above the 300 level of core courses from the following:

ARB 311 Advanced Arabic Skills I
 ARB 321 Arabic Conversation I and II
 ARB 331 Arabic/Islamic Culture and Literature
 ARB 341 Quran Text and Women
 ARB 351 Classical Arabic Literature
 ARB 411 Advanced Arabic Skills II
 ARB 421 Arabic Conversation II
 HST 372 The Modern Middle East

Elective Courses

In addition to the above core courses, students are required to complete nine semester hours from an approved list of electives. Six hours of these must be from two different departments. The following is a model of a list of electives:

AFS 394 Special Topics
 ARB 394 Special Topics
 GCU 328 Geography of the Middle East and North Africa
 HST 307 Studies in African History
 POS 494 ST: Different Voices in Contemporary Islamic Discourse
 REL 365 Islamic Civilization
 REL 366 Islam in the Modern World
 REL 369 Women in Islam
 REL 460 Studies in Islamic Religion

For more information, contact the School of International Letters and Cultures at 480/965-4586.

Asian and East Asian Studies Certificates

Asian and East Asian Studies certificates are offered through the Center for Asian Research. The certificates provide

students with official transcript recognition of specialization in Asian Studies related to their major area of study.

The certificate curriculum includes 24 semester hours of course work:

1. 15 semester hours of upper-division area studies course work in at least three disciplines outside of languages and literature courses (such as anthropology, art, geography, history, political science, and religious studies); and
2. nine additional semester hours may be some combination of lower- and/or upper-division courses. Six hours may be satisfied with language and literature courses limited to 321 and above.

In addition, certificate students must demonstrate proficiency in an Asian language at the intermediate level. The language requirement can be satisfied by completing the 201 and 202 sequence, one year of study abroad at the intermediate level, or satisfactory placement on a proficiency exam. Asian languages include Chinese, Hindu/Urdu, Indonesian, Japanese, Korean, Lao, Thai, and Vietnamese. Students pursuing an East Asian Certificate must fulfill the language requirement in either Chinese, Japanese, or Korean, and the 15 hours of upper-division course work must be courses with significant focus on East Asia chosen in consultation with the Center for Asian Research advisor.

A graduate certificate in Asian Studies is also available. For more information, see the [Graduate Catalog](#).

BIS Concentrations

An Asian studies concentration is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

An Asian Studies concentration requires 23 to 25 semester hours of course work:

1. one year of an Asian language consisting of 10 semester hours of lower-division courses or six semester hours of upper-division courses;
2. 12 semester hours of upper-division area studies courses drawn from at least two disciplines outside of international letters and cultures; and
3. three to six semester hours of lower- or upper-division approved area studies courses; three of these remaining hours may be satisfied with international letters and cultures courses limited to 321 and above.

BIS students pursuing an Asian Studies concentration will be required to consult with the academic advisor of the Center for Asian Research as well as the BIS advisor. Students are strongly encouraged, but not required, to continue Asian language study beyond the concentration requirement.

Civic Education Certificate

See [Certificate in Civic Education](#).

Classical Studies Certificate

Students admitted to undergraduate degree programs in any field are eligible for the Classical Studies certificate program. In addition to the course work and examinations required in the student's major, the student is responsible for fulfilling the following minimum requirements:

1. five semesters of ancient Greek (17 semester hours; GRK 301 and 302 may be repeated for credit) or Latin (19 semester hours) language and literature instruction;
2. two semesters (six semester hours), in courses related to classical studies (to be approved by coordinators of the certificate); a thesis (three semester hours), a Barrett, the Honors College thesis (six semester hours) or two additional courses at or above the 300 level (six semester hours); and
3. a minimum grade of "C" (2.00) in each course leading to the certificate.

Students interested in the Classical Studies certificate program need to submit an application before being accepted into the program. For more information, call the program coordinator at 480/965-1110 or 965-6281.

BIS Concentration

Concentrations in (1) classical studies—Greek or (2) classical studies—Latin are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Early Intervention Certificate

The Early Intervention Certificate is cross-disciplinary and is certified by the Arizona Early Intervention Program in the Arizona State Department of Economic Security. Students interested in earning the certificate must make formal application to the director of the Early Intervention Training Program. Students must have completed 56 semester hours and have a cumulative GPA of at least 2.50. Students are required to complete the application form for the Early Intervention Certificate.

The proposed certificate entails 17 semester hours of required course work. All 17 semester hours must be ASU credit.

Required Courses

- CDE 337 Early Childhood Intervention (3)
 SWU 437 Infant Family Assessment and Observation *L/SB* (3)
 or CDE 437 Infant Family Assessment and Observation *L/SB* (3)
 SWU 446 Risk and Variation in Child Development (3)
 or CDE 444 Risk and Variation in Child Development (3)
 Choose from the following combinations (8)
 CDE 338 Child Development Practicum (3)

FAS 484 Internship (5)

— or —

SWU 412 Field Instruction I (5)

SWU 414 Field Instruction II (3)

All students admitted by the program are advised by the director of the Early Intervention Training Program through completion of the certificate requirements. Advising includes identifying field placements for FAS 484 and SWU 412 and SWU 414. Completion of the certificate is verified by completion of all required courses with a grade of “C” (2.00) or higher in each course.

Ethics Certificate

This certificate is designed to give students a richer understanding of systematic philosophical thinking about ethics. Students with majors in business, nursing, journalism, and public administration, among others, may well find that training in ethics is beneficial for their career goals. The certificate program permits some flexibility about course selection, thereby facilitating the interests of many students. For more information, visit the Department of Philosophy in COOR 3309, or call 480/965-3394.

BIS Concentration

A concentration in ethics is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Geographic Information Science Certificate

The cross-disciplinary undergraduate certificate in Geographic Information Science (GIS) is designed for undergraduates wishing to pursue a GIS-related career. The certificate is awarded to students completing the following 19 semester hours with a grade of “C” (2.00) or higher.

Required Courses

CSE 100 Principles of Programming with C++ CS (3)

GCU 495 Quantitative Methods in Geography CS (3)

GPH 370 Geographic Information Technologies CS (3)

GPH 373 Geographic Information Science I CS (4)

GPH 473 Geographic Information Science II CS (3)

Elective (choose from the courses below) (3)

ABS 485 GIS in Natural Resources (3)

ABS 586 Remote Sensing in Environmental Resources (4)

GCU 361 Urban Geography SB (3)

GCU 441 Economic Geography SB (3)

GCU 442 Geographical Analysis of Transportation SB (3)

GPH 371 Introduction to Cartography and Georepresentation CS (3)

GPH 372 Air Photo Interpretation (3)

GPH 471 Geographics: Interactive and Animated Cartography and Geovisualization CS (3)

GPH 481 Environmental Geography (3)

GPH 483 Geographic Information Analysis (3)

GPH 484 Internship: GIS-Based (3)

PLB 434 Landscape Ecological Analysis and Modeling (3)

For more information, call the School of Geographical Sciences at 480/965-7533.

Healthcare Organizations and Society Certificate

The certificate program is designed to allow undergraduate students interested in healthcare and the healthcare industry to access a broad range of disciplinary approaches and issues relevant to the subject.

To complete the certificate, students must take 18 semester hours of course work. Before starting the program students should seek advice and information in the School of Life Sciences Student Services Office in the College of Liberal Arts and Sciences or Business Honors advising in the W. P. Carey School of Business.

The course work must conform to the following structure and must be drawn from the three areas listed below. Additional courses are permissible with the approval of an advisor. In addition, students must meet the following requirements:

1. complete 18 semester hours, 12 of which must be in the upper division;
2. earn a “C” or higher in all upper-division courses taken for the certificate; and
3. complete at least 12 of the semester hours for the certificate in residence at ASU.

Overview of the U.S. Healthcare Industry.

HSM 220 Healthcare Organizations is required. HSM 498 PS: Health Economics is required for business students. HSM 561 Biostatistics may be taken by petition. No more than three courses in this area may be taken.

Ethical and Legal Issues in Healthcare.

PHI 320 Bioethics is required. A second course is also required, PAF 460 Public Service Ethics or HSM 498 PS: Legal and Ethical Issues in Healthcare. No more than three courses in this area may be taken.

Anthropological, Historical, and Social Perspectives on Healthcare.

One course is required. No more than two courses in this area may be taken, from among ASB 462 Medical Anthropology: Culture and Health, HPS 331 History of Medicine, and SOC 427 Sociology of Health and Illness.

For more information, visit the School of Life Sciences in LSC 206, or call 480/727-6277. Or visit Business Honors

in the W. P. Carey School of Business in BA 150, or call 480/965-8710.

History and Philosophy of Science Certificate

The School of Life Sciences offers an undergraduate History and Philosophy of Science Certificate. The certificate program is designed to give students an understanding of both traditional philosophic issues surrounding science and the historical development of concrete scientific theories and ideas. The philosophic questions, of the belief-worthiness and interpretation of scientific claims as well as norms within or about science, both enrich and are enriched by their combination with historical study. Such philosophic and historical study will also often include the examination of contemporary sciences and their place within the larger society.

The certificate requires 18 semester hours bearing a PHI or HPS prefix of which 12 semester hours must be upper-division. Included within the 18 semester hours, at least nine must bear the HPS prefix. PHI 314 Philosophy of Science is also required. All courses counting toward the certificate must be approved for this purpose by an undergraduate advisor and passed with a grade of “C” (2.00) or higher.

For more information, visit the School of Life Sciences in LSC 206, or call 480/727-6277.

International Studies

See [Certificate in International Studies](#).

Islamic Studies Certificate

Students admitted to undergraduate degree programs in any field are eligible for the Islamic Studies Certificate program. Students who complete all the requirements of their major, their college, and the certificate program receive the certificate plus transcript recognition of their particular emphasis. The certificate program is designed to prepare students for graduate programs in Religious Studies, Islamic studies, and area studies or for any academic discipline (such as professional programs in international law and business) that focuses on global Muslim societies. Students must complete a minimum total of 26 semester hours, chosen in consultation with the Islamic Studies program coordinator. A minimum grade of “C” (2.00) is required in each course. To earn the certificate, students must complete these requirements:

1. eight semester hours of Arabic, Indonesian, or another language approved by the program coordinator; students who are native speakers of these languages or who otherwise have equivalent knowledge substitute two additional courses approved by the program coordinator;
2. nine semester hours from REL 260 Introduction to Islam, REL 365 Islamic Civilization, and REL 366 Islam in the Modern World;
3. three semester hours taken from REL 394 (topics may vary) or REL 460 Studies in Islamic Religion (topics may vary); and
4. six semester hours drawn from an approved list of courses in Arabic, anthropology, French, geography, history, religious studies, Spanish or from other courses approved by the program coordinator.

Direct inquiries about the program to the Department of Religious Studies, ECA 377, or call 480/965-7145.

Jewish Studies Program

The Jewish studies program is designed with the following goals in mind:

1. to examine the history and culture of the Jews;
2. to provide a model for interdisciplinary teaching and research;
3. to generate and facilitate research on Judaica;
4. to provide the community with programs, courses, and research furthering the understanding of Judaica; and
5. to stand as an example of the university’s commitment to a program of meaningful ethnic studies on a firm academic base.

The Certificate of Concentration in Jewish Studies may be combined with a major in any college. For information about the program, visit the Jewish Studies program office in the Department of Religious Studies, or access the Web site at asu.edu/clas/jewishstudies/certificateinfo.htm.

BIS Concentration

A concentration in Jewish studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Latin American Studies Certificate

The Latin American Studies Certificate program is designed to give students an understanding of culture, economics, political structures, and the history of Latin American nations. The Departments of Economics, Geographical Sciences, History, and Political Science; the Schools of Human Evolution and Social Change and International Letters and Cultures (Spanish and Portuguese); and the W. P. Carey School of Business offer courses that combine to make up the interdisciplinary certificate. Students must complete 30 semester hours of upper-division courses from the above departments/colleges with a concentration in Latin America—15 semester hours in the major subject and 15 semester hours in other disciplines. The certificate requires Spanish or Portuguese proficiency through the 313 level of conversation and composition. Only language courses above 313 in literature and civilization count toward a major or interdisciplinary areas of preparation. Spanish and Portuguese courses above 313 in grammar and phonology do not count toward the major requirements. The Center for Latin American Research offers the area of emphasis for students who do not wish to attain a high level of language proficiency.

For more information, visit the Center for Latin American Research in COOR 4450, or call 480/965-5127.

BIS Concentration

A concentration in Latin American studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Medieval and Renaissance Studies Certificate

An undergraduate Certificate in Medieval and Renaissance Studies is offered by the Arizona Center for Medieval and Renaissance Studies (ACMRS). In addition to the course work and examinations required in a student's major field of interest, the following minimum requirements must be fulfilled to earn the certificate:

1. six to eight semester hours of classical Latin and six to eight semester hours of Latin (classical and/or medieval) or of a vernacular language of the period (e.g., Old English, Old Norse, Old French, Renaissance Italian);
2. six to eight semester hours of course work in medieval and renaissance studies outside the major discipline;
3. three semester hours of thesis on a topic concerning the Middle Ages or Renaissance. The thesis may be used to fulfill the honors college thesis requirement for students enrolled in the Barrett, the Honors College; and
4. a minimum of a "C" (2.00) average in all course work leading to the certificate.

Students interested in the certificate program need to complete an application form before being accepted into the program. Applications are available by calling ACMRS at 480/965-5900 or visiting COOR 4429.

See the *Graduate Catalog* for information about the Certificate in Medieval Studies and the Certificate in Renaissance Studies, and [Arizona Center for Medieval and Renaissance Studies](#), for information about the center.

BIS Concentration

A concentration in medieval and Renaissance studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Museum Studies

See the *Graduate Catalog* or contact the School of Human Evolution and Social Change for more information.

Russian and East European Studies Certificate

Undergraduate students may complete an interdisciplinary certificate program in Russian and East European studies while pursuing a bachelor's degree in their chosen field. The requirements for the Russian and East European Studies Certificate comprise (1) three years (22 semester hours) of Russian or another Eurasian or East European language and (2) 30 upper-division semester hours in Russian, East European, and Eurasian area-related course work.

At least three disciplines must be represented in the area-related course work, and at least 12 semester hours must be outside the School of International Letters and Cultures (i.e., non-RUS and non-FLA courses). Fulfillment of these requirements is certified by the Russian and East European Studies Center and is recognized on the transcript by a bachelor's degree with "Major in [Discipline], and Certificate in Russian and East European Studies." The purpose of this undergraduate certificate program is to encourage students majoring in a chosen discipline to develop special competency in Russian or East European language and area studies. A student with a major in any department may pursue this certificate.

For more information, call 480/965-4188, or visit COOR 4465.

BIS Concentration

A concentration in Russian and East European studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Scandinavian Studies Certificate

Students admitted to undergraduate degree programs in any field are eligible for the Scandinavian Studies Certificate program. In addition to the course work and examinations required in the student's major, the student is responsible for fulfilling the following minimum requirements (21 semester hours) before the certificate is issued:

1. six semester hours of Norwegian or Swedish at the 200 level or above;
2. three semester hours in SCA 250 Introduction to Scandinavian Culture;
3. nine semester hours of upper-division course work in Scandinavian Studies outside the student's major discipline;
4. a minimum of a "C" (2.00) average in all course work leading to the certificate; and
5. three semester hours in an independent study thesis on a topic concerning Scandinavian Studies. The thesis may be used to fulfill Barrett, the Honors College thesis requirement for students enrolled in Barrett, the Honors College.

Students who test out of the basic language courses would, with advising, take other approved courses to fulfill the minimum requirement of 21 semester hours.

For more information, call the School of International Letters and Cultures at 480/965-6281.

BIS Concentration

A concentration in Scandinavian studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Scholarly Publishing Certificate

See the *Graduate Catalog* for information on this certificate program.

Southeast Asian Studies Certificate

A Certificate in Southeast Asian Studies is available to any undergraduate student. The certificate program requires a corequisite two-year sequence in a Southeast Asian language (Indonesian, Lao, Thai, or Vietnamese) and 18 semester hours, including the courses listed below.

The ASU curriculum includes

1. ASB/GCU/HST/POS/REL 240 Introduction to Southeast Asia;
2. ASB 325 Peoples of Southeast Asia;
3. HST 391 Modern Southeast Asia;
4. two electives (selected from an approved course list with 30–100 percent Southeast Asian content); and
5. a culminating capstone seminar in which the students share multidisciplinary approaches to the region and integrate knowledge of Southeast Asia with their respective disciplinary orientations.

Courses counting toward the Certificate in Southeast Asian Studies fulfill requirements for undergraduate majors and General Studies in the social and behavioral sciences, humanities, literacy, and global and historical awareness areas. A two-year sequence in Southeast Asian language study meets the foreign language requirement for BA undergraduates in CLAS.

Students wishing to study a Southeast Asian language other than those offered on campus may transfer credits earned at the Southeast Asian Studies Summer Institute, a consortium for intensive language and area studies, or at other accredited programs. Qualified students may request placement testing on other national languages of the region, administered in accordance with the national American Council of Teachers in Foreign Languages (ACTFL) guidelines.

For more information, visit the Center for Asian Research in COOR 6611, call 480/965-7184, or access the Web site at www.asu.edu/clas/asian.

BIS Concentrations

Concentrations in Southeast Asian studies (area studies option or language option) are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Symbolic Systems Certificate

The Department of Philosophy offers a Certificate in Symbolic Systems. The certificate program takes an interdisciplinary approach to cognition, computation, and meaning. Course work is divided evenly between philosophy, psychology, and computer science in order to expose students to the subject matter from a conceptual, empirical, and practical point of view. The certificate may interest students with majors in any of the three disciplines on topics of common interest.

The certificate consists of 28 semester hours approved by an advisor in the Department of Philosophy and divided evenly between computer science and engineering, psychology, and philosophy as follows:

1. CSE 205, 210, and 240;
2. PSY 230 and 290 and either PSY 323, 324, or 437; and
3. either PHI 319, or 333, either PHI 315 or 317, and either PHI 312 or 314.

Students must satisfy the prerequisites for the listed courses. With written approval from the director of undergraduates studies in the Department of Philosophy, one substitution course from outside this list is allowed. All courses must be passed with a minimum grade of “C” (2.00).

For more information, visit the Department of Philosophy in COOR 3309, or call 480/965-3394.

Translation Certificate

See [Translation Certificate \(Spanish/English\)](#), for information about the Certificate in Translation.

Women and Gender Studies Certificate

Women and Gender Studies provides students with an intensive interdisciplinary liberal arts education that enables them to write well, think critically, and analyze problems effectively.

The certificate program is equivalent to an interdisciplinary minor, consisting of 18 credit hours. Students pursuing a certificate in Women and Gender Studies must consult with the Women and Gender Studies advisor to select appropriate courses and fulfill requirements.

A Certificate of Concentration in Women and Gender Studies is awarded for the successful completion of WST 100 (or 300) and WST 377 or 378 and an additional 12 semester hours from the list of approved Women and Gender Studies courses.

Inquiries about the certificate program should be addressed to the Women and Gender Studies Program academic

advisor in ECA 209, 480/965-2358, where the current list of approved courses is available.

GENERAL INFORMATION

Research Centers

To expand educational horizons and to enrich the curriculum, CLAS maintains the following research centers:

- Arizona Center for Medieval and Renaissance Studies
- Center for Asian Research
- Center for Biology and Society
- Center for Film and Media Research
- Center for Latin American Research
- Center for Metabolic Biology
- Center for Meteorite Studies
- Center for Social Dynamics and Complexity
- Center for Solid State Science
- Center for the Study of Early Events in Photosynthesis
- Center for the Study of Religion and Conflict
- Exercise and Sport Research Institute
- Hispanic Research Center
- Institute of Human Origins
- Joan and David Lincoln Center for Applied Ethics
- Russian and East European Studies Center

CLAS also participates with the Mary Lou Fulton College of Education and the Ira A. Fulton School of Engineering in maintaining the Center for Research on Education in Science, Mathematics, Engineering, and Technology. See [Research Centers](#), for more information.

Courses

The faculty also offers the following LIA courses to familiarize students with available resources and services for research purposes.

For information on these courses, see the Online ASU Interactive Schedule of Classes, visit the Office of Undergraduate Programs in FULTN 110, or call 480/965-6506.

LIBERAL ARTS AND SCIENCES (LIA)

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/afamstu

480/965-4399

WILSN 140

Stanlie M. James, Director

CORE FACULTY

Professors

Boulin Johnson, James, Reyes

Associate Professor

Bontemps

Assistant Professors

Hinds, Robillard, Usman

Clinical Associate Professor

Cox

Visiting Assistant Professor

Gallab

AFFILIATED FACULTY

Art

Professors: Sweeney, Umberger, Young

Asian Pacific American Studies

Assistant Professor: Rosa

Community Resources and Development (Downtown Phoenix campus)

Associate Professor: Teye

English

Professors: Lester, Miller

Associate Professor: Fulton

Assistant Professor: Lockard

Lecturer: Fuse

History

Associate Professors: Barnes, El Hamel, Whitaker

Human Communication

Professors: Jain, Martin

Associate Professors: Davey, Davis

Human Evolution and Social Change

Associate Professor: Winkelman

International Letters and Cultures

Assistant Professors: Ali, McElroy

Journalism and Mass Communication

Associate Professor: Bramlett-Solomon

Justice and Social Inquiry

Professors: Jurik, Romero, Zatz

Assistant Professor: Quan

Music

Professors: Pilafian, Smith, Solis, Sunkett

Political Science

Professor: Iheduru

Associate Professor: Mitchell

Psychology in Education

Professor: Hood

Religious Studies

Associate Professors: Moore

Social and Family Dynamics

Professor: Cobas
Instructor: Williams

Theatre and Film

Professor: Edwards

Women and Gender Studies

Professors: Fonow, Rothschild
Associate Professor: Leong
Assistant Professor: Anderson

The African and African American Studies program offers an interdisciplinary examination of the many ways in which African and African-descended peoples have created robust lives for themselves and, in turn, contributed to the creation of the modern world. The program's mission is advanced by its core undergraduate curriculum and certificate and minor programs that examine the culture, arts, history, politics, economics, and current status of African Americans, Africans and the African Diaspora everywhere, especially in the Caribbean, Central America, and South America. The curriculum combines a research-based understanding of the humanities, social and behavioral sciences, and the arts with practical applications (internships, community/civic engagement, and research projects) to prepare students for lifelong learning, advanced study in a variety of fields, and successful careers and productive public service in an increasingly diverse society, especially in Arizona.

AFRICAN AND AFRICAN AMERICAN STUDIES—BA**Course Requirements**

The major in African and African American Studies (AAAS) requires 45 semester hours of course work. A minimum of 30 semester hours must be AFH, AFR, and AFS courses. The remaining course work must be in a related field approved by an AAAS advisor. All students in the major are required to take the following 15 semester hours of core courses:

AFH 300 Precolonial Africa (3)
AFS 200 Introduction to African and African Diaspora Studies (3)
AFS 301 Race and Racism in Africa/African Diaspora (3)
AFS 312 Contemporary African and African Diaspora Women (3)
AFS 484 Field Experience/Internship (3)
or AFS 498 Pro-Seminar (3)

Regional Emphasis Area

In addition to the 15-semester-hour core curriculum, students in the AAAS program may choose a 15-semester-hour regional emphasis area in Africa, Caribbean and Afro-Latin America, or African America. The courses that satisfy the requirements for each regional emphasis area are grouped thematically (History; Governance and Politics; Family, Health, Gender, and Society; and Culture and Literature) to provide students a variety of choices to satisfy their academic interests.

Africa Emphasis Area Requirements

Students who opt for the Africa regional emphasis area must take the following courses:

AFH 335 Survey of African Literatures (3)
or AFS 355 Democracy and Civil Society in Africa (3)
AFS 340 The Making of Modern Africa (3)
Related courses* (9)

Total 15

* Six semester hours of Africa-related courses (i.e., 50 percent or more Africa content) at the 300 level and three semester hours of courses at the 400 level are required. At least nine of the 15 hours in this emphasis area must be completed at ASU.

Caribbean and Afro-Latin American Emphasis Area Requirements

Students who opt for the Caribbean and Afro-Latin America regional emphasis area must take the following courses:

AFH 318 African and African Diaspora Women Writers (3)
or AFH 319 Black Experience in Latin America (3)
AFS 345 The Making of the Caribbean Society (3)
Related courses* (9)

Total 15

* Six semester hours of Caribbean and Afro-Latin American-related courses (i.e., 50 percent or more Caribbean and Afro-Latin American content) at the 300 level and three semester hours of courses at the 400 level are required. At least nine of the 15 semester hours in this emphasis area must be completed at ASU.

African America Emphasis Area Requirements

Students who opt for the African America regional emphasis area must take the following courses:

AFH 318 African and African Diaspora Women Writers (3)
or AFR 210 Introduction to African American Studies C (3)
AFS 363 African American History to 1865 *SB, C, H* (3)
or AFH 364 African American History Since 1865 *SB, C, H* (3)

Related courses* (9)

Total 15

* Six semester hours of African American-related courses (i.e., 50 percent or more African American content) at the 300 level and three

semester hours of courses at the 400 level are required. At least nine of the 15 semester hours in this emphasis area must be completed at ASU.

Thematic Emphasis Area

Students in the African and African American Studies program may also opt for a 15-semester-hour thematic emphasis area by taking the following courses:

AFH 305 The Global History of the Trans-Atlantic Slave Trade (3)
or AFS 415 Black Political Thought and the Limits of Liberal Democracy (3)

Related courses* (12)

Total 15

* Twelve semester hours of courses chosen from at least three thematic areas listed below; or from other African and African American Studies-related courses (i.e., 50 percent or more thematic content) at the 300 and 400 levels are required. At least nine of the 15 semester hours in this emphasis area must be completed at ASU.

History

AFH 300 Precolonial Africa (3)
AFH 305 The Global History of the Trans-Atlantic Slave Trade (3)
AFH 319 Black Experience in Latin America (3)
AFH 465 Harlem Renaissance: A Cultural History: 1877–1945 (3)
AFS 340 The Making of Modern Africa (3)
AFS 345 The Making of the Caribbean Society (3)
AFS 363 African American History to 1865 *SB, C, H* (3)
AFS 364 African American History Since 1865 *SB, G, H* (3)
AFS 366 African Archaeology: Precolonial Urban Culture *SB, C, H* (3)
AFS 466 Peoples and Cultures of Africa *SB, G, H* (3)

Governance and Politics

AFR 210 Introduction to African American Studies *C* (3)
AFS 200 Introduction to African and African Diaspora Studies (3)
AFS 301 Race and Racism in Africa/African Diaspora (3)
AFS 304 Islands of Globalization: Caribbean Political Economy (3)
AFS 320 Africa: Politics, Environment, and Development (3)
AFS 327 Human Rights in Africa (3)
AFS 355 Democracy and Civil Society in Africa (3)

Culture and Literature

AFH 303 African and African American Art (3)
AFH 318 African and African Diaspora Women Writers (3)
AFH 331 Studies in African American Women Writers of Pre-Harlem Renaissance (3)
AFH 333 American Ethnic Literature *L/HU, C* (3)
AFH 335 Survey of African Literatures (3)
AFH 353 African American Literature: Beginnings Through the Harlem Renaissance *L/HU, C* (3)
AFH 354 African American Literature: Harlem Renaissance to the Present (3)
AFH 459 Studies in African American/Caribbean Literatures *L* (3)

Gender, Family, and Society

AFR 375 Race, Gender, and Sport *SB, C* (3)
AFR 428 Critical Race Theory (3)
AFR 460 Race, Gender, and Media *C* (3)
AFS 312 Contemporary African and African Diaspora Women (3)
AFS 360 Black Families in the Diaspora: U.S. and Caribbean (3)
AFS 370 Family, Ethnic, and Cultural Diversity *SB, C* (3)

Of the remaining course work, 15 hours may be taken in related area courses (i.e., non-African and African American Studies programs) prefixes with at least 50 percent African, Caribbean, and Afro-Latin American, or African American (continent) in consultation with the AAAS advisor and/or director.

Students are expected to fulfill the college's language requirement in African languages or any of the languages spoken by the African Diaspora, such as Arabic, French, Portuguese, and Spanish.

CERTIFICATE IN AFRICAN AND AFRICAN AMERICAN STUDIES

Course Requirements

The certificate requires 24 semester hours. Fifteen core hours must be taken from the following courses:

AFH 353 African American Literature: Beginnings Through the Harlem Renaissance *L/HU, C* (3)
or AFH 354 African American Literature: Harlem Renaissance to the Present *L/HU, C* (3)
AFR 210 Introduction to African American Studies *C* (3)
AFR 429 African American Studies Theory and Methods (3)
AFS 363 African American History to 1865 *SB, C, H* (3)
AFS 364 African American History Since 1865 *SB, C, H* (3)

In addition, one course from each of the three concentrations (i.e., social and behavioral sciences, humanities/arts, politics and society) must be taken. These courses are in addition to the required core courses. Courses should be selected in consultation with the major advisor.

MINOR IN AFRICAN AND AFRICAN AMERICAN STUDIES

Course Requirements

The minor requires 18 semester hours. All African and African American Studies minors must take the following six core hours:

AFH 300 Precolonial Africa (3)
AFS 200 Introduction to African and African Diaspora Studies (3)

Choose one of the following regional courses (3)

AFH 319 Black Experience in Latin America (3)

AFR 210 Introduction to African American Studies C (3)

AFS 340 The Making of Modern Africa (3)

AFS 355 Democracy and Civil Society in Africa (3)

Related courses* (9)

Total 18

* Nine semester hours are required, with one 300 or 400 level course from each of the following thematic areas: Culture and Literature; Politics and Governance; and Family, Gender, and Society. At least 50 percent of the course content (which may or may not be AFH or AFS) must deal with African peoples inside and outside the African continent. At least nine of the 15 semester hours in this certificate must be completed at ASU.

BIS CONCENTRATION

A concentration in African and African American studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see the [School of Interdisciplinary 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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www.asu.edu/clas/americanindian

480/965-3634

AG 372

Eddie F. Brown, Director

Professor

Brown

Associate Professors

Lujan, Riding In

Assistant Professors

Miller, Vicenti Carpio

The American Indian Studies Program is an academic discipline that emphasizes the political and cultural experience of the various American Indian Nations and peoples of the United States. Course work focuses on the cultures, arts, history, and contemporary experiences of the various American Indian nations. The curriculum also concentrates on the practical application for professional career development, preparation for advanced degree programs, and preparation for service to Indian governments and reservations. It emphasizes scholarly expertise in selected fields of study and its practical application to community service.

AMERICAN INDIAN STUDIES—BS

Students pursuing a BS degree in American Indian Studies gain a broad knowledge of American Indian nations and peoples, with particular emphasis on Southwest American Indian nations. The degree program offers courses that provide students with intellectual and practical knowledge pertaining to American Indian cultures, history, law, literature, language, art, and government.

Students are required to take 42 semester hours, including 24 hours of required courses and 18 hours in one of two areas of emphasis: (1) legal policy, community, and nation building; or (2) arts, languages, and cultures. Contact the program office for a current list of elective courses. Students must receive a minimum grade of “C” (2.00) in required and emphasis courses. The following courses are required for all students majoring in American Indian Studies:

AIS 180 Introduction to American Indian Studies *C* (3)
 AIS 280 American Indian Sovereignty and the Courts *C* (3)
 AIS 285 Federal Indian Policy (3)
 AIS 370 American Indian Languages and Cultures (3)
 AIS 380 Contemporary Issues of American Indian Nations (3)
 AIS 394 ST: Basic Statistical Analysis* (3)
 AIS 420 American Indian Studies Research Methods L (3)
 AIS 498 Pro-Seminar (3)

* Until American Indian Studies is able to offer its own course in statistical research methods, students must take JUS 302, or a comparable course, in consultation with an advisor.

To assure the breadth and depth of their education, all American Indian Studies undergraduates must complete the requirements of the university General Studies program and the College of Liberal Arts and Sciences. For descriptive information on university requirements, see [General Studies](#) and [University Graduation Requirements](#). For descriptive information on College of Liberal Arts and Sciences requirements, see [College Graduation Requirements](#).

MINOR IN AMERICAN INDIAN STUDIES

The minor in American Indian Studies is designed for students interested in developing an understanding of American Indian issues and analyzing issues through critical inquiry. Fifteen semester hours are required, including AIS 180, 380, and 385 and six elective semester hours from the two areas of emphasis. No pass/fail or credit/noncredit course work may be applied to the minor. A minimum of nine hours must be in resident credit at the Tempe campus. Students must receive a minimum grade of “C” (2.00) for all courses in the minor and meet all course eligibility requirements.

CERTIFICATE IN AMERICAN INDIAN STUDIES

The certificate program recognizes the need for training American Indian and non-Indian students for employment and leadership roles in American Indian government, in state/federal agencies, in education programs, and in urban and Indian community programs.

To this end, the American Indian Studies Certificate program seeks to address the myriad of contemporary social, political, and economic problems and issues impacting American Indian people.

The program provides students with

1. useful knowledge pertaining to American Indian sovereignty, government, law, history, economic development, and culture;
2. practical experience in the form of an off-campus internship working in an American Indian government, a community program, an educational entity, an urban program, or a state/federal agency; and
3. educational skills so that graduates can pursue jobs with an American Indian focus.

A certificate in American Indian Studies requires the completion of 21 semester hours. A minimum of 12 hours must be upper division, and a minimum grade of “C” (2.00) or higher is required except for the AIS Internship course, which requires a passing “Y” grade.

AIS 180 Introduction to American Indian Studies C (3)
AIS 280 American Indian Sovereignty and the Courts C (3)
AIS 380 Contemporary Issues of American Indian Nations (3)
AIS 484 Internship (3)
AIS 494 ST: Law, Policy, and American Indians (3)
Emphasis courses* (6)

* Select courses from the two areas of emphasis; contact the program office for a current list.

For more information, call the director of the American Indian Studies Program at 480/965-3634.

BIS CONCENTRATION

A concentration in American Indian studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary 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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480/965-9711

SS 100

Karen J. Leong, Director

Core Faculty

Associate Professors: Leong, Li
 Assistant Professors: Kuo, Yoo
 Lecturer: Musikawong

Affiliated Faculty**Community Resources and Development (Downtown Phoenix campus)**

Professor: Yoshioka

Psychology in Education

Associate Professor: Nakagawa

English

Professor: Adams

Assistant Professor: Sadowski-Smith

Lecturer: Fuse

Global Studies

Assistant Professor: Wang

Human Communication

Professor: Nakayama

Associate Professor: Martínez

Human Evolution and Social Change

Professor: Eder

Associate Professor: Tsuda

International Letters and Cultures

Associate Professor: Choi

Justice and Social Inquiry

Professors: Jurik, Romero

Assistant Professor: Quan

Nursing (Downtown Phoenix campus)

Assistant Professor: Chen

Social and Behavioral Sciences (West campus)

Assistant Professor: Guevarra

Social and Family Dynamics

Associate Professor: Menjivar

Social Work (Downtown Phoenix campus)

Professor: Segal

Associate Professor: Steiner

Assistant Professor: Kang

Women and Gender Studies

Professor: Rothschild

Associate Professor: Leong

PURPOSE

Asian Pacific American Studies is an interdisciplinary undergraduate program that addresses the historical and contemporary experiences of Asian Americans and Pacific Islanders, what they have contributed to our society, and the complexity of racial formations in the U.S.

The program is designed to help students of all ethnicities

1. to think critically, develop clear written arguments, and present their perspectives effectively;
2. to learn about Asian American and Pacific Islander experiences and communities in Arizona, nationally, and

- within a larger global context; and
3. to prepare students to participate in an increasingly diverse and global U.S. society.

The certificate program provides students with opportunities to think critically about interethnic cooperation and conflict in the formation of social institutions and communities. The program also encourages students to learn about local Asian American and Pacific Islander communities and organizations through research, courses, and community internships.

CERTIFICATE IN ASIAN PACIFIC AMERICAN STUDIES

Course Requirements

The certificate program requires 18 semester hours. Twelve core hours must be fulfilled by the following courses:

APA 200 Introduction to Asian Pacific American Studies *HU/SB, C* (3)
APA 360 Asian Pacific American Experience *HU/SB, C* (3)
APA 450 Asian Pacific American Contemporary Issues *SB, C* (3)
APA 484 Internship (3)
or APA 494 ST: Asian Pacific American Communities (3)

The remaining six semester hours must be filled by courses from an approved list, including any additional courses with an APA prefix, as well as COM 263 and MCO 460.

Students must apply for the certificate program through the Asian Pacific American Studies Program office. For more information, call the program director at 480/965-9711.

BIS CONCENTRATION

A concentration in Asian Pacific American studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary 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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480/965-3181

SS 352

Col. Don M. Palandech, Chair**Assistant Professors**

Haws, Marks, Thomas

PURPOSE

The Department of Aerospace Studies curriculum consists of the general military course and history for freshmen and sophomores (AES 101, 102, 103, 104, 201, 202, 203, 204) and the professional officer course for juniors and seniors (AES 301, 302, 303, 304, 401, 402, 403, 404).

General Qualifications

Students entering the Air Force Reserve Officers' Training Corps (AFROTC) must meet the following requirements:

1. be a citizen of the United States (noncitizens may enroll but must obtain citizenship before enlistment/contracting);
2. be of sound physical condition; and
3. be at least 17 years of age for scholarship appointment or admittance to the Professional Officer Course (POC).

Additionally, scholarship recipients must be able to fulfill commissioning requirements by age 27. If designated for flying training, the student must be able to complete all commissioning requirements before age 29; persons in other categories must be able to complete all commissioning requirements before age 35.

FOUR-YEAR PROGRAM (GMC AND POC)

A formal application is not required for students entering the four-year program. A student may enter the program by simply registering for one of the general military course (GMC) classes at the same time and in the same manner as other courses. GMC students receive two semester hours for each AES 100- and 200-level class completed for a total of eight semester hours. GMC students not on AFROTC scholarship incur no military obligation. Students attend a four-week field training course at an Air Force base normally between the sophomore and junior years. Each candidate for commissioning must pass an Air Force aptitude test and a physical examination and be selected by a board of Air Force officers. The student then enrolls in the POC the last two years of the AFROTC curriculum. Upon successful completion of the POC and the college requirements for a degree, the student is commissioned in the U.S. Air Force as a second lieutenant. The new officer then enters active duty or may be granted an educational delay to pursue graduate work.

TWO-YEAR PROGRAM (POC)

The basic requirement for entry into the two-year program is that the student have two academic years or five semesters of college work remaining, either at the undergraduate or graduate level. Applicants seeking enrollment in the two-year program must pass an Air Force aptitude test and medical examination and be selected by a board of Air Force officers. After successfully completing a five-week field training course at an Air Force base, the applicant may enroll in the professional officer course (POC) in the AFROTC program. Upon completion of the POC and the college requirements for a degree, the student is commissioned.

Note: This program is subject to change without notice.

Qualifications

The following requirements must be met for admittance to the POC:

1. The four-year student must successfully complete the general military course and the four-week field training course.
2. The two-year applicant must complete a five-week field training course.
3. All students must pass the Air Force Officer Qualifying Test (AFOQT).

4. All students must pass the Air Force physical examination.
5. All students must maintain a minimum GPA of 2.50.
6. All students must meet the physical fitness requirements.

Pay and Allowances

POC members in their junior and senior years receive \$350 and \$400 respectively per month for a maximum of 20 months of POC attendance. Students are also paid to attend field training. In addition, uniforms, housing, and meals are provided during field training at no cost to the student. Students are reimbursed for travel to and from field training.

Scholarships

AFROTC offers scholarships annually to outstanding young men and women on a nationwide competitive basis. Scholarships can cover college tuition for nonresident students and provide an allowance for books, fees, supplies and equipment, and a monthly tax-free allowance of \$250 to \$400 depending on the year. Scholarships are available on a four-, three-, or two-year basis. To qualify for a four- or three-year scholarship, a student must be a U.S. citizen and submit an application before December 1 of the senior year in high school. Applications can be submitted online at www.afrotc.com.

Students enrolled in AFROTC at ASU are eligible for a limited number of three- or two-year scholarships. Those students interested must apply through the Department of Aerospace Studies. Consideration is given to academic grades, the score achieved on the AFOQT, and physical fitness. A board of officers considers an applicant's personality, character, and leadership potential.

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 Chemistry and Biochemistry

chemistry.asu.edu

480/965-3461

PS D102

William T. Petuskey, Chair

Regents' Professors

Angell, Buseck, Pettit

President's Professor

Gould

Professors

Allen, Fromme, Gust, Holloway, Kouvetakakis, Lohr, A. Moore, T. Moore, Petuskey, Porter, Rose, Shock, Skibo, Steimle, 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

Senior Lecturers

Briggs, Lefler, Marks

Lecturer

Pruis

CHEMISTRY—BA

The BA degree in Chemistry consists of 46 semester hours. Required courses are as follows:

Choose between the course combinations below (8)

CHM 113 General Chemistry I *SQ* (4)CHM 116 General Chemistry II *SQ* (4)

--- or ---

CHM 117 General Chemistry for Majors I *SQ** (4)CHM 118 General Chemistry for Majors II *SQ** (4)

Choose between the course combinations below (8)

CHM 333 Organic Chemistry for Majors I* (3)

CHM 334 Organic Chemistry for Majors II* (3)

CHM 337 Organic Chemistry Laboratory for Majors I* (1)

CHM 338 Organic Chemistry Laboratory for Majors II* (1)

--- or ---

CHM 233 General Organic Chemistry I (3)

CHM 234 General Organic Chemistry II (3)

CHM 237 General Organic Chemistry Laboratory I (1)

CHM 238 General Organic Chemistry Laboratory II (1)

CHM 325 Analytical Chemistry (3)

CHM 326 Analytical Chemistry Laboratory (1)

CHM 341 Elementary Physical Chemistry (3)

CHM 343 Physical Chemistry Laboratory (1)

CHM 453 Inorganic Chemistry (3)

CHM electives (2)

Minimum total 29

* CHM 117, 118, 333, 334, 337, and 338 are strongly recommended for qualified students.

Related courses must include the following:

MAT 270 Calculus with Analytic Geometry I *MA* (4)MAT 271 Calculus with Analytic Geometry II *MA* (4)PHY 111 General Physics *SQ*^{1,2} (3)PHY 112 General Physics *SQ*^{1,2} (3)PHY 113 General Physics Laboratory *SQ*^{1,2} (1)PHY 114 General Physics Laboratory *SQ*^{1,2} (1)

Total 16

¹ More advanced PHY courses may be taken in place of PHY 111, 112, 113, and 114.

² Both PHY 111 and 113 or PHY 112 and 114 must be taken to secure SQ credit.

The remaining courses to complete the major are determined by students in consultation with their advisors.

CHEMISTRY—BS

The program consists of 46 semester hours in chemistry and 20 hours of related courses outside the major. Required courses are as follows:

Choose between the course combinations below (8)

CHM 113 General Chemistry I *SQ* (4)

CHM 116 General Chemistry II *SQ* (4)

--- or ---

CHM 117 General Chemistry for Majors I *SQ** (4)

CHM 118 General Chemistry for Majors II *SQ** (4)

Choose between the course combinations below (8)

CHM 333 Organic Chemistry for Majors I* (3)

CHM 334 Organic Chemistry for Majors II* (3)

CHM 337 Organic Chemistry Laboratory for Majors I* (1)

CHM 338 Organic Chemistry Laboratory for Majors II* (1)

--- or ---

CHM 233 General Organic Chemistry I (3)

CHM 234 General Organic Chemistry II (3)

CHM 237 General Organic Chemistry Laboratory I (1)

CHM 238 General Organic Chemistry Laboratory II (1)

Total 16

* CHM 117, 118, 333, 334, 337, and 338 are strongly recommended for qualified students.

Additional required chemistry courses are as follows:

CHM 240 Introduction to Physical Chemistry *CS*¹ (3)

CHM 325 Analytical Chemistry (3)

CHM 326 Analytical Chemistry Laboratory (1)

CHM 327 Instrumental Analysis (3)

CHM 328 Instrumental Analysis Laboratory (2)

CHM 345 Physical Chemistry I (3)

CHM 346 Physical Chemistry II (3)

CHM 348 Physical Chemistry Laboratory I *L*² (1)

CHM 349 Physical Chemistry Laboratory II *L*² (1)

CHM 452 Inorganic Chemistry Laboratory *L*² (1)

CHM 453 Inorganic Chemistry (3)

CHM 460 Biological Chemistry (3)

Chemistry elective (choose from the courses below) (3)

CHM 302 Environmental Chemistry (3)

CHM 392 Introduction to Research Techniques (1–3)

CHM 424 Separation Science (3)

CHM 433 Advanced Organic Chemistry I (3)

CHM 471 Solid-State Chemistry (3)

CHM 481 Geochemistry (3)

CHM 485 Meteorites and Cosmochemistry (3)

Total 30

¹ Completing MAT 274 and 342 satisfies CHM 240 requirement.

² CHM 348, 349, and 452 must all be taken to secure L credit.

Additional required related field courses are as follows:

MAT 270 Calculus with Analytic Geometry I *MA* (4)

MAT 271 Calculus with Analytic Geometry II *MA* (4)

MAT 272 Calculus with Analytic Geometry III *MA* (4)

PHY 121 University Physics I: Mechanics *SQ*¹ (3)

PHY 122 University Physics Laboratory I *SQ*¹ (1)

PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)

PHY 132 University Physics Laboratory II *SQ*² (1)

Total 20

¹ Both PHY 121 and 122 must be taken to secure SQ credit.

² Both PHY 131 and 132 must be taken to secure SQ credit.

Transfer students are interviewed and advised of possible preparatory work. They must contact the department to arrange for the interview before registration. See [College Graduation Requirements](#).

CHEMISTRY—BS**Environmental Chemistry Concentration**

The program consists of a minimum of 40 semester hours in chemistry or biochemistry and 26 hours of related courses. Required courses are as follows:

CHM 113 General Chemistry I *SQ* (4)

CHM 116 General Chemistry II *SQ* (4)

Choose between the course combinations below (8)

- CHM 333 Organic Chemistry for Majors I* (3)
- CHM 334 Organic Chemistry for Majors II* (3)
- CHM 337 Organic Chemistry Laboratory for Majors I* (1)
- CHM 338 Organic Chemistry Laboratory for Majors II* (1)

---- or ----

- CHM 233 General Organic Chemistry I (3)
- CHM 234 General Organic Chemistry II (3)
- CHM 237 General Organic Chemistry Laboratory I (1)
- CHM 238 General Organic Chemistry Laboratory II (1)

Total 16

* CHM 117, 118, 333, 334, 337, and 338 are strongly recommended for qualified students.

Additional required chemistry and biochemistry courses are as follows:

- CHM 240 Introduction to Physical Chemistry *CS*¹ (3)
- CHM 302 Environmental Chemistry (3)
- CHM 303 Environmental Chemistry Laboratory L* (2)
- CHM 327 Instrumental Analysis (3)
- CHM 328 Instrumental Analysis Laboratory (2)
- CHM 345 Physical Chemistry I (3)
- CHM 348 Physical Chemistry Laboratory I L* (1)
- CHM 460 Biological Chemistry (3)
- CHM 481 Geochemistry (3)

Total 23

* CHM 303 or both CHM 349 and 452 must also be taken with CHM 348 to secure L credit.

Additional required related field courses are as follows:

- GLG 321 Mineralogy (3)
- MAT 270 Calculus with Analytic Geometry I *MA* (4)
- MAT 271 Calculus with Analytic Geometry II *MA* (4)
- MAT 272 Calculus with Analytic Geometry III *MA* (4)
- PHY 121 University Physics I: Mechanics *SQ*¹ (3)
- PHY 122 University Physics Laboratory I *SQ*¹ (1)
- PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)
- PHY 132 University Physics Laboratory II *SQ*² (1)
- Related field elective (choose from the courses below) (3–4)
 - BIO 320 Fundamentals of Ecology (3)
 - BIO 426 Limnology L (4)
 - GLG 461 Geomicrobiology (3)

Total 26–27

¹ Both PHY 121 and 122 must be taken to secure *SQ* credit.

² Both PHY 131 and 132 must be taken to secure *SQ* credit.

American Chemical Society Certification

A student who satisfactorily completes the BS in Chemistry program is certified by the Department of Chemistry and Biochemistry to the American Chemical Society (ACS) as having met the specific requirements for undergraduate professional training in chemistry. Graduates meeting ACS guidelines can receive a certificate to indicate this fact.

BIOCHEMISTRY—BA

The program consists of a minimum of 38 semester hours in chemistry and biochemistry and 18 semester hours of related courses. Required courses are as follows:

Choose between the course combinations below (8)

- CHM 113 General Chemistry I *SQ* (4)
 - CHM 116 General Chemistry II *SQ* (4)
- or ----
- CHM 117 General Chemistry for Majors I *SQ** (4)
 - CHM 118 General Chemistry for Majors II *SQ** (4)

Choose between the course combinations below (8)

- CHM 333 Organic Chemistry for Majors I* (3)
 - CHM 334 Organic Chemistry for Majors II* (3)
 - CHM 337 Organic Chemistry Laboratory for Majors I* (1)
 - CHM 338 Organic Chemistry Laboratory for Majors II* (1)
- or ----
- CHM 233 General Organic Chemistry I (3)
 - CHM 234 General Organic Chemistry II (3)
 - CHM 237 General Organic Chemistry Laboratory I (1)
 - CHM 238 General Organic Chemistry Laboratory II (1)

Total 16

* CHM 117, 118, 333, 334, 337, and 338 are strongly recommended for qualified students.

Additional required chemistry and biochemistry courses are as follows:

- BCH 461 General Biochemistry (3)
- BCH 462 General Biochemistry (3)
- BCH 467 Analytical Biochemistry Laboratory *L* (3)

CHM 302 Environmental Chemistry (3)
 or CHM 325 Analytical Chemistry (3)
 CHM 341 Elementary Physical Chemistry¹ (3)
 Chemistry electives (choose from the courses below) (6)
 BCH 392 Introduction to Research Techniques (1–3)
 BCH 463 Biophysical Chemistry (3)
 BCH 464 Biophysical Chemistry Laboratory (2)
 BCH 465 Protein and Nucleic Acid Biochemistry (3)
 CHM 302 Environmental Chemistry (3)
 CHM 325 Analytical Chemistry (3)
 CHM 326 Analytical Chemistry Laboratory (1)
 CHM 327 Instrumental Analysis (3)
 CHM 328 Instrumental Analysis Laboratory (2)
 CHM 392 Introduction to Research Techniques (1–3)
 CHM 424 Separation Science (3)
 CHM 433 Advanced Organic Chemistry I (3)
 CHM 452 Inorganic Chemistry Laboratory L² (1–2)
 CHM 453 Inorganic Chemistry (3)
 CHM 471 Solid-State Chemistry (3)
 CHM 481 Geochemistry (3)

Total 21

¹ CHM 345 may be taken in place of CHM 341.

² Both CHM 348 and 349 must also be taken with CHM 452 to secure L credit.

Additional required related field courses are as follows:

Choose from the course combinations below (11 or 12)

BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 BIO 340 General Genetics (4)

---- or ----

BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 BIO 353 Cell Biology (3)

---- or ----

MBB 245 Cellular and Molecular Biology *SQ* (4)
 MBB 343 Genetic Engineering and Society L (4)
 MBB 350 Applied Genetics (4)

Choose between the course combinations below (7)

MAT 251 Calculus for Life Sciences MA¹ (3)
 PHY 101 Introduction to Physics *SQ*² (4)

---- or ----

MAT 210 Brief Calculus MA¹ (3)
 PHY 101 Introduction to Physics *SQ*²(4)

Total 18 or 19

¹ MAT 270 may be taken in place of MAT 210 or 251.

² The combination of PHY 111, 112, 113, and 114 may be taken in place of PHY 101.

BIOCHEMISTRY—BS

The program consists of 36 semester hours in chemistry and biochemistry and 31 semester hours of related courses.

Required courses are as follows:

Choose between the course combinations below (8)

CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)

---- or ----

CHM 117 General Chemistry for Majors I *SQ** (4)
 CHM 118 General Chemistry for Majors II *SQ** (4)

Choose between the combinations of courses below (8)

CHM 333 Organic Chemistry for Majors I* (3)
 CHM 334 Organic Chemistry for Majors II* (3)
 CHM 337 Organic Chemistry Laboratory for Majors I* (1)
 CHM 338 Organic Chemistry Laboratory for Majors II* (1)

---- or ----

CHM 233 General Organic Chemistry I (3)
 CHM 234 General Organic Chemistry II (3)
 CHM 237 General Organic Chemistry Laboratory I (1)
 CHM 238 General Organic Chemistry Laboratory II (1)

Total 16

* CHM 117, 118, 333, 334, 337, and 338 are strongly recommended for qualified students.

Additional required chemistry and biochemistry courses are as follows:

BCH 461 General Biochemistry (3)
 BCH 462 General Biochemistry (3)
 BCH 463 Biophysical Chemistry (3)
 BCH 464 Biophysical Chemistry Laboratory (2)
 BCH 467 Analytical Biochemistry Laboratory L (3)

CHM 341 Elementary Physical Chemistry* (3)
 Chemistry elective (choose from the courses below) (3)
 BCH 392 Introduction to Research Techniques (1–3)
 BCH 465 Protein and Nucleic Acid Biochemistry (3)
 CHM 325 Analytical Chemistry (3)
 CHM 327 Instrumental Analysis (3)
 CHM 424 Separation Science (3)
 CHM 433 Advanced Organic Chemistry I (3)
 CHM 453 Inorganic Chemistry (3)
 CHM 471 Solid-State Chemistry (3)
 CHM 481 Geochemistry (3)
 CHM 485 Meteorites and Cosmochemistry (3)

Total 20

* CHM 345 may be taken in place of CHM 341.

Additional required related field courses are as follows:

BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 BIO 340 General Genetics (4)
 BIO 353 Cell Biology (3)
 MAT 270 Calculus with Analytic Geometry I *MA* (4)
 MAT 271 Calculus with Analytic Geometry II *MA* (4)
 PHY 111 General Physics *SQ*¹ (3)
 PHY 112 General Physics *SQ*² (3)
 PHY 113 General Physics Laboratory *SQ*¹ (1)
 PHY 114 General Physics Laboratory *SQ*² (1)

Total 31

¹ Both PHY 111 and 113 must be taken to secure *SQ* credit.

² Both PHY 112 and 114 must be taken to secure *SQ* credit.

Additional biology courses selected from BIO 343, 351, 360, 441, 450, and 465 are strongly recommended.

Additional biochemistry and chemistry courses, including CHM 392 Introduction to Research Techniques, may be taken by students and should be chosen in consultation with an advisor.

BIOCHEMISTRY—BS

Medicinal Chemistry Concentration

The program consists of a minimum of 41 semester hours in chemistry or biochemistry and 26 hours of related courses. Required courses are as follows:

Choose between the course combinations below (8)

CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)

--- or ---

CHM 117 General Chemistry for Majors I *SQ** (4)
 CHM 118 General Chemistry for Majors II *SQ** (4)

Choose between the combinations of courses below (8)

CHM 333 Organic Chemistry for Majors I* (3)
 CHM 334 Organic Chemistry for Majors II* (3)
 CHM 337 Organic Chemistry Laboratory for Majors I* (1)
 CHM 338 Organic Chemistry Laboratory for Majors II* (1)

--- or ---

CHM 233 General Organic Chemistry I (3)
 CHM 234 General Organic Chemistry II (3)
 CHM 237 General Organic Chemistry Laboratory I (1)
 CHM 238 General Organic Chemistry Laboratory II (1)

Total 16

* CHM 117, 118, 333, 334, 337, and 338 are strongly recommended for qualified students.

Additional required chemistry and biochemistry courses are as follows:

BCH 461 General Biochemistry (3)
 BCH 462 General Biochemistry (3)
 BCH 463 Biophysical Chemistry (3)
 BCH 467 Analytical Biochemistry Laboratory *L* (3)
 CHM 341 Elementary Physical Chemistry (3)
 CHM 343 Physical Chemistry Laboratory (1)
 CHM 433 Advanced Organic Chemistry I (3)
 CHM 435 Medicinal Chemistry (3)
 Chemistry or biochemistry elective (choose from the courses below) (3)
 BCH 465 Protein and Nucleic Acid Biochemistry (3)
 CHM 434 Advanced Organic Chemistry II (3)
 CHM 453 Inorganic Chemistry (3)

Total 25

Additional required related field courses are as follows:

Choose between the course combinations below (4)

BIO 187 General Biology I *SG* (4)

---- or ----
BIO 188 General Biology II *SQ* (4)

---- or ----
MBB 245 Cellular and Molecular Biology *SQ* (4)

Total 4

Additional required related field courses are as follows:

BIO 353 Cell Biology (3)
BIO 360 Animal Physiology¹ (3)
MAT 270 Calculus with Analytic Geometry I *MA* (4)
MAT 271 Calculus with Analytic Geometry II *MA* (4)
PHY 111 General Physics *SQ*² (3)
PHY 112 General Physics *SQ*³ (3)
PHY 113 General Physics Laboratory *SQ*² (1)
PHY 114 General Physics Laboratory *SQ*³ (1)
Total 22

¹ BIO 340 may be taken in place of BIO 360.

² Both PHY 111 and 113 must be taken to secure *SQ* credit.

³ Both PHY 112 and 114 must be taken to secure *SQ* credit.

MINOR IN CHEMISTRY

A minor in Chemistry is awarded to students who complete the following required courses:

CHM 113 General Chemistry I *SQ*¹ (4)
CHM 116 General Chemistry II *SQ* (4)
CHM 325 Analytical Chemistry (3)
CHM 326 Analytical Chemistry Laboratory (1)
Choose between the course combinations below (8)
BCH 361 Principles of Biochemistry (3)
BCH 367 Elementary Biochemistry Laboratory (1)
CHM 231 Elementary Organic Chemistry *SQ*² (3)
CHM 235 Elementary Organic Chemistry Laboratory *SQ*² (1)
---- or ----
CHM 233 General Organic Chemistry I (3)
CHM 234 General Organic Chemistry II (3)
CHM 237 General Organic Chemistry Laboratory I (1)
CHM 238 General Organic Chemistry Laboratory II (1)
Choose between the course combinations below (4 or 8)
CHM 341 Elementary Physical Chemistry (3)
CHM 343 Physical Chemistry Laboratory (1)
---- or ----
CHM 345 Physical Chemistry I (3)
CHM 346 Physical Chemistry II (3)
CHM 348 Physical Chemistry Laboratory I (1)
CHM 349 Physical Chemistry Laboratory II (1)

Total 24–28

¹ Equivalent courses may be taken in place of CHM 113 or 116.

² Both CHM 231 and 235 must be taken to secure *SQ* credit.

MINOR IN BIOCHEMISTRY

A minor in Biochemistry is awarded to students who complete the following required courses:

BCH 461 General Biochemistry (3)
BCH 462 General Biochemistry (3)
CHM 113 General Chemistry I *SQ* (4)
CHM 116 General Chemistry II *SQ* (4)
CHM 233 General Organic Chemistry I (3)
CHM 234 General Organic Chemistry II (3)
CHM 237 General Organic Chemistry Laboratory I (1)
CHM 238 General Organic Chemistry Laboratory II (1)
CHM 341 Elementary Physical Chemistry² (3)

Minimum total 25

¹ CHM 117, 118, 333, 334, 337, and 338 are strongly recommended for qualified students.

² CHM 345 may be taken in place of CHM 341.

BIS CONCENTRATION

A concentration in chemistry is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

SECONDARY EDUCATION—BAE

Chemistry

This degree is offered through the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education have an advisor in the Mary Lou Fulton College of Education and an advisor within the department of their academic specialization area.

See [Mary Lou Fulton College of Education](#) for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

Academic Specialization ITC Admission Requirements

The following courses must be completed with a “C” (2.00) or higher before applying to the ITC program: CHM 113, 116, 233, and 237. The following courses may be in progress when applying to the ITC program but must be completed with a “C” (2.00) or higher before starting the program: CHM 234 and 238.

The academic specialization requires 46 semester hours. Required courses are as follows:

CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 CHM 233 General Organic Chemistry I (3)
 CHM 234 General Organic Chemistry II (3)
 CHM 237 General Organic Chemistry Laboratory I (1)
 CHM 238 General Organic Chemistry Laboratory II (1)
 CHM 325 Analytical Chemistry (3)
 CHM 326 Analytical Chemistry Laboratory (1)
 CHM 341 Elementary Physical Chemistry (3–6)
 or CHM 345 Physical Chemistry I (3)
 and CHM 346 Physical Chemistry II (3)
 CHM 453 Inorganic Chemistry (3)
 Choose two of the courses below (6)
 BCH 361 Principles of Biochemistry (3)
 CHM 302 Environmental Chemistry (3)
 CHM 453 Inorganic Chemistry (3)

Total 32–35

Additional required related field courses are as follows:

MAT 270 Calculus with Analytic Geometry I *MA* (4)
 MAT 271 Calculus with Analytic Geometry II *MA* (4)
 PHY 111 General Physics *SQ** (3)
 PHY 112 General Physics *SQ** (3)
 PHY 113 General Physics Laboratory *SQ** (1)
 PHY 114 General Physics Laboratory *SQ** (1)

Total 16

* Both PHY 111 and 113 or PHY 112 and 114 must be taken to secure *SQ* credit.

Teaching Methods

CHM 480 Methods of Teaching Chemistry (3)
 SED 494 ST: Methods of Teaching Science (3)

GRADUATE PROGRAMS

The faculty in the Department of Chemistry and Biochemistry offer programs leading to the degrees of Master of Natural Science, MS, and PhD. See the [Graduate Catalog](#) for requirements.

The department participates in the interdisciplinary program for the MS and PhD degrees in Molecular and Cellular Biology. For more information, visit the program office in LSE 411, or call 480/965-1768.

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 English

www.asu.edu/clas/english

480/965-3168

LL 542

Neal A. Lester, Chair

Regents' Professors

Candelaria, Dubie, Ríos

Professors

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

Associate Professors

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

Assistant Professors

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

Senior Lecturers

Cook, Duerden, Dugan, Dwyer, Heenan, Wheeler

Lecturers

Baldini, Cutrara, Duttagupta, Ellis, Fuse, Newton, Sands

Associate Instructional Professional

Glau

ENGLISH—BA

The faculty in the Department of English offer courses in comparative literature, creative writing, English as a second language, English education, English linguistics, film and media studies, literature and language, and rhetoric and composition. Undergraduate degrees include the BA degree in English, with a concentration in creative writing, linguistics, or literature, and a Secondary Education Bachelor of Arts in Education degree. The faculty also offer a Writing Certificate. Students should work with advisors to design an individual program of study that takes full advantage of the diversity within the department as well as interdisciplinary and multicultural contexts available in the college and university.

The BA degree in English with a concentration in creative writing consists of 45 semester hours. Application to the program requires a minimum cumulative GPA of 3.00. Students must also have completed 45 hours of course work. Required courses are as follows:

ENG 200 Critical Reading and Writing About Literature *LHU* (3)
 ENG 210 Introduction to Creative Writing (3)
 ENG 221 Survey of English Literature *HU* (3)
 or ENG 222 Survey of English Literature *HU, H* (3)
 ENG 241 Literatures of the United States to 1860 *HU* (3)
 ENG 242 Literatures of the United States, 1860 to Present *HU* (3)
 ENG 310 Intermediate Creative Writing (3)
 ENG 411 Advanced Creative Writing (3)
 ENG 495 Literary Forms: Theory and Practice (3)
 ENG 498 PS: Capstone in Creative Writing (3)
 ENG 498 Pro-Seminar (3)
Total 30

Six additional hours must be chosen from a course list supplied by the departmental advisor.

The nine remaining hours needed to complete the 45 semester hours are electives chosen from the department's offerings at the 200 level and above. At least 18 of the 45 hours must be taken at the 300 or 400 level. At least 12 of these upper-division semester hours must be completed at the Tempe campus, including at least one ENG 310 or ENG 411 writing workshop in the student's chosen genre. A grade of "C" (2.00) or higher is required in all courses taken for the major. A 3.00 GPA in the major is required for graduation.

The BA degree in English with a concentration in linguistics consists of 42 semester hours. Required courses are as follows:

ENG 200 Critical Reading and Writing About Literature *L/HU* (3)
 ENG 213 Introduction to the Study of Language (3)
 ENG 221 Survey of English Literature *HU* (3)
 or ENG 222 Survey of English Literature *HU, H* (3)
 or ENG 241 Literatures of the United States to 1860 *HU* (3)
 or ENG 242 Literatures of the United States, 1860 to Present *HU* (3)
 ENG 312 English in Its Social Setting *L/HU/SB* (3)
 ENG 313 Phonology and Morphology *L* (3)
 ENG 314 Modern Grammar (3)
 ENG 413 History of the English Language *HU* (3)
 ENG 414 Studies in Linguistics (repeated for a total of nine semester hours) (9)

Twelve additional hours are electives, chosen in consultation with the student's advisor. These courses must be at the 200 level or above. At least one must be a three-semester-hour course in a modern language other than English at the 400 level or above. A grade of "C" (2.00) or higher is required in all courses taken for the major. *No course may be used to satisfy more than one requirement.*

The BA degree in English with a concentration in literature consists of 45 semester hours. Required courses are as follows:

ENG 200 Critical Reading and Writing About Literature *L/HU* (3)
 ENG 221 Survey of English Literature *HU* (3)
 ENG 222 Survey of English Literature *HU, H* (3)
 ENG 241 Literatures of the United States to 1860 *HU* (3)
 ENG 242 Literatures of the United States, 1860 to Present *HU* (3)
 ENG 421 Shakespeare *HU* (3)

Courses taken to fulfill the areas and periods listed below can be used to satisfy more than one of these requirements:

Upper-division course in critical theory (3)
 Upper-division course in gender, American ethnic literatures, and/or postcolonial studies (3)
 Course in the history and/or structure of language (3)
 Upper-division course in literature before 1660, exclusive of ENG 303, 321, 355, 356, and 421 (3)
 Upper-division course in literature between 1660 and 1900 (3)
 Upper-division course in literature after 1900 (3)

Additional hours needed to complete the 45 hours are electives chosen from the department's offerings at the 200 level and above. At least 18 of the 45 hours must be taken at the 300 or 400 level. A grade of "C" (2.00) or higher is required in all courses taken for the major.

MINORS

Concentration in Linguistics

The minor in English with a concentration in linguistics consists of 24 semester hours. Required courses are as follows:

ENG 200 Critical Reading and Writing About Literature *L/HU* (3)
 ENG 213 Introduction to the Study of Language (3)
 ENG 221 Survey of English Literature *HU* (3)
 or ENG 222 Survey of English Literature *HU, H* (3)
 or ENG 241 Literatures of the United States to 1860 *HU* (3)
 or ENG 242 Literatures of the United States, 1860 to Present *HU* (3)
 ENG 312 English in Its Social Setting *L/HU/SB* (3)
 ENG 314 Modern Grammar (3)
 ENG 413 History of the English Language *HU* (3)

The six additional hours are electives chosen from the department's offerings, with at least one course (three hours) required at the 300 or 400 level. A grade of "C" (2.00) or higher is required in all courses for the minor.

Concentration in Literature

The minor in English with a concentration in literature consists of 24 semester hours. Required courses are as follows:

ENG 200 Critical Reading and Writing About Literature *L/HU* (3)
 ENG 221 Survey of English Literature *HU* (3)
 or ENG 222 Survey of English Literature *HU, H* (3)
 ENG 241 Literatures of the United States to 1860 *HU* (3)
 or ENG 242 Literatures of the United States, 1860 to Present *HU* (3)
 ENG 321 Introduction to Shakespeare *L/HU* (3)
 or ENG 421 Shakespeare *HU* (3)

Also required are two upper-division courses in literature (six hours) and two electives (six hours) chosen from among the department's offerings, with at least one course (three hours) at the 300 or 400 level. A grade of "C" (2.00) or higher is required in all courses taken for the minor.

BIS CONCENTRATIONS

Four concentrations in English (creative writing, linguistics, literature, and writing certificate) are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational

plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

WRITING CERTIFICATE

The Writing Certificate consists of 19 semester hours. Application to the program requires a minimum GPA of 3.00 in ENG 101 and 102, 105, or 107 and 108. Students must also have completed at least 30 hours of course work and must have a minimum GPA of 3.00. Required courses are as follows:

ENG 216 Persuasive Writing on Public Issues *L* (3)
 or ENG 412 Creative Nonfiction (3)
 ENG 301 Writing for the Professions *L* (3)
 ENG 372 Document Production *L* (3)
 ENG 472 Rhetorical Studies *L* (3)
 ENG 484 I: Writing Certificate (3)
 ENG 498 PS: Writing Certificate Portfolio (1)

Total 16

Also required is an additional writing course in English (three hours) or a writing or design course (three hours) selected from an approved list of courses from across campus. All students are required to submit a portfolio before receiving the certificate.

SECONDARY EDUCATION—BAE

This degree is offered through the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education with an academic specialization in English have an advisor in the Mary Lou Fulton College of Education and an advisor within the Department of English.

See [Mary Lou Fulton College of Education](#) for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

Academic Specialization ITC Admission Requirements

The following courses must be completed with a grade of “C” (2.00) or higher before applying to the ITC professional program:

ENG 200 Critical Reading and Writing About Literature *L/HU* (3)
 At least three additional required courses in the academic specialization (9)

English

The major teaching field consists of 39 semester hours with an additional six hours of teaching methods in English. A grade of “C” (2.00) or higher is required in all academic specialization courses. Required courses are as follows:

ENG 200 Critical Reading and Writing About Literature *L/HU* (3)
 ENG 212 English Prose Style *L* (3)
 or ENG 215 Strategies of Academic Writing *L* (3)
 or ENG 216 Persuasive Writing on Public Issues *L* (3)
 or ENG 217 Writing Reflective Essays *L* (3)
 ENG 221 Survey of English Literature *HU* (3)
 ENG 222 Survey of English Literature *HU, H* (3)
 ENG 241 Literatures of the United States to 1860 *HU* (3)
 ENG 242 Literatures of the United States, 1860 to Present *HU* (3)
 ENG 312 English in Its Social Setting *L/HU/SB* (3)
 or ENG 314 Modern Grammar (3)
 ENG 421 Shakespeare *HU* (3)
 or ENG 422 Studies in Shakespeare *HU* (3)
 ENG 471 Literature for Adolescents *HU* (3)
 An upper-division course in women’s literature or American ethnic literature (3)
 Electives (3)
 Upper-division electives (6)

Total 39

Teaching Methods

ENG 480 Methods of Teaching English: Composition *L* (3)
 ENG 482 Methods of Teaching English: Language *L* (3)

Total 6

GRADUATE PROGRAMS

The faculty in the Department of English offer programs leading to the MA degree in English (with concentrations in comparative literature, English linguistics, literature and language, and rhetoric and composition), Master of Fine Arts degree in Creative Writing (options include fiction, nonfiction, and poetry), Master of Teaching English to Speakers of Other Languages degree, and PhD degree in English with two concentrations, one in literature and one in rhetoric/composition and linguistics. See the [Graduate Catalog](#) for requirements.

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

480/965-5778

COOR 4595

Noel J. Stowe, 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, Warnicke

Associate Professors

Barnes, El Hamel, Gray, Gullett, Harzig, Hirt, Rush, Smith, Stoner, Thompson, Thornton, VanderMeer, Warren-Findley, Whitaker, Wilson, Wright

Assistant Professors

Holian, Kaplan, Manchester, Miller, Plotkin, Wood

Professor of Practice

Calder

Affiliated Faculty

Art

Associate Professor: Brown

Assistant Professor: Mesch

Transborder Chicana/o and Latina/o Studies

Associate Professor: Escobar

Women and Gender Studies

Professor: Rothschild

Associate Professor: Leong

HISTORY—BA

Effective April 13, 2007, the requirements for this degree program were revised. For more information, call the Department of History, or access the department's Web site at www.asu.edu/clas/history/undergrad.

Asian Studies Certificate

Students majoring in History may elect to pursue an Asian Studies Certificate, combining courses from the major with selected outside courses of wholly Asian content. See [Asian Studies Certificate](#) for more information.

Jewish Studies Certificate

Students majoring in History may elect to pursue the Jewish Studies Certificate, combining courses from the major with selected outside courses of wholly Jewish content. See [Jewish Studies Program](#) for more information.

Latin American Studies Certificate

Students majoring in History may elect to pursue a Latin American Studies Certificate, combining courses from the major with selected outside courses of wholly Latin American content. See [Latin American Studies Certificate](#) for more information.

Medieval and Renaissance Studies Certificate

Students majoring in History may elect to pursue the Medieval and Renaissance Studies Certificate by successfully completing the requirements. See [Medieval and Renaissance Studies Certificate](#) for more information.

Russian and East European Studies Certificate

Students majoring in History may elect to pursue the Russian and East European Studies Certificate, combining courses from the major with selected outside courses of wholly Russian and East European content. See [Russian and East European Studies Certificate](#) for more information.

Southeast Asian Studies Certificate

Students majoring in History may elect to pursue the Southeast Asian Studies Certificate, combining courses from the major with selected outside courses of wholly Southeast Asian content. See [Southeast Asian Studies Certificate](#) for more information.

Women and Gender Studies Certificate

Students majoring in History may elect to pursue a Women and Gender Studies Certificate by successfully completing the requirements. See [Women and Gender Studies Certificate](#) for more information.

MINOR IN HISTORY

The History minor consists of 18 semester hours of course work, at least 12 hours of which are in upper-division course work. Students earning a minor in history must complete one 12-hour HST concentration (geographic or thematic), HST 300, and 498. The Department of History requires a grade of at least “C” (2.00) in all courses in the minor. A minimum of six upper-division hours in the minor must be taken in residence at the Tempe campus.

BIS CONCENTRATION

A concentration in history is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

SECONDARY EDUCATION—BAE

This degree is offered through the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education with an academic specialization in history have an advisor in the Mary Lou Fulton College of Education and an advisor within the Department of History.

See [Mary Lou Fulton College of Education](#) for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

Academic Specialization ITC Admission Requirements

At least four required courses in the academic specialization must be completed with a grade of “C” (2.00) or higher before applying to the ITC professional program. A minimum GPA of 2.75 in history courses is required for admission to the ITC program and for graduation.

History

The major teaching field consists of 42 semester hours, of which at least 30 must be in history courses. At least 18 must be in upper-division courses. Six hours of teaching methods courses are also required. A minimum grade of “C” (2.00) is required in all academic specialization courses. Required major courses are as follows:

Choose one of the following courses (3)

- HST 101 Global History Since 1500 *HU, G, H* (3)
- HST 102 Western Civilization *SB, H* (3)
- HST 103 Western Civilization *HU/SB, H* (3)
- HST 104 Western Civilization *HU/SB, G, H* (3)
- HST 105 Slavic Civilization *HU/SB, H* (3)
- HST 107 Asian Civilizations *SB, G, H* (3)
- HST 108 Introduction to Japan *SB, G, H* (3)
- HST 240 Introduction to Southeast Asia *HU/SB, G* (3)

HST 109 The United States to 1865 *HU, SB, H* (3)

HST 110 The United States Since 1865 *SB, H* (3)

HST 300 Historical Inquiry *L/HU/SB, H* (3)

HST 498 PS: History Pro-Seminar *L* (3)

U.S. history courses (9)

HST electives* (non-U.S. history courses) (6)

Related areas* 12

Total 42

* Choose courses in consultation with a History department advisor.

Teaching Methods

HST 480 Methods of Teaching History: Classroom Resources (3)

HST 481 Methods of Teaching History: Community Resources (3)

Total 6

Students must complete HST 300 by the junior year and before enrolling in HST 480, 481, and 498. A minimum GPA of 2.75 in history courses is required for admission to the ITC program and for graduation. HST 480 and 481 may not be counted as part of the 42-hour requirement for the academic specialization.

Social Studies

An academic specialization in social studies is also available. Students pursuing a major in Secondary Education

have an advisor in the Mary Lou Fulton College of Education and an advisor within the department of their academic specialization area.

See [Mary Lou Fulton College of Education](#) for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

GRADUATE PROGRAMS

The faculty in the Department of History offer programs leading to the MA and PhD degrees. A Scholarly Publishing Certificate is also available. See the [Graduate Catalog](#) for requirements.

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 Kinesiology

www.asu.edu/clas/kines

480/965-3875

PEBW 218

Lawrence J. Mandarino, Chair

Regents' Professor

Daniel Landers

Professors

Mandarino, Matt, Stelmach

Associate Professors

Hinrichs, Ringenbach, Santello, Willis

Assistant Professors

Dounskaia, Jindrich, Katsamos, Kulinna

Senior Lecturer

Donna Landers

Lecturers

Broman, Cataldo, Fay, Heinrichs

KINESIOLOGY—BS

The BS degree in Kinesiology consists of 38 semester hours, including 14 semester hours of required KIN core courses (KIN 110 may be repeated for credit). The remaining 24 semester hours of KIN and other courses are prescribed by the specific emphasis the student selects.

Each KIN core course has specific prerequisite courses that must be taken before taking the respective core course. These prerequisite courses include the following:

BIO 201 Human Anatomy and Physiology I *SG* (4)
 BIO 202 Human Anatomy and Physiology II (4)
 CHM 101 Introductory Chemistry *SQ* (4)
 MAT 210 Brief Calculus *MA* (3)
 or MAT 251 Calculus for Life Sciences *MA* (3)
 or a higher level mathematics course

PGS 101 Introduction to Psychology *SB* (3)

PHY 111 General Physics *SQ** (3)

Total 21

* Both PHY 111 and 113 must be taken to secure *SQ* credit.

The required KIN core courses are as follows:

KIN 200 Introduction to Kinesiology (2)

KIN 335 Biomechanics (3)

KIN 340 Physiology of Exercise (3)

KIN 345 Motor and Developmental Learning (3)

KIN 352 Psychosocial Aspects of Physical Activity *SB, C* (3)

Total 14

All prerequisite and KIN courses must be completed with a minimum grade of “C” (2.00). The requirements for the specific emphases are described below.

Majors must elect either the kinesiology or human physiology emphasis.

Emphases

Each emphasis requires 24 semester hours.

Kinesiology Emphasis

For the student interested in more applied aspects of exercise and sport performance, e.g., strength and conditioning, sports medicine, sport skill acquisition, exercise physiology, biomechanical techniques in exercise and sport, and sport psychology. This emphasis consists of 24 semester hours, 15 semester hours of which must be upper-division courses. Part A and B as listed below must be completed.

Part A

Choose from among the courses below¹ (9)

- KIN 100 Introduction to Health and Wellness SB (3)
- KIN 110 Research Analysis Laboratory² (1–2)
- KIN 191 First-Year Seminar (1–3)
- KIN 283 Prevention and Care of Athletic Injuries (3)
- KIN 294 ST: Research Methods I (3)
- KIN 334 Functional Anatomy and Kinesiology (3)
- KIN 348 Psychological Skills for Optimal Performance *SB* (3)
- KIN 370 Advanced First Aid (3)

¹ Students may also take KIN upper-division courses from the human physiology emphasis that are exclusive to that emphasis. Other KIN courses may be substituted with advisor approval.

² Students may only take a maximum of three semester hours.

Part B

Choose from among the courses below* (15)

- KIN 412 Biomechanics of the Skeletal System (3)
- KIN 413 Qualitative Analysis in Sport Biomechanics (3)
- KIN 441 Physiology of Women in Sport *L* (3)
- KIN 442 Fuel Metabolism (3)
- KIN 444 Metabolic Adaptations to Exercise Training (3)
- KIN 445 Exercise Physiology for Children and Adolescents (3)
- KIN 448 Applied Sport Psychology *L* (3)
- KIN 450 Biopsychosocial Perspectives on Physical Activity and Health (3)
- KIN 460 Theory of Strength Training *L* (3)
- KIN 484 Internship (1–6)
- KIN 485 Advanced Techniques of Athletic Training (3)
- KIN 492 Honors Directed Study: Research (1–6)
- KIN 493 Honors Thesis (1–6)
- KIN 494 ST: Environmental Exercise Physiology (3)
- KIN 494 ST: EKG: Interpretation of Exercise Electrocardiogram (3)
- KIN 494 ST: Interpretation of Exercise Performance (3)
- KIN 498 Pro-Seminar: Kinesiology and the Future (1)
- KIN 499 Individualized Instruction (1–3)

* Other KIN courses may be substituted with advisor approval.

Human Physiology Emphasis

For the student interested in prehealth professions and those interested in biomechanical, physiological, motor control, and/or psychological mechanisms underlying human movement performance. Students interested in pursuing postbaccalaureate training in one of several possible professions in the healthcare industry (e.g., physical therapy, recreational therapy, occupational therapy, physician's assistant, medicine, dentistry, podiatry, or chiropractic) will have additional course work in the sciences to complete (see department for list). This emphasis consists of 24 semester hours, 15 semester hours of which must be upper-division courses. Part A and B as listed below must be completed.

Part A

Choose from among the courses below¹ (9)

- BCH 361 Principles of Biochemistry (3)
- BIO 340 General Genetics (4)
- BIO 353 Cell Biology (3)
- BIO 360 Animal Physiology (3)
- CHM 231 Elementary Organic Chemistry SQ (3)
or CHM 233 General Organic Chemistry I (3)
- KIN 110 Research Analysis Laboratory² (1–2)
- KIN 191 First-Year Seminar (1–3)
- KIN 334 Functional Anatomy and Kinesiology (3)
- KIN 370 Advanced First Aid (3)
- MBB 245 Cellular and Molecular Biology SQ (4)

¹ Students may also take other upper-division courses from BCH, BIO, BME, CHM, HPS, MBB, PGS, PHY, or PSY. Other KIN courses may be substituted with advisor approval.

² Students may only take a maximum of three semester hours.

Part B

Choose from among the courses below* (15)

- KIN 412 Biomechanics of the Skeletal System (3)
- KIN 414 Electromyographic Kinesiology *L* (3)
- KIN 421 Human Motor Control *L* (3)
- KIN 422 Motor Control in Special Populations *L* (3)
- KIN 423 Motor Control and Aging *L* (3)
- KIN 440 Exercise Biochemistry (3)
- KIN 442 Fuel Metabolism (3)
- KIN 443 Exercise Endocrinology *L* (3)
- KIN 445 Exercise Physiology for Children and Adolescents (3)
- KIN 450 Biopsychosocial Perspectives on Physical Activity and Health (3)
- KIN 452 Exercise Psychology *SB* (3)
- KIN 484 Internship (1–6)
- KIN 492 Honors Directed Study: Research (1–9)
- KIN 493 Honors Thesis (1–9)

KIN 494 ST: EKG: Interpretation of Exercise Electrocardiogram (3)
KIN 494 ST: Muscle Physiology (3)
KIN 494 ST: Neurophysiological Bases of Movement (3)
KIN 494 ST: Research Methods II (3)
KIN 498 Pro-Seminar: Kinesiology and the Future (1)
KIN 499 Individualized Instruction (1–9)

* Other KIN courses may be substituted with advisor approval.

MINOR IN KINESIOLOGY

The minor in Kinesiology consists of the core sequence as follows, plus 15 to 21 semester hours of prerequisite courses:

KIN 110 Research Analysis Laboratory (1)
KIN 200 Introduction to Kinesiology (2)
Choose from among the courses below (9)
KIN 335 Biomechanics (3)
KIN 340 Physiology of Exercise (3)
KIN 345 Motor and Developmental Learning (3)
KIN 352 Psychosocial Aspects of Physical Activity *SB, C* (3)
KIN upper-division electives* (9)
Total 21

* Excluding KIN 305, 310, 484, 492, 493, 498, and 499.

BIS CONCENTRATION

A concentration in kinesiology is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAMS

The faculty in the Department of Kinesiology offer a program leading to the MS degree in Kinesiology. The department also participates with the Division of Graduate Studies in the program leading to the PhD degree in Exercise Science. See the [Graduate Catalog](#) for requirements.

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 Mathematics and Statistics

math.la.asu.edu

480/965-3951

PS A216

Dieter Armbruster, Interim Chair

Regents' Professor

Castillo-Chavez

Professors

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

Associate Professors

Baer, Blount, Childress, Farmer, 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

Research Professor

Greenwood

Senior Lecturers

Abramson, Isom, E. Jones, Kim, Kolossa, Miller, Odish, Rody, Ruedemann, Surgent, Tracogna, Vaz, Ward, Zhu

Lecturers

Arce, Ashbrook, Brewer, Choi, Coombs, D' Alesandro, Downs, Firozzaman, Fulman, Heckman, E. Jackiewicz, Kellgren, Maris, Masilamani, McClure, Melendez, Newhouse, Pecuch-Herrero, Reynolds, Richardson, Schroeder, Seal, Turner, Williams

The Department of Mathematics and Statistics offers the BA and BS degrees in Mathematics. Students who plan to attend graduate school in mathematics or statistics should choose the BS degree.

The department also offers the BS degree in Computational Mathematical Sciences.

The department also offers a minor in Mathematics and an academic specialization in mathematics for students pursuing the BAE degree in Secondary Education.

MATHEMATICS—BA

The BA degree in Mathematics requires a minimum of 36 semester hours of course work in mathematics and statistics, and additional course work in closely related fields, for a total of 51 semester hours. A grade of "C" (2.00) or higher is required in all courses taken for the major. MAT 370 and 371 may not both be used to satisfy these degree requirements. The required course work has the following components:

Core Courses

MAT 270 Calculus with Analytic Geometry I *MA* (4)

MAT 271 Calculus with Analytic Geometry II *MA* (4)

MAT 272 Calculus with Analytic Geometry III *MA* (4)

MAT 300 Mathematical Structures *L* (3)

or MAT 243 Discrete Mathematical Structures (3)

MAT 342 Linear Algebra (3)

or MAT 343 Applied Linear Algebra (3)

or both MAT 242 Elementary Linear Algebra (3)

and MAT 294 ST: Sophomore Problem Seminar (3)

MAT 370 Intermediate Calculus (3)

or MAT 371 Advanced Calculus I (3)

Total 21

Computer Science Requirement

CSE 100 Principles of Programming with C++ *CS* (3)

or CSE 110 Principles of Programming Java *CS*(3)

or CSE 205 Concepts of Computer Science *CS* (3)

Total 3

Additional Course Work in Mathematics and Statistics¹

Five additional courses in mathematics and statistics are also required (15)

Related Field Course Work²

Course work in mathematics, statistics, or related fields (12)

¹ Acceptable mathematics courses are MAT 243, 274, and upper-division MAT courses, with the exception of MAT 362, 485, and MAT 411. Acceptable statistics courses are upper-division STP courses.

² For a list of related field course work, see an advisor in PSA 211, or access math.la.asu.edu/undergrd/degree/related-fields.html.

MATHEMATICS—BS

The Department of Mathematics and Statistics has three avenues for earning a BS degree. The BS requirements are similar to the BA requirements, but they require more extensive courses in advanced mathematics. The program is flexible enough to allow students to focus their studies on mathematics, applied mathematics, or statistics. The statistics concentration offers extensive preparation in applied and theoretical statistics. The requirements for the BS degree with the statistics concentration are a subset of those for the BS degree. The requirements for the BS degree and for the BS degree with the computational mathematical sciences concentration are distinct; neither is a subset of the other.

BS Requirements

The BS degree in Mathematics requires a minimum of 42 semester hours of course work in mathematics and statistics, and additional course work in closely related fields, for a total of 55 semester hours. A grade of “C” (2.00) or higher is required in all courses taken for the major. MAT 370 and 371 may not both be used to satisfy these degree requirements. Credit may not be earned for both MAT 274 and 275 or for both MAT 342 and 343. The required course work has the following components:

Core Courses

MAT 270 Calculus with Analytic Geometry I MA (4)
 MAT 271 Calculus with Analytic Geometry II MA (4)
 MAT 272 Calculus with Analytic Geometry III MA (4)
 MAT 300 Mathematical Structures L (3)
 MAT 342 Linear Algebra (3)
 or MAT 343 Applied Linear Algebra (3)
 MAT 371 Advanced Calculus I (3)

Total 21

Computer Science Requirement

CSE 205 Concepts of Computer Science CS (3)

Total 3

Depth Requirement

Two courses chosen from the following list of advanced courses (6)

MAT 415 Introduction to Combinatorics (3)
 MAT 416 Introduction to Graph Theory (3)
 MAT 423 Numerical Analysis I CS (3)
 MAT 425 Numerical Analysis II CS (3)
 MAT 442 Advanced Linear Algebra (3)
 MAT 444 Intermediate Abstract Algebra (3)
 MAT 472 Intermediate Real Analysis I (3)
 MAT 473 Intermediate Real Analysis II (3)
 MAT 475 Differential Equations (3)
 MAT 476 Partial Differential Equations (3)
 STP 421 Probability (3)
 STP 427 Mathematical Statistics (3)

Advanced Courses in Mathematics and Statistics¹

Two courses from the following list, both preferably taken from the same grouping (6)

Algebra, Topology, and Number Theory

MAT 410 Introduction to General Topology (3)
 MAT 442 Advanced Linear Algebra (3)
 MAT 443 Introduction to Abstract Algebra (3)
 MAT 444 Intermediate Abstract Algebra (3)
 MAT 445 Theory of Numbers (3)

Analysis and Applications

MAT 372 Advanced Calculus II (3)
 MAT 461 Applied Complex Analysis (3)
 MAT 472 Intermediate Real Analysis I (3)

Applied Mathematics and Dynamics

MAT 451 Mathematical Modeling CS (3)
 MAT 452 Introduction to Chaos and Nonlinear Dynamics (3)
 MAT 455 Introduction to Fractals and Applications (3)

Computational Mathematics

MAT 420 Scientific Computing (3)
 MAT 421 Applied Computational Methods CS (3)
 MAT 423 Numerical Analysis I CS (3)
 MAT 425 Numerical Analysis II CS (3)
 MAT 427 Computer Arithmetic CS (3)

Differential Equations

MAT 462 Applied Partial Differential Equations (3)
 MAT 475 Differential Equations (3)
 MAT 476 Partial Differential Equations (3)

Discrete Mathematics

MAT 415 Introduction to Combinatorics (3)
 MAT 416 Introduction to Graph Theory (3)
 MAT 419 Introduction to Linear Programming CS (3)

Statistics and Probability

STP 420 Introductory Applied Statistics CS (3)
 STP 421 Probability (3)
 STP 425 Stochastic Processes (3)
 STP 427 Mathematical Statistics (3)
 STP 429 Experimental Statistics CS (3)

Additional Course Work in Mathematics and Statistics²

Three courses in mathematics and statistics (9)

Related Fields Course Work³

Course work in mathematics, statistics, or related fields (10)

¹ Students who contemplate graduate work in mathematics should choose additional courses listed under the depth requirement to satisfy the advanced courses requirement.

² Acceptable mathematics courses are MAT 243, 274, and upper division MAT courses, with the exception of MAT 310, 362, 485, and MAT 411. Acceptable statistics courses are 400-level STP courses.

³ For a list of related field course work, see an advisor in PSA 211, or access math.la.asu.edu/undergrd/degree/related-fields.html.

COMPUTATIONAL MATHEMATICAL SCIENCES—BS

The BS degree in Computational Mathematical Sciences curriculum strives to provide students with a background in computer science and the natural or physical sciences in addition to a core of course work in mathematics. The requirements for the BS degree in Computational Mathematical Sciences and for the BS degree in Mathematics are distinct; neither is a subset of the other. A minimum grade of “C” (2.00) is required in all courses taken for the major.

The BS degree in Computational Mathematical Sciences requires a minimum of 32 semester hours of course work in mathematics and statistics, a minimum of 12 to 14 semester hours in science, nine hours in computer science, and a three hour advanced science course or internship/research credit. This adds up to a minimum of 56 to 58 semester hours of study related to the major.

Core Courses

MAT 243 Discrete Mathematical Structures (3)
 or MAT 300 Mathematical Structures L (3)
 MAT 271 Calculus with Analytic Geometry II MA (4)
 MAT 272 Calculus with Analytic Geometry III MA (4)

Total 11

Core Courses in Computational Mathematics

MAT 275 Modern Differential Equations MA* (3)
 or MAT 274 Elementary Differential Equations MA (3)
 MAT 343 Applied Linear Algebra* (3)
 or MAT 342 Linear Algebra (3)
 MAT 420 Scientific Computing (3)
 MAT 421 Applied Computational Methods CS (3)

Total 12

* MAT 275 and 343 are strongly recommended.

Advanced Courses in Mathematics and Statistics

Choose one course from group one and two from group two (9)

Group One

MAT 370 Intermediate Calculus (3)
 MAT 371 Advanced Calculus I (3)
 MAT 460 Vector Calculus (3)

Group Two

MAT 351 Mathematical Methods for Genetic Analysis CS (3)
 MAT 415 Introduction to Combinatorics (3)
 MAT 416 Introduction to Graph Theory (3)
 MAT 419 Introduction to Linear Programming CS (3)
 MAT 423 Numerical Analysis I CS (3)
 MAT 425 Numerical Analysis II CS (3)
 MAT 447 Cryptography (3)
 MAT 451 Mathematical Modeling CS (3)
 MAT 452 Introduction to Chaos and Nonlinear Dynamics (3)
 MAT 455 Introduction to Fractals and Applications (3)
 MAT 461 Applied Complex Analysis (3)
 MAT 462 Applied Partial Differential Equations (3)
 MAT 475 Differential Equations (3)
 MAT 476 Partial Differential Equations (3)
 STP 420 Introductory Applied Statistics CS (3)
 STP 421 Probability (3)
 STP 425 Stochastic Processes (3)
 STP 427 Mathematical Statistics (3)
 STP 429 Experimental Statistics CS (3)

Computer Science Requirement

CSE 205 Concepts of Computer Science *CS* (3)
 CSE 210 Object-Oriented Design and Data Structures *CS* (3)
 CSE 240 Introduction to Programming Languages (3)
 or CSE 310 Data Structures and Algorithms (3)

Total 9**Science Requirement**

Two one-year science course and lab sequences (for a total of 14 to 17 hours) are required. Upon advisor approval, two advanced courses for which the first one-year science and lab sequence is a prerequisite may be substituted for the second one-year science and lab sequence. Allowable one-year sequences include the following:

Astrophysics

Astrophysics sequence (8)

AST 113 Astronomy Laboratory I *SQ*¹ (1)
 AST 114 Astronomy Laboratory II *SQ*¹ (1)
 AST 321 Introduction to Planetary and Stellar Astrophysics *SQ*¹ (3)
 AST 322 Introduction to Galactic and Extragalactic Astrophysics *SQ*¹ (3)

Biology

Choose one of the following sequences (8)

BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 — or —
 BIO 188 General Biology II *SQ* (4)
 BIO 193 The Nature of Biological Science *SQ* (4)

Chemistry

Choose between the course combinations below (8 or 9)

CHM 113 General Chemistry I *SQ* (4)
 CHM 115 General Chemistry with Qualitative Analysis *SQ* (5)
 — or —
 CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 — or —
 CHM 116 General Chemistry II *SQ* (4)
 CHM 117 General Chemistry for Majors I *SQ*² (4)
 — or —
 CHM 114 General Chemistry for Engineers *SQ* (4)
 CHM 231 Elementary Organic Chemistry *SQ*³ (3)
 CHM 235 Elementary Organic Chemistry Laboratory *SQ*³ (1)

Geology

Geology sequence (8)

GLG 101 Introduction to Geology I (Physical) *SQ, G*⁴ (3)
 GLG 103 Introduction to Geology I—Laboratory *SQ*⁴ (1)
 GLG 102 Introduction to Geology II (Historical) *SG, H*⁴ (3)
 GLG 104 Introduction to Geology II—Laboratory *SG*⁴ (1)

Microbiology and Molecular Biosciences/Biotechnology

Choose one of the following sequences (4)

MBB 245 Cellular and Molecular Biology *SQ* (4)
 — or —
 MIC 205 Microbiology *SG*⁵ (3)
 MIC 206 Microbiology Laboratory *SG*⁵ (1)
 — or —
 MIC 206 Microbiology Laboratory *SG*⁵ (1)
 MIC 220 Biology of Microorganisms (3)

Physics

Choose one of the following sequences (8)

PHY 121 University Physics I: Mechanics *SQ*⁶ (3)
 PHY 122 University Physics Laboratory I *SQ*⁶ (1)
 PHY 131 University Physics II: Electricity and Magnetism *SQ*⁶ (3)
 PHY 132 University Physics Laboratory II *SQ*⁶ (1)
 — or —
 PHY 150 Physics I *SQ* (4)
 PHY 151 Physics II *SQ* (4)

Plant Biology

Choose one of the following sequences (4)

PLB 200 Biology of Plants *SQ*⁷ (3)
 PLB 201 Biology of Plants Laboratory *SQ*⁷ (1)
 — or —
 MBB 245 Cellular and Molecular Biology *SQ* (4)

Internship, Research, or Advanced Science Requirement

Choose one of the following courses (3)

MAT 484 Internship (3)
 MAT 493 Honors Thesis/Research⁹ (3)
 MAT 494 ST: Independent Study/Research⁸ (3)

One advanced course in science for which a one-year sequence in the same science is required

¹ Both AST 113 and 321 or both AST 114 and 322 must be taken to secure SQ credit.

² CHM 115 and 117 are strongly recommended for qualified students.

³ Both CHM 231 and 235 must be taken to secure SQ credit.

⁴ Both GLG 101 and 103 must be taken to secure SQ credit, and both GLG 102 and 104 must be taken to secure SG credit.

⁵ Both MIC 205 and MIC 206 must be taken to secure SG credit.

⁶ Both PHY 121 and 122 and both PHY 131 and 132 must be taken to secure SQ credit.

⁷ Both PLB 200 and 201 must be taken to secure SQ credit.

⁸ This course requires prior department approval.

⁹ Enrollment is restricted to students in Barrett, the Honors College.

Restrictions : MAT 370 and 371 may not both be counted toward major requirements in Computational Mathematical Sciences. Credit may not be earned for both MAT 274 and 275, or for both MAT 342 and 343.

Statistics Concentration Requirements

The BS degree in Mathematics with the concentration in statistics requires a minimum of 42 semester hours of course work in mathematics and statistics, plus a minimum of 13 semester hours in computer science and related fields, for a minimum of 55 semester hours of course work related to the major. A grade of “C” (2.00) or higher is required in all courses taken for the major. MAT 370 and 371 may not both be used to satisfy these requirements. The course work has the following components:

Core Courses

MAT 270 Calculus with Analytic Geometry I *MA* (4)
 MAT 271 Calculus with Analytic Geometry II *MA* (4)
 MAT 272 Calculus with Analytic Geometry III *MA* (4)
 MAT 300 Mathematical Structures *L* (3)
 MAT 342 Linear Algebra (3)
 or MAT 343 Applied Linear Algebra (3)
 MAT 371 Advanced Calculus I (3)
 STP 420 Introductory Applied Statistics *CS* (3)
 STP 421 Probability (3)
 STP 427 Mathematical Statistics (3)
 STP 429 Experimental Statistics *CS* (3)

Total 33

Computer Science Requirement

CSE 205 Concepts of Computer Science *CS* (3)

Total 3

Additional Advanced Courses in Mathematics and Statistics

Three courses from the following list (9)

MAT 274 Elementary Differential Equations *MA* (3)
 or MAT 275 Modern Differential Equations *MA* (3)
 MAT 372 Advanced Calculus II (3)
 MAT 423 Numerical Analysis I *CS* (3)
 MAT 442 Advanced Linear Algebra (3)
 STP 425 Stochastic Processes (3)

Required Related Field Course Work

Statistics/probability, mathematics, or related fields* (10)

* For a list of related field course work, see an advisor in PSA 211, or access math.la.asu.edu/undergrd/degree/related-fields.html.

Actuarial Science

The faculty in the Department of Mathematics and Statistics offer courses that cover the content of the mathematical examinations of the Society of Actuaries. See the department’s actuarial advisor for more information.

Cryptographic Science

The faculty in the Department of Mathematics and Statistics offer courses that prepare students for graduate studies and careers in cryptography. See the department’s advisors for more information.

MINORS IN MATHEMATICS AND STATISTICS

The minor in Mathematics consists of a minimum of 18 semester hours. Required courses are as follows:

MAT 271 Calculus with Analytic Geometry II *MA* (4)
 or MAT 266 Calculus for Engineers II (3)
 MAT 272 Calculus with Analytic Geometry III *MA* (4)
 or MAT 267 Calculus for Engineers III (3)
 MAT 342 Linear Algebra (3)
 or MAT 343 Applied Linear Algebra (3)

Total 9–11

Electives must be upper-division courses in mathematics (MAT) or Statistics and Probability (STP). Students may not apply MAT 485 or a course not offered at the Tempe campus to the minor, unless otherwise approved by a department advisor.

The minor in Statistics consists of a minimum of 18 semester hours. Required courses are the following:

- MAT 271 Calculus with Analytic Geometry II *MA* (4)
or MAT 266 Calculus for Engineers II (3)
- MAT 272 Calculus with Analytic Geometry III *MA* (4)
or MAT 267 Calculus for Engineers III (3)
- MAT 300 Mathematical Structures *L* (3)
- STP 420 Introductory Applied Statistics *CS* (3)
- STP 421 Probability (3)
- STP 427 Mathematical Statistics (3)
or STP 429 Experimental Statistics *CS* (3)

Total 18–20

The minor in Computational Mathematical Sciences consists of a minimum of 18 semester hours. Required courses are the following:

- MAT 271 Calculus with Analytic Geometry II *MA* (4)
or MAT 266 Calculus for Engineers II (3)
- MAT 272 Calculus with Analytic Geometry III *MA* (4)
or MAT 267 Calculus for Engineers III (3)
- MAT 342 Linear Algebra (3)
or MAT 343 Applied Linear Algebra (3)
- MAT 420 Scientific Computing (3)
- MAT 421 Applied Computational Methods *CS* (3)
- MAT 423 Numerical Analysis I *CS* (3)
or MAT 425 Numerical Analysis II *CS* (3)

Total 18–20

It is recommended that students take MAT 243 Discrete Mathematical Structures.

BIS CONCENTRATIONS

Concentrations in computational mathematical sciences, mathematics, and statistics are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

SECONDARY EDUCATION—BAE

Mathematics

This degree is offered through the Initial Teacher Certification program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education have an advisor in the Mary Lou Fulton College of Education and an advisor within the department of their academic specialization area.

See [Mary Lou Fulton College of Education](#), for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

The academic specialization consists of the following required courses:

- CSE 100 Principles of Programming with C++ *CS* (3)
or CSE 110 Principles of Programming Java *CS* (3)
or CSE 205 Concepts of Computer Science *CS* (3)
- MAT 270 Calculus with Analytic Geometry I *MA* (4)
- MAT 271 Calculus with Analytic Geometry II *MA* (4)
- MAT 272 Calculus with Analytic Geometry III *MA* (4)
- MAT 300 Mathematical Structures *L* (3)
or MAT 243 Discrete Mathematical Structures (3)
- MAT 310 Introduction to Geometry (3)
- MAT 342 Linear Algebra (3)
or MAT 343 Applied Linear Algebra (3)
- MAT 370 Intermediate Calculus (3)
or MAT 371 Advanced Calculus I (3)
- MAT 443 Introduction to Abstract Algebra (3)
or MAT 445 Theory of Numbers (3)
or MAT 447 Cryptography (3)
- MTE 483 Mathematics in the Secondary School (3)
- STP 420 Introductory Applied Statistics *CS* (3)

Total 36

The methods in academic specialization courses for mathematics are MTE 482 Methods of Teaching Mathematics in Secondary School and MTE 494 ST: Advanced Methods of Teaching Secondary Mathematics. They are required as part of the Initial Teacher Certification program but cannot be counted as part of the 36-hour major requirement.

GRADUATE PROGRAMS

The faculty in the Department of Mathematics and Statistics offer programs leading to the degrees of Master of Natural Science, MA, and PhD. See the [Graduate Catalog](#) for requirements.

COURSES

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

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Army ROTC

armyrotc.com/edu/azstate/index.htm

480/965-3318

SS 330

Lieutenant Colonel Kirk E. McIntosh, Chair

Professor

McIntosh

Assistant Professors

Alexander, Barclay, Caryl, Guillén, Hansen-Kaucke, Murdock, Ranalli

Instructors

Kuhlmann, Ringenoldus, Stover, Utley

PURPOSE

The Department of Military Science, or Army ROTC (Reserve Officers' Training Corps), is a four-year or two-year program that consists of the basic and the advanced courses. It is one of the best leadership courses in the country and is part of a student's college curriculum. The curriculum prepares students with the tools, training, and experiences that will help them succeed in any competitive environment. During classes and field training, students learn firsthand what it takes to lead others and motivate groups and how to conduct missions as an officer in the U.S. Army. Upon successful completion of the advanced course and college graduation, students will earn a commission in the U.S. Army as a second lieutenant and become a leader for life.

In addition to the military science curriculum, courses in national defense studies are both an integral and parallel source of the department's program.

GENERAL INFORMATION

Basic Course

Any student who is enrolled in ASU (or approved by the professor of military science) can enroll in military science basic courses. The basic course (MIS 101, 102, 201, and 202) takes place during the first two years in college as elective courses. Each course includes a lab each semester. Students learn basic military skills and the fundamentals of leadership and begin the groundwork toward becoming an Army leader. Students may enroll in basic course classes without a military commitment.

Leader's Training Course (Two-Year Program)

Scholars who want to achieve something even greater than a college degree and aspire to be leaders may join the Army ROTC program by attending a four-week summer Leader's Training Course (LTC) that consists of intense classroom and field training. This course is an accelerated version of the two-year basic course listed above and qualifies students for enrollment in the advanced course provided they have two years of college remaining (undergraduate or graduate). Students who attend this course receive a stipend; transportation to and from Fort Knox, Kentucky; housing; and meals. Those who want to receive four semester hours credit for this course may enroll in the ASU summer program, MIS 205 Leader's Training Course. Students who attend this course may also qualify for a two-year scholarship upon successful completion.

Advanced Course

The advanced course takes place during a student's last two years in college as elective courses (MIS 301, 302, 401, and 402). Each course includes a lab each semester plus a summer leadership camp. Students learn advanced military tactics and gain experience in team organization, planning, and decision making. To benefit from the leadership training in the advanced course, all students must have completed either the basic course (four-year program) or have attended the LTC (two-year program). Students must meet the following qualifications to be enrolled in the advanced course:

1. be a citizen of the United States;
2. be of sound physical condition and pass the U.S. Army physical fitness test;
3. meet the required professional military educational requirements;

4. be at least 17 years of age for entrance into the advanced course and be able to complete all commissioning requirements before age 30 (which can be waived to age 32); and
5. commit to accept a commission and serve as an officer in the U.S. Army on Active Duty or in a Reserve Component (U.S. Army Reserve or Army National Guard) upon college graduation.

Leadership Development and Assessment Course (Advanced Course Program)

Every ROTC cadet who enters into the Advanced Course attends the Leader Development and Assessment Course. It is a four-week summer course designed to evaluate and train all Army ROTC cadets. This course normally takes place between the junior and senior years of college and is conducted at Fort Lewis, Washington. Students who attend this course receive a stipend, transportation to and from camp, housing, and meals. Those who want to receive four semester hours credit for this course may enroll in the ASU summer program, MIS 303 National Advanced Leadership Camp.

The Commitment

Army ROTC cadets who receive an Army ROTC scholarship or enter the Army ROTC Advanced Course must commit to being commissioned a second lieutenant in the U.S. Army and to completing a period of service with the Army. Students may serve full-time on active duty, part-time in either the U.S. Army Reserve or the Army National Guard, or a combination of full-time and part-time.

Scholarship Programs

Students who accept an Army ROTC scholarship must also commit to accepting a commission and serving as an Officer in the U.S. Army on Active Duty or in a Reserve Component (U.S. Army Reserve or Army National Guard) upon college graduation. Scholarships provide either 100 percent costs for tuition, labs, and fees; or, costs for room and board up to the amount of tuition costs. In addition, scholarship students receive a book stipend of \$450 per semester. Army ROTC offers two-, three-, and four-year scholarship programs to outstanding young men and women based on the time remaining to complete a degree. Scholarships are awarded based on a student's merit and grades, not financial need.

1. High School four-year: The national high school four-year, active duty scholarship is for high school students planning on attending a four-year college program. Applications should be submitted by November 15. Applications submitted past that date are considered; however, late applications may not be as competitive due to selection time frames. Applications may be obtained at armyrotc.com/edu/azstate/index.htm.
2. College four-year: These active duty scholarships are for college freshmen in their first year of a five-year undergraduate plan. Contact the department for more information.
3. College three- and two-year: These active duty scholarships are for students already enrolled in a college or university with three or two academic years remaining.
4. Guaranteed Reserve Forces Duty: These reserve component, two- and three-year scholarships are strictly dedicated for those students desiring to serve in the U.S. Army Reserve or Army National Guard.

Living Expenses

Scholarship and all Advanced Course students also receive a monthly, nontaxable living allowance for each school year. The amount depends on a student's level in the ROTC curriculum: freshman: \$300; sophomore: \$350; junior: \$450; senior: \$500 per month.

Simultaneous Membership Program

Under this program, ROTC students may simultaneously be members of the Army Reserve or the National Guard. The combination of advanced course living allowance and pay for Army Reserve or National Guard participation can provide between \$550 and \$1,000 per month.

Graduate and Professional Studies Programs

Graduate students may also enroll in the ROTC program. Outstanding students who desire to earn graduate or professional degrees may request and receive an educational, active duty delay of up to four years.

Nurse Program

By joining Army ROTC, nursing students can enhance their leadership skills and critical-thinking abilities while obtaining financial support. Besides great scholarship opportunities, Army ROTC nurse cadets may also qualify for cash bonuses. In addition, nurse cadets have an opportunity for a unique summer nursing experience. The paid, three-week Nurse Summer Training Program assigns cadets to Army hospitals throughout the U.S. and Germany. This program is designed to introduce nurse cadets to the Army Medical Department and to the roles and responsibilities of an Army nurse. Cadets work under the supervision of an Army nurse and obtain hands-on experience. This one-on-one clinical experience allows students to hone their clinical skills, develop their problem-solving techniques, and become comfortable with developing their professional skills as a member of the U.S. Army Healthcare Team. Being an Army nurse provides opportunities not found in the civilian world. Army nurses also have the opportunity to train and serve in a variety of specialties.

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 Philosophy

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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

PHILOSOPHY—BA

The major in Philosophy consists of 45 semester hours, 33 of which must be upper-division hours. In exceptional cases, up to nine semester hours may be in related fields as approved by the undergraduate advisor. Required courses are as follows:

PHI 300 Philosophical Argument and Exposition *L* (3)

PHI 301 History of Ancient Philosophy *HU, H* (3)

PHI 302 History of Modern Philosophy *HU, H* (3)

PHI 305 Ethical Theory *HU* (3)

or PHI 335 History of Ethics *HU* (3)

PHI 312 Theory of Knowledge *HU* (3)

or PHI 314 Philosophy of Science *HU* (3)

PHI 316 Metaphysics *HU* (3)

or PHI 317 Philosophy of Mind *HU* (3)

PHI 333 Introduction to Symbolic Logic (3)

Choose two courses below (6)

PHI 401 Rationalism (3)

PHI 402 Empiricism *HU* (3)

PHI 403 Contemporary Analytic Philosophy *HU* (3)

PHI 413 Advanced Symbolic Logic (3)

PHI 420 Topics in Philosophy (3)

Total 27

Exceptions are granted by special permission of the chair only. PHI 420 may be repeated for credit.

Students planning to do graduate work in philosophy should consult with an advisor to develop an appropriate selection of courses at the 300 and 400 levels. A minimum grade of "C" (2.00) is necessary for each course used to fulfill the major requirements. See [College Graduation Requirements](#).

History and Philosophy of Science

The faculty in the Department of Philosophy offer courses bearing the HPS prefix. With the consent of the director of undergraduate studies, these courses may be taken to satisfy the requirements of the Philosophy major.

MINOR IN PHILOSOPHY

A minor in Philosophy consists of 18 semester hours, of which at least 12 must be in the upper division and approved by an advisor in the department. All courses must be passed with a minimum grade of "C" (2.00).

CERTIFICATE IN ETHICS

The Ethics Certificate consists of 18 semester hours approved by an advisor in the department. The student must

take PHI 305 or 335. At least 15 hours must be chosen from PHI 105, 120, 304, 305, 306, 307, 309, 310, 320, 335, and (when its topic is within ethics) PHI 420. One course outside this list, and perhaps outside the department, may be used with written approval from the director of undergraduate studies. All courses must be passed with a minimum grade of “C” (2.00).

CERTIFICATE IN SYMBOLIC SYSTEMS

The Certificate in Symbolic Systems consists of 28 semester hours approved by an advisor in the Department of Philosophy and divided evenly among computer science and engineering, psychology, and philosophy as follows:

1. CSE 205, 210, and 240;
2. PSY 230 and 290 and either PSY 323, 324, or 437; and
3. either PHI 312 or 314, either PHI 315 or 317, and either PHI 319 or 333.

Students must satisfy the prerequisites for the listed courses. With written approval from the director of undergraduate studies in the Department of Philosophy, one substitution of a course from outside this list may be made. All courses must be passed with a minimum grade of “C” (2.00).

BIS CONCENTRATIONS

Concentrations in ethics and philosophy (with options in history and philosophy of science, and symbolic systems) are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Students may also choose a concentration from any approved certificate program. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAM

The faculty in the Department of Philosophy offer a graduate program leading to the MA and PhD degrees. See the [Graduate Catalog](#) for requirements.

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 Physics

phy.asu.edu

480/965-3561

PS F470

Robert Nemanich, Chair

Regents' Professors

Smith, Spence

Professors

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

Associate Professors

Culbertson, Drucker, Lebed, Marzke, McCartney, Newman

Assistant Professors

Belitsky, Ortiz, Shumway

Distinguished Research Professor

Bauer

PHYSICS—BS

Students majoring in Physics may pursue one of two options.

Option I

Designed for students who wish to pursue physics at the bachelor or graduate degree levels, option I consists of the following required courses:

Choose between the course combinations below (4)

PHY 150 Physics I *SQ* (4)

— or —

PHY 121 University Physics I: Mechanics *SQ*¹ (3)

PHY 122 University Physics Laboratory I *SQ*¹ (1)

Choose between the course combinations below (4)

PHY 151 Physics II *SQ* (4)

— or —

PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)

PHY 132 University Physics Laboratory II *SQ*² (1)

PHY 201 Mathematical Methods in Physics I *CS* (3)

PHY 252 Physics III *SQ* (4)

PHY 302 Mathematical Methods in Physics II (2)

PHY 310 Classical Particles, Fields, and Matter I (3)

PHY 311 Classical Particles, Fields, and Matter II (3)

PHY 314 Quantum Physics I (3)

PHY 315 Quantum Physics II (3)

PHY 333 Electronic Circuits and Measurements (3)

PHY 334 Advanced Laboratory I *L*³ (2)

PHY 412 Classical Particles, Fields, and Matter III (3)

PHY 416 Quantum Physics III (3)

PHY 441 Statistical and Thermal Physics I (3)

PHY 465 Advanced Laboratory II (2)

Total 45

¹ Both PHY 121 and 122 must be taken to secure *SQ* credit.

² Both PHY 131 and 132 must be taken to secure *SQ* credit.

³ Both PHY 334 and 420 must be taken to secure *L* credit.

Supporting mathematics courses are as follows:

Choose between the course combinations below (12 or 10)

MAT 270 Calculus with Analytic Geometry I *MA* (4)

MAT 271 Calculus with Analytic Geometry II *MA* (4)

MAT 272 Calculus with Analytic Geometry III *MA* (4)

— or —

MAT 290 Calculus I *MA* (5)

MAT 291 Calculus II (5)

Additional courses in physics and related fields are selected with the approval of the advisor.

Option II

The interdisciplinary option II is designed for students who wish to obtain an undergraduate physics preparation for entry into other professions or graduate programs. A total of 53 hours are required, including the following courses:

Choose between the course combinations below (4)

PHY 150 Physics I *SQ* (4)

— or —

PHY 121 University Physics I: Mechanics *SQ*¹ (3)PHY 122 University Physics Laboratory I *SQ*¹ (1)

Choose between the course combinations below (4)

PHY 151 Physics II *SQ* (4)

— or —

PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)PHY 132 University Physics Laboratory II *SQ*² (1)PHY 201 Mathematical Methods in Physics I *CS* (3)PHY 252 Physics III *SQ* (4)

PHY 302 Mathematical Methods in Physics II (2)

PHY 310 Classical Particles, Fields, and Matter I (3)

PHY 311 Classical Particles, Fields, and Matter II (3)

PHY 314 Quantum Physics I (3)

PHY 315 Quantum Physics II (3)

PHY 333 Electronic Circuits and Measurements (3)

PHY 334 Advanced Laboratory I *L*³ (2)

PHY 412 Classical Particles, Fields, and Matter III (3)

PHY 441 Statistical and Thermal Physics I (3)

Total 40¹ Both PHY 121 and 122 must be taken to secure *SQ* credit.² Both PHY 131 and 132 must be taken to secure *SQ* credit.³ Both PHY 334 and 420 must be taken to secure *L* credit.

The remaining courses are selected from physics and an area of concentration as approved by the student's advisor. Possible areas of concentration are astronomy, astrophysics, materials science, physical chemistry, applied mathematics, geophysics, biological physics, philosophy of science, scientific journalism, and premedical and prelaw programs.

Supporting mathematics courses are as follows:

Choose between the course combinations below 12 or 10

MAT 270 Calculus with Analytic Geometry I *MA* (4)MAT 271 Calculus with Analytic Geometry II *MA* (4)MAT 272 Calculus with Analytic Geometry III *MA* (4)

— or —

MAT 290 Calculus I *MA* (5)

MAT 291 Calculus II (5)

Emphasis in Astronomy

The astronomy faculty offer courses in astronomy both for nonscience majors and for science and physics majors.

For an emphasis in astronomy, the following courses (or their equivalents) should be taken:

AST 321 Introduction to Planetary and Stellar Astrophysics *SQ*¹ (3)AST 322 Introduction to Galactic and Extragalactic Astrophysics *SQ*² (3)

AST 421 Astrophysics I (3)

AST 422 Astrophysics II (3)

AST 499 Individualized Instruction (3)

Total 15¹ Both AST 113 and 321 must be taken to secure *SQ* credit.² Both AST 114 and 322 must be taken to secure *SQ* credit.**MINOR IN PHYSICS**

The minor in Physics consists of a minimum of 29 semester hours. Required courses are as follows:

Choose between the course combinations below (4)

PHY 150 Physics I *SQ* (4)

— or —

PHY 121 University Physics I: Mechanics *SQ*¹ (3)PHY 122 University Physics Laboratory I *SQ*¹ (1)

Choose between the course combinations below (4)

PHY 151 Physics II *SQ* (4)

— or —

PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)PHY 132 University Physics Laboratory II *SQ*² (1)PHY 201 Mathematical Methods in Physics I *CS* (3)

PHY 252 Physics III *SQ* (4)
 PHY 302 Mathematical Methods in Physics II (2)
 PHY 310 Classical Particles, Fields, and Matter I (3)
 PHY 311 Classical Particles, Fields, and Matter II (3)
 PHY 314 Quantum Physics I (3)
 Approved electives (3)
Total 29

¹ Both PHY 121 and 122 must be taken to secure *SQ* credit.

² Both PHY 131 and 132 must be taken to secure *SQ* credit.

Electives are chosen with approval of the physics advisor from upper-division courses in physics.

BIS CONCENTRATIONS

Concentrations in astronomy and physics are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

SECONDARY EDUCATION—BAE

Physics

This degree is offered through the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education have an advisor in the Mary Lou Fulton College of Education and an advisor within the department of their academic specialization area.

See [Mary Lou Fulton College of Education](#), for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

The following courses must be completed with a grade of “C” (2.00) or higher before applying to the ITC program: PHY 150 and 151 or PHY 121, 122, 131, and 132.

This academic specialization consists of 48 semester hours. Required courses are as follows:

MAT 270 Calculus with Analytic Geometry I *MA* (4)
 MAT 271 Calculus with Analytic Geometry II *MA* (4)
 MAT 272 Calculus with Analytic Geometry III *MA* (4)
 Choose between the course combinations below (8)
 PHY 150 Physics I *SQ* (4)
 PHY 151 Physics II *SQ* (4)
 — or —
 PHY 121 University Physics I: Mechanics *SQ*¹ (3)
 PHY 122 University Physics Laboratory I *SQ*¹ (1)
 PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)
 PHY 132 University Physics Laboratory II *SQ*² (1)
 PHY 201 Mathematical Methods in Physics I *CS* (3)
 PHY 252 Physics III *SQ* (4)
 PHY 302 Mathematical Methods in Physics II (2)
 PHY 310 Classical Particles, Fields, and Matter I (3)
 PHY 333 Electronic Circuits and Measurements (3)
 PHY 361 Introductory Modern Physics (3)
 or PHY 314 Quantum Physics I (3)
 PHY 480 Methods of Teaching Physics (3)
 or PHY 484 Internship: Physics Teaching (1–4)

Approved electives³ (10)

Minimum total 48

¹ Both PHY 121 and 122 must be taken to secure *SQ* credit.

² Both PHY 131 and 132 must be taken to secure *SQ* credit.

³ Electives are chosen in physics or other closely related fields, subject to the approval of the advisor.

Teaching Methods

PHY 480 Methods of Teaching Physics (3)

PHY 484 Internship: Physics Teaching (3)

Total 6

GRADUATE PROGRAMS

The faculty in the department offer programs leading to degrees of Master of Natural Science, MS, and PhD. See the [Graduate Catalog](#) for requirements.

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 Political Science

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 Department of Political Science encourages all students majoring in Political Science to meet with an advisor once each semester to ask questions regarding their academic progress. Failure to do so may prevent a timely graduation.

POLITICAL SCIENCE—BA

The BA degree in Political Science consists of 42 semester hours, of which 30 must be in political science and 12 in related fields consisting of courses selected from the Departments of Aerospace Studies, Transborder Chicana/o and Latina/o Studies, Economics, History, Military Science, Philosophy, Psychology, and Religious Studies; the Schools of Geographical Sciences, Global Studies, Human Communication, Human Evolution and Social Change, and Justice and Social Inquiry; Social and Family Dynamics, or from the African and African American Studies, American Indian Studies, Asian Pacific American Studies, or Women and Gender Studies programs. At least 15 hours in political science must be in upper-division courses.

The following courses are required:

POS 110 Government and Politics *SB* (3)
or POS 310 American National Government *SB* (3)
POS 150 Comparative Government *SB, G* (3)
or POS 160 Global Politics *SB, G* (3)
POS 210 Political Ideologies *SB* (3)
POS 301 Empirical Political Inquiry *SB* (3)
Total 12

Students who major in Political Science must have a minimum GPA of 2.00 for all courses that count toward the major. Courses that count toward the major must have a grade of “C” (2.00) or higher. See [College Graduation Requirements](#). No more than six semester hours of POS 484 Internship and six semester hours of POS 499 Individualized Instruction may be applied to the major.

POLITICAL SCIENCE—BS

The BS degree in Political Science consists of 48 semester hours, of which 36 must be in political science and 12 in related fields consisting of courses selected from the Departments of Aerospace Studies, Transborder Chicana/o and Latina/o Studies, Economics, History, Military Science, Philosophy, Psychology, and Religious Studies; the Schools of Geographical Sciences, Global Studies, Human Communication, Human Evolution and Social Change, and Justice and Social Inquiry; Social and Family Dynamics, or from the African and African American Studies, American Indian Studies, Asian Pacific American Studies, or Women and Gender Studies programs. At least 21 hours in political science must be in upper-division courses.

The following courses are required:

POS 110 Government and Politics *SB* (3)
or POS 310 American National Government *SB* (3)
POS 150 Comparative Government *SB, G* (3)
or POS 160 Global Politics *SB, G* (3)
POS 210 Political Ideologies *SB* (3)
POS 301 Empirical Political Inquiry *SB* (3)

POS 401 Political Statistics *CS* (3)**Total 15**

Students who major in Political Science must have a minimum GPA of 2.00 for all courses that count toward the major. Courses that count toward the major must have a grade of “C” (2.00) or higher. See [College Graduation Requirements](#). No more than six semester hours of POS 484 Internship and six semester hours of POS 499 Individualized Instruction may be applied to the major.

CERTIFICATES**Asian Studies Certificate or Emphasis**

Students majoring in Political Science may elect to pursue an Asian Studies Certificate combining courses from the major with selected outside courses of wholly Asian content. See [Asian Studies Certificate](#), for more information.

Certificate in Civic Education

The Civic Education Certificate is designed to contribute to the preparation of undergraduate students for

1. careers in primary and secondary education (where the teaching of government and civics may be involved);
2. careers or voluntary participation in politics, public service, and civic and social movements; and
3. further education in law, journalism, business, history, sociology, political science, and other fields where an understanding of questions of citizenship, leadership, community, democracy, public responsibility, and ethics is crucial.

The certificate does not substitute for degree requirements in any subject, including Political Science; rather, as a complement to the student’s chosen major, the certificate program is intended to guide students to a variety of courses whose successful completion indicates their special accomplishment in the area of civic education.

Students majoring in any subject at the university may be awarded the Civic Education Certificate upon completion of the following 15 semester hours of political science courses:

POS 210 Political Ideologies *SB* (3)POS 346 Problems of Democracy *HU* (3)POS 442 American Political Thought *HU* (3)

Choose one from the courses below (3)

POS 340 History of Political Philosophy I *HU, H* (3)POS 341 History of Political Philosophy II *HU, H* (3)POS 443 Topics in Contemporary Political Theory *HU* (3)

Choose one from the courses below (3)

POS 110 Government and Politics *SB* (3)POS 150 Comparative Government *SB, G* (3)POS 160 Global Politics *SB, G* (3)POS 270 American Legal System *SB* (3)POS 300 Contemporary Controversies in Global Politics *SB, G* (3)POS 313 The Congress *SB* (3)POS 314 The American Presidency *SB* (3)POS 315 The Supreme Court *SB* (3)POS 330 Contemporary Controversies in Domestic Politics *SB* (3)POS 332 American Political Parties *SB* (3)POS 333 Interest Groups *SB* (3)POS 370 Law and Society *SB* (3)POS 417 The Arizona Political System *SB* (3)POS 435 Women and Politics *SB, C* (3)POS 439 Minority Group Politics in America *SB, C* (3)**Total 15**

Certificate students must have a minimum GPA of 2.00; only courses in which students have a grade of “C” (2.00) or higher count toward the certificate.

Certificate in International Studies

The International Studies Certificate is designed to prepare students for careers in government agencies, international governmental and nongovernmental organizations, multinational firms and banks, and for graduate studies in International Relations or Political Science. The certificate is not a substitute for degree requirements in any subject, including political science; rather, the required courses add an international and comparative dimension to the student’s chosen major.

Requirements for the certificate are intended to provide an understanding of international relations and comparative government, an awareness of global social and political-economic processes, and sensitivity to foreign political systems and cultures. These objectives are met by a sequence of political science courses in the areas of international relations, comparative politics, and area studies.

Students majoring in any subject at the university may be awarded the International Studies Certificate upon completion of the following 15 semester hours of political science courses:

Choose one from the courses below (3)

POS 150 Comparative Government *SB, G* (3)POS 160 Global Politics *SB, G* (3)

Choose one from the courses below (3)

POS 361 American Foreign Policy *SB, G* (3)POS 364 National Security, Intelligence, and Terrorism *SB* (3)

Choose two from the courses below (6)

POS 300 Contemporary Controversies in Global Politics *SB, G* (3)POS 465 International Organization and Law *SB, G* (3)

- POS 467 International Security *SB, G* (3)
 - POS 486 International Political Economy *SB, G* (3)
 - Choose one from the courses below (3)
 - POS 350 Comparative Politics *SB, G* (3)
 - POS 355 Russia and Successor States *SB, G* (3)
 - POS 356 European Union *SB, G* (3)
 - POS 357 South Asia Politics *SB, G* (3)
 - POS 358 Southeast Asia *SB, G* (3)
 - POS 359 African Politics and Society *SB, G* (3)
 - POS 360 World Politics *SB, G* (3)
 - POS 451 China, Japan, and the Koreas *SB, G* (3)
 - POS 452 China *SB, G* (3)
 - POS 453 South America *SB, G* (3)
 - POS 454 Mexico *SB, G* (3)
 - POS 455 Central America and the Caribbean *SB, G* (3)
 - POS 459 South and Southern Africa *SB, G* (3)
 - POS 463 Inter-American Relations *SB, G* (3)
 - POS 468 Comparative Asian Foreign Policies *SB, G* (3)
- Total 15**

Honors students who select an international topic for their theses may apply thesis credit toward the 15 hours of international course work for the certificate.

Depending upon their interests, certificate students are strongly advised to take 12 semester hours or more from appropriate courses in anthropology (ASB), economics (ECN), geography (GCU), history (HST), international business studies (IBS), and sociology (SOC). Knowledge of a modern foreign language equivalent to at least two years of college study is strongly recommended.

Certificate students must have a minimum GPA of 2.00; only courses in which students have a grade of “C” (2.00) or higher count toward the certificate.

Latin American Studies Certificate or Emphasis

Students majoring in Political Science may elect to pursue a Latin American Studies Certificate combining courses from the major with selected outside courses of wholly Latin American content. See [Latin American Studies Certificate](#), for more information.

MINOR IN POLITICAL SCIENCE

The minor in Political Science consists of 18 semester hours in political science courses, 12 hours of which must be upper-division courses. Students who minor in Political Science must have two courses from among the following:

- POS 110 Government and Politics *SB* (3)
or POS 310 American National Government *SB* (3)
- POS 150 Comparative Government *SB, G* (3)
- POS 160 Global Politics *SB, G* (3)
- POS 210 Political Ideologies *SB* (3)

Students who minor in Political Science must have a minimum GPA of 2.00 for all courses that count toward the minor. Courses that count toward the minor must have a grade of “C” (2.00) or higher; no more than one “D” (1.00) grade in a lower-division course may be counted toward the minor. No more than three hours of POS 484 Internship and three hours of POS 499 Individualized Instruction may be applied to the minor.

BIS CONCENTRATIONS

Concentrations in political science (with civic education, and international studies options) are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

SECONDARY EDUCATION—BAE

This degree is offered through the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education with an academic specialization in political science have an advisor in the Mary Lou Fulton College of Education and an advisor within the Department of Political Science.

See [Mary Lou Fulton College of Education](#), for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

Academic Specialization ITC Admission Requirements

At least four required courses in the academic specialization must be completed with a grade of “C” (2.00) or higher before applying to the ITC professional program.

Political Science

The major teaching field consists of 41 to 42 semester hours and six hours in teaching methods. A minimum grade of “C” (2.00) is required in all academic specialization courses. Required major courses are as follows:

- POS 110 Government and Politics *SB* (3)
or POS 310 American National Government *SB* (3)

POS 150 Comparative Government *SB, G* (3)
or POS 160 Global Politics *SB, G* (3)
POS 210 Political Ideologies *SB* (3)
POS 301 Empirical Political Inquiry *SB* (3)
POS 311 Arizona Constitution and Government (2)
or POS 417 The Arizona Political System *SB* (3)

Electives¹ (15)

Related area² (12)

Total 41–42

¹ Six hours must be in the upper division.

² Choose courses in consultation with a department advisor.

Students are required to complete two methods courses, one of which is SED 480 Methods of Teaching Social Studies. For the second methods course, students select from the following:

GCU 414 Teaching Geography Standards (3)
GCU 494 ST: Geography in the K–12 Classroom (3)
HST 480 Methods of Teaching History: Classroom Resources (3)
HST 481 Methods of Teaching History: Community Resources (3)

Courses may be substituted for POS 417 with departmental approval.

Social Studies

This degree is offered through the Initial Teacher Certification program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education have an advisor in the Mary Lou Fulton College of Education and an advisor within the department of their academic specialization area.

See [Mary Lou Fulton College of Education](#), for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

JOINT BACHELOR/MASTER'S PROGRAM

Admission

Any undergraduate Political Science major with a GPA of 3.40 or higher, who has accumulated at least 90 hours toward the undergraduate degree, or who is on the verge of doing so, and who has taken at least one 400-level political science course at ASU can be considered for admission into the joint program.

The following items should be submitted to the director of graduate studies of the Department of Political Science by April 15 in order to ensure recommendation for admission to the five-year program beginning the following fall:

1. the department's graduate application, available in the department's 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 the political science faculty.

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

Note: Students must also apply for admission to the Division of Graduate Studies at the same time they submit materials to the director of graduate studies of the department.

Program of Study.

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

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

A minimum of 30 semester hours is required for the Master of Arts degree. All candidates must take POS 503 and the core courses in the student's major and minor fields. Additional hours must be taken in graduate-level courses and seminars. Each student is expected to take seminars each semester in his/her major field, minor field, and an elective until course work is completed. If the thesis option is followed, the program must include a combination of at least six semester hours of research (POS 592) and thesis (POS 599) credit. A maximum of six semester hours in approved courses taken outside of the department or six hours of reading and conference (POS 590) courses may count toward the 30-semester-hour requirement.

Foreign Language Requirement

None.

Thesis Option Requirement

MA students seeking admission to the PhD program are expected to complete the thesis early in their fourth semester. A copy of the Format Manual is available in the Division of Graduate Studies. A careful review of this document well in advance of preparation for the final copy of the thesis is recommended. An oral examination in defense of the thesis is required.

Nonthesis Option Requirements

The program of study must include 27 semester hours of approved course work and at least one three-hour reading and conference course (POS 590) during the fourth semester to enhance the student's research capabilities. A research paper must be defended by the end of the third semester before a faculty committee appointed by the director of graduate studies.

GRADUATE PROGRAMS

The faculty in the Department of Political Science offer programs leading to the MA and PhD degrees. See the [Graduate Catalog](#) for requirements.

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 GENERAL CATALOG****Department of Psychology**www.asu.edu/clas/psych

480/965-3326

PSY 237

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

Chassin, Cialdini, Eisenberg, Russo, Sandler

Foundation Professor

Crnic

Professors

Aiken, Barrera, Braver, Capaldi, Castro, Goldinger, Gonzales, Homa, Karoly, Kenrick, Killeen, Knight, Lanyon, MacKinnon, Millsap, Neisewander, Neuberg, Okun, Parkinson, Presson, Sadalla, 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, Cohen, Enders, Lemery, Piña, Shiota

Senior Lecturers

Barton, Wosinski

Lecturer

Palmer

The Department of Psychology maintains an undergraduate advising office staffed by trained personnel. All psychology majors are encouraged to meet with an advisor once each semester to ask questions regarding choices of courses. Failure to do so may prevent graduation at the expected time. It is the responsibility of the student to consult with an undergraduate advisor.

PSYCHOLOGY—BA

The BA degree in Psychology consists of 37 semester hours in psychology, including at least 24 upper-division semester hours, and 12 semester hours of related course work. All courses must be passed with a minimum grade of "C" (2.00). The requirements are as follows:

I. Foundations of Psychology

(10 semester hours)

PGS 101 Introduction to Psychology *SB* (3)PSY 230 Introduction to Statistics *CS* (3)PSY 290 Research Methods *L/SG* (4)**II. Breadth**

(12 semester hours)

One course from each of four of the following five clusters:

Biological: PSY 325

Cognitive/Learning: PSY 320, 323, 324

Developmental: PGS 341

Personality/Mental Health: PGS 315, 466

Social: PGS 306, 350, 351

III. Depth

(six semester hours)

Two additional courses from one of the clusters used to meet the breadth requirements. At least one of the courses must be at the 400 level.

Biological: PSY 424, 425, 426, 470

Cognitive/Learning: PSY 320, 323, 324, 420, 434, 437

Developmental: PGS 344, 427, 441, 445, 446

Personality/Mental Health: PGS 315, 365, 443, 444, 462, 464, 465, 466, 468, 471, 472

Social: PGS 306, 350 or 351, 430, 451, 452, 458, 461

IV. Additional Psychology Courses

(nine semester hours)

Three courses in psychology (two must be in the upper division) excluding PGS 270, 484 and PSY 484.

Approved 200-level community college courses may be used in this category. These courses may not be used to also satisfy breadth or depth requirements. Students may count up to six semester hours in PGS or PSY 399 or 499 to satisfy this requirement. Honors students may count up to three semester hours of PSY 492 and three semester hours of PSY 493 (six semester hours total), in lieu of six semester hours of PGS or PSY 399 or 499, to satisfy this requirement.

V. Mathematics Foundation

(three semester hours)

MAT 119, 170, 242, 251, or higher than 251.

VI. Foundations of Behavior

(nine semester hours)

Any three courses from among the following prefixes: ASB, ASM, BIO, GCU, HPS, PHI, and SOC.

For more information, see [College Graduation Requirements](#).

PSYCHOLOGY—BS

The BS degree in Psychology is focused on the science of psychology and is designed specifically for students planning to pursue an advanced degree in psychology or related disciplines. The requirements for the BS degree in Psychology are identical to the requirements for the BA degree with the following three exceptions:

1. PSY 330 must be completed as one of the options in the additional psychology course requirements.
2. At least three semester hours of PGS or PSY 390, 399 or 499 must be completed as one of the options in the additional psychology course requirements.
3. MAT 251 or higher must be completed for the mathematics foundation requirement.

MINOR IN PSYCHOLOGY

The minor in Psychology consists of completing the 22 semester hours of course work in the foundations of psychology and the breadth categories described above. Students with an appropriate equivalent course may exclude PSY 230 from the requirements but need an additional three hours in psychology to equal the 22 hours minimum. All courses must be passed with a minimum grade of “C” (2.00).

BIS CONCENTRATION

A concentration in psychology is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAMS

The faculty in the Department of Psychology offer a program leading to the PhD degree. See the [Graduate Catalog](#) for requirements.

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 GENERAL CATALOG****Department of Religious Studies**www.asu.edu/clas/religious_studies

480/965-7145

ECA 377

Joel D. Gereboff, Chair**Professors**

Cady, Feldhaus, Foard, Morrison, Samuelson

Associate Professors

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

Assistant Professors

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

Lecturer

Kefeli-Clay

RELIGIOUS STUDIES—BA

The BA degree in Religious Studies consists of 45 semester hours, 30 of which must be in religious studies (including 21 in upper-division courses) and 15 of which must be in related fields. In order for the student to become acquainted with the character and role of religions across a wide spectrum of social and historical contexts, the 30 semester hours in religious studies must include the following courses:

1. REL 305 Ritual, Symbol, and Myth;
2. at least one course from each of the following distribution areas: Religion in the Americas, Religion and Asian Cultures, and Religion and Western Cultures;
- 3 REL 400 Approaches to Religion; and
4. two research seminars, including REL 405 Problems in Religious Studies, which may be repeated for credit; or
5. in place of a second seminar, a student may take REL 499 to write an undergraduate thesis.

The Religious Studies major is an appropriate choice for students wishing to explore such areas as African or African American studies; Islamic studies; myth, ritual, and the arts; Native American studies; and religion and politics. All majors must plan their programs in consultation with a departmental advisor. A minimum GPA of 2.50 is required in the 30 semester hours of religious studies courses.

MINOR IN RELIGIOUS STUDIES

The minor in Religious Studies consists of 18 semester hours, at least 12 of which must be in the upper division. REL 305 is required. For minor verification, students must consult a department advisor.

BIS CONCENTRATION

A concentration in religious studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

CERTIFICATES AND EMPHASES

The following certificate programs or emphases are offered in conjunction with the BA in Religious Studies. For more information on each, see [Certificate Programs and Areas of Emphasis](#), or access the department Web site at www.asu.edu/clas/religious_studies.

Asian Studies Certificate

Students majoring in Religious Studies may elect to pursue an Asian Studies emphasis or East Asian Studies Certificate combining courses from the major with selected outside courses of wholly Asian content.

Islamic Studies Certificate

Students majoring in Religious Studies may elect to earn an Islamic Studies Certificate by successfully completing the requirements mentioned in [Islamic Studies Certificate](#).

Jewish Studies Certificate

Students majoring in Religious Studies may elect to pursue a Jewish Studies Certificate combining courses from the major with selected outside courses in the area of Jewish Studies.

Latin American Studies Certificate

Students majoring in Religious Studies may elect to pursue a Latin American Studies certificate combining courses from the major with selected outside courses of wholly Latin American content.

Russian and East European Studies

Students majoring in Religious Studies may elect to earn a Russian and East European Studies Certificate by successfully completing one of the options mentioned in [Russian and East European Studies Certificate](#).

Southeast Asian Studies Emphasis

Students majoring in Religious Studies may elect to earn a Southeast Asian Studies Certificate by successfully completing the requirements.

Women and Gender Studies

Students majoring in Religious Studies may elect to earn a Women and Gender Studies Certificate by successfully completing the requirements.

GRADUATE PROGRAM

The faculty in the Department of Religious Studies offer a graduate program leading to the MA degree for those who wish to enter a doctoral program in the study of religions, for those who wish to teach at the community college level, and for those in nonacademic careers who desire general competence in the academic study of religions. A doctoral program is offered. See the [Graduate Catalog](#) for requirements.

COURSES

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Department of Speech and Hearing Science

www.asu.edu/clas/shs

480/965-2374

COOR 2211

Sid P. Bacon, Chair

Professors

S. Bacon, Dorman, D. Ingram, Wilcox

Associate Professors

Azuma, Liss, Restrepo

Assistant Professors

Bian, Gray, Pittman, Wheeler, Wright

Clinical Professors

Mathy, Wiley

Clinical Associate Professors

C. Bacon, Brown, Greer, Maxwell, McBride, Mehta

Clinical Assistant Professors

Garlant, K. Ingram, Wexler

Lecturers

Howard, Leff, O'Brien, Quinn, Stylinski

SPEECH AND HEARING SCIENCE—BS

The BS degree in Speech and Hearing Science consists of 39 semester hours of speech and hearing science courses emphasizing the developmental and scientific aspects of language, speech, and hearing. The following courses, or their approved equivalents, are required:

SHS 105 Introduction to Human Communication Disorders (3)
 SHS 250 Introduction to Phonetics (3)
 SHS 310 Anatomical and Physiological Bases of Speech (3)
 SHS 311 Physical and Physiological Bases of Hearing (3)
 SHS 367 Language Science *SB* (3)
 SHS 375 Speech Science (3)
 SHS 376 Psychoacoustics (3)
 SHS 401 Introduction to Audiology (3)
 SHS 402 Clinical Methods and Treatment of Communication Disorders (3)
 SHS 465 Speech and Language Acquisition *SB* (3)
 SHS 470 Developmental Speech and Language Disorders (3)
 SHS 485 Acquired Speech and Language Disorders (3)
 SHS 496 Aural Rehabilitation (3)

Total 39

Supporting courses from related fields must include the following or their equivalents:

BIO 201 Human Anatomy and Physiology I *SG* (4)
 ENG 215 Strategies of Academic Writing (3)
 MAT 170 Precalculus *MA* (3)
 PGS 101 Introduction to Psychology *SB* (3)
 PHY 101 Introduction to Physics *SQ* (4)
 PSY 230 Introduction to Statistics *CS* (3)

PSY 290 Research Methods is strongly recommended.

MINOR IN SPEECH AND HEARING SCIENCE

The minor in Speech and Hearing Science consists of 24 semester hours with the following classes required:

SHS 105 Introduction to Human Communication Disorders (3)
 SHS 250 Introduction to Phonetics (3)
 SHS 310 Anatomical and Physiological Bases of Speech (3)
 SHS 311 Physical and Physiological Bases of Hearing (3)
 Choose one from the courses below (3)

SHS 367 Language Science *SB* (3)
SHS 375 Speech Science (3)
SHS 376 Psychoacoustics (3)

The remainder of the 24 credits must come from the following courses:

SHS 320 Facilitating Speech and Language Development in Early Childhood (3)
SHS 401 Introduction to Audiology (3)
SHS 402 Modifying Communicative Behavior (3)
SHS 465 Speech and Language Acquisition *SB* (3)
SHS 470 Developmental Speech and Language Disorders (3)
SHS 485 Acquired Speech and Language Disorders (3)
SHS 496 Aural Rehabilitation (3)

BIS CONCENTRATION

A concentration in speech and hearing science is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAMS

The faculty in the Department of Speech and Hearing Science offer programs leading to the MS degree in Communication Disorders, the AuD degree in Audiology, and the PhD degree in Speech and Hearing Science. See the [Graduate Catalog](#) for requirements.

COURSES

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Department of Transborder Chicana/o and Latina/o Studies

www.asu.edu/clas/chicana

480/965-5091

COOR 6633

Carlos Vélez-Ibáñez, Chair

Regents' Professor

Candelaria

Professors

Espinosa, Vélez-Ibáñez

Associate Professors

Bernardi, Escobar, Magaña

Assistant Professors

Danielson, García-Pérez, Leños, McConnell, Szkupinski-Quiroga

The Department of Transborder Chicana/o and Latina/o Studies is an interdisciplinary degree program whose central mission is to provide a value-added environment that increases the direct participation of Chicana/o, and Latina/o populations in the formation of human and capital development. The program offers students a fundamental understanding of the many dimensions of transnational and transborder processes. These include giving students the knowledge necessary to understand the manner in which Chicana/o, Mexican, and Latina/o populations are influenced by and also negotiate political, social, cultural, and linguistic borders of multiple sorts. An equally important dimension is the preparation of students to effectively function in transnational and transborder contexts and processes. Graduates will be able to traverse political borders because capital expansion is practically unlimited in time and space. Students gain skill at developing literary, policy, and applied projects that benefit their communities and regions. The department's intellectual mission embraces both material, cultural, and applied approaches to the study of transborder and transnational phenomena.

TRANSBORDER CHICANA/O AND LATINA/O STUDIES—BA

The major in Transborder Chicana/o and Latina/o Studies (TCLS) requires 45 semester hours of course work. Eighteen of these hours are made up of core requirements, 18 hours are concentration requirements, and nine hours are electives. A minimum of 36 semester hours must be in TCLS courses. The remaining course work may be in a related field. All students majoring in TCLS must take 18 semester hours in the following core courses:

TCL 201 Transborder Society and Culture: History I (3)
TCL 202 Transborder Society and Culture: Contemporary Issues II (3)
TCL 303 Transborder Theory I (3)
TCL 304 Transborder Theory and Research Methods II (3)
TCL 332 Mexican American History since 1900 (3)
TCL 498 Pro Seminar Capstone of Integration (3)

CONCENTRATIONS

Within the 45 semester hours, students majoring in TCLS must also take 18 semester hours in one of three concentrations:

1. media, literature and arts;
2. U.S. and Mexican regional immigration policy and economy; and
3. community development and health.

However, students may select a combination from two of the three concentrations to develop more specific interests, combining a minimum of nine semester hours from one concentration and the remaining from another. Such students are required to take the core courses of each combined concentration. Students may also seek to expand the number of semester hours taken in one or more concentrations by developing credit hours from the remaining nine elective semester hours available after meeting the 18 semester hour requirement.

For a list of the concentration requirements, contact the TCLS advisor.

Language Proficiency

Majors are expected to fulfill the college's language requirement in Spanish. In addition, all majors must demonstrate proficiency in Spanish by either passing an upper-division course in Spanish or successfully completing a TCLS comprehensive written, reading, and oral examination.

TRANSBORDER CHICANA/O AND LATINA/O STUDIES MINOR

The TCLS minor requires 18 semester hours of TCLS course work.

Core Requirements

TCL 201 Transborder Society and Culture: History I (3)
or TCL 202 Transborder Society and Culture: Contemporary Issues II (3)
TCL 332 Mexican American History Since 1900 (3)
or TCL 331 Mexican American History to 1900 (3)

Total 6

It is recommended that students taking TCL 201 take TCL 332 and those taking TCL 202 take TCL 331. Students must take the remaining 12 semester hours in upper-division TCLS courses in concentrations of their choice.

BIS CONCENTRATION

A concentration in Transborder Chicana/o and Latina/o Studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals.

SECONDARY EDUCATION-BAE

Transborder Chicana/o and Latina/o Studies

Applications are not being accepted at this time.

COURSES

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Hugh Downs School of Human Communication

asu.edu/clas/communication

480/965-5095

STAUF A412

H. L. "Bud" Goodall Jr., Director

President's Professor

Alberts

Professors

Broome, Canary, Carlson, Corman, Goodall,
Guerrero, Jain, Lederman, Martin, McPhee, Mongeau, Nakayama

Associate Professors

Brouwer, Corey, Davey, Davis, De la Garza, Floyd, Martínez, Tracy, Trethewey

Assistant Professors

McDonald, Park-Fuller

Instructional Professional

Olson

Assistant Instructional Professional

Edson

PURPOSE

The Hugh Downs School of Human Communication exists 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 principles of communication. Employers have ranked interpersonal, analytical, teamwork, computer, and verbal communication skills as the top five skills desired for new hires. The curriculum is designed so that majors are proficient in each of these areas upon graduation. Courses are not offered in broadcasting or journalism.

GENERAL INFORMATION

A minimum cumulative GPA of 2.50 is required for enrollment in all upper-division courses and COM 207. A minimum cumulative GPA of 2.25 is required for enrollment in COM 110, 241, 250, and 263. An exception to the GPA requirement exists only when newly admitted students enroll in COM 110, 241, 250, or 263.

DEGREE REQUIREMENTS

BA and BS Degrees

Students may choose to complete either a Bachelor of Arts or Bachelor of Science degree in Communication.

For the BA and BS, the core courses are as follows:

COM 100 Introduction to Human Communication (3)

COM 207 Introduction to Communication Inquiry (3)

COM 225 Public Speaking (3)

or COM 222 Argumentation (3)

COM 308 Research Methods (3)

Total 12

HUMAN COMMUNICATION—BA

Students completing the BA degree in Human Communication are required to complete a minimum of 33 hours in the major. In addition to 12 hours of core courses listed above, students are required to complete COM 407 and a total of 18 hours chosen from the following list, with a minimum of six hours from the 300 level and a minimum of nine hours from the 400 level. Courses recommended for the BA student are COM 241, 263, 316, 319, 320, 323, 325, 326, 394, 414, 421, 422, 426, 441, 442, 445, 446, 450, 463, and 404 or 484. A total of nine hours of upper-division work in another academic discipline is also required. Consult with an academic advisor in the school for a list of appropriate courses.

HUMAN COMMUNICATION—BS

Students completing the BS degree in Human Communication are required to complete a minimum of 33 semester hours within the major. In addition to the 12 hours of core courses listed above, students completing the BS degree are required to choose a minimum of 18 hours from the following list of courses, with a minimum of 6 hours from the 300 level and a minimum of nine hours from the 400 level. Courses recommended for the BS degree are COM 110, 230, 250, 310, 312, 316, 317, 319, 323, 410, 411, 430, 450, 453, 463, and 404 or 484. Students are also required to complete one General Studies CS statistics course and COM 408. A total of nine hours of upper-division work in another academic discipline is also required. Consult with an academic advisor for a list of appropriate courses.

To assure the breadth and depth of their education, all Communication undergraduates must complete the requirements of the university General Studies, the College of Liberal Arts and Sciences, and the Hugh Downs School of Human Communication. For descriptive information on university requirements, refer to [General Studies](#) and [University Graduation Requirements](#). See also [College Graduation Requirements](#).

Students should consult the school for current information concerning College of Liberal Arts and Sciences and Hugh Downs School of Human Communication requirements.

Communication Internships

Internships (COM 484) consist of supervised field experiences and are available to undergraduate students with a minimum ASU GPA of 2.50. Students must also complete COM 207, 225, and 308 with a grade of “C” (2.00) or higher and 56 semester hours of credit to be eligible for an internship. An application for internship must be completed in the semester before the intended term for an internship. Contact the school for specific deadline dates. Internships must receive prior approval from the internship programs coordinator *before* student registration for the course. Internships may be taken for up to six semester hours.

MINOR IN COMMUNICATION

The minor in Communication consists of 18 semester hours of courses

COM 100 Introduction to Human Communication (3)

COM 225 Public Speaking (3)

or COM 259 Communication in Business and the Professions (3)

Two of the following courses (6)

COM 310 Relational Communication (3)

COM 312 Communication, Conflict, and Negotiation (3)

COM 316 Gender and Communication (3)

COM 323 Communication Approaches to Popular Culture (3)

Two upper-division-related courses in Global Studies, APAS, AAAS, Chicana/Chicano Studies, or AIS (6)

Nine of the 18 semester hours must be Tempe campus resident credits. No pass/fail, “Y” credit, or credit/no-credit courses are allowed. Communication courses required for one’s major may not also count for the minor. All prerequisite and GPA requirements must be met. The “C” (2.00) minimum requirement must be met for each class.

BIS CONCENTRATION

A concentration in communication is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAMS

In addition to offering an MA degree program, the Hugh Downs School of Human Communication also offers an interdisciplinary PhD degree program in Communication. See the [Graduate Catalog](#) for the requirements and areas of concentration.

COURSES

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School of Earth and Space Exploration

sese.asu.edu

480/965-5081

PS F686

Kip Hodges, Director

Regents' Professors

Buseck, Christensen, Greeley, Starrfield, Windhorst

Professors

Burstein, Burt, Farmer, Fink, Hervig, Hester, Hodges, Holloway, Knauth, Reynolds, Robinson, Sarewitz, Sharp, Shock, Stump, Tyburczy, Wadhwa, Whipple, S. Williams

Associate Professors

Anbar, Arrowsmith, Garnero, Malhotra, Rhoads

Assistant Professors

Clarke, Desch, Fouch, Hartnett, McNamara, Semken

Associate Research Professors

L. Williams, Zolotov

Lecturer

Johnson

EARTH AND SPACE EXPLORATION—BS

The BS degree in Earth and Space Exploration requires the following core courses or their equivalents:

GLG 321 Mineralogy (3)
 GLG 424 Petrology (3)
 SES 100 Introduction to Exploration (3)
 SES 101 Earth, Solar System, and Universe I (3)
 SES 102 Earth, Solar System, and Universe II (3)
 SES 103 Earth, Solar System, and Universe Laboratory I (1)
 SES 104 Earth, Solar System, and Universe Laboratory II (1)
 SES 294 ST: Engineering Systems (3)
 SES 394 ST: Concepts of Electrical and Mechanical Engineering Design (3)
 SES 394 ST: Introduction to Astrobiology (3)
 SES 494 ST: Senior Exploration Project I (3)
 SES 494 ST: Senior Exploration Project II (3)
Total 32

In addition, one of the following five branch courses must be taken:

GLG 310 Structural Geology (3)
 GLG 418 Geophysics (3)
 GLG 470 Hydrogeology (3)
 GLG 481 Geochemistry (3)
 GLG 490 Topics in Geology: Remote Sensing (3)

To complete the total required hours, additional upper-division SES courses or courses in related fields, as approved by the school, may be taken. See [College Graduation Requirements](#).

Supporting courses required in related fields include the following:

CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 MAT 265 Calculus for Engineers I (3)
 MAT 266 Calculus for Engineers II (3)
 MAT 267 Calculus for Engineers III (3)
 PHY 121 University Physics I: Mechanics *SQ*¹ (3)
 PHY 122 University Physics Laboratory I *SQ*¹ (1)
 PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)
 PHY 132 University Physics Laboratory II *SQ*² (1)
Total 25

Both PHY 121 and 122 must be taken to secure SQ credit.

² Both PHY 131 and 132 must be taken to secure SQ credit.

GEOLOGICAL SCIENCES—BS

The BS degree in Geological Sciences requires 39 semester hours, including the following core courses or their equivalents:

GLG 101 Introduction to Geology I (Physical) *SQ*, ¹ *G* (3)
 GLG 102 Introduction to Geology II (Historical) *SG*, ² *H* (3)
 GLG 103 Introduction to Geology I—Laboratory *SQ*¹ (1)
 GLG 104 Introduction to Geology II—Laboratory *SG*² (1)
 GLG 310 Structural Geology (3)
 GLG 321 Mineralogy (3)
 GLG 400 Geology Colloquium (1)
 GLG 424 Petrology (3)
 GLG 435 Sedimentology (3)
 GLG 451 Field Geology I *L* (3)
 GLG 452 Field Geology II *L* (3)
Total 27

¹ Both GLG 101 and 103 must be taken to secure SQ credit.

² Both GLG 102 and 104 must be taken to secure SG credit.

In addition, two of the following four branch courses must be taken:

GLG 418 Geophysics (3)
 GLG 430 Paleontology (3)
 GLG 470 Hydrogeology (3)
 GLG 481 Geochemistry (3)

To complete the total required hours, other upper-division courses in geological sciences (excluding GLG 300 and 304) or courses in related fields listed as approved by the school may be taken. See [College Graduation Requirements](#).

Supporting courses required in related fields include the following:

CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 MAT 270 Calculus with Analytic Geometry I *MA* (4)
 MAT 271 Calculus with Analytic Geometry II *MA* (4)
 MAT 272 Calculus with Analytic Geometry III *MA* (4)
 or MAT 274 Elementary Differential Equations *MA* (3)
 PHY 121 University Physics I: Mechanics *SQ*¹ (3)
 PHY 122 University Physics Laboratory I *SQ*¹ (1)
 PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)
 PHY 132 University Physics Laboratory II *SQ*² (1)
Total 28

¹ Both PHY 121 and 122 must be taken to secure SQ credit.

² Both PHY 131 and 132 must be taken to secure SQ credit.

MAT 290 Calculus I and MAT 291 Calculus II may be substituted for MAT 270, 271, and 272.

MINOR IN ASTRONOMY

The minor in Astronomy consists of a minimum of 24 semester hours. Required courses are as follows:

AST 113 Astronomy Laboratory I *SQ*¹ (1)
 AST 114 Astronomy Laboratory II *SQ*² (1)
 AST 321 Introduction to Planetary and Stellar Astrophysics *SQ*¹ (3)
 AST 322 Introduction to Galactic and Extragalactic Astrophysics *SQ*² (3)
 Choose between the course combinations below (4)
 PHY 150 Physics I *SQ* (4)
 — or —
 PHY 121 University Physics I: Mechanics *SQ*³ (3)
 PHY 122 University Physics Laboratory I *SQ*³ (1)
 Choose between the course combinations below (4)
 PHY 151 Physics II *SQ* (4)
 — or —
 PHY 131 University Physics II: Electricity and Magnetism *SQ*⁴ (3)
 PHY 132 University Physics Laboratory II *SQ*⁴ (1)
 PHY 252 Physics III *SQ* (4)
 Approved upper-division electives (4)
Total 24

¹ Both AST 113 and 321 must be taken to secure SQ credit.

² Both AST 114 and 322 must be taken to secure SQ credit.

³ Both PHY 121 and 122 must be taken to secure SQ credit.

⁴

Both PHY 131 and 132 must be taken to secure SQ credit.

Electives are chosen with approval of an astronomy advisor from upper-division courses in physics and astronomy.

MINOR IN GEOLOGICAL SCIENCES

A minor in Geological Sciences is awarded to students who complete a minimum of 21 hours of geological science courses. Required courses are as follows:

GLG 101 Introduction to Geology I (Physical) *SQ*, ¹ *G* (3)
 GLG 102 Introduction to Geology II (Historical) *SG*, ² *H* (3)
 GLG 103 Introduction to Geology I—Laboratory *SQ*¹ (1)
 GLG 104 Introduction to Geology II—Laboratory *SG*² (1)
 GLG 310 Structural Geology (3)
 GLG 321 Mineralogy (3)
 GLG 400 Geology Colloquium (1)
Total 15

¹ Both GLG 101 and 103 must be taken to secure SQ credit.

² Both GLG 102 and 104 must be taken to secure SG credit.

The remaining six semester hours may be chosen among other upper-division geological sciences courses, except GLG 300 and 400, after consultation with a departmental advisor.

BIS CONCENTRATION

A concentration in geological sciences is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

SECONDARY EDUCATION—BAE

Earth and Space Science

This degree is offered through the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education have an advisor within the Mary Lou Fulton College of Education and an advisor within the department of their academic specialization area.

See [Mary Lou Fulton College of Education](#), for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555 or SESE at 480/965-5081.

The following courses must be completed with a grade of “C” (2.00) or higher before applying to the ITC program: SES 100, 101, 102, 103, 104, and 111; CHM 113 and 116.

This academic specialization consists of 48 semester hours. Required courses are as follows:

Required

GLG 310 Structural Geology (3)
 GLG 321 Mineralogy (3)
 SES 100 Introduction to Exploration (3)
 SES 101 Earth, Solar System, and Universe I (3)
 SES 102 Earth, Solar System, and Universe II (3)
 SES 103 Earth, Solar System, and Universe Laboratory I (1)
 SES 104 Earth, Solar System, and Universe Laboratory II (1)
 SES 111 Exploration of Science Teaching (1)
 or SED 111 Exploration of Science Teaching (1)
 SES 294 ST: Engineering Systems (3)
 SES 394 ST: Introduction to Astrobiology (3)
 SES 494 ST: Colloquium (1)
 SES 494 ST: Senior Exploration Project I (3)
 or SES 494 ST: Senior Exploration Project II (3)
 or GLG 451 Field Geology I L (3)
 400-level courses in GLG, GPH, SES, or related disciplines (6)

Related areas

CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 MAT 210 Brief Calculus (3)
 or MAT 270 Calculus with Analytic Geometry I (4)
 PHY 111 General Physics *SQ*¹ (3)
 PHY 112 General Physics *SQ*² (3)
 PHY 113 General Physics Laboratory *SQ*¹ (1)
 PHY 114 General Physics Laboratory *SQ*² (1)
Total 53–54

¹ Both PHY 111 and 113 required for SQ credit.

² Both PHY 112 and 114 required for SQ credit.

AEROSPACE ENGINEERING—BSE

Astronautics

This concentration is offered in partnership with the Department of Mechanical and Aerospace Engineering in the Ira A. Fulton School of Engineering. The curriculum covers orbital mechanics, space environment, attitude determination and control, telecommunications, space structures, rocket propulsion, and gas dynamics as well as elective topics in aeronautics. Design projects are carried out within transdisciplinary student teams.

See [Department of Mechanical and Aerospace Engineering](#), for information on admission eligibility requirements, admission deadlines, and accreditation. For more information or to schedule an appointment with an advisor, call the Office of Undergraduate Programs in the Department of Aerospace Engineering at 480/727-6764 or SESE at 480/965-5081.

In addition to the basic required courses for the Aerospace Engineering major, this academic concentration consists of the following 35–36 semester hours:

- EEE 455 Communications Systems (4)
- MAE 345 Structures in a Space Environment (4)
- MAE 465 Rocket Propulsion (3)
- SES 100 Introduction to Exploration (3)
- SES 294 ST: Engineering Systems (3)
- SES 294 ST: Concepts of Electrical and Mechanical Engineering Design (3)
- SES 494 ST: Senior Exploration Project I (3)
- SES 494 ST: Senior Exploration Project II (3)
- Choose one of the following courses (3–4)
 - MAE 313 Aircraft Dynamics and Control (3)
 - MAE 360 Aerodynamics (4)
 - MAE 426 Design of Aerospace Structures (3)
 - MAE 463 Propulsion (3)
 - MAE 466 Rotary-Wing Aerodynamics and Performance (3)
 - MAE 471 Computational Fluid Dynamics (3)
- Literacy and critical inquiry (3)
- Aeronautics technical elective (3)
- Total 35–36**

GRADUATE PROGRAMS

The faculty in the School of Earth and Space Exploration offer programs leading to the degrees of Master of Natural Science, MS, and PhD in Astrophysics and Geological Sciences. See the [Graduate Catalog](#) for requirements.

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

Foundation Professor

Anselin

President's Professor

Cervený

Professors

Arreola, Balling, Brazel, Dorn, Fall, Gober, Kuby, Ó hUallacháin, Pasqualetti, Talen

Associate Professors

Ellis, Li, McHugh, Wentz

Assistant Professors

Chhetri, Edsall, Larson, Lukinbeal, Myint, Schmeackle, Torrens

Senior Lecturer

Shaeffer

Lecturer

Larson-Keagy

The faculty in the School of Geographical Sciences offer undergraduate programs leading to BA and BS degrees in Geography with concentrations in geographic information systems and meteorology/climatology. The mission of the School of Geographical Sciences lies in social and cultural dynamics of space and place, complex land use systems, climate and environmental change, and GIScience.

Social and cultural dynamics of space and place addresses human-societal dynamics in the interrelated areas of social, cultural, political, and economic processes. Focus is placed upon communities in transition, spatial dimensions of knowledge economies, geographic dimensions of aging and human health, and visual geographies. Complex land use systems addresses environmental-societal dynamics and provides an interface between natural science and social science, and between science and decision making. Urban and rural land uses and their interrelationships are examined, and complex, transdisciplinary problems associated with cities, rural development, planning, and sustainability are addressed. Climate and environmental change explores environmental dynamics in the natural world and our interaction with it. Natural science approaches to environmental dynamics are balanced with social and cultural impacts. Interests focus on climate and environmental changes with emphasis on the Southwest, sudden and dramatic changes in hydrologic equilibrium, global change via study of climate and environmental proxy records, and climatic and geomorphic impacts of land use and land use change. GIScience focuses on spatial representation; analysis, display, and communication of information, developing both theory and methodology; developing spatially and temporally dynamic models of social and environmental systems; spatial societal science; spatial environmental science; and modeling of coupled natural and human systems.

The large number of faculty and their diverse training provide for a wide range of course offerings and research guidance. Faculty interests, combined with the location of the university in the greater Phoenix metropolitan area in the Southwestern U.S., provide an ideal laboratory for urban geography, urban climatology, fluvial geomorphology, air land research, and cultural geography. Northern Mexico and the Western mountains are also within easy reach for field research.

Undergraduate students may choose to pursue a BA degree in Geography, BS degree in Geography, BAE degree in Secondary Education, or minor in Geography. A grade of "C" (2.00) or higher is necessary in all required School of Geographical Sciences courses. Both BA and BS degrees in Geography consist of a minimum of 45 semester hours. A minor consists of a minimum of 18 semester hours.

GEOGRAPHY—BA

A student choosing a BA degree in Geography may be interested in a liberal arts and sciences focus on the breadth

of the field. A BA degree may also focus on a geographic region. In either case, the student crafts an individualized program of study in consultation with an advisor.

The BA degree consists of courses in core geographic knowledge (10–11 semester hours), core geographic skills (12 semester hours), a regional course (three semester hours), and electives (12 semester hours), for a minimum of 37 semester hours in geography. At least 18 semester hours in geography must be in upper-division courses. The remaining hours are made up of electives from geography courses or related fields of study, chosen in consultation with an advisor.

Core Geographic Knowledge

GCU 102 Introduction to Human Geography *SB* (3)
 GCU 121 World Geography* *SB, G* (4)
 GPH 111 Introduction to Physical Geography *SQ* (4)
 or GPH 411 Physical Geography (3)

Total 10–11

* Completion of three semester hours of transfer course work can also be used to fulfill this requirement.

Core Geographic Skills

GCU 495 Quantitative Methods in Geography *CS* (3)
 GCU 496 Geographic Research Methods *L* (3)
 GPH 371 Introduction to Cartography and Georepresentation *CS* (3)
 GPH 491 Geographic Field Methods (3)

Total 12

Geographic Region

Choose one of the courses below, in consultation with an advisor. (3)

GCU 322 Geography of U.S. and Canada *SB, C* (3)
 GCU 323 Geography of Latin America *SB, G* (3)
 GCU 325 Geography of Europe *SB, G* (3)
 GCU 326 Geography of Asia *SB, G* (3)
 GCU 327 Geography of Africa *SB, G* (3)
 GCU 328 Geography of Middle East and North Africa *SB, G* (3)
 GCU 332 Geography of Australia and Oceania *SB, G* (3)
 GCU 344 Geography of Hispanic Americans *SB, C* (3)
 GCU 421 Geography of Arizona and Southwestern United States *SB, C* (3)
 GCU 423 Geography of South America *SB, G* (3)
 GCU 424 Geography of Mexico and Middle America *SB, G* (3)
 GCU 425 Geography of the Mexican American Borderland *L/SB, G* (3)
 GCU 426 Geography of Russia and Surroundings *SB, G* (3)
 GCU 433 Geography of Southeast Asia (3)
 GPH 433 Alpine and Arctic Environments *G* (3)

A student can design, in consultation with an advisor, a general BA degree in Geography. In addition, there are three cooperative programs whereby a student receives a BA degree in Geography and an emphasis in Asian Studies, Southeast Asian Studies, or Latin American Studies.

Asian and Southeast Asian Certificates

Students majoring in Geography may elect to pursue an Asian or Southeast Asian certificate. For more information, see [Asian Studies Certificate](#) and [Southeast Asian Studies Certificate](#).

Latin American Studies Emphasis

Students majoring in Geography may elect to pursue a Latin American studies concentration combining courses from the major with selected outside courses of wholly Latin American content. At least 30 upper-division semester hours of the program must be in Latin American content courses, including 15 hours in geography (or in courses approved by the School of Geographical Sciences advisor) and 15 in other disciplines. A reading knowledge of either Spanish or Portuguese is required and a reading knowledge of the other language is suggested. The program must be approved by the Center for Latin American Research. See [Latin American Studies Certificate](#) for more information.

GEOGRAPHY—BS

The BS degree consists of courses in core geographic knowledge (10–11 semester hours), core geographic skills (12 semester hours) and a geographic techniques course (from three to four semester hours), and electives (12 semester hours)—for a minimum of 37 semester hours in geography. At least 18 semester hours in geography must be in upper-division courses. The remaining hours are made up of electives from geography courses or related fields of study, chosen in consultation with an advisor.

Core Geographic Knowledge

GCU 102 Introduction to Human Geography *SB* (3)
 GCU 121 World Geography* *SB, G* (4)
 GPH 111 Introduction to Physical Geography *SQ* (4)
 or GPH 411 Physical Geography (3)

Total 10–11

* Completion of three semester hours of transfer course work can also be used to fulfill this requirement.

Core Geographic Skills

GCU 495 Quantitative Methods in Geography *CS* (3)
 GCU 496 Geographic Research Methods *L* (3)
 GPH 371 Introduction to Cartography and Georepresentation *CS* (3)
 GPH 491 Geographic Field Methods (3)

Total 12

Core Geographic Techniques

Choose one of the courses below, in consultation with an advisor. (3–4)

GPH 372 Air Photo Interpretation (3)

GPH 373 Geographic Information Science I *CS* (4)

GPH 471 Geographics: Interactive and Animated Cartography and Geovisualization *CS* (3)

The remaining four courses (12 semester hours) of geography electives and nine hours of geography or related fields of study vary among the options available for a BS degree in Geography. There are two specific departmental concentrations: meteorology-climatology and urban studies. In addition, a student can design, in consultation with an advisor, an individualized BS degree emphasizing other areas within the major.

Meteorology-Climatology Concentration

See an undergraduate advisor in the School of Geographical Sciences for the latest National Weather Service certification requirements. The required courses for the meteorology-climatology concentration include a minimum of 40 semester hours in geography plus course work in mathematics and physics:

Core Courses

GCU 102 Introduction to Human Geography *SB* (3)

GCU 121 World Geography* *SB, G* (4)

GCU 495 Quantitative Methods in Geography *CS* (3)

GCU 496 Geographic Research Methods *L* (3)

GPH 111 Introduction to Physical Geography *SQ* (4)

or GPH 411 Physical Geography (3)

GPH 370 Geographic Information Technologies *CS* (3)

GPH 371 Introduction to Cartography and Georepresentation *CS* (3)

GPH 491 Geographic Field Methods (3)

Total 25–26

* Completion of three semester hours of transfer course work can also be used to fulfill this requirement.

Required Meteorology Courses

GPH 213 Introduction to Climatology *SG** (3)

GPH 215 Introduction to Climatology Laboratory *SG** (1)

GPH 409 Synoptic Meteorology I (4)

GPH 410 Synoptic Meteorology II (4)

GPH 412 Physical Climatology (3)

or GPH 413 Meteorological Instruments and Measurement (3)

or GPH 414 Climate Change *G* (3)

Total 15

* Both GPH 213 and 215 must be taken to secure *SG* credit.

Mathematics and Physics-Related Courses

MAT 270 Calculus with Analytic Geometry I *MA* (4)

MAT 271 Calculus with Analytic Geometry II *MA* (4)

MAT 272 Calculus with Analytic Geometry III *MA* (4)

PHY 121 University Physics I: Mechanics *SQ*¹ (3)

PHY 122 University Physics Laboratory I *SQ*¹ (1)

PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)

PHY 132 University Physics Laboratory II *SQ*² (1)

Total 20

¹ Both PHY 121 and 122 must be taken to secure *SQ* credit.

² Both PHY 131 and 132 must be taken to secure *SQ* credit.

Urban Studies Concentration.

The required courses for the urban studies concentration are as follows:

Core Courses

GCU 102 Introduction to Human Geography *SB* (3)

GCU 121 World Geography* *SB, G* (4)

GCU 495 Quantitative Methods in Geography *CS* (3)

GCU 496 Geographic Research Methods *L* (3)

GPH 111 Introduction to Physical Geography *SQ* (4)

or GPH 411 Physical Geography (3)

GPH 371 Introduction to Cartography and Georepresentation *CS* (3)

GPH 373 Geographic Information Science I *CS* (4)

GPH 491 Geographic Field Methods (3)

Total 26–27

* Completion of three semester hours of transfer course work can also be used to fulfill this requirement.

Required Urban Studies Courses

GCU 361 Urban Geography *SB* (3)

GCU 484 I: Human Geography Internship (3)

or GPH 484 Internship (3)

or one upper-division course outside the department in a related field of study chosen in consultation with an advisor (3)

Choose one of the courses below (3)

GCU 351 Population Geography *SB, G* (3)

GCU 357 Social Geography *SB* (3)

GCU 364 Energy in the Global Arena *SB, G* (3)

GCU 441 Economic Geography *SB* (3)

- GCU 442 Geographical Analysis of Transportation *SB* (3)
 - One upper-division GCU or GPH course chosen in consultation with an advisor (3)
 - Choose two of the courses below (6)
 - GCU 359 Cities of the World I *SB, G, H* (3)
 - GCU 360 Cities of the World II *SB, G* (3)
 - GCU 444 Geographic Studies in Urban Transportation *SB* (3)
 - GCU 494 ST: Geography of Phoenix (3)
- Urban studies total 15**

MINOR IN GEOGRAPHY

A minor in Geography is awarded to students who complete a minimum of 18 hours in geography. A grade of “C” (2.00) or higher is required for all courses taken for the minor.

The following lower-division courses are required:

- GCU 102 Introduction to Human Geography *SB* (3)
- GPH 111 Introduction to Physical Geography *SQ* (4)
- or GPH 411 Physical Geography (3)

Total 6–7

The remaining courses are selected in conjunction with an advisor. At least one course should be a geographic skill, these include: Geographic Information Technologies (GPH 370), Introduction to Cartography and Georepresentation (GPH 371), Air Photo Interpretation (GPH 372), Geographic Information Science I (GPH 373), or Geographic Field Methods (GPH 491). At least four courses should be upper-division courses in geography.

UNDERGRADUATE CERTIFICATE IN GEOGRAPHIC INFORMATION SCIENCE

This cross-disciplinary certificate is designed for undergraduates wishing to pursue a GIS-related career. The certificate is awarded to students completing the following 19 semester hours with a grade of “C” or higher.

Required courses

- CSE 100 Principles of Programming with C++ *CS* (3)
- or CSE 110 Principles of Programming with Java *CS* (3)
- GCU 495 Quantitative Methods in Geography *CS* (3)
- GPH 370 Geographic Information Technologies *CS* (3)
- GPH 373 Geographic Information Science I *CS* (4)
- GPH 473 Geographic Information Science II *CS* (3)

Elective Courses

- Choose one of the courses below (3)
- ABS 485 GIS in Natural Resources (3)
- ABS 586 Remote Sensing in Environmental Resources (4)
- GCU 361 Urban Geography *SB* (3)
- GCU 441 Economic Geography *SB* (3)
- GCU 442 Geographical Analysis of Transportation *SB* (3)
- GCU 484 I: Human Geography Internship (3)
- GPH 371 Introduction to Cartography and Georepresentation *CS* (3)
- GPH 372 Air Photo Interpretation (3)
- GPH 471 Geographics: Interactive and Animated Cartography and Geovisualization *CS* (3)
- GPH 481 Environmental Geography (3)
- GPH 483 Geographic Information Analysis (3)
- GPH 484 I: GIS based (3)
- PLB 434 Landscape Ecological Analysis and Modeling (3)

Total 19–20

BIS CONCENTRATIONS

Five concentrations in Geography (geography, environmental geography, geographical information science, geography for business, and international geography) are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Two double concentrations are also available: the global family (in conjunction with family resources and human development) and environmental science (in conjunction with plant biology). Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

SECONDARY EDUCATION—BAE

This degree is offered through the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education (Geography) have an advisor in the Mary Lou Fulton College of Education and an advisor within the School of Geographical Sciences.

See [Mary Lou Fulton College of Education](#) for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

Academic Specialization ITC Admission Requirements

At least three required courses in the academic specialization must be completed with a grade of “C” (2.00) or higher before applying to the ITC professional program.

Geography

The major teaching field consists of 30 semester hours and six hours in teaching methods. A grade of “C” (2.00) or higher is required in all academic specialization courses. Required major courses are as follows:

- GCU 102 Introduction to Human Geography *SB* (3)
- GCU 121 World Geography *SB, G* (4)
- GCU 141 Introduction to Economic Geography *SB, G* (3)
 - or GCU 322 Geography of U.S. and Canada *SB, C* (3)
 - or GCU 351 Population Geography *SB, G* (3)
 - or GCU 361 Urban Geography *SB* (3)
- GPH 111 Introduction to Physical Geography *SQ* (4)
- GPH 210 Society and Environment *G* (3–4)
 - or GPH 211 Landform Processes *L* (3)
 - or GPH 212 Introduction to Meteorology *SQ*¹ (3)
 - and GPH 214 Introduction to Meteorology Lab *SQ*¹ (1)
 - or GPH 314 Global Change *HU, G* (3)

Electives² (12–13)

Minimum total 29–31

¹ Both GPH 212 and 214 must be taken to secure SQ credit.

² Electives must be upper-division geography courses chosen in conjunction with an advisor to reach the 30-semester-hour major requirement.

Teaching Methods

- GCU 414 Teaching Geography Standards (3)
- SED 480 Special Methods of Teaching Social Studies (3)
 - or GCU 494 ST: Geography Methods (3)

Total 6

COURSES

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

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480/727-8286

COOR 5634

David Jacobson, Director

CORE FACULTY

Professors

Abbott, Hechter, Jacobson, Thomas, Webster, West

Associate Professors

Henn, Warner

Assistant Professors

Duncan, McElwee, Peskin, Wang

GLOBAL STUDIES—BA

The BA in Global Studies requires 45 semester hours in global studies and track courses. At least 18 hours must be in the upper division.

Required coursesSGS 101 Thinking Globally: The Individual and Authority *SB, G* (3)SGS 102 Thinking Globally: Technology and Nature in World Settings *G* (3)SGS 103 Contemporary Global Trends *SB, G* (3)

SGS 394 ST: Professional Development (career courses) (6)

SGS 394 ST: Research Methods (3)

SGS 484 Study Abroad/Internship (6)

SGS 494 ST: Capstone (6)

Required courses total 30

Track course options* (15)

Program total 45

* Students must select a track from the following options: Asian studies, governance, Latin American studies, migration, Russian and East European studies, Southeast Asian studies, and urban systems and natural resources (15 semester hours). At least nine semester hours must be in the upper division, and a three-semester-hour statistics course is encouraged.

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480/965-6213

ANTH 233

Sander E. van der Leeuw, Director**Ben A. Nelson, Associate Director****Kaye E. Reed, Associate Director****Regents' Professor**

Clark

Professors

Barton, Bolin, Brandt, Brewis, Buikstra, Carr, Chance, Eder, Falconer, Hackett, Hegmon, Hudak, 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

Associate Research Professors

Simon, Sugiyama

The School of Human Evolution and Social Change offers the BA degree in Anthropology.

ANTHROPOLOGY—BA**Course Requirements**

The Anthropology major consists of a minimum of 39 or 40 semester hours in anthropology and a minimum of three semester hours in statistics. At least 18 of the semester hours must be in upper-division courses (300–400 level). No ASU course is automatically classified as being either related or unrelated. Course requirements for the major are distributed as follows:

Required Introductory Courses

ASB 102 Introduction to Cultural and Social Anthropology *SB, G* (3)

ASB 222 Buried Cities and Lost Tribes: Our Human Heritage *HU/SB, G, H* (3)

or ASB 223 Buried Civilizations of the Americas *HU/SB, G, H* (3)

ASM 104 Bones, Stones, and Human Evolution *SB/SG* (4)

Distribution Requirements

Archaeology (6)

Geographic area course in archaeology or physical anthropology (3)

Geographic area course in ethnography (3)

Upper-division linguistics (3)

Physical anthropology (6)

Social/cultural (6)

Elective

Anthropology (2–3)

Related Fields

Statistics (3)

Total 42–43

Consultation with the undergraduate advisor and a faculty mentor in the School of Human Evolution and Social Change is recommended each semester. The anthropology undergraduate advising office is located in ANTH 166.

Course work in anthropology completed at other institutions is evaluated by the undergraduate advisor. The College of Liberal Arts and Sciences requires that transfer students complete at least 12 semester hours of upper-division course work at ASU in the department/school of their major in order to be eligible for graduation.

In addition to a cumulative GPA of 2.00 or higher, all anthropology students must obtain a minimum grade of “C” (2.00) in all upper- and lower-division anthropology courses and all related fields.

Each student’s Declaration of Graduation and Degree Audit Report, or Program of Study, must be reviewed and

approved by the anthropology undergraduate advisor.

Introductory, Distribution, and Related Fields Requirements

Consult with a School of Human Evolution and Social Change undergraduate advisor for semester course description booklets and semester schedules, which indicate the regular and omnibus courses being offered. No courses may be used to fulfill more than one Anthropology major or minor requirement.

Required Introductory Courses

- ASB 102 Introduction to Cultural and Social Anthropology *SB, G* (3)
- ASB 222 Buried Cities and Lost Tribes: Our Human Heritage *HU/SB, G, H* (3)
or ASB 223 Buried Civilizations of the Americas *HU/SB, G, H* (3)
- ASM 104 Bones, Stones, and Human Evolution *SB/SG* (4)

Distribution Requirements

Upper-Division Linguistics

- One course chosen from the following list* (3)
 - ASB 480 Introduction to Linguistics *SB* (3)
 - ASB 481 Language and Culture *SB* (3)
 - ASB 483 Sociolinguistics and the Ethnography of Communication *SB* (3)

Sociocultural

- Two courses chosen from the following list* (6)
 - ASB 202 Ethnic Relations in the United States *SB, C, H* (3)
 - ASB 211 Women in Other Cultures *HU/SB, G* (3)
 - ASB 311 Principles of Social Anthropology *SB* (3)
 - ASB 314 Comparative Religion (3)
 - ASB 319 The North American Indian (3)
 - ASB 321 Indians of the Southwest *L/SB, C, H* (3)
 - ASB 322 Peoples of Mesoamerica *SB, G* (3)
 - ASB 323 Indians of Latin America *SB, G* (3)
 - ASB 324 Peoples of the Pacific *G* (3)
 - ASB 325 Peoples of Southeast Asia *G* (3)
 - ASB 350 Anthropology and Art (3)
 - ASB 351 Psychological Anthropology *SB* (3)
 - ASB 353 Death and Dying in Cross-Cultural Perspective *HU/SB, G* (4)
 - ASB 412 History of Anthropology *L/SB* (3)
 - ASB 416 Economic Anthropology *L/SB* (3)
 - ASB 417 Political Anthropology (3)
 - ASB 485 U.S.-Mexico Border in Comparative Perspective (3)

Archaeology

- Two courses chosen from the following list* (6)
 - ASB 231 Archaeological Field Methods *SG* (4)
 - ASB 326 Human Impacts on Ancient Environments *SB, H* (3)
 - ASB 330 Principles of Archaeology *SB* (3)
 - ASB 335 Prehistory of the Southwest *SB, C, H* (3)
 - ASB 337 Pre-Hispanic Civilization of Middle America *HU/SB, G, H* (3)
 - ASB 338 Archaeology of North America *SB, H* (3)
 - ASB 361 Pleistocene Archaeology *H* (3)
 - ASB 362 The Neolithic Revolution and Its Consequences *H* (3)
 - ASM 338 Anthropological Field Session (2-8)
 - ASM 365 Laboratory Methods in Archaeology (4)
 - ASM 435 Archaeological Pollen Analysis (3)
 - ASM 472 Archaeological Ceramics (3)

Physical Anthropology

- Two courses chosen from the following list* (6)
 - ASM 246 Human Origins (3)
 - ASM 301 Peopling of the World *SB* (3)
 - ASM 341 Human Osteology (4)
 - ASM 342 Human Biological Variation *SG* (4)
 - ASM 343 Primatology (3)
 - ASM 344 Fossil Hominids *H* (4)
 - ASM 345 Disease and Human Evolution (3)
 - ASM 348 Social Issues in Human Genetics *SB* (3)
 - ASM 452 Dental Anthropology *SG* (4)
 - ASM 454 Comparative Primate Anatomy (4)
 - ASM 455 Primate Behavior Laboratory *L* (3)

Geographic Area Courses

Archaeology or Physical Anthropology

- One course chosen from the following list* (3)
 - ASB 335 Prehistory of the Southwest *SB, C, H* (3)
 - ASB 337 Pre-Hispanic Civilization of Middle America *HU/SB, G, H* (3)
 - ASB 338 Archaeology of North America *SB, H* (3)
 - ASB 361 Pleistocene Archaeology *H* (3)
 - ASB 362 The Neolithic Revolution and Its Consequences *H* (3)
 - ASM 301 Peopling of the World *SB* (3)

Ethnographic

- One course chosen from the following list* (3)
 - ASB 319 The North American Indian (3)
 - ASB 321 Indians of the Southwest *L/SB, C, H* (3)

- ASB 322 Peoples of Mesoamerica *SB, G* (3)
- ASB 323 Indians of Latin America *SB, G* (3)
- ASB 324 Peoples of the Pacific *G* (3)
- ASB 325 Peoples of Southeast Asia *G* (3)
- ASB 485 U.S.-Mexico Border in Comparative Perspective (3)

Anthropology Elective

Any anthropology course (2–3)

Related Fields

One lower- or upper-division statistics course (3)

Total 42–43

* Consult with a School of Human Evolution and Social Change undergraduate advisor for courses not listed that may fulfill distribution requirements.

MINOR IN ANTHROPOLOGY

The Anthropology minor requires a minimum of 18 semester hours. Two of the introductory courses—from ASB 102, ASM 104, and ASB 222 or 223—are required. However, the particular introductory courses selected may limit the anthropology courses available in the upper division. Twelve semester hours must be upper division and represent at least two of the three subfields of anthropology. The three subfields are:

1. sociocultural anthropology (with linguistics);
2. archaeology; and
3. physical anthropology.

The courses chosen to represent two of the three subfields must be drawn from the [Distribution Requirements](#), of those two subfields. A minimum grade of “C” (2.00) is required for all courses taken for the minor in Anthropology.

The minor in Anthropology provides students with a great deal of flexibility in selecting courses. The program has been designed to allow students to focus on areas within the discipline which articulate well with their major. All students interested in the Anthropology minor are encouraged to discuss the options available with a School of Human Evolution and Social Change undergraduate advisor.

BIS CONCENTRATION

For students pursuing the Bachelor of Interdisciplinary Studies (BIS) degree, a concentration in anthropology requires 24 or 25 semester hours. All three of the introductory courses—ASB 102, ASM 104, and ASB 222 or 223—are required. Fifteen semester hours must be upper division and represent two of the three subfields:

1. sociocultural anthropology (with linguistics);
2. archaeology; and
3. physical anthropology.

The courses chosen to represent the two subfields must be drawn from the [Distribution Requirements](#). A minimum grade of “C” (2.00) is required for all courses taken for the minor in Anthropology for BIS students.

CERTIFICATES

Latin American Studies Certificate or Emphasis

Students majoring in Anthropology may elect to pursue a Latin American Studies Certificate or emphasis, combining courses from the major with selected outside courses of wholly Latin American content. For more information, see [Latin American Studies Certificate](#).

Certificate in Museum Studies

See the [Graduate Catalog](#) or contact the School of Human Evolution and Social Change for more information.

GRADUATE PROGRAM

The faculty in the School of Human Evolution and Social Change offer programs leading to the MA and PhD degrees. See the [Graduate Catalog](#) for requirements.

SECONDARY EDUCATION—BAE

This degree is offered through the Initial Teacher Certification program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education have an advisor in the Mary Lou Fulton College of Education and an advisor within the department of their academic specialization area.

See [Mary Lou Fulton College of Education](#), for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

For more information, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

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 International Letters and Cultures

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LL 440

Robert Joe Cutter, Chair

Regents' Professors

Foster, Keller

Professors

Acereda, Alexander, Baldini, Chambers, Croft, Cutter, Carlos Garcia-Fernández, Horwath, B. Lafford, Losse, Orlich, M. Sanchez, Sipka, Sorensen, 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, George, Gilfillan, Gruzinska, Haberman, McElroy, Newhard, Oh, Owen, Saposnik, Siegel-Valdes

Senior Lecturers

Elorrieta, Falce-Robinson, Foard

Lecturers

Andre, Bell, Deal, Devitt, Lage, Le, Mango, Martinez, Melucci, Pang, Petersen, Poudrier, Shimomura, Siriprakob, Stiftel, Walton-Ramirez, E. Wong, Zhang

Associate Research Professional

P. Lafford

BACHELOR OF ARTS DEGREE

The faculty in the School of International Letters and Cultures offer majors in Asian Languages (Chinese/Japanese), French, German, Italian, Russian, and Spanish. To enhance the study of the language, literature and culture of each major, all students in the School of International Letters and Cultures are required to complete nine semester hours of SLC core curriculum courses that introduce students to the fields of linguistics, literature and cultural studies. The Asian Languages (Chinese/Japanese) majors consist of 54 semester hours, of which 30 hours must be in either Chinese or Japanese, nine semester hours of SLC courses, and an additional 15 semester hours of East Asian-related course work. The Spanish major consists of 45 semester hours, of which 36 upper-division hours are taken in Spanish, and nine semester hours of SLC courses for related fields. The French, German, Italian, and Russian majors consist of 45 semester hours, of which 30 hours are taken in the language of the major, nine semester hours are SLC courses, and an additional six hours are related fields courses to be approved by the academic advisor in consultation with the student. For French and Spanish, all courses counting for the major must be taken at the upper-division (300 and 400) level. Specific required courses for each major area are shown in this section and in a brochure available in the school. See [College Graduation Requirements](#). For more information, access the School of International Letters and Cultures Web site at asu.edu/languages.

MAJORS

Asian Languages (Chinese/Japanese)—BA

Students majoring in Asian Languages (Chinese/Japanese) may select a course of study that focuses on either language. The majors require 54 semester hours. At least nine semester hours must be at the 400 level.

Chinese

Recommended

Two 200-level CHI courses (6)

Required

CHI 313 Third-Year Chinese I *G* (3)

CHI 314 Third-Year Chinese II *G* (3)

CHI 321 Chinese Literature *HU* (3)

CHI 322 Chinese Literature *HU, G* (3)

or FLA 420 Foreign Literature in Translation *HU, G* (3)

CHI 413 Introduction to Classical Chinese *HU* (3)

CHI 414 Introduction to Classical Chinese *HU* (3)

Total 18

Electives

Choose six semester hours from the courses below (6)

CHI 309 Chinese Conversation (2)

CHI 310 Chinese Conversation (2)

CHI 311 Chinese Conversation (2)

CHI 312 Chinese Conversation (2)

CHI 494 Special Topics (1–4)

CHI 499 Individualized Instruction (1–3)

Total Asian Languages Chinese major 30

Related Fields for Chinese

In addition to the courses shown above, the student must meet with an advisor and choose 24 semester hours of related fields courses, including six semester hours of JPN prefix courses such as Japanese language and calligraphy, Japanese Literature in Translation (FLA 421), or six semester hours of KOR prefix courses in Korean language, literature, or culture; At least three semester hours must be in an approved course that provides an overview of Chinese history; and six additional hours of related fields must be from an approved list of courses that focus on East Asia. In addition, students are required to complete nine semester hours in the following School of International Letters and Cultures courses as part of related fields.

Related Courses

SLC 201 Introduction to Linguistics (3)

SLC 202 Introduction to Literary and Cultural Theory (3)

SLC 498 Pro-Seminar (3)

Total (9)

Japanese

Recommended

Two 200-level JPN courses (6)

Required

FLA 421 Japanese Literature in Translation *L/HU, G* (3)

JPN 313 Third-Year Japanese I *G* (3)

JPN 314 Third-Year Japanese II *G* (3)

JPN 321 Japanese Literature *L/HU, G* (3)

JPN 414 Introduction to Classical Japanese (3)

Total 15

Electives

Choose nine semester hours from the courses below (9)

JPN 309 Intermediate Japanese Conversation (2)

JPN 310 Intermediate Japanese Conversation (2)

JPN 311 Japanese Conversation and Composition *G* (3)

JPN 312 Japanese Conversation and Composition *G* (3)

JPN 321 Japanese Literature *L/HU, G* (3)

JPN 394 Special Topics (1–4)

JPN 435 Advanced Readings (3)

JPN 485 Problems of Translation (3)

JPN 494 Special Topics (1–4)

JPN 499 Individualized Instruction (1–3)

Total Asian Languages Japanese major 30

At least nine semester hours must be taken from FLA 421, and JPN 321 and 414. No more than eight semester hours may be selected from JPN 309, 310, 311, and 312.

Related Fields for Japanese

In addition to the courses shown above, the student must meet with an advisor and choose 24 semester hours of related fields courses, including six semester hours of CHI prefix courses such as Chinese language and calligraphy, Chinese Literature in Translation (CHI 321 and 322 and FLA 420) or six hours of KOR prefix courses in Korean language, literature, or culture. At least three hours must be in an approved course that provides an overview of Japanese history; and six additional hours of related fields must be from an approved list of courses that focus on East Asia. In addition, students are required to complete nine semester hours in the following School of International Letters and Cultures courses as part of related fields:

Related Courses

SLC 201 Introduction to Linguistics (3)

SLC 202 Introduction to Literary and Cultural Theory (3)

SLC 498 Pro-Seminar (3)

Total 9

French—BA

Required

FRE 311 French Conversation *G* (3)

FRE 312 French Composition *G* (3)

FRE 321 French Literature *L/HU, H* (3)

FRE 322 French Literature *L/HU* (3)

Total 12

Select 18 semester hours from the following list, including at least 12 semester hours from the 400 level:

- FRE 315 French Phonetics (3)
 - FRE 319 Business French *G* (3)
 - FRE 325 Introduction to French Film (3)
 - FRE 394 Special Topics (1–3)
 - FRE 411 Advanced Spoken French *G* (3)
 - FRE 412 Advanced Written French *G* (3)
 - FRE 415 French Civilization I *HU* (3)
 - FRE 416 French Civilization II *HU, G* (3)
 - FRE 421 Structure of French (3)
 - FRE 422 Applied French Linguistics (3)
 - FRE 423 French Syntax (3)
 - FRE 432 Gay Identities in Modern French Literature (3)
 - FRE 441 French Literature of the 17th Century *HU* (3)
 - FRE 442 French Literature of the 17th Century *HU, H* (3)
 - FRE 445 French Literature of the 18th Century *L/HU* (3)
 - FRE 451 French Poetry of the 19th Century (3)
 - FRE 452 French Novel of the 19th Century *HU* (3)
 - FRE 453 Theater of the 19th Century *L/HU* (3)
 - FRE 461 Modern Narrative *HU* (3)
 - FRE 462 Modern Poetry *HU* (3)
 - FRE 471 The Literature of Francophone Africa and the Caribbean *L/HU* (3)
 - FRE 472 Franco-Canadian Civilization (3)
 - FRE 480 Translation Theory and Practice (3)
 - FRE 485 Literary Translation (3)
 - FRE 494 Special Topics (1–4)
 - FRE 499 Individualized Instruction (1–3)
- Total French major 30**

Related Fields

In addition, students are required to complete nine semester hours in the following School of International Letters and Cultures courses as part of related fields:

- SLC 201 Introduction to Linguistics (3)
 - SLC 202 Introduction to Literacy and Cultural Theory (3)
 - SLC 498 Pro-Seminar (3)
- Total 9**

In addition to the SLC courses, the student must meet with an advisor and choose at least six semester hours of related courses from appropriate social and behavioral sciences, humanities, international business courses, and other language courses.

German—BA

Required

- Two 200-level GER courses (6)
- GER 311 German Conversation *G* (3)
or GER 312 German Conversation *G* (3)
- GER 313 German Composition *G* (3)
- GER 411 Advanced Grammar and Conversation *G* (3)
- GER 412 Advanced Grammar and Composition *G* (3)
- GER 421 German Literature *HU* (3)
- GER 422 German Literature *L/HU* (3)
- Choose six semester hours from the courses below (6)
 - GER 319 Business Correspondence and Communication *G* (3)
 - GER 394 Special Topics (1–4)
 - GER 415 German Civilization *HU, G, H* (3)
 - GER 416 German Civilization *HU, G, H* (3)
 - GER 494 Special Topics (1–4)

Total German major 30

Related Fields

In addition, students are required to complete nine semester hours in the following School of International Letters and Cultures courses as part of related fields:

- SLC 201 Introduction to Linguistics (3)
 - SLC 202 Introduction to Literacy and Cultural Theory (3)
 - SLC 498 Pro-Seminar (3)
- Total 9**

In addition to these nine semester hours, the student must meet with an advisor and choose at least six semester hours of related courses from appropriate social and behavioral sciences, humanities, international business courses, and other language courses.

Italian—BA

Required

- Two 200-level ITA courses (6)
- ITA 311 Italian Composition and Conversation *G* (3)
- ITA 312 Italian Composition and Conversation *G* (3)
- ITA 325 Introduction to Italian Literature *HU* (3)

Total 15

Note: ITA 315 Italian for Business may be substituted for either ITA 311 or 312.

Fifteen semester hours are required from the following list, including at least nine semester hours from the 400 level:

ITA 314 Advanced Italian *G* (3)
 ITA 315 Italian for Business (3)
 ITA 394 Special Topics (1–4)
 ITA 415 Italian Civilization *HU, G* (3)
 ITA 420 Italian Cinema (3)
 ITA 425 Italian American Culture *L* (3)
 ITA 430 Italian Literature of the Middle Ages *HU* (3)
 ITA 441 Dante: *Divina Commedia L/HU* (3)
 ITA 443 Italian Literature of the Renaissance *HU, H* (3)
 ITA 446 Italian Literature of the 18th and 19th Centuries *HU* (3)
 ITA 449 20th-Century Italian Literature *HU, G* (3)
 ITA 494 Special Topics (1–4)
 ITA 499 Individualized Instruction (1–3)

Total Italian major 30**Related Fields**

In addition, students are required to complete nine semester hours in the following School of International Letters and Cultures courses as part of related fields:

SLC 201 Introduction to Linguistics (3)
 SLC 202 Introduction to Literacy and Cultural Theory (3)
 SLC 498 Pro-Seminar (3)

Total 9

In addition to the courses shown above, the student must meet with an advisor and choose at least six semester hours of related courses from appropriate social and behavioral sciences, humanities, international business courses, and other language courses.

Russian—BA**Required**

RUS 211 Basic Russian Conversation *G* (3)
 RUS 212 Basic Russian Conversation *G* (3)
 RUS 311 Russian Composition and Conversation *G* (3)
 RUS 312 Russian Composition and Conversation *G* (3)
 RUS 411 Advanced Composition and Conversation I *G* (3)
 or RUS 412 Advanced Composition and Conversation II *G* (3)
 RUS 498 PS: Senior Seminar* (3)
 or SLV 498 PS: Senior Seminar (3)
 SLV 304 Computational Linguistics of Slavic Languages *CS* (3)

Total 21

* RUS 493 may be taken instead.

Note: Heritage speakers and other advanced speakers of Russian are, with permission from the Slavic language section head, admitted into a separate track for completion of the major. That track entails completion of 12 of the above semester hours (six semester hours of RUS 495, RUS 498 [or SLV 498], and SLV 304), to be accompanied by 18 additional semester hours from the list below (excluding RUS 411, 412, and 417). At least 12 of the additional 18 semester hours must be at the 400 level.

Nine semester hours are required from the following list, including at least six semester hours from the 400 level:

RUS 321 Foundations of Russian Literature *HU, H* (3)
 RUS 322 Great Russian Writers of the 19th Century *L/HU* (3)
 RUS 323 Modern Russian Literature and the Soviet Legacy *L/HU, G* (3)
 RUS 411 Advanced Composition and Conversation I *G* (3)
 RUS 412 Advanced Composition and Conversation II *G* (3)
 RUS 417 Applied Russian Phonetics (2)
 RUS 420 Russian Poetry *L/HU* (3)
 RUS 421 Pushkin *L/HU* (3)
 RUS 423 Dostoyevsky *L/HU* (3)
 RUS 424 Tolstoy *L/HU* (3)
 RUS 425 Chekhov *L/HU* (3)
 RUS 430 Russian Short Story *L/HU* (3)
 RUS 441 Survey of Russian Culture *L/HU, G, H* (3)
 RUS 495 Russian for Heritage Speakers (3)
 SLV 426 Contemporary East European and Eurasian Literatures *L/HU, G* (3)
 SLV 440 History of Slavic Languages *SB* (3)

Total Russian major 30**Related Fields**

In addition to the 30 semester hours of course work required for the major, students are required to complete nine semester hours in the following School of International Letters and Cultures courses as part of related fields:

SLC 201 Introduction to Linguistics (3)
 SLC 202 Introduction to Literacy and Cultural Theory (3)
 SLC 498 Pro-Seminar (3)

Total 9

Six semester hours of additional related fields courses should be chosen in consultation with an advisor. Russian majors are encouraged to take related Slavic/East European language courses in the annual summer Critical Languages Institute (CLI). CLI courses may be applied toward the related field requirements.

Spanish—BA

Literature and Culture Track

Required

SPA 325 Introduction to Hispanic Literature *HU* (3)
 SPA 412 Advanced Conversation and Composition *G* (3)
 SPA 425 Spanish Literature (to 1700) *HU* (3)

Choose three of the following courses (9)

SPA 426 Spanish Literature (from 1700) *HU* (3)
 SPA 427 Spanish American Literature (to 1880) *L* (3)
 SPA 428 Spanish American Literature (from 1880) *L, G* (3)
 SPA 464 Mexican American Literature *C, HU* (3)

Choose two of the following courses (6)

SPA 471 Civilization of the Spanish Southwest *L/HU, C* (3)
 SPA 472 Spanish American Civilization *HU, G, H* (3)
 SPA 473 Spanish Civilization *HU/SB, G* (3)

Total 24

Electives

Choose four from the following 300- and 400-level courses (12)

POR 472 Luso-Brazilian Civilization* (3)
 POR 494 Special Topics* (3)
 SPA 394 Special Topics (3)
 SPA 413 Advanced Spanish Grammar (3)
 SPA 429 Mexican Literature (3)
 SPA 434 Drama of the Golden Age (3)
 SPA 435 Cervantes—Don Quijote (3)
 SPA 454 19th Century Spanish American Narrative (3)
 SPA 456 20th Century Spanish American Fiction (3)
 SPA 474 Mexican Culture (3)
 SPA 485 Mexican American Short Story (3)
 SPA 486 Mexican American Novel (3)
 SPA 487 Mexican American Drama (3)
 SPA 494 Special Topics (3)

* Students may complete up to six hours of POR 400-level courses for the Spanish literature and culture track.

Related Fields

In addition, students are required to complete nine semester hours in the following School of International Letters and Cultures courses as part of related fields:

SLC 201 Introduction to Linguistics (3)
 SLC 202 Introduction to Literacy and Cultural Theory (3)
 SLC 498 Pro-Seminar (3)

Total 9

Spanish literature and culture track total 45

SPA 311, 312, 313, 314, 315, and 316 are not counted toward the major or minor in Spanish.

Linguistics Track

Required

SPA 325 Introduction to Hispanic Literature *HU* (3)
 SPA 400 Introduction to Spanish Linguistics (3)
 SPA 412 Advanced Conversation and Composition *G* (3)
 SPA 413 Advanced Spanish Grammar *G* (3)
 SPA 417 Spanish Phonetics and Phonology (3)
 SPA 420 Applied Spanish Linguistics *L* (3)
 SPA 494 ST: Language Variation in Spanish (3)
 SPA 494 ST: Spanish Syntax (3)

Choose one of the following courses (3)

SPA 425 Spanish Literature (to 1700) *HU* (3)
 SPA 426 Spanish Literature (from 1700) *HU* (3)
 SPA 427 Spanish American Literature (to 1880) *L* (3)
 SPA 428 Spanish American Literature (from 1880) *L, G* (3)
 SPA 464 Mexican American Literature *C, HU* (3)

Choose one of the following courses (3)

SPA 471 Civilization of the Spanish Southwest *L/HU, C* (3)
 SPA 472 Spanish American Civilization *HU, G, H* (3)
 SPA 473 Spanish Civilization *HU/SB, G* (3)

Total 30

Electives

Choose two from the following courses (6)

FLA 401 Translation Theory and Practice (3)
 FLA 415 Bilingualism and Languages in Contact (3)
 FLA 481 Technical and Scientific Translation (3)
 FLA 482 Business and Financial Translation (3)
 FLA 485 Problems of Literary Translation (3)

FLA 494 ST: Legal Translation (3)
FLA 494 ST: Medical Translation (3)
SPA 394 Special Topics (3)
SPA 421 Spanish in the Southwest *L/SB, C* (3)
SPA 494 Special Topics (3)

Related Fields

In addition, students are required to complete nine semester hours in the following School of International Letters and Cultures courses as part of related fields:

SLC 201 Introduction to Linguistics (3)
SLC 202 Introduction to Literacy and Cultural Theory (3)
SLC 498 Pro-Seminar (3)

Total 9

Spanish linguistics track total 45

MINORS

Each minor in Asian Languages (Chinese/Japanese), German, Italian, and Russian consists of 18 semester hours, of which 12 semester hours must be in the upper division. The Spanish and French minors require 18 upper-division semester hours. In addition, specific required courses for each area follow and are in a brochure in the School of International Letters and Cultures. Course substitutions are allowed for heritage and advanced speakers of the language.

Chinese

Required

Two CHI 200-level courses (6)
CHI 313 Third-Year Chinese I *G* (3)
CHI 314 Third-Year Chinese II *G* (3)

Consult with the departmental advisor for an additional six hours of Chinese course credit.

French

Required

FRE 311 French Conversation *G* (3)
FRE 312 French Composition *G* (3)
FRE 321 French Literature *L/HU, H* (3)
or FRE 322 French Literature *L/HU* (3)

Nine hours of upper-division French courses with at least three hours from the 400 level are also required.

German

Required

Two GER 200-level courses (6)
GER 311 German Conversation *G* (3)
or GER 312 German Conversation *G* (3)
GER 313 German Composition *G* (3)
One 400-level GER course (3)
Upper-division GER course (3)

Italian

Required

ITA 201 Intermediate Italian *G* (4)
ITA 202 Intermediate Italian *G* (4)
ITA 311 Italian Composition and Conversation *G* (3)
or ITA 312 Italian Composition and Conversation *G* (3) or ITA 315 Italian for Business (3)
ITA 325 Introduction to Italian Literature *HU* (3)
One 300 or 400-level ITA course (3)
One 400-level ITA course (3)

Japanese

Required

Two 200-level JPN courses (6)
JPN 313 Third-Year Japanese I *G* (3)
JPN 314 Third-Year Japanese II *G* (3)

Consult with the departmental advisor for an additional six semester hours of JPN courses.

Russian

Required

RUS 211 Basic Russian Conversation *G* (3)
RUS 212 Basic Russian Conversation *G* (3)
RUS 311 Russian Composition and Conversation *G* (3)
RUS 312 Russian Composition and Conversation *G* (3)

Six semester hours of upper-division RUS courses are also required. Course substitutions with other upper-division RUS course are allowed.

Spanish

The minor in Spanish requires a minimum of 18 upper-division semester hours.

Required

- SPA 325 Introduction to Hispanic Literature *HU* (3)
- SPA 412 Advanced Conversation and Composition *G* (3)
- Choose two of the following courses (6)
 - SPA 425 Spanish Literature (to 1700) *HU* (3)
 - SPA 426 Spanish Literature (from 1700) *HU* (3)
 - SPA 427 Spanish American Literature (to 1880) *L* (3)
 - SPA 428 Spanish American Literature (from 1880) *L, G* (3)
 - SPA 464 Mexican American Literature *HU* (3)
- Choose one of the following courses (3)
 - SPA 471 Civilization of the Spanish Southwest *L/HU, C* (3)
 - SPA 472 Spanish American Civilization *HU, G, H* (3)
 - SPA 473 Spanish Civilization *HU/SB, G* (3)

Electives

- Choose one from the following courses (3)
 - SPA 394 Special Topics (3)
 - SPA 413 Advanced Spanish Grammar (3)
 - SPA 429 Mexican Literature (3)
 - SPA 434 Drama of the Golden Age (3)
 - SPA 435 Cervantes–Don Quijote (3)
 - SPA 454 19th Century Spanish American Narrative (3)
 - SPA 456 20th Century Spanish American Fiction (3)
 - SPA 474 Mexican Culture (3)
 - SPA 485 Mexican American Short Story (3)
 - SPA 486 Mexican American Novel (3)
 - SPA 487 Mexican American Drama (3)
 - SPA 494 Special Topics (3)

Total 18

SPA 311, 312, 313, 314, 315, and 316 are not counted toward the major or minor in Spanish.

CERTIFICATES AND EMPHASES

The following are certificate programs or emphases offered in the School of International Letters and Cultures. For more information, see [Certificate Programs and Areas of Emphasis](#).

Arabic Studies Certificate

The Arabic Studies Certificate is available to all undergraduate students. The certificate requires 18 hours of upper-division Arabic or Arabic-related course work.

Asian Studies Certificate

Foreign language students majoring in Asian Languages (Chinese/Japanese) may elect to pursue an Asian Studies Certificate combining courses from the major with selected outside courses of predominantly Asian content.

Classical Studies

Any undergraduate major can earn a certificate in classical studies.

Latin American Studies Certificate

Foreign language students majoring in Spanish may elect to pursue a Latin American Studies Certificate combining courses from the major with selected outside courses of wholly Latin American content.

Russian and East European Studies Certificate

Any undergraduate major can earn a Russian and East European Studies Certificate by successfully completing one of the options mentioned in the section on [Russian and East European Studies Certificate](#).

Scandinavian Studies Certificate

Any undergraduate major can earn a Scandinavian Studies Certificate.

Southeast Asian Studies Certificate

To earn a Southeast Asian Studies Certificate, a student must complete a minimum of 40 semester hours of course work related to Southeast Asia, including two years (20 semester hours) of a Southeast Asian language.

Translation Certificate (Spanish/English)

The Translation Certificate program is designed to provide the advanced training required for professional translation in both public and private sectors, preparation for the rigorous examinations required by national and international agencies, and training as an ancillary skill for professional fields, such as international business, public health and medicine, and law, in accordance with guidelines recommended by the American Translators' Association. The certificate is a nondegree program consisting of 18 semester hours of course work and two hours of in-service practicum primarily into the receptor language of English from the source language of Spanish. It may be taken simultaneously with course work leading to an undergraduate degree, as a related area sequence, or as the sole program of study for members of the community who meet the admission requirements of the certificate program and are enrolled in the university. A complete brochure is available at the School of International Letters and Cultures in LL 440.

Admission Requirements

Since entrance to professional translation is through work, cultural experience, and examination, the entrance requirements to this certificate program are (1) a written proficiency examination in the source and the receptor languages at the level of completion of an advanced composition course in Spanish (SPA 412) and English (ENG 301), and (2) an academic year at a university in both a Spanish-speaking country and an English-speaking country,

extensive work experience using Spanish and English, or demonstrated bilingual writing competence in English and Spanish.

Certificate Requirements

The certificate program consists of the following requirements:

Prerequisites

FLA 400 Linguistics *SB* (3)
or SPA 400 Introduction to Spanish Linguistics (3) or equivalent
SPA 412 Advanced Conversation and Composition *G* (3)

Required

FLA 401 Translation Theory and Practice (3)

In-Service Practicum

FLA 484 Internship (2)

Also required are nine hours of applied translation electives in specialized areas chosen from the following courses:

FLA 481 Technical and Scientific Translation (3)
FLA 482 Business and Financial Translation (3)
FLA 483 Medical and Legal Translation (3)
FLA 485 Problems of Literary Translation (3)

BIS CONCENTRATIONS

Students seeking to focus on a language as one of their concentration areas for the Bachelor of Interdisciplinary Studies degree may choose from Chinese, French, German, Italian, Japanese, Russian, Spanish, and translation (Spanish/English). They may also choose from any of the approved certificate programs. The requirements for the Bachelor of Interdisciplinary Studies (BIS) concentrations are the same as for the minor in that language. See [Minors](#) for specific course requirements. For more information, see [School of Interdisciplinary Studies](#).

SECONDARY EDUCATION—BAE

This degree is offered through the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education (French, German, Japanese or Spanish) have an advisor in the Mary Lou Fulton College of Education and an advisor within the School of International Letters and Cultures.

See [Mary Lou Fulton College of Education](#) for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching.

In addition to the Mary Lou Fulton College of Education requirements, students must also meet the following before applying to the ITC program:

1. attain a GPA of 3.00 or higher in required specialization courses;
2. submit two one-page writing samples (one in English, one in the target language);
3. interview with the language liaison in both the target language and in English; and
4. complete courses in French, German, Japanese, or Spanish target area as listed below.

French

FRE 311, FRE 312, and an additional upper-division FRE course; or for native speakers a minimum of six hours appropriate upper-division French course work.

German

GER 201, GER 202, and one additional upper-division GER course; or for native speakers a minimum of six hours appropriate upper-division German course work.

Japanese

JPN 201, 202, and JPN 313; or for native speakers a minimum of six hours appropriate upper-division Japanese course work (JPN 321, JPN 400-level courses).

Spanish

A minimum of six hours appropriate upper-division Spanish course work (e.g. SPA 325, SPA 412).

For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

French, German, Japanese, and Spanish

Each of the major teaching fields in French, German, Japanese, and Spanish consists of 45 semester hours, of which 30 must be in one language and 15 in a second language or in closely related fields to be approved by the department advisor in consultation with the student. Of the 30 hours required for the academic specialization, a minimum of 24 hours must be taken at the 300 or 400 level and must include at least nine hours at the 400 level. Specific required courses for each major area are listed in curriculum check sheets of the individual language areas available in the department or in the Mary Lou Fulton College of Education. FLA 479 Introduction to Teaching Foreign Languages and FLA 480 Methods of Teaching Foreign Languages are required courses.

GRADUATE PROGRAMS

The faculty in the School of International Letters and Cultures offer programs leading to the MA degree in French, German, and Spanish and the PhD degree in Spanish. See the [Graduate Catalog](#) for requirements.

FOREIGN LANGUAGE REQUIREMENT

All BA degrees in the College of Liberal Arts and Sciences require knowledge of one foreign language equivalent to the completion of two years of study at the college level. This normally includes a sequence of courses numbered 101 and 102 and 201 and 202 *or* 107 and 207. However, important exceptions exist in Greek, Latin, Portuguese, and Romanian.

Greek

To satisfy the foreign language requirement, students must take GRK 301 and 302.

Latin

Students must take LAT 201 before entering LAT 202 or must have completed at least three years of high school Latin before entering LAT 202 to satisfy the College of Liberal Arts and Sciences foreign language requirement.

Portuguese

To satisfy the foreign language requirement, students must take POR 314 or a higher numbered POR course.

Romanian

To satisfy the foreign language requirement, students must complete ROM 314.

FOREIGN LANGUAGE PLACEMENT

Students who transfer from other postsecondary institutions with foreign language credits below the fourth-semester level are placed in a course at the level directly above the work completed.

Students who have completed their secondary education at a school in which the language of instruction was not English are considered to have satisfied the foreign language requirement. Certification of this status is made at the time of admission to ASU. Questions should be addressed to the International Admissions program within Undergraduate Admissions. For more information, call 480/965-2688, or visit the Web site at www.asu.edu/admissions.

The foreign language requirement can be met in languages not taught at ASU either by transferring credit from another institution or by passing a proficiency examination. When possible, the School of International Letters and Cultures recommends to the college an appropriate source for such examinations and proctors them. Grading is done by the institution that provides the examination, and the student pays any costs incurred. The examination can be used only to demonstrate proficiency; it does not produce semester hours of credit.

Students desiring placement above the 101-level course in French, German, or Spanish should take the placement exam for that language in the Computer Language Laboratory in LL 65, or online at www.asu.edu/languages.

Students who wish to continue studying languages for which high school credits have been earned are also encouraged to take the placement exam. Students should be guided by the following principles of equivalency: (1) one unit (one academic year) of high school-level study is considered, for placement purposes only, to equal one semester of study of the same language at the university level. Thus, students with one year of high school study would enroll in the second semester course (102); students with two years of high school study, in the third semester course (201), and so on. (2) Students who feel that their high school language preparation was inadequate may choose to place themselves in a lower level, but not lower than 111 with two or three years of high school study and 201 with four years of high school study.

Students with prior knowledge of a language may meet the college foreign language requirement in any one of the following ways:

1. by satisfactory results in a nonrepeatable college-approved proficiency examination;
2. by achieving a grade of at least "C" (2.00) in the last course of the required sequence; or
3. by achieving a grade of at least "C" (2.00) in a course taught in the language for which the last course of the required sequence is a prerequisite.

Students are expected to follow the progressive sequence of 100, 200, 300, or 400 level. Once a grade of "C" (2.00) or higher is earned in a 300-level class in a language, students may not earn lower-division credit in that language. Moreover, once a grade of "C" (2.00) or higher is earned in a 200-level language course, students may not earn credit in any 100-level course in that language.

First-year foreign language courses taught by the School of International Letters and Cultures are not open to students who have spent one or more years in a country where that language is the predominant language. Individual language areas may have different policies. Students with questions about this policy should check with the appropriate language coordinator in the department.

If transfer students are uncertain about course equivalencies, they should contact the School of International Letters and Cultures.

LANGUAGE LABORATORY REQUIREMENT

All students enrolled in 101, 102, 201, and 202 language courses are expected to spend a minimum of one hour per week in the language laboratory or in other assigned audio-lingual tape exercises in addition to the regular class periods.

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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School of Justice and Social Inquiry

www.asu.edu/clas/justice

480/965-7682

WILSN 331

Doris Marie Provine, Director

Regents' Professor

Altheide

Professors

Cavender, Johnson, Jurik, Lauderdale, Provine, Romero, Schneider, Zatz

Associate Professor

Adelman

Assistant Professors

Gonzales, Haglund, Kulkarni, Lim, Lopez, Mason, Monahan, Quan, Varsanyi

MISSION

Students pursuing the BS degree in Justice Studies find an interdisciplinary classroom experience emphasizing ideas from the social sciences, philosophy, and legal studies. The degree is designed for students interested in studying issues of justice and those desiring justice-related careers, including law. Students develop an understanding of the aspirations for justice in comparative and global terms, and analyze often controversial issues through critical inquiry and social science investigation. The faculty focus on theories of justice and injustice in three principal areas:

1. cultural transformation and justice;
2. economic justice; and
3. social justice, law, and policy.

Courses are designed to provide students with a comprehensive understanding of the substantive issues within each of these three areas and of the interrelationship and continuity among them. Students accordingly may learn about conflict and its negotiation; crime and violence; adolescents and delinquency; punishment and alternatives to punishment; globalization and inequality; and differential institutional and socioeconomic treatment of populations based on gender and sexuality, race and ethnicity, social class, and nationality.

The heart of any university program is its faculty. The School of Justice and Social Inquiry boasts a faculty with strong scholarly credentials. Faculty members include national, international, and local award recipients in research, teaching, and public service. Faculty members are committed to challenging students to develop their own understandings of justice; to analyze critically; and to propose possible solutions to a wide variety of contemporary issues concerning just distribution of resources, fair treatment for individuals and groups in local communities, the nation, and the world.

While completing the Justice Studies curriculum, students encounter opportunities to develop transferable skills, including critical thinking, oral and written discourse, computer literacy, and problem solving. Faculty encourage students to practice justice through various experiential approaches, including volunteer work, service learning, and internships. Students actively engage in their education via discussion, cooperative learning, field trips, and case-based classroom formats.

CRITICAL REQUIREMENTS

All freshmen participate in the critical-requirements program. This program is designed to assist students in managing their academic experience. Critical requirements give students the tools to successfully follow their major map to graduation. For more information, access asu.edu/clas/justice, or call Justice Studies Undergraduate Advisement at 480/965-7682.

CAPSTONE STATUS

Upon admission to the university, Justice Studies students are classified as precapstone. Justice Studies students must earn capstone status before enrolling in 400-level JUS resident credit courses.

Justice Studies students achieve capstone status by

1. earning a minimum of 56 semester hours;
2. earning a minimum cumulative GPA of 2.50 (calculated on a minimum of nine semester hours earned at ASU);
3. completing the university General Studies mathematics requirement (MA); and
4. completing the following classes with a minimum 2.50 GPA and a minimum grade of “C” in each of the following courses.

Choose between the course combinations below (6 or 3)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

---or---

ENG 105 Advanced First-Year Composition (3)

JUS 105 Introduction to Justice Studies *SB* (3)

or JUS 305 Principles of Justice Studies *SB* (3)

JUS 301 Research in Justice Studies *SB* (3)

JUS 302 Basic Statistical Analysis in Justice Studies *CS* (3)

JUS 303 Justice Theory (3)

School’s writing competence requirement *L* (3)

The student must achieve capstone status by the time the 87th semester hour is earned or else the student is disallowed from taking courses offered by the school. A student who transfers 58 or more semester hours must achieve capstone status upon completion of 30 ASU semester hours.

ADVISING

Students admitted as precapstone are advised by one of the school’s academic advisors. All students are encouraged to seek advising to formulate an appropriate educational plan.

Upon admission to the university, every undergraduate in the program receives the *Undergraduate Advisement Guide* and an evaluation of any transfer work. For more information, call the school at 480/965-7682.

JUSTICE STUDIES—BS

The curriculum for the BS degree in Justice Studies provides interdisciplinary social science courses relevant to law and justice for students working in the justice field, students anticipating justice-related careers (including the legal profession), and interested non-Justice Studies students.

MINOR IN JUSTICE STUDIES

The minor in Justice Studies is designed for students interested in developing an understanding of meanings of justice and injustice and analyzing often controversial issues through critical inquiry and social science investigation.

Eighteen hours of graded classroom JUS course work are required, including JUS 105 or 305 and JUS 303. No pass/fail or credit/noncredit course work may be applied to the minor. A minimum of nine semester hours must be resident credit at Tempe campus, and at least 12 hours must be upper-division credit. Students must receive a minimum grade of “C” (2.00) for all courses in the minor and meet all course eligibility requirements, including prerequisites.

BIS CONCENTRATION

A concentration in Justice Studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

DEGREE REQUIREMENTS

The faculty in the School of Justice and Social Inquiry award a BS degree upon the successful completion of a curriculum consisting of a minimum of 120 semester hours, including the university General Studies requirement, college graduation requirements, justice requirements, and electives. Additionally, the student must

1. earn capstone status;
2. earn a minimum of 45 semester hours of upper-division credits;
3. complete the school’s minimum residency requirement of 24 semester hours (see the *Undergraduate Advisement Guide*);
4. earn a grade of “C” (2.00) or higher in all justice studies courses taken at ASU that apply to the justice studies component of the curriculum (i.e., nonelectives); and
5. meet the university’s residency and scholarship requirements.

GENERAL STUDIES REQUIREMENTS

To assure the breadth and depth of their education, all Justice Studies undergraduates must complete the university General Studies requirement and additional fundamental requirements prescribed by the College of Liberal Arts and Sciences and the School of Justice and Social Inquiry. For descriptive information on these requirements, see [General Studies](#) and [College Graduation Requirements](#). Note that all three General Studies awareness areas are required.

Consult “General Studies Requirements” in the Online ASU Interactive Schedule of Classes or asu.edu/interactive for an approved list of courses. The school implements the ASU continuous enrollment policy for First-Year Composition and the university mathematics (MA) requirement.

MAJOR REQUIREMENTS

The required justice studies component consists of 45 semester hours including three semester hours in a School of Justice Studies and Inquiry writing requirement course, 30 semester hours in justice studies courses, and 12 semester hours in upper-division courses that have a discipline specific focus or are in a related field, as approved by the school. The following courses are required for all degree candidates. Equivalent courses may be substituted when appropriate.

JUS 105 Introduction to Justice Studies *SB* (3)
or JUS 305 Principles of Justice Studies *SB* (3)
JUS 301 Research in Justice Studies *SB* (3)
JUS 302 Basic Statistical Analysis in Justice Studies *CS* (3)
JUS 303 Justice Theory (3)
Total 12

Through advising, a group of Justice and Social Inquiry courses may be recommended to ensure a comprehensive exposure appropriate to the student's interests. For comprehensive information about the Bachelor of Science in Justice Studies, review the Undergraduate Advisement Guide on the Web at asu.edu/clas/justice.

Electives

The faculty encourage students to utilize the unique opportunities afforded by the university to pursue personal and educational interests, whether in the form of a broad sampling of other disciplines or the deeper probing of a single field. Specifically, the faculty suggest that students take a minimum of one course in American government, behavioral psychology, and sociology.

Transfer of Community College Credits

Credits transferred from accredited community colleges are accepted as lower-division credits up to a maximum of 64 semester hours. The acceptance of credits is determined by the director of Undergraduate Admissions, and the utilization of credits toward degree requirements is determined by the faculty of the School of Justice and Social Inquiry.

GRADUATE PROGRAMS

The faculty in the School of Justice and Social Inquiry offer the following: an MS degree in Justice Studies, a concurrent MS in Justice Studies/MA in Anthropology, and an Interdisciplinary PhD program in Justice Studies. For more information, see the [Graduate Catalog](#), or access the Web site at www.asu.edu/clas/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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Robert E. Page Jr., Director

Andrew T. Smith, Associate Director for Undergraduate Programs

James Elser, Associate Director for Research and Training Initiation

Jon Harrison, Associate Director for Facilities

Rajeev Misra, Associate Director for Graduate Programs

Regents' Professors

Alcock, Arntzen, Poste, Pyne

Regents' and President's Professor

Maienschein

Foundation Professors

Hölldobler, Page

TGen Professor

Trent

Ullman Professors

Collins, Hedrick

Professors

Briggs, Burke, Capco, Chandler, Church, Clark-Curtiss, Creath, Curtiss, Day, Deviche, Dowling, Elser, Faeth, Fisher, Frasc, Garcia-Pichel, Grimm, Harrison, B. Jacobs, M. Jacobs, Johnston, Klopatek, Kumar, Lawson, McGregor, Misra, Moore, Mossman, Nash, Rutowski, Sarewitz, A. Smith, B. Smith, 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, Minteer, Mor, Pratt, Robert, Rosenberg, Sabo, Shi, Touchman, Tyler, Verrelli, Wilson-Rawls, Wojciechowski

Clinical Professors

Downs, Mass

Clinical Associate Professor

Roberts

Clinical Assistant Professor

Lefevre

Research Professors

Cardineau, Davidson, Mahoney, Pearson

Associate Research Professor

Lopez

Assistant Research Professors

Mustard, Norekian, Velupillaimani

Senior Research Scientists

Bingham, Landrum, LoBrutto

Assistant Research Scientist

Judson

Curator

Gill

Senior Research Professional

Kazilek

BIOLOGICAL SCIENCES—BS

The requirements for this degree program are under revision. For more information, call or visit the School of Life Sciences.

CLINICAL LABORATORY SCIENCES—BS

The Clinical Laboratory Sciences degree program prepares individuals to practice in the field of clinical laboratory sciences, which includes the major disciplines of clinical chemistry, hematology, immunohematology, immunology, and microbiology. Employment opportunities exist in hospital, private, physician, and research laboratories and in government, sales, management, and education. After obtaining a BS degree in Clinical Laboratory Sciences, the graduate is eligible for national certification by examination.

A major in Clinical Laboratory Sciences consists of 40 semester hours in clinical laboratory sciences courses. A minimum grade of “C” (2.00) is required in all course work in the major or related fields. Also required are the following courses:

BCH 361 Principles of Biochemistry (3)
 BIO 360 Animal Physiology (3)
 CHM 113 General Chemistry I *SQ* (4)
 CHM 231 Elementary Organic Chemistry *SQ*¹ (3)
 MIC 205 Microbiology *SG*² (3)
 or MIC 220 Biology of Microorganisms (3)
 MIC 206 Microbiology Laboratory *SG*² (1)
Total 17

¹ Both CHM 231 and 235 must be taken to secure *SQ* credit.

² Both MIC 205 and 206 must be taken to secure *SG* credit.

Equivalent courses may be substituted upon approval of an advisor. Students must consult with the clinical laboratory sciences advisor to select general electives courses. Completion of the degree is dependent upon acceptance of the student into the accredited professional study program, which consists of 40 hours of clinical laboratory sciences courses. The university does not guarantee all students to be accepted into the professional study program due to space limitations at the clinical affiliates and restrictions of program accreditation. For more information on acceptance procedures and program standards, contact the school for a program brochure. For proper course planning, students must meet with a clinical laboratory sciences advisor.

MICROBIOLOGY—BS

The BS degree in Microbiology consists of a minimum of 41 semester hours in microbiology and 17 hours in approved related fields. A minimum grade of “C” (2.00) is required for all course work in the major and related fields. Required courses are as follows:

BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 BIO 340 General Genetics (4)
 Choose between the course combinations below (8)
 BCH 361 Principles of Biochemistry (3)
 BCH 367 Elementary Biochemistry Laboratory (1)
 CHM 231 Elementary Organic Chemistry *SQ*¹ (3)
 CHM 235 Elementary Organic Chemistry Laboratory *SQ*¹ (1)
 --- or ---
 CHM 233 General Organic Chemistry I (3)
 CHM 234 General Organic Chemistry II (3)
 CHM 237 General Organic Chemistry Laboratory I (1)
 CHM 238 General Organic Chemistry Laboratory II (1)
 MIC 206 Microbiology Laboratory *SG*² (1)
 MIC 220 Biology of Microorganisms (3)
 MIC 302 Advanced Bacteriology Laboratory *L*³ (2)
 MIC 360 Bacterial Physiology (3)
 MIC 401 Research Paper *L*³ (1)
Total 30

¹ Both CHM 231 and 235 must be taken to secure *SQ* credit.

² Both MIC 205 and 206 must be taken to secure *SG* credit.

³ Both MIC 302 and 401 must be taken to secure *L* credit.

A minimum of 11 semester hours of upper-division electives in microbiology or approved life science fields must be taken. These elective hours must include two courses chosen from the following:

MIC 421 Experimental Immunology (2)
 MIC 442 Bacterial Genetics Laboratory (1)
 MIC 446 Techniques in Molecular Biology/Genetics Lab (20)
 MIC 470 Bacterial Diversity and Systematics (4)
 MIC 484 Internship (3)
 MIC 494 ST: Clinical Bacteriology Laboratory (3)
 MIC 495 Undergraduate Research (2)

In addition, students are required to fulfill the university mathematical studies requirements with MAT 251 (or MAT 210 or any other calculus course approved by an advisor) as their MA course and BIO 406 (or PLB 432), STP 226, STP 231 (or any CSE course that meets the CS requirement). The required supplemental courses are as follows:

CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 PHY 111 General Physics *SQ** (3)
 PHY 112 General Physics *SQ** (3)
 PHY 113 General Physics Laboratory *SQ** (1)
 PHY 114 General Physics Laboratory *SQ** (1)

Total 16

* Both PHY 111 and 113 or PHY 112 and 114 must be taken to secure SQ credit.

MOLECULAR BIOSCIENCES AND BIOTECHNOLOGY—BS

The BS degree in Molecular Biosciences and Biotechnology is designed to prepare students for productive careers in rapidly expanding areas within the life sciences, such as biotechnology, medicine, and biomedical research or any area of biology at the molecular and cellular level. Courses and faculty are drawn primarily from the School of Life Sciences and the Department of Chemistry and Biochemistry.

The major in Molecular Biosciences and Biotechnology consists of a minimum of 59 semester hours of course work plus two courses in mathematics specifically designed for this program. A minimum grade of “C” (2.00) is required for all course work in the major. The required major courses (30 total semester hours) are as follows:

BIO 340 General Genetics (4)
 MBB 245 Cellular and Molecular Biology *SQ* (4)
 MBB 247 Applied Biosciences: Biotechnology (4)
 MBB 343 Genetic Engineering and Society *L* (4)
 MBB 484 Internship (6)
 or MBB 499 Individualized Instruction (6)
 MBB 490 Capstone: Issues in Biotechnology *L* (4)
 MIC 206 Microbiology Laboratory *SG** (1)
 MIC 220 Biology of Microorganisms (3)
Total 30

* Both MIC 205 and 206 must be taken to secure SG credit.

Choose at least one of the following courses (or combinations) for a minimum of three to four semester hours. Although only one advanced lab course is required, students are encouraged to take two:

BIO 451 Cell Biotechnology Laboratory (3)
 MBB 350 Applied Genetics (4)
 MBB 445 Techniques in Molecular Biology/Genetics (2)
 MBB 446 Techniques in Molecular Biology/Genetics Lab¹ (2)
 MIC 420 Immunology: Molecular and Cellular Foundations (3)
 MIC 421 Experimental Immunology² (2)
 MIC 441 Bacterial Genetics (3)
 MIC 442 Bacterial Genetics Laboratory³ (1)

¹ MBB 446 is taken with MBB 445.

² MIC 421 is taken with MIC 420.

³ MIC 442 is taken with MIC 441.

Required supplemental courses in biology, chemistry, mathematics and physics (27 total semester hours) are as follows (a minimum grade of “C” (2.00) is required for all course work):

BCH 361 Principles of Biochemistry (3)
 BCH 367 Elementary Biochemistry Laboratory (1)
 CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 Choose between the organic chemistry course combinations below (4 or 8)
 CHM 231 Elementary Organic Chemistry *SQ*¹ (3)
 CHM 235 Elementary Organic Chemistry Laboratory *SQ*¹ (1)
 — or —
 CHM 233 General Organic Chemistry I (3)
 CHM 234 General Organic Chemistry II (3)
 CHM 237 General Organic Chemistry Laboratory I (1)
 CHM 238 General Organic Chemistry Laboratory II (1)
 MAT 251 Calculus for Life Sciences *MA* (3)
 or MAT 210 Brief Calculus *MA* (3)
 or any other calculus course approved by an advisor
 PHY 111 General Physics *SQ*² (3)
 PHY 112 General Physics *SQ*³ (3)
 PHY 113 General Physics Laboratory *SQ*² (1)
 PHY 114 General Physics Laboratory *SQ*³ (1)
Total 27 or 31

¹ Both CHM 231 and 235 must be taken to secure SQ credit.

² Both PHY 111 and 113 must be taken to secure SQ credit.

³ Both PHY 112 and 114 must be taken to secure SQ credit.

Satisfaction of the university computer/statistics/quantitative applications requirement is met with MAT 351 Mathematical Methods for Genetic Analysis, or MAT/BIO 394 ST: Introduction to Computational Molecular Biology, in which a minimum grade of “C” (2.00) is required.

Additional courses are available in the life or physical sciences for elective credit.

HEALTHCARE ORGANIZATIONS AND SOCIETY CERTIFICATE

The certificate program is designed to allow undergraduate students interested in healthcare and the healthcare industry to access a broad range of disciplinary approaches and issues relevant to the subject.

To complete the certificate, students must take 18 semester hours of course work. Before starting the program students should seek advice and information in the School of Life Sciences Student Services Office in the College of Liberal Arts and Sciences or Business Honors advising in the W. P. Carey School of Business.

The course work must conform to the following structure and must be drawn from the three areas listed below. Additional courses are permissible with the approval of an advisor. In addition, students must meet the following requirements:

1. complete 18 semester hours, 12 of which must be in the upper division;
2. earn a “C” or higher in all upper-division courses taken for the certificate; and
3. complete at least 12 of the semester hours for the certificate in residence at ASU.

Overview of the U.S. Healthcare Industry.

HSM 220 Healthcare Organizations is required. HSM 498 PS: Healthcare Economics is required for business students. HSM 561 Biostatistics may be taken by petition. No more than three courses in this area may be taken.

Ethical and Legal Issues in Healthcare.

PHI 320 Bioethics is required. A second course is also required, PAF 460 Public Service Ethics or HSM 498 PS: Legal and Ethical Issues in Healthcare. No more than three courses in this area may be taken.

Anthropological, Historical, and Social Perspectives on Healthcare.

One course is required. No more than two courses in this area may be taken, from among ASB 462 Medical Anthropology: Culture and Health, HPS 331 History of Medicine, and SOC 427 Sociology of Health and Illness.

For more information, visit the School of Life Sciences in LSC 206, or call 480/727-6277. Or visit Business Honors in the W. P. Carey School of Business in BA 150, or call 480/965-8710.

HISTORY AND PHILOSOPHY OF SCIENCE CERTIFICATE

The School of Life Science offers an undergraduate History and Philosophy of Science Certificate. The certificate program is designed to give students an understanding of both traditional philosophic issues surrounding science and the historical development of concrete scientific theories and ideas. The philosophic questions, of the belief-worthiness and interpretation of scientific claims as well as norms within or about science, both enrich and are enriched by their combination with historical study. Such philosophic and historical study will also often include the examination of contemporary sciences and their place within the larger society.

The certificate requires 18 semester hours bearing an HPS or PHI prefix, of which 12 semester hours must be in the upper division. Included with the 18 semester hours, at least nine must bear the HPS prefix. HPS 314 or PHI 314 Philosophy of Science is also required. All courses counting toward the certificate must be approved for this purpose by a School of Life Sciences academic advisor and passed with a grade of “C” (2.00) or higher.

MINOR

Biological Sciences

The Biological Sciences minor is designed to provide students interested in biology with a flexible curriculum that can be tailored to their interests. The minor consists of 24 semester hours, including BIO 187 General Biology I and BIO 188 General Biology II. PLB 200 Biology of Plants and PLB 201 Biology of Plants Laboratory or MIC 206 Microbiology Laboratory and MIC 220 Biology of Microorganisms may together be substituted for BIO 187 or 188. Alternatively, MBB 245 Cellular and Molecular Biology may be substituted for BIO 188. The remaining 16 hours are selected by the student with the approval of an advisor. At least 12 of these 16 hours must be in upper-division courses in the life sciences. Courses not available for credit in the Life Science majors cannot be used for the minor (e.g., BIO 100 The Living World and BIO 201 Human Anatomy and Physiology I). This minor is not available to students majoring in the life sciences.

Any one of these combinations may be used:

- BIO 187 and BIO 188,
- BIO 187 and PLB 200 and 201,
- BIO 188 and PLB 200 and 201,
- BIO 187 and MIC 206 and 220,
- BIO 188 and MIC 206 and 220, or
- BIO 187 and MBB 245.

BIS CONCENTRATIONS

Concentrations in biological sciences, history and philosophy of science, and healthcare organizations and society are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their

educational plans and defining their career goals. The requirements for the BIS concentrations are the same as for the minor or certificate in that area. For more information, see [School of Interdisciplinary Studies](#).

SECONDARY EDUCATION—BAE

This degree is offered through the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education have an advisor in the Mary Lou Fulton College of Education and an advisor within the School of Life Sciences.

See [Mary Lou Fulton College of Education](#), for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

Academic Specialization ITC Admission Requirements

The following courses must be completed with a grade of “C” (2.00) or higher before applying to the ITC professional program:

BIO 187 General Biology I *SG* (4)
BIO 188 General Biology II *SQ* (4)

In addition, at least 12 hours of biology course work from the major teaching field may be in progress when applying to the ITC but must be completed before starting the program.

Biological Sciences

The academic specialization requires 61 hours, and six hours in teaching methods. A minimum grade of “C” (2.00) is required for all course work in the major and related fields. Required major courses are as follows:

BIO 187 General Biology I *SG* (4)
BIO 188 General Biology II *SQ* (4)
BIO 320 Fundamentals of Ecology (3)
BIO 340 General Genetics (4)
BIO 345 Organic Evolution (3)
BIO 360 Animal Physiology (3)
BIO 370 Vertebrate Zoology (4)
 or BIO 385 Comparative Invertebrate Zoology (4)
 or PLB 300 Comparative Plant Diversity *L/SG* (4)
 or PLB 310 The Flora of Arizona (4)

MIC 205 Microbiology *SG*¹ (3)
 or MIC 220 Biology of Microorganisms (3)

MIC 206 Microbiology Laboratory *SG*¹ (1)
PLB 308 Plant Physiology (4)

Electives² (6)

Total 39

¹ Both MIC 205 and 206 must be taken to secure SG credit.

² Electives should be selected from BIO, MIC, and PLB courses. BIO 100, 201, 202, 241, 300, and 319, or PLB 108 and 320 cannot be used to fulfill the elective requirement.

Required supporting courses are as follows:

BIO 316 History of Biology: Conflicts and Controversies *H* (3)
 or HPS 330 History of Biology: Conflicts and Controversies *H* (3)

CHM 113 General Chemistry I *SQ* (4)
CHM 116 General Chemistry with Qualitative Analysis *SQ* (4)

GLG 102 Introduction to Geology II (Historical) *SG*,¹ *H* (3)
 or GLG 300 Geology of Arizona (3)

MAT 170 Precalculus *MA* (3)

PHY 101 Introduction to Physics *SQ* (4–8)
 or PHY 111, 112 General Physics *SQ*² (6)
 and PHY 113, 114 General Physics Laboratory *SQ*² (2)

Total 21 or 25

¹ Both GLG 102 and 104 must be taken to secure SG credit.

² Both PHY 111 and 113 or PHY 112 and 114 must be taken to secure SQ credit.

Teaching Methods

BIO 480 Methods of Teaching Biology (3)
BIO 482 Advanced Methods of Teaching Biology (3)
Total (6)

Graduate Programs

The School of Life Sciences offers programs leading to the degrees of Master of Natural Sciences, MS, and PhD. See the [Graduate Catalog](#) for requirements. A combined BS-MS degree in Biology is also available.

MOLECULAR AND CELLULAR BIOLOGY

The school participates in the interdisciplinary program for the MS and PhD degrees in Molecular and Cellular Biology as well.

The interdisciplinary MS and PhD degrees with a major in Molecular and Cellular Biology are administered by the Interdisciplinary Committee on Molecular and Cellular Biology. The participating faculty are drawn primarily from

the School of Life Sciences and the Department of Chemistry and Biochemistry, with additional faculty from the Department of Physics and the School of Human Evolution and Social Change.

For more information, contact the director or see the [Graduate Catalog](#).

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 Materials

The School of Materials is administrated jointly by the College of Liberal Arts and Sciences and the Ira A. Fulton School of Engineering. For specific information, see [School of Materials](#).

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School of Social and Family Dynamics

www.asu.edu/clas/fhd

480/965-6978

SS 144

Richard A. Fabes, Director

Professors

Christopher, Cobas, Fabes, Griffin, Kronenfeld, Kulis, G. Ladd, Martin, Roosa

Associate Professors

Agadjanian, Benin, Dumka, Glick, Hanish, B. Ladd, Madden-Derdich, Menjívar, Miller-Loessi, Neff, Reisser, Sullivan, Updegraff

Assistant Professors

Gager, Haas, Jahromi, Mikulski, Shapiro, Simpkins, Spinrad, Umaña-Taylor, Valiente, Yabiku, Yoo

Senior Lecturers

Bodman, Fine, Weigand

Lecturers

Fey, Lewin

FAMILY AND HUMAN DEVELOPMENT—BS

For the BS degree in Family and Human Development at the Tempe campus, students must pursue the concentration in family studies/child development. The mathematics proficiency must be met by completing MAT 142 or higher.

Family Studies/Child Development

The concentration in family studies/child development consists of the following core courses:

CDE 232 Human Development *SB* (3)
 CDE 338 Child Development Practicum (3)
 CDE 430 Infant/Toddler Development in the Family *SB* (3)
 FAS 331 Marriage and Family Relationships *SB* (3)
 FAS 361 Introduction to Family/Child Research Methods *L* (3)
 FAS 370 Family, Ethnic, and Cultural Diversity *SB, C* (3)
 FAS 431 Parent-Adolescent Relationships *SB* (3)
 FAS 435 Advanced Marriage and Family Relationships *L/SB* (3)
 FAS 484 Internship (3)
 or FAS 390 Supervised Research Experience (3)
 FAS 498 Pro-Seminar (3)
Total 30

In addition, 12 semester hours of unrestricted electives must be taken from the following:

CDE 337 Early Childhood Intervention (3)
 CDE 437 Infant Family Assessment and Observation *L/SB* (3)
 CDE 444 Risk and Variation in Child Development (3)
 CDE 498 Pro-Seminar (3)
 or FAS 498 Pro-Seminar (3)
 FAS 301 Introduction to Parenting (3)
 FAS 330 Personal Growth in Human Relationships *SB* (3)
 FAS 332 Human Sexuality *SB* (3)
 FAS 390 Supervised Research Experience (1–3)
 FAS 440 Fundamentals of Marriage and Family Therapy (3)
 FAS 484 Internship (1–3)
 FAS 499 Individualized Instruction (3)
 or CDE 499 Individualized Instruction (3)

One statistics course is required; students may choose from courses such as PSY 230 Introduction to Statistics or EDP 454 Statistical Data Analysis in Education.

FAMILY AND HUMAN DEVELOPMENT MINOR

The minor in Family and Human Development consists of 18 semester hours in which students specialize in family

studies/child development.

At least 12 of the 18 semester hours must be in upper-division courses.

Students take the following courses:

CDE 232 Human Development *SB* (3)
 FAS 331 Marriage and Family Relationships *SB* (3)
 FAS 370 Family, Ethnic, and Cultural Diversity *SB, C* (3)
Total 9

Three courses (or nine semester hours) must be selected from the following and at least one course must be a CDE course:

CDE 337 Early Childhood Intervention (3)
 CDE 430 Infant/Toddler Development in the Family *SB* (3)
 CDE 444 Risk and Variation in Child Development (3)
 CDE 498 Pro-Seminar (3)
 or FAS 498 Pro-Seminar (3)
 FAS 431 Parent-Adolescent Relationships *SB* (3)
 FAS 440 Fundamentals of Marriage and Family Therapy (3)

SECONDARY EDUCATION—BAE

Family and Human Development

Applications are not being accepted at this time.

SOCIOLOGY—BA

The BA degree in Sociology requires a minimum of 30 semester hours of Sociology course work and 15 hours in closely related fields. Of the 30 required hours, a minimum of 18 hours must be upper-division with at least 12 of the 18 upper-division hours taken in residence at the Tempe campus. All upper-division courses in the major must be completed with a grade of “C” (2.00) or higher. The following courses are required:

SOC 101 Introductory Sociology *SB* (3)
 SOC 390 Social Statistics I *CS* (3)
 SOC 391 Sociological Research *SB* (3)
 SOC 483 History of Social Thought *SB* (3)
 or SOC 486 Contemporary Theory *SB* (3)
Total 12

The remaining 18 hours must consist of sociology electives.

MINOR IN SOCIOLOGY

The minor in Sociology requires 18 hours, of which 12 hours must be upper-division courses, with at least six upper-division hours completed at the Tempe campus. The required courses are as follows:

SOC 101 Introductory Sociology *SB* (3)
 SOC 391 Sociological Research *SB* (3)
 or SOC 483 History of Social Thought *SB* (3)
 or SOC 486 Contemporary Theory *SB* (3)
Total 6

The remaining four courses consist of sociology electives.

BIS CONCENTRATION

A concentration in family studies/child development or sociology is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAMS

The faculty in the School of Social and Family Dynamics offer programs leading to the MS and PhD degrees. See the [Graduate Catalog](#) for requirements.

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 Program

www.asu.edu/clas/womens_studies

480/965-2358

ECA 209

Mary Margaret Fonow, Director

CORE FACULTY

Professors

Fonow, Kitch, Koblitz, Weitz

Associate Professors

Anderson, Cruz-Torres, Leong, Gillis

Assistant Professors

Durfee, Fisher, Katsulis

Lecturer

McGibbney Vlahoulis

AFFILIATED FACULTY

African and African American Studies

Professors: James, Reyes
Assistant Professor: Robillard

American Indian Studies

Assistant Professor: Vicenti Carpio

Architecture and Landscape Architecture

Associate Professor: Fish Ewan

Art

Professors: Codell, Fahlman, Magenta, Schleif, Wolfthal
Assistant Professor: Mesch

Asian Pacific American Studies

Associate Professor: Li
Associate Professor: Magaña
Assistant Professors: Danielson, Szkupinski-Quiroga

Community Resources and Development (Downtown Phoenix campus)

Professor: Allison

Curriculum and Instruction

Professors: Cannella, Edelsky, Guzzetti

Educational Leadership and Policy Studies

Professor: Turner
Clinical Assistant Professor: Ewing

English

Professors: Adams, Crowley, Hogue, Horan, Lester, Nilsen, Pritchard, Rhodes
Associate Professors: Fulton, Tohe
Assistant Professors: Fox, Parchesky, Sadowski-Smith, Thompson
Senior Lecturers: Heenan

Exercise and Wellness (Polytechnic campus)

Associate Professor: Swan

History

Professors: Fuchs, Green, Lavrin, Warnicke
Associate Professors: Gray, Gullett, Harzig, Stoner

Human Communication

Professors: Carlson, Nakayama
Associate Professors: Davis, De la Garza, Martinez, Trethewey
Assistant Professor: Park-Fuller

Human Evolution and Social Change

Professors: Brandt, Brewis

Interdisciplinary Studies (Downtown Phoenix campus)

Senior Lecturer: Nelson
Lecturer: Lattouf

International Letters and Cultures

Regents' Professor: Foster
Professors: Losse, Orlich, Sanchez, Williams
Associate Professors: Choi, Tompkins
Assistant Professors: Ali, Cashman, George, Gruzinska

Justice and Social Inquiry

Professors: Jurik, Provine, Romero, Zatz
Associate Professor: Adelman

Kinesiology

Professor Emerita: Wells

Mathematics and Statistics

Professor: Barcelo
Research Professor: Greenwood

Music

Associate Professor: Norton
Assistant Professor: Sullivan

Nursing (Downtown Phoenix campus)

Assistant Professor: Cooke

Philosophy

Lincoln Professor of Ethics: Walker
Lincoln Associate Professor of Bioethics: McGregor

Psychology

Regents' Professors: Chassin, Eisenberg, Russo
Associate Professor: Saenz

Psychology in Education

Professors: Arredondo, Bernstein, Hackett, Moore

Religious Studies

Professor: Feldhaus
Associate Professor: Fessenden

Social and Behavioral Sciences (West campus)

Professor: Mueller
Associate Professor: Vaughan
Assistant Professor: Guevarra

Social and Family Dynamics

Professors: Kronenfeld, Kulis, Martin
Associate Professors: Agadjanian, Benin, Menjivar, Miller-Loessi, Sullivan

Social Work (Downtown Phoenix campus)

Professor: Segal
Associate Professors: Brzuzy, Gerdes, Stromwall
Assistant Professors: Larson, Roe-Sepowitz

Theatre and Film

Professors: Honegger, Knapp
Associate Professor: Woodson
Assistant Professor: Rivera-Servera

Transborder Chicana/o and Latina/o Studies

Regents' Professor: Candelaria

Women's Studies (West campus)

Professor: Stage

The Women and Gender Studies Program is an interdisciplinary university program housed in the College of Liberal Arts and Sciences. Information on faculty affiliation is provided for reference.

WOMEN AND GENDER STUDIES—BA

Women and Gender Studies provides students with an intensive interdisciplinary liberal arts education that enables them to write well, think critically, and analyze problems effectively. Students take a variety of courses, including a capstone seminar requiring original research and writing, and an internship that helps them prepare for life after college. Original undergraduate research is encouraged, and some courses involve students in studying community problems and formulating policy solutions.

The BA degree in Women and Gender Studies consists of 45 semester hours (with a grade of "C" [2.00] or higher), of which 30 must be taken from WST or WSH prefixes or from other prefixes designated as part of the major. The other 15 must be in closely related fields chosen in consultation with an academic advisor. At least 36 of the 45 hours required for the major must be completed in upper-division courses.

Required Courses

Students must complete these courses:

WST 100 Women and Society *SB, C* (3)

or WST 300 Women in Contemporary Society *SB, C* (3)
WST 377 History of American Feminist Thought *C* (3)
WST 378 Global Feminist Theory *L, C* (3)
WST 380 Gender, Race, and Class *L/SB, C* (3)
WST 484 Internship (3)
WST 498 PS: Theoretical Issues in Women's Studies (3)
Total 18

Electives

Students majoring in Women and Gender Studies must complete four courses (12 semester hours) chosen from the WST or WSH course list.

Related Fields

Students majoring in Women and Gender Studies must complete five courses (15 semester hours) in closely related fields from the WST or WSH course list, cross-listed or interdisciplinary courses, or other courses selected in consultation with a academic advisor.

Students must complete one course chosen from the electives or related fields on nonwestern women. A second course chosen from these same areas must also be completed on either nonwestern, racial or sexual minority women in the U.S. For more information, see an academic advisor.

MINOR IN WOMEN AND GENDER STUDIES

The Women and Gender Studies minor consists of 18 semester hours, 12 of which must be in the upper division. The following courses are required:

WST 100 Women and Society *SB, C* (3)
or WST 300 Women in Contemporary
Society *SB, C* (3)
WST 377 History of American Feminist Thought *C* (3)
or WST 378 Global Feminist Theory *L, C* (3)

Total 6

Twelve additional hours of approved women and gender studies courses must be taken after consultation with the Women and Gender Studies advisor.

Students pursuing a minor must register at least one semester before graduation and are encouraged to meet with the Women and Gender Studies academic advisor early in their course of studies.

CERTIFICATE PROGRAM IN WOMEN AND GENDER STUDIES

The certificate program is equivalent to an interdisciplinary minor, consisting of 18 semester hours. Students pursuing a certificate must consult with the Women and Gender Studies advisor. See [Women and Gender Studies Certificate](#), for a description of the certificate program.

BIS CONCENTRATION

A concentration in women and gender studies is available under the Bachelor of Interdisciplinary Studies degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE STUDIES

The Women and Gender Studies Program plans to offer a graduate degree program within the next two years. In the interim, it is possible to pursue a graduate degree in some existing programs with a thesis or dissertation topic related to women's studies. For more information, contact a Women and Gender Studies academic advisor.

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 Public Programs

copp.asu.edu

Debra Friedman, PhD, Dean

[Community Resources and Development, School of Public Affairs, School of Social Work, School of](#)

PURPOSE

The College of Public Programs offers students rare opportunities to study and advance social work, public administration, nonprofit leadership and management, community resources for recreation planning, and tourism policy and planning. The college prepares students for rewarding careers 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 the home of the School of Community Resources and Development, School of Public Affairs, and School of Social Work. The college was established to bring together academic disciplines that have a focus on community and a concern for relevance in education and scholarly potential. Professional degree and certificate programs incorporate the spirit of leadership, scholarship, and professionalism.

Students in the college are able to leverage the location 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 latest social theories. Highly qualified faculty are committed to improving institutions' and individuals' capacities to address critical public issues of an urbanized, advanced, and diverse society emphasizing local, national, and global concerns. Academic and student support staff are responsive to student needs and are committed to providing comprehensive student support services to ensure student success.

The College of Public Programs is committed to excellence in instruction, innovative research, and public service and provides transdisciplinary academic degrees and certificates that recognize civic responsibility, leadership, diversity, and human potential.

ORGANIZATION

The college is composed of three academic units, each administered by a director:

School of Community Resources and Development
School of Public Affairs
School of Social Work

The college administers these centers, institutes, and programs:

Center for Community Development and Civil Rights
Center for Nonprofit Leadership and Management
Center for Urban Inquiry
Executive Education Program in Public Affairs
Morrison Institute for Public Policy
Southwest Interdisciplinary Research Center

The general administration of the college is the responsibility of the dean, who is responsible to the executive vice president and provost. For more information, access the college's Web site at copp.asu.edu.

ADMISSION**Freshmen and Transfers**

Individuals interested in admission to an undergraduate program in the College of Public Programs should refer to [Undergraduate Admission](#). Students who meet the minimum university admission requirements are admitted to the appropriate undergraduate academic unit of the college as a preprofessional.

Professional Status Admission Requirements

Entry to any undergraduate academic unit of the college with professional status requires the completion of

1. at least 56 semester hours with a minimum cumulative GPA of 2.50;
2. the university First-Year Composition requirement and the university mathematical studies requirement (see

[University Graduation Requirements](#)); and

3. any additional requirements specific academic units may have.

Most upper-division courses in the college are not open to preprofessional students. Preprofessionals should check the catalog information in their major fields to determine any course enrollment restrictions. Students should refer to this catalog and advising documents for specialized departmental retention and/or continued enrollment requirements in their major courses.

Transfer Credit

In most cases, course work successfully completed at a regionally accredited four-year institution of higher education is accepted into the respective academic unit.

Transferable course work successfully completed at an accredited two-year institution of higher education (community or junior college) transfers as lower-division credit up to a maximum of 64 semester hours.

Successful completion is defined for purpose of transfer as having received a grade comparable to an “A” (4.00), “B” (3.00), or “C” (2.00) at ASU. The acceptance of credits is determined by the director of Undergraduate Admissions, and the utilization of credits toward degree requirements is at the discretion of the academic unit and the college.

ADVISING

The mission of the College of Public Programs professional academic advising staff is to assist students in developing meaningful educational plans to meet their academic, career, and personal goals in an ongoing process of evaluation and clarification.

The advisors strive to perform their duties in a professional, ethical, confidential, accurate, and supportive manner, respecting student diversity and needs, and always holding the individual in highest regard. The student and advisor should accomplish this process in a spirit of shared responsibility to develop academic excellence, strong decision-making skills, and self-reliance.

A student who has been admitted to the College of Public Programs is assigned an academic advisor from the academic unit of the student’s major area of study. Questions about advising should be directed to the student’s academic advisor or to the College of Public Programs Student Services Office, UCENT 600.

Members of the fall 2007 freshman class have a new way to manage their academic experience; see [eAdvisor](#).

Mandatory Advising

The following categories of students are required to receive advising and to be cleared by a program advisor before they may register for classes:

1. students with admissions competency deficiencies;
2. all freshmen;
3. transfer students in their first semester at ASU;
4. readmitted students;
5. students on probation;
6. students who have been disqualified;
7. students with special admissions status; and
8. all undergraduate students majoring in Social Work.

Course Load

A normal course load per semester is 15 to 16 semester hours. The maximum number of hours for which a student can register is 18 semester hours unless an overload petition has been filed and approved by the Department/School Standards Committee and the Academic and Student Affairs Committee of the college. Semester course loads may be further limited for students in mandatory advising.

Petitions for overload are not ordinarily approved for students who have a cumulative GPA less than 3.00 and who do not state valid reasons for the need to register for the credits. Students who register for semester hours in excess of 18 and do not have an approved overload petition on file may have courses randomly removed through an “administrative drop” action.

Specific degree requirements are explained in detail under the respective college, school, and department sections.

DEGREES

Successful completion of a four-year program of 120 semester hours is specified by the respective academic unit within the College of Public Programs. See [College of Public Programs Baccalaureate Degrees and Majors](#) table below.

College of Public Programs Baccalaureate Degrees and Majors			
Major	Degree	Concentration*	Administered By
Nonprofit Leadership and Management	BS	—	School of Community Resources and Development
Parks and Recreation Management	BS	—	School of Community Resources and Development
Social Work	BSW	—	School of Social Work
Tourism Development and Management	BS	—	School of Community Resources and Development

Urban and Metropolitan Studies	BA, BS	—	School of Public Affairs
* If a major offers concentrations, one must be selected unless noted as optional.			

GRADUATE PROGRAMS

Master's degree programs are offered by the three academic units of the College of Public Programs, and two of the units offer doctoral degrees. See [College of Public Programs Graduate Degrees and Majors](#).

For more information on courses, faculty, and programs, see the [Graduate Catalog](#).

UNIVERSITY GRADUATION REQUIREMENTS

In addition to fulfilling college and major requirements, students must meet all university graduation requirements.

First-Year Composition Requirement

Students must demonstrate reasonable proficiency in written English by achieving a grade of "C" (2.00) or higher in both ENG 101 and 102 (or ENG 107 and 108 for international students), or in ENG 105 or its equivalent. Should a student receive a grade lower than "C" (2.00) in any of the courses, it must be repeated until the specified proficiency is demonstrated. Composition courses transferred from out-of-state institutions must be evaluated and approved by the Writing Programs Office.

General Studies Requirement

All undergraduate students in the College of Public Programs are required to complete the university General Studies requirement to be eligible for graduation in any of the undergraduate curricula offered by the college.

General Studies courses are regularly reviewed. To determine whether a course meets one or more parts of the General Studies requirement, see [General Studies](#) and the current Online ASU Interactive Schedule of Classes.

General Studies courses are also identified following course descriptions according to the [Key to General Studies Credit Abbreviations](#).

Limit on Physical Education Activity Hours

No more than eight hours of physical education activity courses may be counted within the minimum 120 hours required for graduation.

Undergraduate Credit for Graduate Courses

To enable undergraduate students to enrich their academic development, the Division of Graduate Studies and the individual academic units of the College of Public Programs allow qualified students to take graduate-level courses for undergraduate credit. To qualify for admission to a graduate-level course, the student must have senior standing (87 or more semester hours successfully completed) and a cumulative GPA of 3.00 or higher. In addition, permission to enroll must be given before registration and must be approved by the instructor of the course, the student's advisor, the department chair or school director, and the dean of the college in which the course is offered.

ACADEMIC STANDARDS AND RETENTION

Good Standing

Students in the College of Public Programs are considered to be in good standing for the purpose of retention if they maintain a cumulative GPA of 2.00 or higher in all courses taken at ASU. However, to achieve professional status in the undergraduate degree programs in the college, students must have a cumulative GPA of 2.50 or higher at ASU.

Probation

Any student who does not maintain good standing is placed on academic probation. A student on academic probation is required to observe any limitations or rules the college may impose as a condition for retention.

Disqualification

A student who is on probation becomes disqualified if (1) the student has not returned to good standing or (2) the student has not met the required semester GPA.

Disqualification is exercised at the discretion of the college and becomes effective on the first day of the fall or spring semester following college action. A disqualified student is notified by the Office of the Registrar and/or the dean of the college and is not allowed to register for a fall or spring semester at the university until reinstated. A student who is disqualified may not attend as a nondegree student.

Reinstatement

Students seeking reinstatement after disqualification should contact the College of Public Programs Student Services Office regarding procedures and guidance for returning to good standing. When reinstatement includes readmission, application must be made to the Readmissions Section of the University Registrar.

All academic disciplinary action is the function of the College of Public Programs Student Services Office, UCENT 600, under the direction of the dean of the college. Students having academic problems should call this office for advising at 602/496-0600.

SPECIAL PROGRAMS

Barrett, the Honors College

The College of Public Programs cooperates with Barrett, the Honors College, which affords superior undergraduates opportunities for interdisciplinary seminars and special topic courses taught by selected faculty.

Honors students receive supplemental advising, priority preregistration, and complete a senior honors thesis. Participating students can major in any academic program. A full description of the requirements and the opportunities offered by Barrett, the Honors College can be found in [Barrett, the Honors College](#).

For more information, visit the College of Public Programs Student Services Office at UCENT 600, or call 602/496-0600. For more information about Barrett, the Honors College, call 480/965-2359, or access the Web site at honors.asu.edu.

Certificate in Lesbian, Gay, Bisexual, and Transgender Studies

The undergraduate certificate in Lesbian, Gay, Bisexual, and Transgender Studies is offered by the Committee on Lesbian, Gay, Bisexual, and Transgender Studies, administered through the College of Public Programs.

Lesbians, gay men, bisexuals, and transgendered (LGBT) people play important roles as colleagues, clients, parents, children, siblings, neighbors, employees and employers, religious leaders, and friends. Given the increasing visibility and changing political climate for LGBT people in the United States, all students—not only those who identify themselves as gay, lesbian, bisexual, or transgender—are served well by learning about the histories, communities, and contemporary social issues regarding people from LGBT backgrounds. The educational experience is enhanced when students are introduced to complex intersections between and among sexual, racial, ethnic, religious, geographic, and national identities. The philosophy of this certificate program is to promote intellectual and pedagogical diversity as one of the university's greatest assets, in part by instilling in students sensitivity to cultures different from their own, but also through careful analysis of the self in historical, artistic, and sociocultural contexts.

The goals of the certificate program are to give students knowledge about specific lesbian, gay, bisexual, and transgendered communities; knowledge about the history and maintenance of the category, “lesbians and gay men”; theoretical perspectives on “heterosexuality” as a presumptive sexual identity; an understanding of Lesbian, Gay, Bisexual, and Transgender Studies as an academic area of inquiry; an understanding of community politics, dynamics, and conflicts; use-inspired education that culminates in a public presentation; and practical experience in utilizing course work knowledge in the community through an internship or community service project.

For information on the faculty and certificate requirements, access the Web site at copp.asu.edu.

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 provides information and selected technical assistance services pertaining to such topical concerns as philanthropy, effective board governance, and social enterprise. The center facilitates relationships among students, faculty, and community organizations across the range of its research and outreach activities. In addition, the center convenes leaders and managers from the nonprofit, business, and government sectors on issues pertinent to building nonprofit capacity in the region. 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 supports the activities of three complementary nonprofit education programs at ASU; the American Humanities Program (undergraduate certificate), a postbaccalaureate program (graduate certificate program in Nonprofit Leadership and Management), and a professional development education program (through the Nonprofit Management Institute). For more information, call 602/496-0500, or access the Web site at nonprofit.asu.edu

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, sociology, and other departments. SIRC is funded through competitive research grants and subcontracts awarded by the National Institute on Drug Abuse, the National Institutes of Health, the Centers for Disease Control and Prevention, and by ASU.

The mission of SIRC is to carry out interdisciplinary research in health disparities with populations of the Southwest, and increase the number and capacity of social work researchers working in the areas of substance abuse, HIV/AIDS, and mental health. The center's multidisciplinary and community-based research in these priority areas focuses on culturally-grounded prevention research, and culturally responsive and resiliency-focused services research.

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, sociology, and other departments. 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 the center's Web site at sirc.asu.edu, or write

SOUTHWEST INTERDISCIPLINARY RESEARCH CENTER
ARIZONA STATE UNIVERSITY
MC 4320
411 N CENTRAL AVE SUITE 720
PHOENIX AZ 85004-0693

College of Public Programs

The academic units within the College of Public Programs may use the CPP prefix for course offerings that cross disciplinary boundaries.

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 Community Resources and Development

scrd.asu.edu

602/496-0550

UCENT 550

Randy J. Virden, Director

Professors

Allison, Tyrrell, Yoshioka

Associate Professors

Ashcraft, Bortner, Teye, Timothy, Virden

Assistant Professors

Budruk, Chhabra, Guo, Jones, Nyaupane, Shockley, White

Lecturers

Barry, Ramella

PURPOSE

The goal of the faculty in the School of Community Resources and Development is to advance the social, economic, environmental and cultural well-being of the local and global community through instruction, research, and service.

ORGANIZATION

Programs within the School of Community Resources and Development are organized by the faculty of the school under the direction and administration of the director and standing committees of the faculty. The faculty provide nationally recognized interdisciplinary research expertise and innovative academic programs in nonprofit leadership and management, parks and recreation management, and tourism development and management.

DEGREES**Baccalaureate Degree Programs**

The School of Community Resources and Development offers BS degree programs in Nonprofit Leadership and Management, Recreation Management, and Tourism Development and Management. The BS in Recreation Management includes an emphasis in therapeutic recreation. Minors and Bachelor of Interdisciplinary Studies (BIS) concentrations are offered in each of the undergraduate program areas. The school offers two undergraduate certificates: (1) nonprofit youth and human service leadership and management: American humanics and (2) convention and meeting planning.

Graduate Degree Programs

The faculty in the School of Community Resources and Development offer an MS degree in Recreation, a Master of Nonprofit Studies, and a graduate certificate in Nonprofit Leadership and Management. Consult the [Graduate Catalog](#) for information about these programs.

ADVISING

Students are responsible for meeting the degree requirements and seeking advising regarding their program status and progress. Upon admission to the School of Community Resources and Development, each student must meet with an academic advisor who assists students with program planning, registration, preparation of needed petitions, verification of graduation requirements, and referrals to university and/or community resources.

For more information, call 602/496-0167, access the school's Web site at scrd.asu.edu, visit UCENT 550, or write

SCHOOL OF COMMUNITY RESOURCES AND DEVELOPMENT ACADEMIC ADVISOR
411 N CENTRAL AVE
UNIVERSITY CENTER SUITE 550
PHOENIX AZ 85004-0691

MAJOR REQUIREMENTS**Required Courses**

The major requirements for the School of Community Resources and Development BS degree programs include specific courses, with a grade of “C” (3.00) or higher, as follows:

1. BS Nonprofit Leadership and Management: NLM 160 Voluntary Action and Community and NLM 210 Community Resources and Professions;
2. BS Recreation Management: PRM 120 Leisure and the Quality of Life and PRM 210 Community Resources and Services; or
3. BS Tourism Development and Management: PRM 120 Leisure and the Quality of Life and TDM 210 Community Resources and Services.

Career Field Experience

All undergraduate students seeking a degree from the School of Community Resources and Development must complete 200 hours of professional leadership experience and a senior internship. These exciting hands-on opportunities integrate classroom learning within a real work experience to build professional competencies before graduation. For more information on these requirements, access the school’s Web site at scrld.asu.edu.

General Studies Requirement

All students enrolled in a baccalaureate degree program must satisfy the university requirement of a minimum of 35 semester hours of approved course work in General Studies, as described under [General Studies](#). General Studies courses are listed in the course descriptions, in the Online ASU Interactive Schedule of Classes, and in the *Summer Sessions Bulletin*.

Academic Curricula in Nonprofit Leadership and Management

The School of Community Resources and Development offers a number of pathways for students interested in studying the field of nonprofit leadership and management. This includes the following options: a major, a minor, a concentration within the Bachelor of Interdisciplinary Studies degree, and a national certificate program through the American Humanics (AH) program. The curriculum within each pathway is complementary and many students combine their major, minor, or BIS concentration with the AH certificate to become a preferred graduate for employment in the nonprofit sector. For more information, see [Minor—Nonprofit Administration](#), [BIS Concentration—Nonprofit Administration](#), and [Certificate Program—Nonprofit Youth and Human Service Leadership and Management: American Humanics](#).

NONPROFIT LEADERSHIP AND MANAGEMENT—BS

The Nonprofit Leadership and Management program empowers students through course work and co-curricular experiences to help them become successful professionals who positively impact the community in which they work. By completing the undergraduate program, students may also earn national certification from American Humanics, Inc., which will prepare them to lead and strengthen nonprofit organizations.

Major requirements

The major requirements of the BS degree in Nonprofit Leadership and Management consist of nine semester hours of Community Resources and Development core courses, 15 semester hours of Nonprofit Leadership and Management foundation courses, 22 semester hours of Nonprofit Leadership and Management professional courses, and 18 semester hours of Nonprofit Leadership and Management related area courses.

The following courses constitute the core curriculum:

Community Resources and Development

Core Courses

- D NLM 210 Community Resources and Professions (3)
- D NLM 301 Sustainable Communities (3)
- D NLM 302 Inclusive Community Development (3)

Nonprofit Leadership and Management Foundation Courses

- D NLM 160 Voluntary Action and Community Leadership (3)
- D NLM 220 Introduction to Nonprofit Organizations (3)
- D NLM 300 Fund Raising and Resource Development (3)
- D NLM 310 Volunteer Management (3)
- D PRM 303 Program Planning L (3)

Nonprofit Leadership and Management Professional Courses

- D NLM 402 Assessment and Evaluation of Community Services (3)
- D NLM 403 Pre-Internship Workshop (1)
- D NLM 410 Social Entrepreneurship (3)
- D NLM 430 Managing Nonprofit Organizations (3)
- D TDM 463 Senior Internship (12)

Consult with the academic advisor for electives in the nonprofit leadership and management related areas.

Suggested Program of Study

First Year

First Semester

- M ENG 101 First-Year Composition (3)
- M MAT 142 College Mathematics (or higher) (3)
- D NLM 160 Voluntary Action and Community Leadership (3)
- M UNI 101 Student Success Seminar (1–3)
or D PRM 191 FYS (1–3)

or UNI 100 Academic Success (1)

SB elective (3)

Total 13–15

Second Semester

M ENG 102 First-Year Composition (3)

D NLM 210 Community Resources and Professions (3)

Computer Science Requirement (3)

SQ/SG laboratory science (3–7)

and/or HU (3–7)

or SB (3–7)

Total 12–16

Second Year

Third Semester

D NLM 301 Sustainable Communities (3)

HU (3–6)

and/or SB (3–6)

SQ/SG laboratory science (4)

Writing competency requirement (3)

Total 13–16

Fourth Semester

M COM 225 Public Speaking (3)

D NLM 220 Introduction to Nonprofit Organizations (3)

D NLM 302 Inclusive Community Development (3)

HU and/or SB (3–6)

Total 12–15

MINOR—NONPROFIT ADMINISTRATION

The minor in Nonprofit Administration empowers students to positively impact the community in which they work. Course work introduces students to the competencies required for successful professional careers with nonprofit, social sector organizations that exist to improve the quality of life of communities. The nonprofit sector in the United States is unique in form and function with more than 1.9 million organizations in the U.S. The Arizona nonprofit sector also is experiencing robust growth with more than 29,000 registered nonprofits and more than 1,500 new nonprofits formed yearly. The minor allows students enrolled in other undergraduate programs at ASU to broaden their educational experiences. Students from such various disciplines as business, education, museum studies, nursing, public affairs, religious studies, social work, and many others might find this program a beneficial supplement to their existing program.

Course Selection

Fifteen semester hours required.

Required courses

D NLM 160 Voluntary Action and Community Leadership (3)

D NLM 220 Introduction to Nonprofit Organizations (3)

Choose three from the following (9)

D NLM 300 Fund Raising and Resource Development (3)

D NLM 301 Sustainable Communities (3)

D NLM 302 Inclusive Community Development (3)

D NLM 310 Volunteer Management (3)

D NLM 435 Service Learning for Community Development (3)

D NLM 494 Special Topics* (3)

D PRM 424 Recreation Program Management (3)

D PRM 486 Special Events Management (3)

* This course requires CRD advisor approval.

BIS CONCENTRATION—NONPROFIT ADMINISTRATION

The concentration in Nonprofit Administration is available through University College's Bachelor of Interdisciplinary Studies program.

The BIS program is intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

CERTIFICATE PROGRAM—NONPROFIT YOUTH AND HUMAN SERVICE LEADERSHIP AND MANAGEMENT: AMERICAN HUMANICS

The certificate program in Nonprofit Youth and Human Service Leadership and Management: American Humanics provides education and preparation for leadership and management positions in nonprofit youth and human service organizations. The program features professional affiliation with and certification by American Humanics, Inc., the nation's leader in education for nonprofit careers. American Humanics collaborates with a number of nonprofit organizations, including American Red Cross, America's Second Harvest, AmeriCorps, the ARC, Big Brother Big Sisters of America, Boys & Girls Clubs of America, Boy Scouts of America, CampFire USA, Corporation for National and Community Service, Girls Inc., Girl Scouts of the USA, the Humane Society of the United States, Junior Achievement Inc., March of Dimes, National 4-H Council, National Urban League, Opportunity Knocks.org, Points

of Light Foundation, United Way of America, Volunteers of America, and YMCA of the USA.

This program features an academic and experiential approach that highlights the unique issues of nonprofit organization management, with a particular emphasis on youth development agencies. The program includes active participation by nonprofit professionals who offer workshops, seminars, mentoring, and field trips. American Humanics national certification can be earned in conjunction with any baccalaureate degree.

Required Courses

D NLM 220 Introduction to Nonprofit Organizations (3)
 D NLM 300 Fund Raising and Resource Development (3)
 D NLM 310 Volunteer Management (3)
 D NLM 320 Professional Development Seminar* (4)
 D NLM 420 American Humanics Institute (2)
 D NLM 430 Managing Nonprofit Organizations (3)
 D NLM 463 Senior internship (12)

Minimum total 30

* D NLM 320 is taken four semesters, for one semester hour each term.

Academic Curricula in Parks and Recreation Management

The School of Community Resources and Development offers a number of pathways for students interested in studying the field of parks and recreation management. This includes the following options: a major, a minor, and a concentration within the Bachelor of Interdisciplinary Studies degree. For more information, see [Minor—Recreation Management](#) and [BIS Concentration—Recreation Management](#).

RECREATION—BS

The BS in Recreation degree provides an interdisciplinary education in the management of parks, protected areas and community based recreation services. Students learn to integrate the managerial, natural and social sciences to make informed decisions for recreation service delivery. The curriculum combines classroom instruction with field experiences and covers parks and recreation policy, programming, planning, management, communication, inclusive services, and history. The BS in Recreation prepares students for professional positions in a variety of public, private, and nonprofit organizations. This degree program is accredited by the National Recreation and Park Association (NRPA).

Therapeutic Recreation Emphasis Area

Within the BS in Recreation Management degree, students may specialize in therapeutic recreation and in doing so, may qualify to sit for the National Council for Therapeutic Recreation Certification exam. This professional development prepares students for careers in clinical and community settings, working with disabled individuals in their pursuit of quality leisure experiences. This program is the only one of its kind in a growing field in Arizona. Consult with the academic advisor for requirements and electives in the therapeutic recreation emphasis' related areas.

Major requirements

The major requirements of the BS in Recreation Management degree program consist of nine semester hours of Community Resources and Development core courses, nine semester hours of Parks and Recreation Management foundation courses, 22 semester hours of Parks and Recreation Management professional core courses, and 24 semester hours of Park and Recreation Management related courses.

The following courses constitute the core curriculum:

Community Resources and Development

Core Courses

D PRM 210 Community Resources and Professions (3)
 D PRM 301 Sustainable Communities (3)
 D PRM 302 Inclusive Community Development (3)

Parks and Recreation Management

Foundation Courses

D PRM 120 Leisure and Quality of Life *SB* (3)
 D PRM 303 Program Planning *L* (3)
 D PRM 380 Wilderness and Parks in America *SB, H* (3)

Parks and Recreation Management

Professional Courses

D PRM 304 Recreation Planning and Facility Development (3)
 D PRM 401 Management of Parks and Recreation Services (3)
 D PRM 402 Assessment and Evaluation of Community Services (3)
 D PRM 403 Pre-Internship Workshop (1)
 D PRM 463 Senior Internship (12)

Consult with the academic advisor for electives in the Parks and Recreation Management related areas.

Suggested Program of Study

First Year

First Semester

M ENG 101 First-Year Composition (3)
 M MAT 142 College Mathematics (or higher) (3)
 D PRM 120 Leisure and the Quality of Life *SB* (3)

SB (3)
 M UNI 101 Student Success Seminar (1–3)
 or D PRM 191 FYS (1–3)
 or UNI 100 Academic Success (1)

Total 13–15

Second Semester

M ENG 102 First-Year Composition (3)
 D PRM 210 Community Resources and Professions (3)
 Computer Science Requirement (3)
 SQ/SG laboratory science (3–7)
 and/or HU/SB (3–7)

Total 12–16

Second Year

Third Semester

D PRM 301 Sustainable Communities (3)
 HU and/or SB (3–6)
 SQ/SG laboratory science (4)
 Writing competency requirement (3)

Total 13–16

Fourth Semester

M COM 225 Public Speaking (3)
 D PRM 302 Inclusive Community Development (3)
 D PRM 303 Program Planning *L* (3)
 HU and/or SB (3–6)

Total 12–15

MINOR—RECREATION MANAGEMENT

The minor in Recreation Management introduces students to leisure program delivery to a variety of populations and the management of parks and protected areas. The minor allows students enrolled in other undergraduate programs at ASU to broaden their educational experiences. Students from such various disciplines as business, education, nursing, public affairs, social work, and many others might find this program a beneficial supplement to their existing program.

Course Selection

Fifteen semester hours required.

Required Courses:

D PRM 120 Leisure and the Quality of Life *SB* (3)
 D PRM 424 Recreation Program Management (3)
 Choose three courses from the following (9)
 D PRM 150 Outdoor Pursuits (3)
 D PRM 302 Inclusive Community Development (3)
 D PRM 315 Community Recreation Systems (3)
 D PRM 364 Foundations of Therapeutic Recreation (3)
 D PRM 368 Sports Management (3)
 D PRM 475 Entrepreneurial Recreation and Tourism (3)
 D PRM 486 Special Events Management (3)
 D PRM 494 Special Topics* (3)

Total 15

* Requires CRD advisor approval.

BIS CONCENTRATION—RECREATION MANAGEMENT

The recreation management concentration is available through the University College Bachelor of Interdisciplinary Studies (BIS) program. Students in the BIS degree program cannot combine tourism development and management with recreation management to fulfill the two-concentration requirement.

The BIS program is intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Academic Curricula in Tourism Development and Management

The School of Community Resources and Development offers a number of pathways for students interested in studying the field of tourism development and management. This includes the following options: a major, a minor, and a concentration within the Bachelor of Interdisciplinary Studies degree. For more information, see [Minor—Tourism Development and Management](#) and [BIS Concentration—Tourism Development and Management](#).

TOURISM DEVELOPMENT AND MANAGEMENT—BS

In the Tourism Development and Management program, students acquire the planning and management skills related to the growth and development of tourism throughout the world in historical, spatial and economic terms; the economic, ecological, and sociocultural impacts of tourism in both the developing and developed world; and the system of tourism production, product development, service delivery, and consumption by diverse domestic and

international market segments. Students will also learn professional skills such as information technology, management, and marketing proficiencies. Through the required internship component of the degree program, students will gain practical experiences for professional positions in various travel, tourism, and related fields. Exposure to the businesses of heritage tourism, nature-based tourism, resort management, and meeting and convention planning will prepare the student for a successful career in the fast-growing travel and tourism industry.

Major requirements

The major requirements of this Bachelor of Science degree program consist of nine semester hours of Community Resources and Development core courses, 12 semester hours of Tourism Development and Management foundation courses, 22 semester hours of Tourism Development and Management core courses, and 21 semester hours of Tourism Development and Management related area courses.

The following courses constitute the core curriculum:

Community Resources and Development

Core Courses

D TDM 210 Community Resources and Professions (3)
D TDM 301 Sustainable Communities (3)
D TDM 302 Inclusive Community Development (3)

Tourism Development and Management

Foundation Courses

D PRM 120 Leisure and Quality of Life *SB* (3)
D TDM 205 Introduction to Travel and Tourism *G* (3)
D TDM 350 Tourism Marketing (3)
D TDM 458 International Tourism *G* (3)

Tourism Development and Management

Professional Courses

D TDM 372 Tourism Planning (3)
D TDM 401 Tourism Management (3)
D TDM 402 Assessment and Evaluation of Community Services (3)
D TDM 403 Pre-Internship Workshop (1)
D TDM 463 Senior Internship (12)

Consult with the academic advisor for electives in the Tourism Development and Management related areas.

Suggested Program of Study

First Year

First Semester

M ENG 101 First-Year Composition (3)
M MAT 142 College Mathematics (or higher) (3)
D PRM 120 Leisure and the Quality of Life *SB* (3)
SB (3)
M UNI 101 Student Success Seminar (1–3)
or D PRM 191 FYS (1–3)
or UNI 100 Academic Success (1)

Total 13–15

Second Semester

M ENG 102 First-Year Composition (3)
D TDM 210 Community Resources and Professions (3)
Computer Science Requirement (3)
SQ/SG laboratory science (3–7)
and/or HU (3)
or SB (3)

Total 12–16

Second Year

Third Semester

D TDM 301 Sustainable Communities (3)
SQ/SG laboratory science (4)
HU and/or SB (3–6)
Writing competency requirement (3)

Total 13–16

Fourth Semester

M COM 225 Public Speaking (3)
D TDM 205 Introduction to Travel and Tourism *G* (3)
D TDM 302 Inclusive Community Development (3)
HU and/or SB (3–6)

Total 12–15

MINOR—TOURISM DEVELOPMENT AND MANAGEMENT

The minor in Tourism Development and Management program introduces students to the planning and development skills needed to enter the largest industry in the world. Exposure to the businesses of nature-based tourism, heritage tourism, and meeting and convention planning will begin to prepare students for a successful career in the fast-growing travel and tourism industry. According to both the World Tourism Organization (WTO) and the World

Travel Tourism Council (WTTC), the travel and tourism industry is the largest industry and employer in the world. It is the third largest industry in the United States and ranks as the second largest industry in Arizona. The minor allows students enrolled in other undergraduate programs at ASU to broaden their educational experiences. Students from such various disciplines as business, communication, and many others might find this program a beneficial supplement to their existing program.

Course Selection

Fifteen semester hours required.

Required Courses

D TDM 205 Introduction to Travel and Tourism *G* (3)

D TDM 325 Tourism Accommodations (3)

D TDM 415 Tourism Transportation Systems (3)

Choose three courses from the following (9)

D PRM 120 Leisure and the Quality Life *G* (3)

D PRM 475 Entrepreneurial Recreation and Tourism (3)

D PRM 486 Special Events Management (3)

D TDM 345 Meeting and Convention Planning (3)

D TDM 350 Tourism Marketing (3)

D TDM 386 Convention Sales and Management (3)

D TDM 448 Heritage and Cultural Tourism (3)

D TDM 458 International Tourism *G* (3)

D TDM 480 Nature-Based Tourism (3)

D TDM 494 Special Topics* (3)

Total (15)

* Requires CRD advisor approval.

BIS CONCENTRATION—TOURISM DEVELOPMENT AND MANAGEMENT

The concentration in Tourism Development and Management is available through University College's Bachelor of Interdisciplinary Studies program. Students in the BIS degree program cannot combine Recreation Management with Tourism Development and Management to fulfill the two-concentration requirement.

The BIS program is intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary 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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UCENT 450

Robert Denhardt, Director

Regents' Professor

R. Denhardt

Professors

Cayer, Chapman, Coor, Crow, J. Denhardt, Friedman, Hall, Lan, Perry, Svava

Associate Professors

Campbell, Ellin, McCabe

Assistant Professors

Al-Yahya, Catlaw, Corley, Duke, Fasano, Peck

Professors of Practice

Shangraw, 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 Master of Public Administration (MPA) degree, a 42-semester-hour Master of Public Policy (MPP) degree, and an interdisciplinary degree leading to the PhD in Public Administration.

CERTIFICATE IN LEADERSHIP AND ETHICS

The School of Public Affairs, in conjunction with the Lincoln Center for Applied Ethics, offers a 15-semester-hour Leadership and Ethics Certificate program. The certificate prepares students for positions of leadership and responsibility in the university, in their communities, and throughout their careers in business, government, and society. Students explore the relationship between leadership and the capacity for individuals to assume responsibility for their actions and to act with a sense of ethics and integrity. The program provides students with an understanding of change processes as they affect individuals, groups, and organizations throughout society, so that students might better learn to cope with and direct change in positive and beneficial ways.

D PAF 494 ST: Building Leadership Skills (3)

D PAF 494 ST: Leadership and Change (3)

D PAF 494 ST: Leadership Capstone (3)

D PHI 394 ST: Ethics and Justice (3)

Elective (3)

Total 15

CERTIFICATE IN PUBLIC ADMINISTRATION AND PUBLIC MANAGEMENT

The School of Public Affairs offers a 15-semester-hour Public Administration and Public Management Certificate program. The certificate prepares students for leadership positions and careers in governmental agencies and nonprofit associations. To meet certificate requirements, students take four core courses and one elective course. The list of approved electives may be obtained by visiting the School of Public Affairs Student Services Office in WILSN 211, or by calling 480/965-1037.

D PAF 300 Public Management and Administration (3)

D PAF 340 Public Management and Policy (3)

D PAF 420 Public Leadership (3)

D PAF 460 Public Service Ethics (3)

Elective (3)

Total 15

BIS CONCENTRATION

A concentration in public administration is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

URBAN AND METROPOLITAN STUDIES—BA AND BS

The Bachelor's Degree in Urban and Metropolitan Studies offers students who are interested in the urban environment the opportunity to explore the wide variety of issues that influence the quality of life in urban communities. This program encourages students to learn about cities as historical, social, cultural, economic, and political phenomena in order to gain a strong understanding of the complex relationships that contribute to the problems and opportunities of urban living.

The Urban and Metropolitan Studies program enables undergraduates to examine these problems and opportunities through multiple lenses and to address them in practical ways. Students are prepared for professional careers involved in improving urban life, and also for graduate degrees in urban studies, public administration, public policy, law, or other public programs. There is also a minor available for students already enrolled in a degree program but who want to supplement their educational experience.

At the conclusion of the program, students will be able to identify, analyze, and interpret the challenges and dilemmas of new city-states through a variety of quantitative and qualitative methods. Students also will be prepared to develop innovative processes and tools to deal with the changing social, economic, and scientific realities of these areas and to help build innovative forms of governance to address urban problems and issues on a global, regional, and local basis.

Individuals who meet the minimum university admission requirements will be admitted to the BA or BS program with preprofessional status. Professional status admission requirements include the completion of at least 56 semester hours with a minimum cumulative GPA of 2.50; the university First-Year Composition requirement and the university mathematical general studies requirement; the College of Public Programs writing competence, communication, and computer requirements; and the completion of the following core with a minimum grade of "C" (2.00) or higher: URB 100 or 300, 105 or 305, 220 and 240.

The course work for the Urban and Metropolitan Studies program requires a minimum of 54 semester hours, including introductory courses (six semester hours), core courses (18 semester hours), and other required courses (30 semester hours). Students are required to achieve a grade of "C" or higher in all program introductory and core classes. Students are also encouraged to complete an internship. Internships are offered with a variety of government, nonprofit, and business organizations with an urban focus. Each student will complete a capstone course that requires the completion of a significant project with demonstrated individual or team aspects. The capstone course will usually be completed during the final year at ASU.

MAJOR REQUIREMENTS

The major requirements consist of a minimum of 54 semester hours, including introductory courses (six semester hours), core courses (18 semester hours), and other required courses (30 semester hours). Students are required to take URB 100 or 300 and URB 105 or 305 for the introductory courses. Students in the BS program will be required to complete an upper-division course in Statistics (PAF 401, REC 482, or SWU 321). The following constitute the core curriculum:

Introductory Courses

- D URB 100 Introduction to Urban Governance (3)
or D URB 300 Evolution of Urban Governance (3)
- D URB 105 Introduction to Urban America (3)
or D URB 305 American Urban Development (3)

Core Courses

- D URB 220 Urban Governance (3)
- D URB 240 Urban Policy (3)
- D URB 301 Urban Research I: Methods and Design (3)
- D URB 302 Urban Research II: Practice and Presentation (3)
- D URB 400 Senior Professional Seminar (3)
- D URB 410 Urban Leadership and Collaborative Skills (3)

Other Required Courses

Select a combination of the following

- D URB 484 Internship (3–6)
- Related Urban Topics* (18–24)
- Foreign Language Proficiency (BA only) (8)
- Statistics (BS only) (3)

* Students can choose from a variety of Related Urban Topics classes offered by the School of Public Affairs. In addition, students can choose related courses offered by the School of Public Affairs or other departments. For a list of approved courses, access the Web site at spa.asu.edu/urban/coursework.htm or consult the department.

GRADUATE DEGREES

The school also offers a 42-semester-hour professional Master of Public Administration degree, a 42-semester-hour Master of Public Policy degree, and the Doctor of Philosophy degree. Consult the [Graduate Catalog](#) for information

about the programs.

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 GENERAL CATALOG****School of Social Work**sww.asu.edu

602/496-0800

UCENT 800

Mary Rogers Gillmore, Director**Core Faculty**

Professors: Ashford, Gillmore, LeCroy, Leighninger, MacEachron, Marsiglia, Martinez-Brawley, Moroney, Segal, Williams

Associate Professors: Brzuzy, Gerdes, Gustavsson, Holley, Krysik, Montero, Napoli, Nichols, Paz, Risley-Curtiss, Robles, Steiner, Stromwall

Assistant Professors: Bacchus, Kang, Larson, Niles, Roe-Sepowitz

Senior Instructional Professional: Gonzalez-Santin

Assistant Administrative Professional: Knutson-Woods

Affiliated Faculty**Psychology (Tempe campus)**

Professor: Castro

Sociology (Tempe campus)

Professor: Kulis

PURPOSE

The School of Social Work prepares professional social work practitioners who are committed to the enhancement of individual, family, and group problem-solving capacities and the creation of a more nurturing, just, and humane social environment.

The mission of the School of Social Work is to train professional social workers for beginning-level generalist practice (BSW) and for advanced direct practice and planning, administrative, and community practice (MSW). The focus is on populations of the Southwest and those who are most oppressed and most in need of social services.

The school is committed to the university's mission to be competitive with the best public research universities in the country. Faculty members have active research agendas under way that venture into a wide variety of topics, including work with children, issues of specific importance to Latino and indigenous peoples, poverty, human services planning, and many others.

ORGANIZATION

The School of Social Work is organized around three program areas:

1. Bachelor of Social Work (BSW);
2. Master of Social Work (MSW); and
3. Doctor of Philosophy (PhD with a major in Social Work).

The MSW program has two areas of concentration: (1) advanced direct practice (ADP) and (2) planning, administration, and community practice (PAC).

The BSW and MSW degrees are offered at the Downtown Phoenix campus and at the Tucson component; the PhD degree is offered at the Downtown Phoenix campus.

For more information regarding the master's and PhD programs, see the [Graduate Catalog](#).

Critical Requirements

Students majoring in Social Work must complete the following courses within the first five semesters of enrollment for continued eligibility as a School of Social Work student.

- ENG 101 First-Year Composition* (3)
- ENG 102 First-Year Composition* (3)
- ECN 211 Macroeconomic Principles (3)
 - or SWU 194 Economic Social Issues Perspective (3)
- MAT 142 College Mathematics, or a higher course (3)
- PHI 101 Introduction to Philosophy (3)
 - or PHI 105 Introduction to Ethics (3)
 - or PHI 306 Applied Ethics (3)

PGS 101 Introduction to Psychology (3)
SOC 101 Introduction to Sociology (3)
SWU 171 Introduction to Social Work* (3)
SWU 291 Social Service Delivery Systems* (3)
SWU 295 Foundations of Social Work Practice* (3)
SWU 301 Human Behavior in the Social Environment* (3)
Any approved non-English language or Sign Language course (6)
*A minimum grade of “C” (2.00) is required.

Students must successfully complete a minimum number of courses each term, achieve a minimum cumulative GPA in the requirements for each term, and fulfill mandatory advising requirements for continued eligibility. Failure to fulfill critical requirements can result in disqualification from the major.

Semester One

1. Complete two of the 12 critical-requirement courses;
2. achieve an ASU cumulative GPA of “C” 2.00 or higher; and
3. attend the required meeting with an advisor to discuss the human services experience requirement.

Semester Two

Complete two additional critical-requirement courses, including ENG 101 and MAT 142 (or higher) with a minimum grade of “C” (2.00), and achieve an ASU cumulative GPA of 2.10 or higher.

Semester Three

Complete two additional critical-requirement courses, including ENG 102 with a minimum grade of “C” (2.00) and PGS 101 or SOC 101, and achieve an ASU cumulative GPA of 2.20 or higher.

Semester Four

Complete three additional critical-requirement courses, including SWU 171 and 291 with a minimum grade of “C” (2.00) and any approved non-English language or Sign Language course, and achieve an ASU cumulative GPA of 2.35 or higher.

Semester Five

1. Complete all remaining critical-requirement courses;
2. achieve a combined GPA for SWU 171, 291, 295, and 301 of 2.75 or higher;
3. achieve an ASU cumulative GPA of 2.5 or higher; and
4. complete a minimum of 56 semester hours.

ADMISSION

Bachelor of Social Work

Preprofessional Status.

Students who have declared Social Work as their major or have transferred from other universities or community colleges are admitted to ASU and the School of Social Work with preprofessional status. Transfer students should follow the procedure outlined under [Office of Undergraduate Admissions](#).

Applying for Professional Program Status

Students who have completed 56 or more semester hours and have taken SWU 171 Introduction to Social Work, SWU 291 Social Service Delivery Systems, SWU 295 Foundations of Social Work Practice, SWU 301 Human Behavior in the Social Environment I, and SWU 310 Social Work Practice I are eligible to apply for professional program status.

Students may obtain an application packet at the School of Social Work, Academic Services, UCENT 800, or request that one be mailed to their home address by calling 602/496-0800.

Applications are reviewed for admission for the fall and spring semesters. Students applying must have a Certificate of Admission to the university in their files by November 1 for spring admission and March 1 for fall admission. All other application materials (i.e., application form, additional statement, and two letters of reference) must be returned to

SCHOOL OF SOCIAL WORK
ACADEMIC SERVICES
ARIZONA STATE UNIVERSITY
411 N CENTRAL AVE SUITE 800
PHOENIX AZ 85004-0689

Materials must be received by November 1 for spring admission or March 1 for fall admission. Failure to meet these deadlines may result in the applicant having to wait for the next admissions period. Applicants are notified by mail of the committee’s decision. Those applicants who have been denied admission may request a conference with the BSW program coordinator to discuss the decision and to obtain guidance in the development of future plans.

Criteria for Professional Program Status

Admission to professional program status is based on the following criteria:

1. A minimum of 56 semester hours with a cumulative GPA of at least 2.50 at ASU is required.
2. A minimum cumulative GPA of 2.75 in core social work courses (SWU 171, 291, 295, 301, and 310) and a grade of “C” (2.00) or higher in all social work courses are required.
3. The applicant’s educational and career goals must be compatible with the educational objectives of the school.
4. Before admission to preprofessional status, it is required that students have had human service experience for a minimum of 240 hours in social work-related settings. Personal life experience may be substituted.

5. References are required for each applicant. One reference should be from a person who knows the applicant in a professional capacity and one from a person who knows the applicant in an academic capacity. Additionally, a third reference is later requested by the school from the applicant's SWU 310 instructor. This reference is used in the field placement process.

Leave of Absence

Occasionally, for health or personal reasons, Social Work students who have achieved professional program status find it necessary to interrupt their studies. Students considering such requests meet with an academic advisor to look at alternatives and then submit a written request to the BSW program coordinator. A student may request a leave of absence from the Social Work program for a period of one year. Failure to request a leave of absence results in removal from the professional program. (This leave applies only to the Social Work program and not to the university. No leave of absence is granted from the university.) Except when recommended by the Committee on Academic and Professional Standards, the student must be in good standing in the program at the time the request is made. Students should be aware that nonattendance at the university for one or more semesters requires reapplication to the university.

Readmission

Undergraduate students who have previously attended ASU but have not been enrolled at this institution for one or more semesters are required to apply for readmission following university procedures as outlined under [Readmission to the University](#). Students who were previously admitted to the professional program may, in addition, be required to reapply for professional status.

Transfer Students

The university standards for evaluation of transfer credit are listed under [Transfer Credit](#). Community college students planning to transfer at the end of their first or second year should plan their community college courses to meet the requirements of the ASU curriculum selected. Students attending Arizona community colleges are permitted to follow the degree requirements specified in the ASU catalog in effect at the time they begin their community college work, providing their college attendance is continuous. See [Guidelines for Determination of Catalog Year](#).

Arizona students are urged to refer to the Course Applicability System for the transferability of specific courses from Arizona community colleges. Students may also access the guide through the Academic Transfer Articulation Office's Web site at www.asu.edu/provost/articulation.

Courses transferred from community colleges are accepted as lower-division credit only. Students are urged to choose their community college courses carefully, in view of the fact that there is a minimum number of hours of work taken at the university that must be upper-division credit (see [Credit Requirements](#)).

Direct transfer of courses from other accredited institutions to the School of Social Work is subject to the existence of parallel and equal courses in the school's curriculum. Transfer credit is not given for courses in which the student has earned a grade below "C" (2.00).

Credit for "life experience" is not given in lieu of course requirements. A minimum of 30 semester hours earned in resident credit courses at ASU is required for graduation.

ADVISING

Students are responsible for meeting the degree requirements and seeking advising regarding their program status and progress. Upon admission to the Social Work major, each student is assigned a faculty advisor who assists with career planning. The academic advisor assists students with program planning, registration, preparation of needed petitions, verification of graduation requirements, and referrals to university and/or community resources. Students must meet with an academic advisor before any registration transaction.

DEGREES

Social Work—BSW

The school's undergraduate curriculum leads to a Bachelor of Social Work (BSW) degree. The BSW degree program is accredited by the Council of Social Work Education (CSWE). The principal objective of the undergraduate curriculum is to prepare students for beginning-level generalist practice in social work. The program is also designed to prepare students for culturally sensitive practice and to provide preparation for graduate training in social work. During the freshman and sophomore years, students concentrate on obtaining a strong background in liberal arts and sciences and are classified as preprofessional until they are officially admitted to the professional program. Entrance into the Social Work professional program is not automatic (see [Applying for Professional Program Status](#)).

Junior and senior Social Work majors focus on social work courses in research, social policy and services, social work practice, human behavior in the social environment, and field instruction in community agencies. In addition, majors take elective courses in related areas.

The BSW-level practitioner is seen as a generalist. The curriculum focuses on such roles as advocacy, case management, problem-solving, and referral functions with individuals, groups, families, organizations, and the community.

Tucson Component

The Tucson Component serves students living and working in southern Arizona pursuing the BSW degree. The Tucson Component—established in 1995 as a partnership between the Arizona Department of Economic Security, the ASU School of Social Work, and the School of Extended Education—became permanent in 1999. Full- and part-time students can complete all required upper-division social work courses and electives at a centrally located site near

downtown Tucson, while completing general studies and other degree requirements through area community colleges, the University of Arizona, and Northern Arizona University. For more information, call the Tucson Component at 520/884-5507, extension 10.

MINOR

The minor in Social Welfare is designed for students interested in analyzing complex family, individual, and societal problems in the context of societal values, cultural diversity, and other social and economic variables. Eighteen hours of graded classroom SWU course work are required, including SWU 171, 291, 332, and 374. A minimum of 12 semester hours must be resident credit at the Tempe campus, and at least 12 hours must be upper-division credit. Students must receive a grade of “C” (2.00) or higher for all courses in the minor.

BIS CONCENTRATION

A concentration in social welfare is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAMS

The faculty in the School of Social Work offer a Master of Social Work (MSW) degree and a PhD degree in Social Work. For more information, see the [Graduate Catalog](#).

UNIVERSITY GRADUATION REQUIREMENTS

In addition to fulfilling college and major requirements, students must meet all university graduation requirements. For more information, see [University Graduation Requirements](#).

General Studies Requirement

All students enrolled in a baccalaureate degree program must satisfy the university requirement for a minimum of 35 semester hours of approved course work in General Studies. See [General Studies](#).

Note that all three General Studies awareness areas are required, consult an academic advisor for approved courses.

SCHOOL OF SOCIAL WORK DEGREE REQUIREMENTS

All students enrolled in a baccalaureate degree program must satisfy School of Social Work degree requirements with additional course work chosen from among those courses that satisfy the General Studies requirement. General Studies courses are listed in the course descriptions, in the Online ASU Interactive Schedule of Classes, and in the Summer Sessions Bulletin.

A well-planned program of study may enable students to complete many General Studies and School of Social Work degree requirements concurrently. Students are encouraged to consult with an academic advisor in planning a program to ensure that they comply with all necessary requirements. All students are required to demonstrate proficiency in a language other than English (a spoken language or American Sign Language). Proficiency is defined as completing the second semester, intermediate level or higher, of a language other than English. The School of Social Work faculty strongly encourages students to consider Spanish or a tribal language.

Specific courses from the following areas must be taken to fulfill the college degree requirements.

Numeracy

School of Social Work students must complete a statistical analysis course (CS).

Humanities and Fine Arts

School of Social Work students must complete PHI 101 Introduction to Philosophy, PHI 105 Introduction to Ethics, or PHI 306 Applied Ethics.

Social and Behavioral Sciences

The following courses are required:

ECN 211 Macroeconomic Principles *SB* (3)
 PGS 101 Introduction to Psychology *SB* (3)
 or SOC 101 Introductory Sociology *SB* (3)
 or SOC 301 Principles of Sociology *SB* (3)

Total 6

Natural Sciences

School of Social Work students must complete a course in either human biology or anatomy and physiology.

MAJOR REQUIREMENTS

The School of Social Work awards a Bachelor of Social Work degree upon the successful completion of a curriculum consisting of a minimum of 120 semester hours. This curriculum includes all university requirements (see [University Graduation Requirements](#)), including the General Studies requirements (see [General Studies](#)), as well as the School of Social Work degree requirements.

Course Load

A normal course load per semester is 15 to 16 semester hours. The maximum number of hours for which a student

can register is 18 semester hours, unless an overload petition has been filed with and approved by the BSW program coordinator and the College of Public Programs dean's office.

Overload petitions are not ordinarily granted to students who have a cumulative GPA of less than 3.00 and who do not state valid reasons for the need to register for the credits. Students who register for semester hours in excess of 18 and do not have an approved overload petition on file may have courses randomly removed through an "administrative drop" action.

Social Work Core Requirements

SWU 171 Introduction to Social Work *SB, H* (3)
 SWU 291 Social Service Delivery Systems (3)
 SWU 295 Foundations of Social Work Practice *SB/C* (3)
 SWU 301 Human Behavior in the Social Environment I *L/SB* (3)
 SWU 310 Social Work Practice I (3)
 SWU 320 Research Methods in Social Work (3)
 SWU 332 Social Policy and Services (3)
 SWU 340 Human Behavior in the Social Environment II *SB* (3)
 SWU 374 Diversity and Oppression in a Social Work Context *C* (3)
 SWU 410 Social Work Practice II (3)
 SWU 411 Social Work Practice III (3)
 SWU 412 Field Instruction I (5)
 SWU 413 Field Instruction Seminar (1)
 SWU 414 Field Instruction II (3)
 SWU 415 Integrative Field Seminar (3)
 SWU 442 Introduction to Practice with Children and Families in Child Welfare (3)
 or SWU 444 Issues in School Social Work (3)

Total 48

SWU 412 and 414 each require 16 hours weekly per semester in the field. Students must file an application for field work before registering for the courses and must have senior standing to participate in the field work.

No credit is granted toward fulfilling major core requirements in any course in the student's major unless the grade in that course is at least a "C" (2.00). If a grade of "D" (1.00) or "E" (0.00) is earned in a major core course, the student must see the faculty advisor to discuss continuance in the major. Most courses in the program are sequential; successful completion of each course in the sequence is required to enroll in the following course.

Field Instruction

Field instruction for the BSW program is offered concurrently with classroom study. Students are assigned to a social service agency and work under the supervision of a School of Social Work-approved social work professional. Field instruction permits testing theory in practice and provides a base of experience for class discussions. Qualified agencies in several Arizona communities are utilized for field instruction.

BSW students work in one placement for 16 hours a week, for a total of 480 hours over two semesters. In assigning the placement, the school takes into account the student's educational needs and career goals. Generalist social workers need to be familiar with the methods of working with individuals, families, and groups, as well as in organizations and communities and with all ages and ethnic groups. Faculty are committed to helping students acquire the capabilities necessary for high-quality, social work generalist practice.

BSW field instruction agencies are located primarily in the Phoenix metropolitan area for Downtown Phoenix campus students and throughout southern Arizona for Tucson students. Specially arranged, more distant placements may require up to a two-hour drive. Although car pools are possible, personal transportation is strongly recommended while attending school.

ELECTIVES

Each student is encouraged to consult with an academic advisor in selecting electives. Economics, education, psychology, and sociology are only a few of the academic units offering knowledge of value to the professional social work practitioner.

Undergraduate Student Enrollment in Graduate Classes

Seniors within 12 semester hours of graduation may enroll in a maximum of nine graduate semester hours in the School of Social Work, providing they have an overall GPA of 3.00 or higher at the time of enrollment and have secured the required signatures for approval. Completed courses may be eligible for use in a future graduate program on the same basis as work taken by a nondegree graduate student (see the [Graduate Catalog](#)).

ACADEMIC STANDARDS

Good Standing

To remain in good academic standing, a student must maintain a minimum overall GPA of 2.00 or higher at the end of each semester in all courses taken at ASU.

Probationary Status

Any student who does not maintain good standing status is placed on probation. A student is placed on probation automatically when his or her GPA is less than the minimum 2.00 at the end of any semester.

Disqualification

Any student who is on probation becomes disqualified if (1) the student has not returned to good standing or (2) the student has not met the required semester GPA. See [Academic Standards and Retention](#), for more details on academic standards.

Academic Dishonesty

The faculty of the School of Social Work follow the guidelines as specified in the University Student Academic Integrity Policy. A copy of the policy may be obtained from the School of Social Work Office of Academic Services.

Termination from the Social Work Professional Program

A student is terminated from the professional program under any one of the following circumstances:

1. A BSW student receives an "E" (0.00) grade (failure) in field practicum.
2. A BSW student does not accept or is not accepted by three or more field agencies if, in the judgment of faculty and field staff, the placements can provide appropriate field experiences without undue inconvenience to the student.
3. The student does not adhere to professional expectations and standards (see the ASU Student Code of Conduct, National Association of Social Workers Code of Ethics, and CSWE Curriculum Policy Statement).
4. At any time field instructors, faculty, or the faculty advisor identify problems that indicate that a student cannot perform the required functions of a social worker.

Continuous Evaluation

While students are subject to the university's general retention policy, they are evaluated in the school on broader criteria than mere GPA. Students are reviewed for evidence of competency in social work and are continuously evaluated as they progress in the program. Prospective Social Work candidates who do not meet the established criteria are guided toward a program that is more compatible with their interests and abilities.

Reinstatement

A disqualified student who desires to be reinstated may submit an application for reinstatement. A disqualified student normally is not reinstated until at least one semester has elapsed from the date of disqualification. The burden of establishing fitness is on the disqualified student, who may be required to take aptitude tests and submit to other examinations before being readmitted.

APPEAL PROCEDURES

Appeals involving the professional standards of the discipline are decided by the School of Social Work Committee on Academic and Professional Standards only after discussing the matter with the instructor of the course, the faculty advisor, and the program coordinator.

STUDENT RESPONSIBILITIES

Students are expected to support and maintain the highest professional standards as spelled out in the ASU Student Code of Conduct and the National Association of Social Workers Code of Ethics.

Regular attendance is expected in all classes and in field education and is a critical factor in evaluation of performance.

Students' rights are protected through appeal to the Committee on Academic and Professional Standards or through consultation with the school's ombudsperson.

COURSES

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

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Certificates, and
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[Applied Biological Sciences, Department of](#)
[Electronic Systems, Department of](#)
[Engineering, Department of](#)
[Mechanical and Manufacturing Engineering Technology, Department of](#)
[Technology Management, Department of](#)
[Computing Studies, Division of](#)

PURPOSE

The College of Science and Technology (CST) helps students develop knowledge and skill in technological fields that qualify them for career positions and leadership responsibility in industry, government, and commercial enterprise. Each student is guided to select a major that addresses employment goals through sound science and technological preparation. The majors are supported through the development of a strong base in mathematics, science, engineering, and technical principles, coupled with a solid foundation in liberal arts and a commitment to lifelong learning.

The college offers rigorous and practical programs in applications of the biological sciences. Mastery of fundamental biological principles is emphasized through quality learning in the classroom and hands-on activities in laboratories and living laboratories in the surrounding environment.

The emerging problems that engineers must solve require a broad set of interdisciplinary skills. Engineers are challenged with improving the quality of life for human kind, designing innovative products, preparing for potential catastrophes, and providing society with technological leadership. This is a unique program deliberately designed to educate creative engineers to meet current and future challenges.

Engineering technology programs offer professional preparation through a BS degree that stresses state-of-the-art technological applications. Special emphasis is placed on the development of knowledge and skill in applied mathematics, natural sciences, and engineering principles with formal laboratory experiences. This mixed educational approach provides the basis for both employment and a long-term career evolution.

The other CST technology programs provide the opportunity for students to develop knowledge and skill in solving broad-scale industrial problems, operating modern technological systems, and managing personnel in the implementation of processes and production. Programs of study focus on the latest technologies in areas such as aviation flight training and management, environmental technology management, graphic information technology, fire service management, and industrial management.

Each student is encouraged to participate in creative activities through a close relationship with a faculty mentor. Learning through execution of the scientific method, using both inductive and deductive processes in applied research activities, is essential for both faculty and students.

ORGANIZATION

The College of Science and Technology is composed of the following seven academic units:

- 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

DEGREE PROGRAMS

See the [College of Science and Technology Baccalaureate Degrees and Majors](#). For graduate degrees, see the [College of Science and Technology Graduate Degrees and Majors](#).

The College of Science and Technology offers programs leading to the BS degree and BAS degree. The college also offers the Master of Applied Biological Sciences (MS) degree, the Master of Science in Technology (MST) degree, and the Master of Computing Studies degree (MCST). For more information, see the [Graduate Catalog](#).

ACCREDITATION

Undergraduate BS degree programs in Electronics Engineering Technology, Manufacturing Engineering Technology, and Mechanical Engineering Technology are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. For additional information, call 410/347-7700, or write

TECHNOLOGY ACCREDITATION COMMISSION
OF THE ACCREDITATION BOARD FOR
ENGINEERING AND TECHNOLOGY INC
111 MARKET PLACE SUITE 1050
BALTIMORE MD 21202-7102

Both the professional flight and the air transportation management concentrations in the Department of Aeronautical Management Technology are fully accredited by the Council on Aviation Accreditation. For more information, call 334/844-2431, 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 Environmental Technology Management, Graphic Information Technology, and Operations 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 AVENUE SUITE 220
ANN ARBOR MI 48104-4200

ADMISSION—BS DEGREE

The College of Science and Technology admits first-year students who meet the undergraduate admission requirements of ASU. See [Undergraduate Admission](#). High school precalculus, physics, and chemistry are recommended. Transfer applicants must meet the university requirements for transfer students as specified under [Transfer Credit](#).

First-year students (new freshmen) are admitted to CST with professional status if they meet the general aptitude criteria for admission. First-year students admitted upon completion of the GED may be admitted if they have also achieved the minimum ACT or SAT scores required for undergraduate admission to the university. Students transferring from other ASU colleges may be admitted to CST with professional status if they meet the required GPA.

Transfer students from other institutions must meet the minimum admission requirements for college transfer students as described under [Transfer Credit](#).

All international students must have a minimum 500 TOEFL score to be admitted with professional status.

For those students who are admitted to the professional flight concentration, in the Department of Aeronautical Management Technology, a secondary application process is required.

Transfer Credit

Credit for courses taken at a community college or another four-year institution is awarded according to the guidelines under [Transfer Credit](#). Students who are transferring from an Arizona community college and have been in continuous residence may continue under the catalog in effect at the time of their entrance into the community college. Students should be aware that some course work that transfers to ASU may not be applicable toward CST degree requirements. Students should confer with an advisor. The College of Science and Technology maintains a cooperative agreement with most Arizona community colleges and with selected out-of-state colleges and universities to structure programs that are directly transferable into the technology programs at Polytechnic campus. For assistance in transferring from Arizona community colleges, transfer guides are available at www.asu.edu/provost/articulation.

Courses taken more than five years before admission to a CST degree program are not normally accepted for transfer credit at the option of the department in which the applicant wishes to enroll. Courses completed within the five years preceding admission are judged as to their applicability to the student's curriculum.

ADMISSION—BAS DEGREE

Admission to the BAS degree program is restricted to students holding an AAS degree from a regionally accredited U.S. postsecondary educational institution. A GPA of 2.00 or higher is required for all resident applicants and a 2.50 for nonresident applicants.

ADVISING

New incoming and transfer students should seek initial advising from an academic advisor in the Dean's Office. CST students are then assigned faculty advisors who assist them with planning a program of study in the department of their major. The college requires that students consult with advisors before registering each semester. Advisors should be made aware of any employment obligations or special circumstances that may affect a student's ability to successfully handle a full course load. CST students may register for a maximum of 19 semester hours per semester.

Any student wishing to take more than the maximum must petition the CST Standards Committee and have an approval on file before registering for a course overload.

GRADUATION REQUIREMENTS

Students must meet all university graduation requirements given in [University Graduation Requirements](#), as well as degree requirements of their major in the College of Science and Technology. For detailed information on the degree requirements of a major in CST, refer to that department's individual description.

COLLEGE STANDARDS

Pass/Fail Grades

The College of Science and Technology does not offer pass/fail grades. Courses graded on a pass/fail basis do not count toward degree credit in CST. Students may request credit for pass/fail courses by petitioning the CST Standards Committee.

Entry into Upper-Division Courses (BS Degree)

Before enrolling in courses at the 300 level and above, CST students must be in professional status within the college. Students who are not in good academic standing must petition the CST Standards Committee. Students enrolled in another ASU college may not register for any 300- and 400-level CST courses unless those courses are required in the degree program and the students have the proper course prerequisites.

ACADEMIC STANDARDS

Retention

A student is expected to make satisfactory progress toward completion of degree requirements to continue enrollment in the College of Science and Technology. Any one of the following conditions is considered unsatisfactory progress and results in the student's being placed on probationary status:

1. a semester with a GPA less than or equal to 1.50;
2. two successive semesters with GPAs less than 2.00; or
3. an ASU cumulative GPA less than 2.00.

A student on probation is subject to disqualification if (1) a semester GPA of 2.25 is not attained and the cumulative GPA is below 2.00 at the end of the probationary semester or (2) the student is placed on probation for two consecutive semesters and is unable to achieve the standard GPA stated in number one.

Students on academic probation are not allowed to register for more than 13 semester hours. Probationary students may not register for the semester following the semester in which they were declared probationary without a special permit from an advisor in the dean's office. Special permits are given only after the registrar records grades for the current semester.

Disqualification

During a semester on academic probation, a student who fails to meet the retention standards is disqualified. Students may request a review of their disqualification status by contacting the CST associate dean in the College of Science and Technology Dean's Office. Any disqualified student who is accepted by another college at ASU may not register for courses in CST unless the courses are required in the new major. Disqualified students who register for courses in CST may be withdrawn from these courses any time during the semester.

Reinstatement

The college does not accept an application for reinstatement until the disqualified student has remained out of the college for at least a 12-month period. Merely having remained in disqualified status for this period of time does not, in itself, constitute a basis for reinstatement. Proof of ability to do satisfactory college work in the chosen discipline is required; for example, completing pertinent courses in the discipline at a community college with higher-than-average grades.

STUDENT RESPONSIBILITIES

Course Prerequisites

Students should consult the Online ASU Interactive Schedule of Classes and the catalog for course prerequisites. Students who register for courses without the designated prerequisites may be withdrawn without their consent at any time before the final examination. The instructor, the chair of the department, or the dean of the college may initiate such withdrawals. In such cases, students do not receive monetary reimbursement.

SPECIAL PROGRAMS

Academic Recognition

Students completing baccalaureate degree requirements receive the appropriate honors designations on their diplomas consistent with the requirements specified by the university.

Students in the college are encouraged to seek information concerning entry into honor societies that enhance their professional stature. Tau Alpha Pi is the engineering technology honor society, and Alpha Eta Rho is available for aeronautical management technology students.

Barrett, the Honors College

The College of Science and Technology participates in the programs of Barrett, the Honors College, which provides enhanced educational experiences to academically superior undergraduate students. Participating students can major in any academic program.

For more information, see [General Studies](#).

Scholarships

Information and applications for academic scholarships for continuing students may be obtained by contacting departmental offices. Other scholarships may be available through the Student Financial Assistance Office.

ROTC Students

Students pursuing a commission through either the Air Force or Army ROTC program must take 12 to 20 semester hours of courses in the Department of Aerospace Studies or Department of Military Science. To preclude excessive overloads, these students should plan on at least one additional semester to complete degree requirements. Because of accreditation requirements, aerospace studies (AES) or military science (MIS) courses are not accepted for engineering technology majors.

College of Science and Technology Baccalaureate Degrees and Majors			
Major	Degree	Concentration ¹	Administered By
Aeronautical Management Technology ²	BS	Air transportation management or professional flight	Department of Aeronautical Management Technology
Air Traffic Management	BS	—	Department of Aeronautical Management Technology
Applied Biological Sciences	BS	Applied biological sciences, applied biological sciences/secondary education, urban horticulture, or wildlife and restoration ecology	Department of Applied Biological Sciences
Applied Computer Science	BS	—	Division of Computing Studies
Applied Science	BAS	Aviation maintenance management technology, aviation management technology, computer systems administration, consumer products technology, cyber security, digital media management, digital publishing, emergency management, fire service management, instrumentation, Internet and Web development, law enforcement management, manufacturing technology and management, materials joining and manufacturing technology, microcomputer systems, municipal operations management, operations management, semiconductor technology, software technology applications, or technical graphics	Bachelor of Applied Science Advisory Committee
Computer Systems ²	BS	Computer hardware technology or embedded systems technology	Division of Computing Studies
Electronics Engineering Technology ²	BS	Electronic systems, integrated electronic systems, or telecommunications systems	Department of Electronic Systems
Engineering	BSE	—	Department of Engineering
Environmental Technology Management	BS	—	Department of Technology Management
Graphic Information Technology	BS	—	Department of Technology Management
Manufacturing Engineering Technology ²	BS	Manufacturing engineering technology or mechanical engineering technology	Department of Mechanical and Manufacturing Engineering Technology
Mechanical Engineering Technology ²	BS	Aeronautical engineering technology, automation engineering technology, automotive engineering technology, or mechanical engineering technology	Department of Mechanical and Manufacturing Engineering Technology
Operations Management Technology	BS	—	Department of Technology Management

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

² This major requires more than 120 semester hours to complete.

College of Science and Technology Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Applied Biological Sciences	MS	GIS/remote sensing, natural resource management, or range ecology	Department of Applied Biological Sciences
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
<p>¹ If a major offers concentrations, one must be selected unless noted as optional.</p> <p>² Doctoral courses for this interdisciplinary program administered by the Tempe campus are offered at the Polytechnic campus.</p>			

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Department of Aeronautical Management Technology

eastair.poly.asu.edu

480/727-1381

SIM 201

William K. McCurry, Chair

Professors

Gesell, McCurry

Professor of Practice

Karp

Clinical Associate Professor

Pearson

Assistant Professor

Niemczyk

Lecturers

Anderson, Kimberly, O'Brien

PURPOSE

Graduates are prepared for entry into the aviation and air transportation industry in productive, professional employment or, alternatively, for graduate study. Curricula emphasize principles underlying the application of technical knowledge as well as current technology, preparing the graduate to adapt to the rapid and continual changes in aviation and aerospace technology.

ADMISSION

Admission to both the Bachelor of Science degree program in Air Traffic Management and the Bachelor of Science professional flight concentration requires an additional admission process. New and transfer students who have been admitted to ASU and who meet the requirements for admission to the College of Science and Technology may be admitted without separate application to the Department of Aeronautical Management Technology only in the Bachelor of Applied Science concentrations, or to the Bachelor of Science air transportation management concentration. Transfer credits are reviewed by department faculty advisors. To be accepted as department credit, transfer courses must be equivalent in both content and level of offering. No flight experience or theoretical training courses beyond the Private Pilot Certificate are accepted. For more information, access the department Web page at eastair.poly.asu.edu.

DEGREES

The faculty in the Department of Aeronautical Management Technology offer a BS degree in Air Traffic Management and a BS degree in Aeronautical Management Technology with concentrations in professional flight and air transportation management. A BAS degree in Applied Science is also offered with concentrations in aviation maintenance management technology and aviation management technology.

A Master of Science in Technology degree is offered for graduate study with a concentration in aviation management and human factors. For more information, see the [Graduate Catalog](#).

ACCREDITATION

The professional flight and air transportation management concentrations in the Department of Aeronautical Management Technology are fully accredited by the Aviation Accreditation Board International. 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

All undergraduate students in the Aeronautical Management Technology program must complete at least one three-hour industry or department internship in order to meet graduation requirements. Students will be selected on a competitive basis after application for AMT 484 Aeronautical Internship. Air Traffic Management students must

complete three semesters of internship work with the FAA (nine hours of AMT 484).

AERONAUTICAL MANAGEMENT TECHNOLOGY—BS

The Aeronautical Management Technology curricula are designed to provide a thorough technical background combined with an interdisciplinary general university education. The graduate is prepared to assume responsibilities in a wide area of managerial and technically related areas of aviation. The student gains a background in aircraft structures, reciprocating and turbine engines, aircraft performance and design, management skills, business principles, systems analysis, and a variety of course work specific to aircraft flight, airport operations, and air transportation systems. The degree offers two concentrations: professional flight and air transportation management. The concentrations are described separately on the following pages.

All degree requirements are shown on curriculum check sheets for the concentrations that are available by visiting the department or by accessing the department Web site at eastair.poly.asu.edu. Requirements include First-Year Composition, university General Studies (see [General Studies](#)), and the Aeronautical Management Technology Core. Note that all three General Studies awareness areas are required. Consult an advisor for an approved list of courses. Refer to individual concentration degree requirements for additional required courses. Students must complete each Aeronautical Management Technology course with a grade of “C” (2.00) or higher.

Aeronautical Management Technology Core

AMT 101 Introduction to Aeronautical Management Technology (1)

AMT 182 Private Pilot Ground School (3)

AMT 201 Air Traffic Control (3)

AMT 220 Aviation Meteorology (3)

AMT 280 Aerospace Structures, Materials, and Systems (4)

AMT 287 Aircraft Powerplants (4)

AMT 308 Air Transportation G (3)

AMT 350 Aircraft Design and Logistics Management (3)

AMT 396 Aviation Professional (1)

AMT 410 Aviation Safety and Human Factors (3)

AMT 442 Aviation Law/Regulations (3)

Total 31

Professional Flight Concentration

Flight training is certified by the Federal Aviation Administration. An FAA Class I medical examination is required for admission. It is recommended that a medical examination be completed by an aviation medical examiner of the student’s choice before application for admission.

This program is designed for students who are seriously interested in becoming professional airline pilots. Because of limited space, the program selection process is academically competitive. Only those applicants who meet the subject matter and quality requirements and who submit their applications by the appropriate deadlines will be considered for admission.

The ASU Professional Flight program is the initial phase of the qualification/application process to become an airline first officer. Individuals seeking admission to the program must participate in a secondary application process. The secondary process will assess a candidate’s FAA-certified First Class medical qualification; driving record; work and/or personal references; and cognitive, psychomotor skill, and psychological test results. It may also include a personal interview. The secondary application deadlines vary. Contact the department for current deadlines.

U.S. citizens must provide proof of citizenship as part of the secondary admission process to the professional flight concentration.

International students must meet all TSA clearance requirements before being admitted to the professional flight concentration. For more information, see the department Web site at eastair.poly.asu.edu. International students should check with Undergraduate International Admissions for details concerning admission and visa requirements. A TOEFL score of 600 is required for admission into the professional flight concentration. International students should be aware that they may encounter difficulty in converting their student visa to a work permit and therefore may not be able to find employment with a U.S. air carrier following graduation. International students are also advised that all certificates and ratings are under FAA certification and may not be accepted by the aviation authority in their home country.

Total program costs, which include aircraft, flight instructor time, flight training devices, simulator time, tests, fees, and tuition, require careful financial planning. Students must make satisfactory progress throughout both the flight and academic areas to be considered for continued advancement in the program. To proceed at a satisfactory pace through the flight training program, students must fly during the winter intersession and the summer session to complete the program. A program fee of \$275 per semester is required for the professional flight concentration. A program fee of \$125 per semester is required for the air transportation management concentration.

For more information, requirements, and specific application procedures, access the AMT Department Web site at eastair.poly.asu.edu.

Flight instruction costs are not included in university tuition and fees. The estimated cost of flight training is \$50,000 in addition to normal university costs.

Degree Requirements

Professional flight students are required to complete 128 semester hours with a 2.00 cumulative GPA, including a minimum of 50 semester hours of upper-division courses. Students should be aware that a higher cumulative GPA may be required for employment by an airline upon graduation. All degree requirements are shown on the student’s

curriculum check sheet.

Concentration Requirements

In addition to the required courses for First-Year Composition, university General Studies (see [General Studies](#)), and the Aeronautical Management Technology core, the following additional courses are required for the professional flight management concentration:

AMT 100 Flight Safety I (2)
 AMT 200 Flight Safety II (1)
 AMT 214 Commercial/Instrument Ground School I (3)
 AMT 300 Flight Safety III (1)
 AMT 322 Commercial/Instrument Ground School II (3)
 AMT 382 Air Navigation (3)
 AMT 385 Flight Instructor Ground School (3)
 AMT 387 Multiengine Pilot Ground School (1)
 AMT 392 Flight Instructor Instrument Ground School (3)
 AMT 400 Flight Safety IV (1)
 AMT 408 National Aviation Policy (3)
 AMT 482 Airline Instrument Procedures (3)
 AMT 486 Regional Jet Aircraft Systems (3)
 AMT 489 Airline Administration (3)
 AMT 490 Regional Jet Operations Capstone (3)
 Technical electives or internship (19)
Total 55

Suggested Course Pattern for Freshmen

First Semester

AMT 100 Flight Safety I (2)
 AMT 101 Introduction to Aeronautical Management Technology (1)
 AMT 182 Private Pilot Ground School (3)
 AMT 220 Aviation Meteorology (3)
 APM 270 Mathematics of Change I (3)
 ENG 101 First-Year Composition (3)
Total 15

Second Semester

AMT 214 Commercial/Instrument Ground School I (3)
 ECN 211 Macroeconomic Principles *SB* (3)
 or ECN 212 Microeconomic Principles *SB* (3)
 ENG 102 First-Year Composition (3)
 PHY 111 General Physics *SQ** (3)
 PHY 113 General Physics Laboratory *SQ** (1)
Total 13

* Both PHY 111 and 113 must be taken to secure *SQ* credit.

Air Transportation Management Concentration

The air transportation management concentration is designed to prepare graduates for managerial and supervisory positions throughout the air transportation industry. An in-depth technical education is included along with broad exposure to business and management courses. This program of study is interdisciplinary in nature and prepares the aeronautical career-oriented student for positions such as air traffic control specialist, air carrier manager, airport manager, and general aviation operations manager. To facilitate career options, the student selects a focus area in either air carrier management or airport management.

Degree Requirements

Air transportation management students are required to complete 128 semester hours with a minimum 2.00 cumulative GPA, including a minimum of 50 semester hours of upper-division courses. All degree requirements are shown on the student's curriculum check sheet.

Concentration Requirements

In addition to the required courses for First-Year Composition, university General Studies (see [General Studies](#)), and the Aeronautical Management Technology core, the following additional courses are required in the air transportation management concentration:

ACC 230 Uses of Accounting Information I (3)
 AMT 408 National Aviation Policy (3)
 AMT 444 Airport Management and Planning (3)
 AMT 489 Airline Administration (3)
 AMT 491 Aviation Management Capstone (3)
 OMT 343 Occupational Safety and Ergonomics (3)
 OMT 430 Ethical Issues in Technology (3)
 OMT 452 Industrial Human Resource Management (3)
 OMT 456 Introduction to Organized Labor (3)
 OMT 480 Organizational Effectiveness (3)
 TMC 346 Management Dynamics (3)
 Technical electives or internship (22)
Total 55

Suggested Course Pattern for Freshmen

First Semester

AMT 101 Introduction to Aeronautical Management Technology (1)
 AMT 182 Private Pilot Ground School (3)
 AMT 220 Aviation Meteorology (3)
 APM 270 Mathematics of Change I (3)
 ENG 101 First-Year Composition (3)
Total 13

Second Semester

ECN 211 Macroeconomic Principles *SB* (3)
 or ECN 212 Microeconomic Principles *SB* (3)
 ENG 102 First-Year Composition (3)
 PGS 101 Introduction to Psychology *SB* (3)
 PHY 111 General Physics *SQ** (3)
 PHY 113 General Physics Laboratory *SQ** (1)
 General Studies elective *HU* (3)
Total 16

* Both PHY 111 and 113 must be taken to secure SQ credit.

AIR TRAFFIC MANAGEMENT—BS

The Air Traffic Management curriculum is designed to provide a technical foundation in air traffic control procedures and operations. Students gain a background in aircraft operations, management skills, business principles, and a variety of course work specific to air traffic control.

This program is designed for students who are seriously interested in becoming air traffic controllers. Due to limited space, the program selection process is academically competitive. Only those applicants who meet the subject matter and quality requirements and who submit their applications by the appropriate deadlines are considered for admission. The degree program is designed for students wishing to become air traffic controllers. Individuals seeking admission to the program must participate in a secondary application process. The secondary application process assesses a candidate's ability to maintain an FAA-certified second-class medical qualification; driving record; work and/or personal references; and cognitive, psychomotor skill, and psychological test results. It may also include a personal interview. Proof of U.S. citizenship is required as part of the secondary application process as the FAA requires U.S. citizenship to become an air traffic controller.

All degree requirements are shown on curriculum check sheets available by visiting the department or accessing the department Web site at www.poly.asu.edu/aviation. Requirements include First-Year Composition, university General Studies, and the Aeronautical Management Technology core. All three General Studies awareness areas are required. Consult an advisor for an approved list of courses. Students must complete each Aeronautical Management Technology and each Air Traffic Control course with a grade of "C" (2.00) or higher. Students must also complete nine hours of Air Traffic Management internship courses.

Degree Requirements

Air Traffic Management students are required to complete 120 semester hours with a minimum of a 2.00 cumulative GPA, including a minimum of 50 semester hours of upper-division courses. Students should be aware that a higher cumulative GPA may be required for selection by the FAA for employment upon graduation. All degree requirements are shown on the curriculum check sheets. In addition to the required courses for First-Year Composition, university General Studies, and the Aeronautical Management Technology core, the following additional courses are required for the Air Traffic Management program:

ACC 230 Uses of Accounting Information (3)
 AMT 408 National Aviation Policy (3)
 AMT 444 Airport Management and Planning (3)
 AMT 484 I: Aeronautical Internship (9)
 AMT 491 Aviation Management Capstone (3)
 ATC 230 Fundamentals of ATM (3)
 ATC 331 Tower Operations (3)
 ATC 332 TRACON Operations (3)
 ATC 333 En Route Operations (3)
 ATC 431 Tower Operations & Procedures (3)
 ATC 432 TRACON Operations & Procedures (3)
 ATC 433 En Route Operations & Procedures (3)
 OMT 456 Introduction to Organized Labor (3)
 TMC 346 Management Dynamics (3)

Suggested Course Pattern for Freshmen**First Semester**

AMT 101 Introduction to Aeronautical Management Technology (1)
 AMT 182 Private Pilot Ground School (3)
 AMT 220 Aviation Meteorology (3)
 APM 270 Mathematics of Change I (3)
 ENG 101 First-Year Composition (3)
Total 13

Second Semester

AMT 201 Air Traffic Control (3)
 ECN 211 Macroeconomic Principles (3)
 or ECN 212 Microeconomic Principles (3)
 ENG 102 First-Year Composition (3)
 PGS 101 Introduction to Psychology (3)

PHY 111 General Physics (3)
 PHY 113 General Physics Laboratory (1)
Total 16

Summary of Program Requirements

English Proficiency (6)
 General Studies/College Requirements (35)
 Aeronautical Management Technology Core (31)
 Major (Air Traffic Management)¹ (48)

Minimum Graduation Total² 120

¹ Total includes 12 hours of internship and technical electives.

² Total must include a minimum of 50 upper-division hours.

APPLIED SCIENCE—BAS

The Bachelor of Applied Science degree is a “capstone” degree for the Associate of Applied Science degree. The BAS degree exposes students to advanced concepts and diverse critical thinking skills that prepare students for future career opportunities and professional advancement.

Admission

Admission to the BAS degree program is restricted to students holding an AAS degree from a regionally accredited U.S. postsecondary educational institution. A GPA of 2.00 or higher is required for all resident applicants and a 2.50 for nonresident applicants.

Degree Requirements

The BAS degree in the College of Science and Technology consists of 60 semester hours of upper-division (300 level and above) courses, with 30 hours in residence.

AAS degree (60)
 Assignable credit (6)
 BAS core (15)
 General Studies (19)
 Technical concentration (20)
Total 120

General Studies Curriculum

The BAS curriculum builds on the general education content of the AAS degree. Additional General Studies (L, CS, and awareness areas) are met with courses in the core concentration. General Studies courses focus on contextual learning.

L (3)
 MA (3)
 HU (3)
 HU or SB (3)
 SB (3)
 SG (4)
Total 19

Assignable Credit

Assignable credit allows space in the curriculum for prerequisite courses needed to succeed in the program. The courses are determined by the student and the advisor.

BAS Core

The area core is focused on management and organization, professional communication, quantitative analysis, and computer competency.

APM 301 Introductory Statistics *CS* (3)
 GIT 335 Computer Systems Technology (3)
 TMC 346 Management Dynamics (3)
 or OMT 344 Industrial Organization (3)
 or OMT 452 Industrial Human Resource Management (3)
 TMC 470 Project Management (3)
 TWC 400 Technical Communications *L* (3)
Total 15

Technical Concentrations

Aviation Maintenance Management Technology

This concentration is for those students who have completed an airframe and powerplant certification as part of their AAS degree. Students receive an orientation in management practices that prepares them for progressively more responsible positions in the field of aviation maintenance management.

Aviation Management Technology

This concentration is for those students who have received training and education in some aspect of the air transportation industry (other than aviation maintenance), such as flight certificates and ratings, as part of their AAS degree. Students receive an orientation in management practices that prepares them for progressively more responsible positions in the field of aviation management.

STUDENT ORGANIZATIONS

The department hosts the local chapter of Alpha Eta Rho, an international professional aviation fraternity open to all students with an interest in aviation. The American Association for Airport Executives is open to all students with an interest in airport management. The Student Advisory Council is a leadership organization that facilitates student communication with faculty, departmental leaders, and university administrative personnel. The Women in Aviation International organization is open to 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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poly.asu.edu/technology/appliedbiologicalsciences

480/727-1444

WANER Third Floor

Ward W. Brady, Chair

Professors

Brady, Brock, Martin, Mushkatel, Sommerfeld, Stutz

Associate Professors

Green, Miller, Slater, Steele, Whysong

Assistant Professors

Chen, Hu, Marcum

Senior Lecturer

Cunningham

Lecturers

Hart-Weber, Huffman, Oberstein

APPLIED BIOLOGICAL SCIENCES—BS

The Department of Applied Biological Sciences offers rigorous and practical programs in applications of the biological sciences. Consistent with a polytechnic vision, programs involve extensive student interaction with faculty through experience-based learning activities, including laboratories, field trips, internships, and faculty-guided research and service-learning projects. Mastery of fundamental biological principles is emphasized through quality learning in the classroom and hands-on activities in laboratories and in the living laboratories of the Sonoran desert and surrounding ecosystems (as well as the landscape of the greater Phoenix area).

Graduates can pursue entry-level careers in wildlife and restoration ecology, urban horticulture, and secondary education. The general program in Applied Biological Sciences also prepares graduates to succeed in graduate and professional schools in disciplines such as animal health, environmental biotechnology, medicine, dentistry, physical therapy, ecology, horticulture, and wildlife biology.

Mission

The mission of the department is to provide excellence by way of

1. academic programs that are rigorous and experience-based, sustainability focused, and involve extensive student faculty interaction;
2. research, scholarship, and practice that advance knowledge, address practical problems, and explore emerging opportunities; and
3. service and outreach to the local and global communities.

Goal

The goal of the department's academic programs is to prepare practitioners, managers, and research scholars in fields related to the applied biological sciences who

1. are problem solvers, comfortable with interdisciplinary work and aware that many breakthroughs occur where fields overlap and multiple disciplines work together;
2. are technically proficient whether they work in the field or at the laboratory bench, understand why and how equipment and procedures work, and are capable of designing new protocols and techniques to meet new challenges;
3. constantly stay abreast of scientific advances, actively reading broadly and deeply, understanding not only the critical nature of the primary literature in their chosen field, but also the importance of keeping step with emerging data and technology and incorporating new ideas and technologies into their discipline;
4. understand ethical and policy implications of their work and are capable of debating science in a context beyond the technical details of their discipline;
5. are articulate in oral and written communication, forming cogent arguments and communicating them clearly; and
6. understand that ground breaking science requires knowledge and creativity and that creativity is central to discovery.

For the latest information about program requirements and courses, access the Web site at asu.edu/technology/appliedbiologicalsciences, or call 480/727-1444.

Graduation Requirements

A total of 120 semester hours, with a minimum of 45 semester hours of upper-division credit, is required for graduation. As part of the undergraduate degree program, students complete the ASU General Studies requirement. For courses that meet ASU General Studies requirement, see [General Studies](#). It is strongly recommended that students work with an East College academic advisor when selecting courses to meet the General Studies requirement since otherwise required courses can often be used to meet the General Studies requirement.

Applied Biological Sciences Core

All Applied Biological Sciences students are required to complete the following courses:

Applied Biological Sciences Core

ABS 300 Environmental Biology (3)
 ABS 302 Ethical and Policy Issues in Biology (2)
 ABS 350 Applied Statistics CS* (3)
 BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 BIO 340 General Genetics (4)
 BIO 360 Introduction to Animal Physiology (3)
 or ABS 311 Applied Cellular Biology (3)
 or ABS 498 PS: Applied Plant Physiology (3)
 CHM 113 General Chemistry I *SQ* (4)
 MAT 210 Brief Calculus *MA* (3)

Total 30

* An equivalent course may be taken.

Students majoring in Applied Biological Sciences must select one of the concentrations listed below.

Applied Biological Sciences Concentration

This concentration offers students the opportunity to acquire a rigorous education in the biological and related sciences while providing flexibility to meet specific student interests. Students who plan to pursue research careers and postgraduate studies in biology, environmental biotechnology, and ecology may find this concentration appropriate. In addition, the concentration is designed for students planning to enter the health professions, including animal health, medicine, medical technology, epidemiology, dentistry, physical therapy, public health, and physician's assistant programs.

Students planning to enter professional programs should include two semester sequences in physics and organic chemistry in their programs of study. BCH 361 Principles of Biochemistry is also suggested.

Applied Biological Sciences Concentration

ABS 355 Vertebrate Zoology (4)
 ABS 370 Ecology (3)
 ABS 490 Applied Biological Sciences Seminar (1)
 CHM 116 General Chemistry *SQ* (4)
 Choose between the organic chemistry course combinations below (4or 8)
 CHM 231 Elementary Organic Chemistry *SQ*¹ (3)
 CHM 235 Elementary Organic Chemistry Lab *SQ*¹(1)
 — or —
 CHM 233 General Organic Chemistry I (3)
 CHM 234 General Organic Chemistry II (3)
 CHM 237 General Organic Chemistry Laboratory I (1)
 CHM 238 General Organic Chemistry Laboratory II (1)
 Choose between the physics course combinations below (4 or 8)
 PHY 101 Introduction to Physics *SQ* (4)
 — or —
 PHY 111 General Physics *SQ*² (3)
 PHY 112 General Physics *SQ*³ (3)
 PHY 113 General Physics Laboratory *SQ*²(1)
 PHY 114 General Physics Laboratory *SQ*³(1)
 Approved electives in Applied Biological Sciences (12)
Total 32–40

¹ Both CHM 231 and 235 must be taken to secure *SQ* credit.

² Both PHY 111 and 113 must be taken to secure *SQ* credit.

³ Both PHY 112 and 114 must be taken to secure *SQ* credit.

Applied Biological Sciences/Secondary Education Concentration

The applied biological sciences/secondary education concentration qualifies students for the State of Arizona Certification in Secondary Biology Education. Students interested in pursuing this concentration need to complete the science content courses related to biology and the courses specific to the secondary education curriculum. The program concludes with full-time student teaching in a secondary science classroom. Students interested in pursuing the concentration need to be admitted into the School of Educational Innovation and Teacher Preparation before taking the secondary methods courses (approximately during the junior year). Call the School of Educational Innovation and Teacher Preparation at 480/727-1103 for application requirements.

Secondary Education Concentration General Studies Requirement

For students choosing the secondary education concentration, the following courses must be used as General Studies courses in order to graduate in 120 hours:

ABS 350 Applied Statistics or equivalent CS (3)
 BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 MAT 210 Brief Calculus *MA* (3)

Applied Biological Sciences/Secondary Education Concentration

ABS 355 Vertebrate Zoology (4)
 or ABS 207 Applied Plant Taxonomy (3)
 ABS 370 Ecology (3)
 ABS 490 Applied Biological Sciences Seminar (1)
 CHM 116 General Chemistry II *SQ* (4)
 MIC 205 Microbiology *SG** (3)
 MIC 206 Microbiology Laboratory *SG** (1)
 PHY 101 Introduction to Physics *SQ* (4)
 Upper-division electives (3)

Total 22–23

* Both MIC 205 and 206 must be taken to secure SG credit.

Secondary Education Course Work

BIO 480 Methods of Teaching Biology (3)
 BIO 482 Advanced Methods of Teaching Biology (3)
 EDC 354 Educational Media in the Classroom (3)
 EDC 425 Integrated Learning Experience IV: Advanced Management and Professional Knowledge (2)
 EDP 311 Educational Psychology for Future Teachers (3)
 EDP 313 Childhood and Adolescence (3)
 RDG 301 Literacy and Instruction in the Content Areas (3)
 SDE 484 I: Field Experience (0–1)
 SDE 484 I: Student Teaching in Secondary Schools (10–12)
 SED 403 Middle and Secondary School Principles, Curricula, and Methods (3)
 SPC 394 ST: Inclusion Practices at the Secondary Level (3)

Total 36–39

Strongly Recommended

MCE 446 Understanding the Culturally Diverse Child *C* (3)
 SPE 311 Orientation to Education of Exceptional Children *SB, C* (3)

Urban Horticulture Concentration

The urban horticulture concentration teaches students principles and skills for creating aesthetically pleasing and sustainable urban environments—emphasizing the unique elements of the southwestern desert. Course work focuses on horticultural skills, business management techniques, and an appreciation of environmental conservation and stewardship. Through course offerings, students gain expertise in a diverse array of topics such as landscape plant identification, culture, and use; creation of public and private gardens in arid climates; management practices of landscape planting and irrigation design; xeriscape and water conservation; integrated pest management; installation and maintenance of golf, sports, and recreational turf grass; plant propagation and greenhouse/nursery management; and the business acumen to successfully work in the horticultural industry.

Urban Horticulture Concentration

ABS 225 Soils *SQ*¹ (3)
 ABS 226 Soils Laboratory *SQ*¹ (1)
 ABS 260 Fundamentals of Urban Horticulture *SG* (4)
 ABS 362 Landscape Plants and Design (4)
 ABS 363 Landscape and Turf Irrigation (4)
 ABS 364 Urban Forestry (3)
 ABS 462 Greenhouse/Nursery Management (4)
 or ABS 463 Golf and Sports Turf Management (3)
 Choose one of the three courses below (3)
 ABS 465 Senior Enterprise Project (2)
 ABS 484 Internship (3)
 ABS 492 Honors Directed Study (3)
 CHM 231 Elementary Organic Chemistry *SQ*² (3)
 PLB 414 Plant Pathology *L* (3)
 or PGM 466 Integrated Pest Control (2)
 Approved upper-division electives (6)
Total 35–38

¹ Both ABS 225 and 226 must be taken to secure SQ credit.

² Both CHM 231 and 235 must be taken to secure SQ credit.

Wildlife and Restoration Ecology

Applied ecology is the focus of the wildlife and restoration ecology concentration. Introductory course work emphasizes a core understanding of biological science, principles of plant and animal ecology, and the techniques and principles of ecosystem management. Students can choose to focus their course work on wildlife ecology or restoration ecology.

The discipline of ecological restoration provides a scientific basis for the reconstruction of degraded ecosystems and focuses on practices designed to improve the ecological structure and function, and on meeting societal needs for sustainable and functional ecosystems. Restoration practices may include improving wildlife habitat, reintroducing missing plants or animals, removal of invasive species, rebuilding of soils, and returning natural processes such as fire and flooding to ecosystems that historically experienced these disturbance regimes. Successful restoration projects

require community involvement and demand consideration of the economic and social context in which restoration is carried out

The wildlife ecology focus emphasizes habitat management. While students are expected to master the material found in traditional wildlife biology curricula, students are also expected to develop an expertise in habitat management. Habitat management requires knowledge of the botanical sciences, including plant ecology, and provides a synergistic link with the ecological restoration concentration. The applied nature of the concentration is emphasized by the requirement for mastery of the analytic technologies (ranging from quantitative ecology to geographic information systems) as well as a comprehensive understanding of the economic and policy contexts in which wildlife habitat management occurs.

Wildlife and Restoration Ecology Concentration General Studies Requirements

For students choosing the wildlife and restoration ecology concentration, the following courses must be used as General Studies courses in order to graduate in 120 hours:

ABS 350 Applied Statistics or equivalent *CS* (3)
 ABS 480 Ecosystem Management and Planning *L* (3)
 BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 MAT 210 Brief Calculus *MA* (3)

Wildlife and Restoration Ecology Concentration

ABS 207 Applied Plant Taxonomy (3)
 ABS 370 Ecology (3)
 ABS 374 Introduction to Wildlife Management (4)
 ABS 381 Natural Resources Policy (3)
 ABS 402 Vegetation and Wildlife Measurement (3)
 ABS 440 Ecological Restoration Techniques (3)
 ABS 480 Ecosystem Management and Planning *L* (3)
 ABS 485 GIS in Natural Resources (3)
 CHM 231 Elementary Organic Chemistry *SQ*¹ (3)

Choose one of the following course groupings:

ABS 225 Soils *SQ*² (3)
 ABS 226 Soils Laboratory *SQ*² (1)
 ABS 433 Riparian and Wetland Ecology (3)
 ABS 441 Ecological Restoration Practicum (1)
 ABS 482 Ecology and Planning for Restoration (3)
 ABS 483 Restoration Planning Practicum (2)
 Approved supporting courses (15)

— or —

ABS 355 Vertebrate Zoology (4)
 ABS 376 Wildlife Ecology (3)
 ABS 475 Habitat Management for Small Wildlife (4)
 ABS 476 Big Game Habitat Management (3)
 Approved supporting courses (15)

¹ Both CHM 231 and 235 must be taken to secure *SQ* credit

² Both ABS 225 and 226 must be taken to secure *SQ* credit.

BIS CONCENTRATION

A concentration in applied biological sciences is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and interdisciplinary core, students in the BIS program take active roles creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

MINOR

The Applied Biological Sciences minor consists of 24 semester hours, including BIO 187 General Biology I, BIO 188 General Biology II, and at least 15 hours selected with the approval of an advisor; at least 12 hours must be in the upper-division courses offered by the Department of Applied Biological Sciences.

ADDITIONAL COURSES

Additional courses taught by the department of Applied Biological Sciences at the Polytechnic campus include the following:

BCH 361 Principles of Biochemistry (3)
 BCH 367 Elementary Biochemistry Laboratory (1)
 BIO 100 The Living World *SQ* (4)
 BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 BIO 201 Human Anatomy and Physiology I *SG* (4)
 BIO 202 Human Anatomy and Physiology II (4)
 BIO 340 General Genetics (4)
 BIO 351 Developmental Anatomy (3)
 CHM 101 Introductory Chemistry (4)
 CHM 113 General Chemistry I *SQ* (4)

CHM 115 General Chemistry II *SQ* (4)
MIC 205 Microbiology *SG* (3)
MIC 206 Microbiology Laboratory *SG* (1)
PLB 414 Plant Pathology *L* (3)

GRADUATE PROGRAMS

Faculty associated with the Applied Biological Sciences program also offer a program leading to an MS degree in Applied Biological Sciences. Selected faculty also participate with the Division of Graduate Studies and the Colleges of Architecture and Environmental Design and Liberal Arts and Sciences in programs leading to PhD degrees in Environmental Design and Planning, with a concentration in Planning, and a PhD degree in Plant Biology. See the [Graduate Catalog](#) for requirements.

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 Electronic Systems

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

PURPOSE

The Department of Electronic Systems prepares graduates to apply scientific and engineering knowledge, methods, and techniques in support of technological applications in electronics and energy systems engineering activities and processes.

The engineering technology curriculum is applications oriented and builds upon a background of applied science and mathematics, including the concepts and applications of calculus. Graduates are prepared to produce practical, workable, and safe solutions to technologically challenging problems. Graduates are employed in the electronics, computer, and alternative renewable energy industries with responsibilities such as designing, installing, and operating technical systems; analyzing and (re) engineering systems that embed computer hardware and software for unique applications; developing and producing products, managing manufacturing processes; and providing customer support for technical products and systems.

DEGREES

The faculty in the Department of Electronic Systems offer the BS degree in Electronics Engineering Technology (BS/EET).

For students holding an AAS degree, the department offers the BAS degree with a major in Applied Science. Two concentrations are available: instrumentation and semiconductor technology.

A Master of Science in Technology degree program with concentrations in electronic systems engineering technology, instrumentation and measurement technology, and microelectronics engineering technology is available for qualified BS graduates. See the [Graduate Catalog](#) for more information.

Electronics Engineering Technology—BS

Students interested in the BS degree in Electronics Engineering Technology may choose to specialize in one of the following three concentrations: electronic systems, integrated electronic systems, and telecommunications.

The *electronic systems* concentration is aimed at preparing persons for careers in control, electronics, instrumentation, and power systems applications. This concentration allows a student to develop a broad-based knowledge of electrical/electronic fundamentals with an applications perspective.

The *integrated electronic systems* concentration combines applied electronics, monolithic and hybrid integrated circuit processing and applications, device and component fabrication, and manufacturing. The objective of this concentration is to prepare persons to assume positions in the area of microelectronics manufacturing with immediately applicable knowledge as well as to develop a strong foundation of electronic fundamentals and methods. Graduates of this concentration secure positions in processing, manufacturing operations, and application areas in industry as members of diverse scientific engineering teams.

The *telecommunications* concentration encompasses the fundamentals of information and signal processing, modern bandwidth-efficient digital radio analysis with RF and microwave circuits and systems. Applications include telephone pulse code modulation, cable TV, fiber optic links, and satellite transmission circuits and systems.

The Department of Electronic Systems is currently engaged in creating a new concentration, alternative energy

technologies, for undergraduate students seeking a BS degree in Electronics Engineering Technology and for graduate students seeking a Master of Science in Technology degree. The alternative energy technology curriculum will prepare graduates with the knowledge and skills to be productive and employable in the explosive growth field of alternative energy technologies globally, nationally, and in the State of Arizona.

The departmental curriculum is organized into two categories, technical studies and General Studies. Technical studies consist of core areas and the concentration specialty area. General Studies consist of courses selected to meet the university General Studies requirement (see [General Studies](#)) as well as the math/science requirement of the Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET). Note that all three General Studies awareness areas are required. Consult an advisor for an approved list of courses.

A minimum of 50 upper-division semester hours is required, including at least 24 semester hours of EET, CET, or UET upper-division hours to be taken at ASU. A minimum of 124 semester hours with a 2.00 or higher cumulative GPA is required for graduation. Complete program of study guides with typical four-year patterns are available from the department.

The General Studies portion of the BS/EET curriculum has been carefully structured to meet the specific requirements of the university and to include the content required by the TAC of the ABET, the professional accrediting agency for such curricula.

ELECTRONICS ENGINEERING TECHNOLOGY—BS DEGREE REQUIREMENTS

In addition to the courses listed for First-Year Composition and university General Studies, the following courses are required.

Engineering Technology Core

The following courses are required as part of the engineering technology core:

MET 211 Statics (3)
 MET 340 Applied Thermodynamics and Heat Transfer (3)
Total 6

Electronics Engineering Technology Core and Major Requirements

CST 100 Object-Oriented Software Development I (3)
 CST 150 Digital Systems CS (3)
 CST 250 Microcomputer Architecture and Programming (3)
 CST 350 Digital Systems Design with Verilog (4)
 EET 208 Electric Circuit Analysis I (4)
 EET 301 Electric Circuit Analysis II (4)
 EET 310 Electronic Circuits I (4)
 EET 372 Communication Systems (4)
 EET 396 Professional Orientation* (1)
 EET 407 Energy Conversion and Applications (4)
 EET 410 Electronic Circuits II (4)
 UET 331 Electronic Materials (3)
 UET 415 Electronic Manufacturing Engineering Principles (3)
Total 44

* Students must take EET 396 the semester in which they are enrolled in the 87th hour of credit (ASU plus transfer hours). If the 87th hour occurs in summer session, students should take EET 396 the prior spring semester.

Electronics Engineering Technology Concentrations

Electronic Systems

CST 383 Shell and Script Programming with UNIX (3)
 EET 406 Control System Technology (4)
 EET 430 Instrumentation Systems (4)
 EET 460 Power Electronics (4)
 Approved technical electives (7)
Total 22

Integrated Electronic Systems

CHM 116 General Chemistry II *SQ* (4)
 UET 416 Dopant Control Technology (3)
 UET 417 Semiconductor Technology Practice (3)
 UET 418 Systems on Silicon (3)
 UET 421 IC Device Characterization (3)
 UET 432 Semiconductor Packaging and Heat Transfer (3)
 Approved technical elective (2)
Total 21

Telecommunications Systems

CET 458 Digital Computer Networks (3)
 CET 473 Digital/Data Communications (4)
 EET 401 Digital Signal Processing for Multimedia (3)
 EET 494 ST: Digital Filter Hardware Design (3)
 Approved technical electives (9)
Total 22

Electronics Engineering Technology Program of Study

Typical First- and Second-Year Sequence

First Year

First Semester

ENG 101 First-Year Composition (3)
 MAT 170 Precalculus *MA* (3)
 PHY 111 General Physics *SQ*¹ (3)
 PHY 113 General Physics Laboratory *SQ*¹ (1)

Total 10**Second Semester**

CST 100 Object-Oriented Software Development I (3)
 CST 150 Digital Systems *CS* (3)
 ENG 102 First-Year Composition (3)
 MAT 260 Technical Calculus I *MA* (3)
 PHY 112 General Physics *SQ*² (3)
 PHY 114 General Physics Laboratory *SQ*² (1)

Total 16**Second Year****First Semester**

CST 350 Digital Systems Design with Verilog (4)
 ECN 211 Macroeconomic Principles *SB* (3)
 EET 208 Electric Circuit Analysis I (4)
 MAT 261 Technical Calculus II *MA* (3)
 MET 211 Statics (3)

Total 17**Second Semester**

CHM 113 General Chemistry I *SQ* (4)
 EET 301 Electric Circuit Analysis II (4)
 MAT 262 Technical Calculus III *MA* (3)
 MET 340 Applied Thermodynamics and Heat Transfer (3)
 HU, SB, or awareness area course (3)

Total 17¹ Both PHY 111 and 113 must be taken to secure *SQ* credit.² Both PHY 112 and 114 must be taken to secure *SQ* credit.**APPLIED SCIENCE—BAS**

The Bachelor of Applied Science degree is a “capstone” degree for the Associate of Applied Science degree. The BAS degree exposes students to advanced concepts and diverse critical thinking skills that prepare them for future career opportunities and professional advancement. Students wishing to enroll in the BAS concentrations offered by the Department of Electronics and Computer Engineering Technology should have an AAS in electronics technology or computer programming.

Admission

Admission to the BAS degree program is restricted to students holding an AAS degree from a regionally accredited U.S. postsecondary educational institution. A GPA of 2.00 or higher is required for all resident applicants and a 2.50 for nonresident applicants.

Degree Requirements

The BAS degree in the College of Science and Technology consists of 60 semester hours of upper-division (300-level and above) courses, with 30 semester hours in residence.

AAS degree (60)
 Assignable credit (6)
 BAS core (15)
 General Studies (19)
 Technical concentration (20)
Total 120

General Studies Curriculum

The BAS curriculum builds on the general education content of the AAS degree. Additional General Studies (L, CS, and awareness areas) are met with courses in the core or concentration. General Studies courses focus on contextual learning.

L (3)
 MA (3)
 HU (3)
 HU or SB (3)
 SB (3)
 SG (4)
Total 19

Assignable Credit

Assignable credit allows space in the curriculum for the prerequisite courses needed to succeed in the program. The courses are determined by the student and the advisor.

BAS Core

The area core focuses on management and organization, professional communication, quantitative analysis, and computer competency. The BAS core consists of five courses and varies depending upon concentration.

BAS Core

CST 250 Microcomputer Architecture and Programming (3)

CST 386 Operating Systems Principles (3)

EET 494 ST: Data Analysis (3)

TMC 346 Management Dynamics (3)

TWC 400 Technical Communications *L* (3)

Total 15

Technical Concentrations

Instrumentation

This concentration studies instrumentation, power systems, and computer systems. The curriculum prepares the graduate to specify and prepare solutions for a wide variety of electrical and electronic instrumentation systems. Graduates from this concentration are prepared for technical leadership positions in the various segments of the electronics industry.

Semiconductor Technology

This concentration prepares graduates for careers in the semiconductor industry. The BAS degree provides graduates with an understanding of integrated circuit processing, mask making, packaging, and the software tools used in this industry.

COURSES

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

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480/727-2727

CNTR 110

Chell A. Roberts, Chair**Professor**

Henderson

Associate Professors:

Grondin, Hinks, Kuo, Morrell, Roberts

Assistant Professor

Sugar

PURPOSE

The emerging problems that engineers must solve require a broad set of interdisciplinary skills. Engineers are challenged with improving the quality of life for human kind, designing new innovative products, preparing for potential catastrophes, and providing society with technological leadership. The Department of Engineering is a new and unique program designed to produce creative engineers who can meet these challenges.

Learning is approached through student-focused inquiry, through the investigation and solution of realistic engineering problems, and through frequent participation on interdisciplinary project teams. Learners are guided in the development of a strong foundation in modern engineering skills and in the ability to design, analyze, and build. The department is committed to mentoring students in learning, in the selection of career pathways, and in the transition to the professional world. Students graduating from the program have excellent engineering skills, global awareness, strong communication skills, good business skills, an understanding of entrepreneurship and the ability to continue life-long growth in their professional skills.

This engaged learning is supported by a unique learning environment with faculty who make learning and students a top priority and where students are actively involved in their own education. Realistic projects permeate the curriculum, providing extensive experience in teaming with learners from other disciplines and in communicating to diverse audiences. Classrooms are design studios. The environment and learning approach connects engineering, science, math, and technology to real-world problems and smoothes the transition to a professional career.

The program structure is flexible and responsive to emerging engineering fields. The program integrates a broad knowledge base with study in multiple concentrations, providing both breadth and depth. This provides a greater flexibility in curricular and career pathways allowing for multidisciplinary experiences and novel combinations of expertise. Throughout the curriculum students learn to think critically, with a particular focus on how engineering addresses a variety of technical and societal problems.

DEGREE

The faculty in the Department of Engineering offer a BSE degree in Engineering.

ACCREDITATION

The program will seek accreditation through the Engineering Accreditation Council of the Accreditation Board for Engineering and Technology, Inc. (111 Market Place, Suite 1050, Baltimore, MD 21202, 410/347-7700) under the general engineering criteria applicable to all engineering degrees. The Accreditation Board requires that a program have graduates before accreditation can be granted. Typically, graduates from the year preceding accreditation are granted the status of having an accredited degree.

ENGINEERING—BSE

The Engineering curriculum is a flexible engineering undergraduate curriculum. Flexibility is achieved through a primary and a secondary concentration, automatically making the degree multidisciplinary in nature. The primary concentration is selected from a range of engineering specializations. The secondary concentration is selected from another engineering specialization or from an area of interest outside the engineering field. In addition, the curriculum has nine semester hours of unrestricted electives. This flexibility in the curriculum allows students to take 45 to 66

semester hours of engineering course work in addition to 15 to 36 semester hours in nontechnical areas such as business or liberal arts.

A minimum of 128 semester hours with a cumulative GPA of 2.00 is required for graduation. Students must complete First-Year Composition and the University General Studies requirements for Humanities, Social and Behavioral Science and the Global, Historical and Cultural diversity in the US awareness requirements and meet all other University degree requirements.

It is recommended that a student seeking transfer admission to this program at a later date plan on taking MAT 270 and 271; PHY 121 and 122 and CHM 113 or 114 as part of their university general studies requirements. Engineering courses covered by the standard articulation agreements between the various Arizona universities and community colleges that are articulated as equivalent will be accepted as credit toward this degree.

For more information and advising on courses, send e-mail to enr@asu.edu, call (480) 727-2727, or access the Web site at www.poly.asu.edu/technology/engineering.

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

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

PURPOSE

The Department of Mechanical and Manufacturing Engineering Technology emphasizes applied engineering practice through four-year degree programs in Manufacturing Engineering Technology and Mechanical Engineering Technology. Engineering, math, and science principles are applied to the solution of technical problems in a lecture/laboratory environment.

The Mechanical and Manufacturing Engineering Technology (MMET) degree programs endeavor to produce qualified and competent applied engineering professionals (engineering technologists). Graduates are prepared to make substantial contributions to their employers in as short a time as possible. Specifically, the MMET program strives to graduate individuals who possess

1. the scientific, technical, analytical, statistical, computational, and problem solving skills necessary for mechanical and manufacturing engineering practice (including specific aeronautical, automation, or automotive skills, as appropriate);
2. the competencies appropriate to entry-level professionals in manufacturing systems engineering, enterprise engineering, analysis, product and system design, product realization testing, and quality control;
3. team building, leadership, communication, and project management skills;
4. an understanding of the social, political, and economic environment in which engineering operations function to include broad ethical considerations (i.e., work habits, safety, hazmat);
5. a depth of understanding in either aeronautical, automation, or automotive practice (for mechanical engineering technology specialty concentrations only);
6. the basic knowledge of production processes taking design manufacturability into account (for Mechanical Engineering Technology graduates only); and
7. a depth of understanding in applications of manufacturing science, technology, and engineering in relation to process and production engineering (for Manufacturing Engineering Technology graduates only).

The goal of the manufacturing engineering technology program is to prepare students for employment in areas such as manufacturing engineering, manufacturing processes, automation, and quality control. Major emphasis is placed on reducing the amount of time required by industry to make the graduate productive in any area of work. The department actively supports the student chapter of the Society of Manufacturing Engineers.

The Mechanical Engineering Technology program produces graduates with the ability to design, develop, implement, and improve machinery, workstations, and systems. The curriculum prepares graduates for many job opportunities in engineering design, manufacturing, and laboratory environments. Graduates are prepared to design and develop machines and related mechanical equipment. Aircraft and their components, automation as used in manufacturing, machine tools, materials handling systems, and industrial production equipment are just a few examples. The department actively supports a student chapter of the Society of Automotive Engineers.

For more information about both programs, access the Web site at poly.asu.edu/technology/mmet.

ACCREDITATION

The BS degree in Manufacturing Engineering Technology and the BS degree in Mechanical Engineering Technology are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (See [Accreditation](#) for more information.)

DEGREES

The Department of Mechanical and Manufacturing Engineering Technology offers the BS degree in Manufacturing Engineering Technology and the BS degree in Mechanical Engineering Technology.

For students holding an AAS degree, the department offers the BAS degree with concentrations in manufacturing technology and management and materials joining and manufacturing technology.

A Master of Science in Technology degree with concentrations in manufacturing engineering technology, mechanical engineering technology, and aeronautical engineering technology is offered for graduate study. See the [Graduate Catalog](#) for more information.

BS Degree Requirements

All degree requirements for programs are shown on curriculum check sheets. Requirements include First-Year Composition, University General Studies (see [General Studies](#)), and the engineering technology content. All three General Studies awareness areas are required. Consult an advisor for an approved list of courses. To graduate, students are required to complete a minimum of 128 semester hours with a 2.00 cumulative GPA, including at least 50 semester hours of upper-division courses.

MANUFACTURING ENGINEERING TECHNOLOGY—BS

The BS degree in Manufacturing Engineering Technology requires 128 semester hours as specified below:

First-Year Composition (6)
 General Studies/department requirements (45)
 Manufacturing Engineering Technology major (63)
 Selected concentration (14)
Total 128

The following courses constitute the Manufacturing Engineering Technology major and are required of all Manufacturing Engineering Technology students. Refer to the specific concentrations for additional requirements.

Manufacturing Engineering Technology Major

EET 208 Electric Circuit Analysis I (4)
 MET 150 Introduction to Engineering Technology (1)
 MET 160 CADD and Solid Modeling (2)
 MET 211 Statics (3)
 MET 230 Introduction to Engineering Materials (2)
 MET 231 Manufacturing Processes (3)
 MET 300 Applied Material Science (3)
 MET 302 Welding Survey (3)
 MET 309 Nondestructive Testing and Quality Assurance (1)
 MET 313 Applied Mechanics of Materials (3)
 MET 314 Applied Mechanics of Materials Laboratory (1)
 MET 331 Machine Design I (3)
 MET 340 Applied Thermodynamics and Heat Transfer (3)
 MET 341 Manufacturing Analysis (3)
 MET 344 Casting and Forming Processes (3)
 MET 345 Advanced Manufacturing Processes (3)
 MET 351 Introduction to Automation (3)
 MET 396 Professional Orientation (1)
 MET 401 Quality Assurance (3)
 MET 416 Applied Computer-Integrated Manufacturing CS (3)
 MET 443 CNC Computer Programming (3)
 MET 444 Production Tooling (3)
 MET 460 Capstone Project I (3)
 MET 461 Capstone Project II (3)
Total 63

A student participating in the Manufacturing Engineering Technology program may select from two concentrations: manufacturing engineering technology or mechanical engineering technology.

Manufacturing Engineering Technology Concentration

This concentration is designed to prepare technologists with both conceptual and practical applications of processes, materials, and products related to manufacturing industries. Accordingly, this concentration provides additional preparation for students to meet the responsibilities in planning the processes of production, developing the tools and machines, and integrating facilities for production or manufacturing.

Required Courses

MET 409 Applied Engineering Economics (3)
 MET 410 Manufacturing Resource Management (3)
 MET 442 Specialized Production Processes (3)
 Technical Electives (5)
Total 14

Mechanical Engineering Technology Concentration

The primary objective of the mechanical engineering technology concentration is to offer manufacturing students an emphasis in mechanics and design. Required courses are as follows:

MET 409 Applied Engineering Economics (3)
 MET 410 Manufacturing Resource Management (3)
 MET 434 Applied Fluid Mechanics (3)

MET 438 Machine Design II (3)
 Technical Electives (2)
Total 14

MECHANICAL ENGINEERING TECHNOLOGY—BS

The BS degree in Mechanical Engineering Technology requires 128 semester hours as specified below:

Mechanical Engineering Technology major (77)
 First-year composition (6)
 General Studies/department requirements (45)
Total 128

Students participating in the BS degree in Mechanical Engineering Technology choose one of the following four concentrations: mechanical, aeronautical, automation, or automotive engineering technology. Each concentration includes courses totaling 18 semester hours.

The mechanical engineering technology concentration builds a strong base of knowledge of the field and is available to students who do not desire a focused specialty area.

The aeronautical engineering technology concentration provides a specialty content area in aircraft airframe, propulsion, and aircraft production and operations. It prepares students for employment in areas such as aircraft design and manufacturing, aerodynamics, propulsion, and wind tunnel testing. However, aeronautical concentration graduates have a good general background in mechanical engineering technology and are not limited to employment opportunities in just the aviation industry.

The automation engineering technology concentration provides specialty content in mechanical automation. Automated assembly and testing are major components of most modern, high volume mechanical systems and manufacturing operations. As a specialty area, this concentration provides students with an opportunity to develop knowledge and skill in the broad area of automation. It also dovetails well with the semiconductor industry where most process tools are highly automated.

The automotive concentration provides comprehensive exposure to modern automobiles. The concentration's course configuration is based on the functional structure of an automotive company and emphasizes system integration. Courses include an introduction to automotive engineering (including interior and exterior body design), powertrains, chassis design, electrical and control systems, thermal design, and system integration and testing.

The following courses constitute the Mechanical Engineering Technology major and are required of all Mechanical Engineering Technology students.

Mechanical Engineering Technology Major

AET (2)10 Measurements and Testing (3)
 AET 312 Applied Engineering Mechanics: Dynamics (3)
 EET 208 Electric Circuit Analysis I (4)
 MET 150 Introduction to Engineering Technology (1)
 MET 160 CADD and Solid Modeling (2)
 MET 211 Statics (3)
 MET 230 Introduction to Engineering Materials (2)
 MET 231 Manufacturing Processes (3)
 MET 300 Applied Material Science (3)
 MET 309 Nondestructive Testing and Quality Assurance (1)
 MET 313 Applied Mechanics of Materials (3)
 MET 314 Applied Mechanics of Materials Laboratory (1)
 MET 331 Machine Design I (3)
 MET 340 Applied Thermodynamics and Heat Transfer (3)
 MET 345 Advanced Manufacturing Processes (3)
 MET 396 Professional Orientation (1)
 MET 401 Quality Assurance (3)
 MET 409 Applied Engineering Economics (3)
 MET 432 Thermodynamics (3)
 MET 434 Applied Fluid Mechanics (3)
 MET 460 Capstone Project I (3)
 MET 461 Capstone Project II (3)
 Concentration (18)
 Technical elective (2)
Total 77

APPLIED SCIENCE—BAS

The Bachelor of Applied Science (BAS) degree is a "capstone" degree for the Associate of Applied Science degree. The BAS degree exposes students to advanced concepts and diverse critical thinking skills that prepare them for additional career opportunities and professional advancement.

Admission

Admission to the BAS degree program is restricted to students holding an AAS degree from a regionally accredited U.S. postsecondary educational institution. A GPA of 2.00 or higher is required for resident applicants and a 2.50 for nonresident applicants.

Degree Requirements

The BAS degree in the College of Science and Technology consists of 60 semester hours of upper-division (300 level and above) courses, with 30 hours in residence. A total of 120 semester hours is required for graduation.

AAS degree (60)
 Assignable credit (6)
 BAS core (15)
 General Studies (19)
 Technical concentration (20)
Total 120

General Studies Curriculum

The BAS curriculum builds on the general education content of the AAS degree. Additional General Studies (L, CS, and awareness areas) are met with courses in the core or concentration. General Studies courses focus on contextual learning.

L (3)
 MA (3)
 HU (3)
 HU or SB (3)
 SB (3)
 SG (4)
Total 19

Assignable Credit

Assignable credit allows space in the curriculum for prerequisite courses needed to succeed in the program or additional technical electives. The courses are determined by the student and the advisor.

BAS Core

The area core focuses on management and organization, professional communication, quantitative analysis, and computer competency.

MET 401 Quality Assurance (3)
 MET 416 Applied Computer-Integrated Manufacturing CS (3)
 OMT 344 Industrial Organization (3)
 TMC 470 Project Management (3)
 TWC 446 Technical and Scientific Reports L (3)
Total 15

Technical Concentration

Manufacturing Technology and Management

This concentration prepares supervisors and other personnel for technical and management positions in the manufacturing industry. Students increase their knowledge of manufacturing and gain insight into other areas, such as management, that support their professional growth.

MET 300 Applied Material Science (3)
 MET 302 Welding Survey (3)
 MET 309 Nondestructive Testing and Quality Assurance (1)
 MET 341 Manufacturing Analysis (3)
 MET 344 Casting and Forming Processes (3)
 MET 345 Advanced Manufacturing Processes (3)
 MET 396 Professional Orientation (1)
 MET 444 Production Tooling (3)
Total 20

Materials Joining and Manufacturing Technology

This concentration requires students to have a solid welding background, preferably a welding-based AAS degree, with welding certification desirable. The materials joining concentration includes additional study in welding and materials joining plus a series of manufacturing-related courses to provide a broad understanding of the complex world of manufacturing. This background allows transition into positions in process development, direct manufacturing support, quality control and assurance, sales, and management.

MET 300 Applied Material Science (3)
 MET 309 Nondestructive Testing and Quality Assurance (1)
 MET 351 Introduction to Automation (3)
 MET 396 Professional Orientation (1)
 MET 400 Materials and Joining Processes (3)
 MET 402 Advanced Material Joining (3)
 MET 409 Applied Engineering Economics (3)
 MET 437 Design for Materials Joining (3)
Total 20

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

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

PURPOSE

The mission of the department is to prepare graduates who are able to develop and communicate technological solutions to industrial problems, to manage systems operations, to improve and evaluate products, to provide customer support, and to facilitate technology transfer in industry and government. Increased complexity and sophistication have created great demand for those individuals who possess a working knowledge of the technical phases of planning, testing, production, and fabrication of consumer and industrial products and equipment. Technology Management includes the application of science, systematic methods, procedures, machines, communication protocols, and materials control for the development, improvement, and implementation of state-of-the-art solutions to industrial and organizational problems.

DEGREES

The faculty in the Department of Technology Management offer BS degrees in Environmental Technology Management, Graphic Information Technology, and Operations Management Technology. These degrees 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 AVENUE
SUITE 220
ANN ARBOR MI 48104-4200

For students holding an AAS degree the department offers the BAS degree in Applied Science, with concentrations in digital media management, digital publishing, emergency management, fire service management, Internet and Web development, law enforcement management, municipal operations management, operations management, and technical graphics.

A Master of Science in Technology degree is offered for graduate study. The department offers five concentrations for the graduate degree: environmental technology management, fire service administration, global technology and development, graphic information technology, and management of technology. For more information about the graduate program, see the [Graduate Catalog](#).

BACHELOR OF SCIENCE

The curriculum consists of First-Year Composition, University General Studies, and technical courses. Note that all three General Studies awareness areas are required. Consult with an advisor for an approved list of courses. The technical part of the curriculum includes a required technology management core, degree course work, and technical electives selected with approval of an advisor.

Technology management students are required to complete a minimum of 120 semester hours with a minimum 2.00 cumulative GPA, including a minimum of 50 semester hours of upper-division courses to graduate.

Technology Management Core*

GIT 135 Graphic Communications (3)
 GIT 335 Computer Systems Technology (3)
 or computer science course (3)
 TMC 331 Quality Assurance (3)
 TMC 346 Management Dynamics (3)
 TMC 396 Professional Orientation (1)
 TMC 470 Project Management (3)
 TMC 494 ST: Senior Project (3)
Total 19

* These courses are for the operations management technology and graphic information technology majors.

ENVIRONMENTAL TECHNOLOGY MANAGEMENT—BS

The Environmental Technology Management degree prepares graduates to manage such challenging problems in industry as regulatory compliance, hazardous materials management, pollution prevention, emergency management, and international environmental standards for manufacturing. The curriculum is designed to provide a unique blend of critical scientific, technical, and management skills. Degree requirements encompass the development of a broad background in the natural sciences and mathematics, social and behavioral sciences, management theory, regulatory issues, and applied sciences. The program is purposely structured to facilitate transfer students who are searching for a degree program that builds upon a strong technical background and focuses on the environmental issues faced by industry and government.

GRAPHIC INFORMATION TECHNOLOGY—BS

The Graphic Information Technology degree prepares students for technical and management positions in the diverse graphic communication and information technology industries: digital printing and publishing; technical/digital media production; management of graphic information assets; quality assurance of graphic products; planning and evaluation of print, Internet, multimedia, and computer-based communications. This is an intensive 120-semester-hour program of study emphasizing theory and hands-on laboratory practice. Students develop skills to plan and execute graphic solutions using visualization and prepress, engineering graphic standards, technical document design, higher-level graphic programming languages, computer drawing and illustration, commercial digital photography, multimedia and three-dimensional modeling, project management, quality assurance, and e-commerce practices.

The Graphic Information Solutions facility (GIS), located in the Technology Center, provides internship opportunities and exposes students to current production technology, problem-solving skills, cost analysis, and human resource issues. Graduates are able to present technical solutions using graphics in print and Internet publications, engineering documents, media-rich presentations, interactive training and instruction, models, and animations. Typical career opportunities include graphic operations management, sales and marketing, information technology support in graphics-related industries, graphic systems analysis, digital publishing (both print and online), and computer graphics content planning and creation.

OPERATIONS MANAGEMENT TECHNOLOGY—BS

The Operations Management Technology degree prepares students for supervisory and administrative positions in industry, manufacturing, and public service organizations. Course work includes data analysis, economics, effective decision making, international business, legal and ethical studies, marketing, operations management, organizational effectiveness, project management, and safety. Emphasis is placed on quality and productivity within the workplace.

The operations management technology program may be articulated with a broad range of community college technical courses. Community college specializations in areas such as aeronautics, construction, electronics, fire science, law enforcement, graphic information technology, hazardous materials and waste management, computer graphics, safety and health, human resource management, production management, and manufacturing may form a technical specialty area within this program. Consultation with an advisor is required to coordinate the course selection for transfer to this program.

CERTIFICATE PROGRAM IN HAZARDOUS MATERIALS AND WASTE MANAGEMENT

The Certificate Program in Hazardous Materials and Waste Management is designed to provide current and prospective employees of industry and government with a comprehensive and practical curriculum of study in hazardous materials management. The certificate program features instruction by ASU faculty, attorneys, and professionals who work in the specific area in which they teach. Participation in the certificate program is available in three options: a certificate program for nondegree students, a BS degree in Environmental Technology Management with a Certificate in Hazardous Materials and Waste Management, and a Master of Science in Technology degree with a Certificate in Hazardous Materials and Waste Management. Students must complete seven selected courses

(five required and two electives) and earn a grade of “C” (2.00) or higher to receive the certificate. Except for the introductory course, ETM 501 Principles of Hazardous Materials and Waste Management, the remainder of the courses may be taken in any sequence.

BIS CONCENTRATION

Concentrations in the different BAS technical programs are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

APPLIED SCIENCE—BAS

The Bachelor of Applied Science (BAS) degree is a “capstone” degree for the Associate of Applied Science degree. The BAS degree exposes students to advanced concepts and diverse critical thinking skills that prepare them for future career opportunities and professional advancement.

Admission

Admission to the BAS degree program is restricted to students holding an AAS degree from a regionally accredited U.S. postsecondary educational institution. A GPA of 2.00 or higher is required for all resident applicants and a 2.50 for nonresident applicants.

Degree Requirements

The BAS degree in the College of Science and Technology consists of 60 semester hours of upper-division (300 level and above) courses, with 30 hours in residence.

AAS degree (60)
 Assignable credit (6)
 BAS core (15)
 General Studies (19)
 Technical concentration (20)
Total 120

General Studies Curriculum

The BAS curriculum builds on the general education content of the AAS degree. Additional General Studies (L, CS, and awareness areas) are met with courses in the core or concentration. General Studies courses focus on contextual learning.

L (3)
 MA (3)
 HU (3)
 HU or SB (3)
 SB (3)
 SG (4)
Total 19

Assignable Credit

Assignable credit allows space in the curriculum for prerequisite courses needed to succeed in the program. The courses are determined by the student and the advisor.

BAS Core

The area core focuses on management and organization, professional communication, quantitative analysis, and computer competency.

APM 301 Introductory Statistics *CS* (3)
 GIT 335 Computer Systems Technology (3)
 OMT 452 Industrial Human Resource Management (3)
 or TMC 470 Project Management (3)
 TMC 346 Management Dynamics (3)
 TWC 400 Technical Communications *L* (3)
Total 15

Technical Concentrations

Operations Management Technology

The purpose of this technical concentration is to prepare supervisors for management functions in industry, manufacturing, and public service organizations. The BAS degree provides the management and supervision content required for industry and governmental agencies.

Digital Media Management

This concentration prepares graduates for technical positions in industries implementing, planning, and producing interactive communications, integrated media, and multimedia for design, training, and marketing. Prospective students with AAS degrees in areas such as multimedia, printing and publishing, commercial graphics, desktop publishing, or computer illustration may be interested in pursuing a digital media management concentration.

Technical Graphics

This concentration prepares graduates for positions in industries implementing technical and engineering graphics in computer-aided design and computer integrated manufacturing. AAS degrees in drafting and design, computer-aided

design, computer integrated manufacturing technology, mechanical technology, architectural technology, or construction technology may provide an excellent foundation for a technical graphics concentration.

Digital Publishing

This concentration prepares graduates for lead technical and entry-level management positions in the printing and publishing industry. AAS degrees in multimedia, printing and publishing, commercial art, desktop publishing, or computer illustration may find that this technical concentration provides excellent opportunities.

Emergency Management

This concentration prepares graduates for positions in industry, municipal departments, and government agencies. The curriculum addresses the established Federal Emergency Management Administration (FEMA) guidelines, on-site emergency response contingency planning, first responder scene management, logistical analysis, and communications protocol.

Fire Service Management

This concentration prepares graduates for positions in industry, municipal departments, and governmental agencies. The curriculum addresses services delivered by fire departments, fire service personnel development, zoning, planning, inspections, and arson investigations.

Municipal Operations Management

This concentration prepares students for supervisory and management functions within municipalities, public service organizations, or businesses that provide services to the public sector. The curriculum addresses quality assurance, ethical issues, leadership practices, operations management, project management, marketing, finance, public sector management, and organizational effectiveness.

Internet and Web Development

This concentration provides graduates with employment skills in the fields of e-commerce, online databases, active server pages, FLASH, HTML, and other computer languages and software applications.

Law Enforcement Management

This concentration is designed for law enforcement officers who work with firefighters and emergency managers in a changing global environment. The concentration focuses on supervisory and leadership skills needed to operate in a municipal environment, along with technological solutions to organizational effectiveness and complex interagency law enforcement investigations.

JOINT 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.

Admissions Requirements

Students must meet these requirements to be considered for joint degree admission:

1. a minimum junior-senior GPA of 3.20;
2. ninety 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.

SENIOR PROJECT REQUIREMENT

All baccalaureate degree students (BS and BAS) in the Department of Technology Management are required to complete a senior project for the requirements of graduation. The TMC senior project is a capstone experience that integrates theory and application of the undergraduate curriculum in an effort to address industry-inspired subject matter. The senior project is carried out under faculty supervision in a scheduled class and is related to the student's technical interests, academic goals, and career employment. The senior project is a study or research project involving a written document and oral presentation, which can involve service learning. A bound document and/or electronic copy of the project becomes part of the department's archival collection, available for public review.

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 Computing Studies

poly.asu.edu/technology/dcst

480/727-1257

ISTB3 103

Ben M. Huey, Chair

Professor

Lindquist

Associate Professors

Huey, Koehneman, O'Grady, Razdan, Zeng

Assistant Professor

Gary

Professor of Practice

Millard

Senior Lecturer

Whitehouse

Lecturer

Anguamea Lara

PURPOSE

The Division of Computing Studies provides educational programs rich in contextual experiences, which prepare graduates for success in the rapidly evolving computing profession. With the increasingly diverse application of computing and software technologies comes a need for individuals who are well versed in the fundamentals of the computing profession. Course offerings focus on the languages, methods, and tools reflecting computing best practices, and provide an education that is rich in hands-on problem-based learning experiences. The curriculum builds upon a background of applied science and mathematics, including the concepts and application of calculus and discrete structures. Graduates are employed in the computing industry with responsibilities such as analyzing, designing, implementing, evaluating, and operating computer-based systems, including (re)engineering systems that embed computer hardware and software, Web-based applications, and systems of internetworked cooperating components.

DEGREES

The faculty in the Division of Computing Studies offer the BS degree in Applied Computer Science and the BS degree in Computer Systems. For students holding an AAS degree with the appropriate computer science and mathematical background, the Division offers the Bachelor of Applied Sciences (BAS) degree. Three BAS concentrations are available: computer systems administration, microcomputer systems, and software technology applications.

The division also offers the Master of Computing Studies and the Master of Technology with a concentration in computer systems degree programs that are available for qualified BS graduates. For more information, see the [Graduate Catalog](#) or access the division Web site at www.poly.asu.edu/technology/dcst.

APPLIED COMPUTER SCIENCE—BS

The BS degree in Applied Computer Science is designed to provide students with an education that targets the computing profession. The program prepares students who are interested in employment or advanced study in software applications or software systems by providing broad-based knowledge and skills in software processes and their application. The program focuses on computer software as used in networked, distributed, and Web-based systems and applications.

The program prepares students for careers in software applications in the context of an industry in which software solutions are increasingly distributed using object-oriented languages and frameworks, and in which the internet, Web, and wireless technologies play an important role.

Each student must satisfy the courses listed for First-Year Composition and the university General Studies requirements. In addition, the following courses are required.

DEGREE REQUIREMENTS

Social/Behavioral Sciences

ECN 211 Macroeconomic Principles SB (3)
or ECN 212 Microeconomic Principles SB (3)

Literacy

TWC 400 Technical Communications *L* (3)

Natural Sciences

Choose one of the following combinations (8–9)

CHM 113 General Chemistry I *SQ* (4)

CHM 115 General Chemistry with Qualitative Analysis *SQ* (5)

--- or ---

PHY 111 General Physics *SQ*¹ (3)

PHY 113 General Physics Laboratory *SQ*¹ (1)

PHY 112 General Physics *SQ*² (3)

PHY 114 General Physics Laboratory *SQ*² (1)

Natural Science Laboratory elective (4)

Total 18–19

¹ Both PHY 111 and 113 must be taken to secure *SQ* credit.

² Both PHY 112 and 114 must be taken to secure *SQ* credit.

Mathematics

APM 270 Mathematics of Change I (3)

APM 271 Mathematics of Change II (3)

APM 301 Introductory Statistics *CS* (3)

MAT 243 Discrete Mathematical Structures (3)

MAT 294 ST: Mathematics of Change III (3)

Numeracy elective (3)

Total 18

Lower-Division Core

CST 100 Object-Oriented Software Development I (3)

CST 150 Digital Systems *CS* (3)

CST 200 Object-Oriented Software Development II (3)

CST 201 Object-Oriented Software Development II Laboratory (1)

CST 220 Programming Language for Technology with C/C++ and Scripting (3)

CST 230 Applied Data Structures (3)

CST 250 Microcomputer Architecture and Programming (3)

CST 251 Microcomputer Architecture and Programming Laboratory (1)

Total 20

Upper-Division Core

APM 301 Introductory Statistics (3)

CST 315 Software Enterprise I: Tools and Process (3)

CST 316 Software Enterprise II: Construction and Transition (3)

CST 335 Applications of Computer Theory (3)

CST 359 Internet Networking Protocols (3)

CST 386 Operating Systems Principles (3)

CST 415 Software Enterprise III: Inception and Elaboration *L* (3)

CST 416 Software Enterprise IV: Project and Process Management (3)

CST 420 Foundations of Distributed Web-Based Applications in Java (3)

CST 433 Database Technology (3)

CST 496 Ethics and Professionalism in Computing (1)

Business or engineering elective (3)

Total 34

Major Electives

Choose from the following electives (12)

CST 425 Server Software Programming (3)

CST 427 Distributed Object Systems (3)

CST 428 Web-Client User Interface Programming (3)

CST 441 Software for Personal Digital Assistants (3)

CST 452 Advanced Digital Systems Design with VHDL (4)

CST 456 Microcomputer Systems Interfacing (4)

CST 457 Advanced Assembly Language Applications (3)

CST 486 Embedded C Programming (3)

CST 488 Systems Administration of UNIX (3)

CST 489 Network Administration with TCP/IP (3)

Technical electives (9)

Applied Computer Science Program of Study

Typical First- and Second-Year Sequence

First Year

First Semester

APM 270 Mathematics of Change I (3)

CST 100 Object-Oriented Software Development I (3)

CST 150 Digital Systems *CS* (3)

ENG 101 First-Year Composition (3)

UNI 101 Student Success Seminar (1)

HU or SB elective (3)

Total 16**Second Semester**

APM 271 Mathematics of Change II (3)

CST 200 Object-Oriented Software Development II (3)

CST 201 Object-Oriented Software Development II Laboratory (1)

CST 250 Microcomputer Architecture and Programming (3)

CST 251 Microcomputer Architecture and Programming Laboratory (1)

ENG 102 First-Year Composition (3)

Total 14**Second Year****First Semester**

CST 220 Programming Languages for Technology with C/C++ and Scripting (3)

CST 386 Operating Systems Principles (3)

MAT 243 Discrete Mathematical Structures (3)

MAT 294 ST: Mathematics of Change III (3)

PHY 111 General Physics *SQ* (3)PHY 113 General Physics Laboratory *SQ* (1)**Total 16****Second Semester**

CST 230 Applied Data Structures (3)

CST 359 Internet Networking Protocols (3)

ECN 211 Macroeconomic Principles *SB* (3)PHY 112 General Physics *SQ* (3)PHY 114 General Physics Laboratory *SQ* (1)

HU or SB elective (3)

Total 16**COMPUTER SYSTEMS—BS**

Students interested in the BS degree in Computer Systems may choose to specialize in one of the following concentrations: computer hardware technology or embedded systems technology.

The computer hardware technology concentration is designed to provide students with an opportunity to develop broad-based knowledge and skills in digital systems, interfacing techniques, and computer hardware applications.

The embedded systems technology concentration prepares students for the application, interconnection, design, analysis, and realization of special-purpose systems that involve both software and hardware components. This concentration balances the concerns of computer hardware with the processes and technologies involved in producing reliable software solutions.

Each student must satisfy the courses listed for First-Year Composition and the university General Studies requirements. In addition, the following courses are required.

DEGREE REQUIREMENTS**Social/Behavioral Sciences**ECN 211 Macroeconomic Principles *SB* (3)or ECN 212 Macroeconomic Principles *SB* (3)**Literacy**TWC 400 Technical Communications *L* (3)**Natural Sciences**PHY 111 General Physics *SQ*¹ (3)PHY 112 General Physics *SQ*² (3)PHY 113 General Physics Laboratory *SQ*¹ (1)PHY 114 General Physics Laboratory *SQ*² (1)

Natural Science Laboratory elective (4)

Natural Science Laboratory elective (4)

Total 22¹ Both PHY 111 and 113 must be taken to secure *SQ* credit.² Both PHY 112 and 114 must be taken to secure *SQ* credit.**Mathematics**

APM 270 Mathematics of Change I (3)

APM 271 Mathematics of Change II (3)

APM 301 Introductory Statistics *CS* (3)

MAT 243 Discrete Mathematical Structures (3)

MAT 294 ST: Mathematics of Change III (3)

Total 15**Lower-Division Core**

CST 100 Object-Oriented Software Development I (3)

CST 150 Digital Systems *CS* (3)

CST 200 Object-Oriented Software Development II (3)

CST 201 Object-Oriented Software Development II Laboratory (1)

CST 220 Programming Languages for Technology with C/C++ and Scripting (3)

CST 230 Applied Data Structures (3)

CST 250 Microcomputer Architecture and Programming (3)
CST 251 Microcomputer Architecture and Programming Laboratory (1)
EET 208 Electric Circuit Analysis I (4)
Total 24

Major

CST 220 Programming Languages for Technology with C/C++ and Scripting (3)
CST 350 Digital Systems Design with Verilog (4)
CST 364 Computer Architecture (3)
CST 383 Shell and Script Programming with UNIX (3)
CST 386 Operating Systems Principles (3)
CST 415 Software Enterprise III: Inception and Elaboration (3)
CST 456 Microcomputer Systems Interfacing (4)
CST 494 ST: Professional Orientation (1)
Total 24

Computer Hardware Technology Concentration

CET 458 Digital Computer Networks (3)
 or CET 473 Digital/Data Communications (4)
CST 452 Advanced Digital Systems Design with VHDL (4)
EET 301 Electric Circuit Analysis II (4)
UET 415 Electronic Manufacturing Engineering Principles (3)
Technical electives (6–7)

Computer Systems Program of Study Computer Hardware Technology Concentration
Typical First- and Second-year Sequence

First Year

First Semester

APM 270 Mathematics of Change I (3)
CST 100 Object-Oriented Software Development I (3)
CST 150 Digital Systems CS (3)
ENG 101 First-Year Composition (3)
UNI 101 Student Success Seminar (1)
HU or HB elective (3)
Total 16

Second Semester

APM 271 Mathematics of Change II (3)
CST 200 Object-Oriented Software Development II (3)
CST 201 Object-Oriented Software Development II Laboratory (1)
CST 250 Microcomputer Architecture and Programming (3)
CST 251 Microcomputer Architecture and Programming Laboratory (1)
ENG 102 First-Year Composition (3)
Total 14

Second Year

First Semester

CST 220 Programming Languages for Technology with C/C++ and Scripting (3)
EET 208 Electric Circuit Analysis I (4)
MAT 243 Discrete Mathematical Structures (3)
PHY 111 General Physics *SQ* (3)
PHY 113 General Physics Laboratory *SQ* (1)
Total 14

Second Semester

CST 230 Applied Data Structures (3)
ECN 211 Macroeconomic Principals *SQ* (3)
EET 301 Electric Circuit Analysis II (4)
MAT 294 ST: Mathematics of Change III (3)
PHY 112 General Physics *SQ* (3)
PHY 114 General Physics Laboratory *SQ* (1)
Total 17

Embedded Systems Technology Concentration

CET 458 Digital Computer Networks (3)
 or CST 359 Internet Networking Protocols (3)
CST 420 Foundations of Distributed Web-Based Applications in Java (3)
CST 441 Software for Personal Digital Assistants (3)
 or CST 494 ST: Internet-Enabled Embedded Devices (3)
CST 486 Embedded C Programming (3)
Technical electives (9)

Computer Systems Program of Study Embedded Systems Concentration
Typical First- and Second-Year Sequences

First Year

First Semester

APM 270 Mathematics of Change I (3)
CST 100 Object-Oriented Software Development I (3)
CST 150 Digital Systems CS (3)
ENG 101 First-Year Composition (3)
UNI 101 Student Success Seminar (1)

HU/SB elective (3)

Total 16

Second Semester

APM 271 Mathematics of Change II (3)

CST 200 Object-Oriented Software Development II (3)

CST 201 Object-Oriented Software Development II Laboratory (1)

CST 250 Microcomputer Architecture and Programming (3)

CST 251 Microcomputer Architecture and Programming Laboratory (1)

ENG 102 First-Year Composition (3)

Total 14

Second Year

First Semester

CST 220 Programming Languages for Technology with C/C++ and Scripting (3)

CST 350 Digital Systems Design with Verilog (4)

MAT 243 Discrete Mathematical Structures (3)

PHY 111 General Physics SQ^1 (3)

PHY 113 General Physics Laboratory SQ^1 (1)

Total 14

Second Semester

CST 230 Applied Data Structures (3)

CST 386 Operating Systems Principles (3)

ECN 211 Macroeconomic Principles *SB* (3)

MAT 294 ST: Mathematics of Change III (3)

PHY 112 General Physics SQ^2 (3)

PHY 114 General Physics Laboratory SQ^2 (1)

Total 16

¹ Both PHY 111 and 113 must be taken to secure SQ credit.

² Both PHY 112 and 114 must be taken to secure SQ credit.

APPLIED SCIENCE—BAS

For students who have completed an Associate of Applied Science from a regionally accredited institution, the Bachelor of Applied Science (BAS) offers a pathway to a bachelor's degree. The BAS is a flexible 60-semester-hour degree that builds on the associate's degree with upper-division course work. Computing Studies offers four concentrations: computer systems administration, cyber security, microcomputer systems, and software technology applications.

Admission

Students interested in a BAS concentration offered by Computing Studies must have completed an Associate of Applied Science degree from a regionally accredited U.S. postsecondary educational institution. A GPA of 2.00 or higher is required for all resident applicants and 2.50 or higher for nonresident applicants. Applicants should have sufficient background in the area of intended study—software, microcomputer systems, or networking.

Degree Requirements

The BAS degree in the College of Science and Technology consists of 60 semester hours of upper-division courses, with 30 semester hours in residence. The BAS course of study includes general studies, an area core, discipline-specific course work, and assignable credit.

AAS degree (60)

Assignable credit (6)

BAS core (15)

General studies (19)

Technical concentration (20)

Total 120

General Studies Curriculum

The BAS curriculum builds on the general education content of the AAS degree. Additional portions of the General Studies requirement (L, CS, and awareness areas) are met with courses in the core or concentration. General Studies courses focus on contextual learning.

L (3)

MA (3)

HU (3)

HU or SB (3)

SB (3)

SG (4)

Total 19

Assignable Credit

Assignable credit allows space in the curriculum for pre-requisite courses needed to succeed in the program or additional technical electives. The courses are determined by the student and the advisor.

BAS Core

Students are required to complete 15 semester hours in management sciences, quantitative analysis, communications, and computing studies as follows:

APM 301 Introductory Statistics (3)
CST 315 Shell and Script Programming with UNIX (3)
or CST 315 Software Enterprise I: Tools and Process (3)
CST 386 Operating Systems Principles (3)
TMC 346 Management Dynamics (3)
TWC 400 Technical Communications (3)
or CST 415 Software Enterprise III: Inception and Elaboration (3)

Total 15

Computer Systems Administration Concentration

CST 315 Software Enterprise I: Tools and Process (3)
CST 359 Internet Networking Protocols (3)
CST 488 Systems Administration of UNIX (3)
CST 489 Network Administration with TCP/IP (3)
CST 496 Ethics and Professionalism in Computing (1)
CST 300- or 400-level technical electives (7)

Total 20

Cyber Security Concentration

CST 359 Internet Networking Protocols (3)
CST 481 Information System Security (3)
CST 482 Network Forensics (3)
CST 483 Cyber Security Capstone Project (3)
CST 488 Systems Administration of UNIX (3)
CST 489 Network Administration with TCP/IP (3)
CST 300- or 400-level technical elective (3)

Total 21

Microcomputer Systems Concentration

CST 350 Digital Systems Design with Verilog (4)
CST 364 Computer Architecture (3)
CST 452 Advanced Digital Systems Design w/ VHDL (4)
CST 456 Microcomputer Systems Interfacing (4)
CST 486 Embedded C Programming (3)
CST 300- or 400-level technical elective (2)

Total 20

Software Technology Applications Concentration

CST 316 Software Enterprise II: Construction and Transition (3)
CST 359 Internet Networking Protocols (3)
CST 416 Software Enterprise IV: Project and Process Management (3)
CST 420 Foundations of Distributed Web-Based Applications in Java (3)
CST 425 Server Software Programming (3)
or CST 427 Distributed Object Systems (3)
or CST 428 Web-Client User Interface Programming (3)
CST 433 Database Technology (3)
CST 300- or 400-level technical elective (2)

Total 20

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

[Elementary Education, Department of](#)
[Secondary Education, Department of](#)
[Special Education, Department of](#)
[Graduate Studies and Professional Development, Department of](#)

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 content with current research and practices, accompanied by prompt exposure to the classroom environment. This integration of theory with practical experience strengthens future teachers' abilities to refine their instruction skills continually.

Programs in the College of Teacher Education and Leadership offer flexible scheduling and small classes. The college prepares students to be leaders in the field of education.

ORGANIZATION

The college houses the following academic units:

Department of Elementary Education
Department of Graduate Studies and Professional Development
Department of Secondary Education
Department of Special Education

DEGREE PROGRAMS

See the [College of Teacher Education and Leadership Baccalaureate Degrees and Majors](#) table below, and the [College of Teacher Education and Leadership Graduate Degrees and Majors](#) table.

College of Teacher Education and Leadership Baccalaureate Degrees and Majors			
Major	Degree	Concentration*	Administered By
Early Childhood Teaching and Leadership	BAE	—	Department of Elementary Education
Elementary Education	BAE	Optional: bilingual education/English as a second language*	Department of Elementary Education
Secondary Education	BAE	Academic specializations: English, history, mathematics, or social studies	Department of Secondary Education
Special Education	BAE	—	Department of Special Education

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

CERTIFICATION PROGRAMS

Education programs are approved by the Arizona Department of Education for the preparation of early childhood, elementary, secondary, and special education teachers. Other programs of study offered by the faculty of the College of Teacher Education and Leadership include

1. concentrations in bilingual education and English as a second language required for endorsement of teachers specifically responsible for providing bilingual or English as a second language instruction to students in elementary grades;
2. a middle school endorsement for elementary and secondary education students; and
3. at the graduate level, educational administration and supervision courses that meet the state certification

requirements for supervision, principalship, and superintendency.

UNDERGRADUATE PROFESSIONAL TEACHER PREPARATION

Nature of Program

The College of Teacher Education and Leadership faculty is dedicated to developing and continually improving high quality teacher education programs that support and improve education for all children.

Career Outlook

The career outlook for the teaching profession is promising in Arizona and the nation. Students seeking endorsements in bilingual and English as a second language, as well as those seeking certification in special education, will find that demand is great in these areas. Demand for elementary and early childhood educators will continue to be strong. In secondary education, demand in the sciences and mathematics will be substantial. There will be more competition for teaching positions in English, history, and social studies at the secondary level. Our education graduates are highly sought after by area school districts.

GENERAL INFORMATION

Admission

To be considered for admission as undergraduate education majors, students must

1. be admitted to West campus as a degree-seeking student;
2. complete required postsecondary course work as specified for each major with a grade of “C” (2.00) or higher and attain a cumulative GPA of 2.50 or higher; and
3. submit a completed application form for the desired professional education program to the college Academic Advising Office by the appropriate deadline date.

Students are considered for admission to undergraduate education programs in the spring of each year for the following fall semester and in the fall of each year for the following spring semester. Applicants should contact the college Academic Advising Office for specific deadlines, which are determined annually.

Admission to undergraduate education programs is selective. Meeting minimum requirements does not ensure admission to any program.

Transfer

To be considered for admission to an undergraduate education major, prospective students must meet all admission requirements to ASU as well as those for undergraduate education programs. Students must complete the first two years of specified course work at an accredited community college or four-year institution.

Prospective students are discouraged from taking courses on a pass/fail basis. Pass/fail courses may be transferred to the College of Teacher Education and Leadership for elective credit only. For assistance in planning a program of study for transfer to the Bachelor of Arts in Education (BAE) degree program, call the college Academic Advising Office at 602/543-6367.

Degree Requirements

Students seeking a BAE must satisfactorily complete a minimum of 120 semester hours and attain a cumulative GPA of 2.50 or higher. Specific requirements for majors in Elementary Education, Secondary Education, and Special Education are provided in this catalog.

Education students must file a Declaration of Graduation during the first semester by consulting a college academic advisor. The four semesters of the program are sequential.

The College of Teacher Education and Leadership grades some courses, field experiences, and student teaching on a satisfactory/fail basis. Students who successfully complete these courses receive a grade of “Y” (satisfactory). Such grades are acceptable for meeting program requirements, but these grades are not included in computing the student’s GPA.

Any exceptions to these requirements must be approved by a college academic advisor.

Field-Experience Requirements

In addition to course work, students admitted to all undergraduate education programs are required to participate in structured field experiences during each of the semesters of the program.

The field experiences progress from observation and short-term participation to long-term supervised student teaching. Students should expect these field experiences to be above and beyond the class times listed in the Online ASU Interactive Schedule of Classes for each semester. Such field experiences typically take place in public schools throughout the greater Phoenix area. The Elementary Education degree program includes at least one semester of field experiences at a local public school campus taken concurrently with university course work. Students should plan extra travel time and expect to confer with mentor teachers and student teacher supervisors before or after scheduled field experiences. Regular attendance is required during all field experiences. To meet field experience requirements, students must plan to have their own transportation and be available during regular school hours.

Student Teaching

The major field experience, called student teaching, occurs in the last semester and is a full-day, full-semester obligation. Student teaching is possible during only fall and spring semesters.

Applications for student teaching must be completed early in the semester before the student teaching semester and turned in to the Office of Field Experiences. To be accepted for student teaching, students must

1. have a cumulative ASU GPA of 2.50 or higher;

2. have a GPA of 2.50 or higher in professional teacher preparation course work;
3. complete all required professional teacher preparation course work;
4. successfully complete the CTEL Writing Assessment or, for Special Education majors only, successfully complete writing requirements established in a Professional Improvement Plan;
5. remove all academic deficiencies, such as grades of “D” (1.00), “E” (0.00), or “I” before placement;
6. demonstrate appropriate professional conduct; and
7. complete the application procedure and secure approval to teach from the Offices of Field Experiences and Academic Advising before the deadline.

Student teachers must adhere to the calendar, regulations, and philosophy of the schools in which the student teachers are placed. Beginning and ending dates for student teaching are determined by the Office of Field Experiences in cooperation with the placement schools. Because student teaching is on a full-day schedule, 8 A.M. to 4 P.M. Monday through Friday for 15 consecutive weeks, student teachers are strongly encouraged to avoid extra activities and course work that would interfere with the heavy demands placed upon them while student teaching.

ACADEMIC POLICIES

Students enrolled in undergraduate education programs are expected to maintain academic standards and demonstrate qualifications for the teaching profession, including mental health, interpersonal skills, basic communication skills, a positive attitude, appropriate professional conduct, and satisfactory performance in field experiences.

To be in good standing, students must maintain an overall cumulative GPA of 2.50 or higher with at least a grade of “C” (2.00) in each undergraduate education course. Any undergraduate education student whose cumulative GPA falls below 2.50 may be placed on academic probation or suspended from enrollment in professional courses for the next semester. Students on academic probation or suspension from the university and/or the College of Teacher Education and Leadership must seek advising from a college academic advisor before registering for additional course work. Probation and/or suspension status for academic reasons begins on the first day of classes of the semester after the probation or suspension action. Students placed on probation or suspension for any reason are subject to disqualification by the College of Teacher Education and Leadership at the end of the following semester if the conditions imposed for reinstatement are not met. Students placed on probation or suspension for any reason are reviewed at the end of the following semester.

Students demonstrating behaviors or characteristics that make it questionable whether they can succeed in the teaching profession may be disqualified or prescribed specific conditions under which continued participation is permitted, that is, probation or suspension.

Students who wish to appeal decisions of the College of Teacher Education and Leadership’s Student Issues Committee may do so in writing to the dean of the college. Any exceptions to the above retention and disqualification policies and procedures must be approved by the College of Teacher Education and Leadership’s Student Issues Committee and the dean of the college.

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602/543-6315

FAB S218

Michael F. Kelley, Chair**Professors**

Haladyna, Koerner, Wetzel

Associate Professors

De La Cruz, Irwin, Kelley, Ridley, R. Zambo

Assistant Professors

Beardsley, Coulter, Foulger, Hansen, Herold, Hinde, Jimenez-Silva, Kochanoff, Mitchell-Kay, Olson, Osborn-Popp, Perry, D. Zambo

Senior Lecturer

Hurwitz

Lecturers

Berheim, Buscher, Califano, Carter, Elliott, George, Grijalva, Hart, Larson, Lewallen, Linder, Messner, Rojas, Saenz, Williams

ELEMENTARY EDUCATION—BAE

The Elementary Education degree program is designed to give students a firm grounding in academic content with current research and best practices, accompanied by real world classroom experiences. Each semester students are engaged in field experiences and internships that align with their elementary education academic program. All students graduate from the program with extensive experience in integrating technology into teaching and effective skills to work with English language learners. Students who complete the BAE degree in Elementary Education are recommended for grades 1 to 8 teacher certification.

Admission Requirements

To be considered for admission to the Elementary Education major, applicants must

1. complete a minimum of 56 semester hours of course work as outlined at West campus or equivalent courses at another accredited college or university, with a grade of “C” (2.00) or higher and an overall GPA of 2.50 or higher;
2. applicants in bilingual education only must show proficiency in Spanish by
 - a. a grade of “C” (2.00) or higher in SPA 202 Intermediate Spanish, or
 - b. a CLEP score of 62 or higher on College Spanish General Examination, or
 - c. passing scores on all four areas of the Arizona Spanish Proficiency Examination; and
3. submit a completed application form for the Elementary Education degree program to the college Academic Advising Office by the appropriate deadline.

Required Courses

Choose one of the following combinations (3–6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

— or —

ENG 105 Advanced First-Year Composition (3)

EDT 180 Computer Literacy *CS* (3)

or EDT 321 Computer Literacy *CS* (3)

HIS 103 The United States *SB, H* (3)

or HIS 104 The United States *SB, H* (3)

MAT 142 College Mathematics *MA* (3)

or higher level math course (3)

MTE 180 Mathematics for Elementary Teachers I (3)

MTE 181 Mathematics for Elementary Teachers II (3)

SPE 222 Orientation to Education of Exceptional Children *SB* (3)

TEL 111 Exploration of Education *SB* (3)

TEL 212 Understanding the Culturally Diverse Child *C* (3)

Selected Courses

G course (3)

HU courses (6)
 L course (3)
 SQ course (4)
 SQ/SG course (4)
 Electives (6–9)

Minimum total 56

Some General Studies courses may be used to satisfy a General Studies core area requirement and one or two awareness area requirements at the same time, leaving the student more electives. Selected courses and General Studies courses should be chosen in consultation with a college academic advisor. Credit for SPA 101, 102, 201, 202 may also be counted as elective credit toward the 56-semester-hour requirement.

Program Requirements

Candidates for the BAE degree in Elementary Education are required to complete an approved program of 120 semester hours. These hours include

1. 56 semester hours of specified lower-division courses for admission;
2. 35 semester hours of General Studies courses;
3. 51 semester hours of specified upper-division course work in professional education; and
4. six semester hours of upper-division content course work selected in consultation with a college academic advisor, including
 - a. one course from AMS, ENG, GCU, HIS, POL, or SPA (bilingual education majors only);
 - b. one course from LSC or PHS; and
 - c. three semester hours of upper-division elective course work.

The bilingual education concentration requires proficiency in Spanish; the English as a second language concentration requires six semester hours in a single foreign language or its equivalent.

For efficient progress toward the baccalaureate degree, much of this course work must be taken at the lower division and selected so that courses count toward more than one requirement simultaneously. Prospective students are encouraged to contact the college Advising Office to plan their program of study beyond the required course work noted for admission above.

Upper-division, professional education courses include College of Teacher Education and Leadership core curriculum courses, elementary education courses, field experience courses, and student teaching. This course work prepares individuals with abilities and attitudes to work in elementary schools. The combination of course work and field experience is aligned with the Arizona Professional Teaching Standards. Specified courses in elementary education are listed in this section.

Middle School Endorsement

Students in Elementary Education and bilingual/ESL education may elect to pursue the Middle School endorsement. Those who seek this endorsement must take 24 semester hours of course work in a content area (e.g., English, mathematics, science, social studies). A decision to pursue the Middle School endorsement should be made very early in the pursuit of a degree, certainly before admission to the program. Content course work should be selected in consultation with a college academic advisor. Students electing this option must also take EED 464 Middle School Curriculum and Organization and perform their student teaching at the middle school level.

Elementary Education students should review general information, field experience requirements, student teaching, and academic policies; see [Undergraduate Professional Teacher Preparation](#).

Elementary Education (K–8) Major**Semester 1**

BLE 312 ESL, Diversity, and Culture in Education *L* (3)
 TEL 311 Instruction and Management in the Inclusive Classroom (3)
 TEL 313 Educational Technology in the K–12 Curriculum (3)
 TEL 314 Classroom Assessment (3)
 TEL 315 Child and Adolescent Development *SB* (3)
 TEL 396 Field Experience I (0)

Total 15**Semester 2**

BLE 321 ESL Methods for Diverse Language Classrooms (3)
 EDP 323 Professional Development, Learning, and Motivation (3)
 EED 324 Social Studies in Elementary Schools (3)
 EED 397 Field Experience II (0)
 RDG 322 Language Literacy I in Elementary Schools (3)

Total 12**Semester 3**

EED 411 Science in Elementary Schools (3)
 EED 412 Mathematics in Elementary Schools (3)
 EED 414 Elementary Curriculum and Organization (3)
 or EED 464 Middle School Curriculum and Organization (3)
 EED 496 Field Experience III (0)
 RDG 413 Language Literacy II in Elementary Schools (3)

Total 12**Semester 4**

EED 478 Student Teaching in the Elementary School (9)
 or EED 578 Student Teaching in the Elementary School (9)
 EED 479 Capstone Seminar in Elementary Education (3)

Total 12

Major total 51

**Elementary Education (K–8) Major with a Concentration in Bilingual Education
or English as a Second Language Education**

Semester 1

BLE 312 ESL, Diversity, and Culture in Education *L* (3)
 TEL 311 Instruction and Management in the Inclusive Classroom (3)
 TEL 313 Educational Technology in the K–12 Curriculum (3)
 TEL 314 Classroom Assessment (3)
 TEL 315 Child and Adolescent Development *SB* (3)
 TEL 396 Field Experience I (0)

Total 15

Semester 2

BLE 321 ESL Methods for Diverse Language Classrooms (3)
 BLE 322 Second-Language Literacy 1 in Elementary Schools (3)
 BLE 324 Social Studies for Diverse Language Classrooms (3)
 EDP 323 Professional Development, Learning, and Motivation (3)
 EED 397 Field Experience II (0)

Total 12

Semester 3

BLE 413 Second-Language Literacy II in Elementary Schools (3)
 BLE 414 Bilingual/ESL Curriculum and Organization (3)
 EED 411 Science in Elementary Schools (3)
 EED 412 Mathematics in Elementary Schools (3)
 EED 496 Field Experience III (0)

Total 12

Semester 4

BLE 478 Student Teaching in Diverse Language Classrooms (9)
 BLE 479 Capstone Seminar in Bilingual/ESL Education (3)

Total 12

Major total 51

EARLY CHILDHOOD TEACHING AND LEADERSHIP—BAE

The Early Childhood Teaching and Leadership (ECTL) program prepares educators who wish to teach children in preschool through third grade. The ECTL program is designed to give students a firm grounding in early childhood pedagogy and programming with a special emphasis on community connectedness; technology integration; and administration, policy analysis, and advocacy related to young children and their families. The focus on administration, leadership, and advocacy is a unique aspect of the program. Students who complete the program are recommended for the Arizona birth-grade three teacher certification credential.

Admission Requirements

To be considered for admission to the ECTL major, applicants must (1) complete a minimum of 56 semester hours of course work as outlined below at West campus or equivalent courses at another accredited college or university, with a grade of “C” (2.00) or higher and an overall GPA of 2.50 or higher; and (2) submit a completed application form for the ECTL degree program to the College Academic Advising Office by the appropriate deadline.

Students with an AAEE degree will be able to matriculate into this new BAE program in ECTL.

Required courses

Choose one of the following combinations (3–6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

--- or ---

ENG 105 Advanced First-Year Composition (3)

EDT 180 Computer Literacy *CS* (3)

or EDT 321 Computer Literacy *CS* (3)

HIS 103 The United States *SB, H* (3)

or HIS 104 The United States *SB, H* (3)

MAT 142 College Mathematics *MA* (3)

or higher level math course (3)

MTE 180 Mathematics for Elementary Teachers I (3)

MTE 181 Mathematics for Elementary Teachers II (3)

SPE 222 Orientation to Education of Exceptional Children (3)

TEL 111 Exploration of Education *SB* (3)

TEL 212 Understanding the Culturally Diverse Child *C* (3)

Selected Courses

Electives (6–9)

G course (3)

HU courses (6)

L course (3)

SQ course (4)

SQ/SG course (4)

Minimum total 56

Program Requirements

Candidates for the BAE degree in Early Childhood Teaching and Leadership are required to complete an approved

program of 120 semester hours. These hours include

1. 56 semester hours of specified lower-division courses for admission;
2. 35 semester hours of General Studies courses;
3. 58 semester hours of specified upper-division course work in professional education; and
4. two semester hours of upper-division elective course work.

For efficient progress toward the baccalaureate degree, much of this course work must be taken at the lower division and selected so that courses count toward more than one requirement simultaneously. Prospective students are encouraged to contact the college Advising Office to plan their program of study beyond the required course work noted for admission.

Upper-division, professional education courses include Early Childhood Teaching and Leadership courses and field experience courses prior to and including student teaching. This course work prepares individuals with abilities and attitudes to work with preschool and kindergarten through grade three children. The combination of course work and field experience is aligned with the Arizona Professional Teaching Standards. Specified courses in early childhood teaching and leadership are listed in this section.

Early Childhood Teaching and Leadership Major

First Semester

ECT 311 Foundations, Programs, Policies and Practices in Early Childhood Education (3)
 ECT 312 Social and Emotional Foundations of Learning (3)
 ECT 313 Technology in Early Childhood Education (3)
 ECT 314 Developmental Discipline and Classroom Organization in Early Childhood Programs (3)
 ECT 315 Teacher Research: Studying Children in Context (3)
 ECT 396 Field Experience I (0)

Total 15

Second Semester

BLE 312 ESL, Diversity, and Culture in Education L (3)
 ECT 321 Administration and Evaluation of Early Childhood Programs (3)
 ECT 322 Emergent Language and Literacy I: Development, Instruction, and Assessment (3)
 ECT 323 Building Home, School, and Community Partnerships (3)
 ECT 324 Social Studies and Creative Arts in the Early Years (3)
 ECT 397 Field Experience II (0)

Total 15

Third Semester

BLE 321 ESL Methods for Diverse Language Classrooms (3)
 ECT 411 Science as Inquiry: Development, Instruction, and Assessment for Birth through Grade 3 (3)
 ECT 412 Early Mathematics: Development, Instruction, and Assessment for Birth through Grade 3 (3)
 ECT 413 Language and Literacy II: Development, Instruction, and Assessment (3)
 ECT 414 Social and Educational Policies Affecting Young Children and Families(3)
 ECT 496 Field Experience III (0)

Total 15

Fourth Semester

ECT 477 Student Teaching: Ages 0 to 4 (5)
 ECT 478 Student Teaching: Grades K–3 (5)
 ECT 479 Capstone Seminar in Early Childhood Teaching and Leadership (3)

Total 13

Major total 58

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 Graduate Studies and Professional Development

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602/543-3634

FAB S220

Ray R. Buss, Interim Chair

President's Professor
Christie

Professors
Cardelle-Elawar, Lawton

Associate Professors
Buss, Haas, Painter

Lecturer
Gable

See the [College of Teacher Education and Leadership Graduate Degrees and Majors](#) table, for programs available at the West campus.

In addition the Department of Graduate Studies and Professional Development offers Master's Programs with Teacher Certification in Elementary, Secondary, and Special Education. Consult the [Graduate Catalog](#) for information regarding Master's degree programs and requirements.

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 Secondary Education

www.west.asu.edu/ctel/sed

602/543-6445

FAB S5251A

Peter Rillero, Chair

Professor

Moore

Associate Professor

Rillero

Assistant Professor:

Amobi

SECONDARY EDUCATION—BAE

The Department of Secondary Education offers a three-semester professional program leading to a degree in Secondary Education. In addition, students may complete one of four secondary specializations at the West campus, including English, history, social studies, and mathematics. While students develop a strong theoretical background, the program focuses on developing the requisite teaching knowledge and abilities to be a successful middle or high school teacher. Students who successfully complete the required course work and student teaching are recommended for Arizona secondary education certification, grades 7–12.

Admission Requirements

To be considered for admission to the Secondary Education major, applicants must complete a minimum of 56 semester hours of course work as outlined below at West campus or equivalent courses at another accredited college or university, with a grade of “C” (2.00) or higher and an overall GPA of 2.50 or higher:

Required Courses

Choose one of the following combinations (3–6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

— or —

ENG 105 Advanced First-Year Composition (3)

MAT 142 College Mathematics *MA* (3)

or higher level math course (3)

SPE 222 Orientation to Education of Exceptional Children *SB* (3)

Selected Courses

C course (3)

CS course (3)

G course (3)

H course (3)

HU courses (6)

L course (3)

SB course (3)

SQ course (4)

SQ/SG course (4)

Electives (12–15)

Minimum total 56

Program Requirements

Candidates for the BAE degree in Secondary Education are required to complete an approved program of 120 semester hours. These hours include

1. 56 semester hours of specified lower division courses for admission;
2. 35 semester hours of General Studies courses;
3. 37 to 39 semester hours of specified upper-division course work in professional education; and
4. 36 to 39 semester hours of course work in an academic specialization.

Some General Studies courses may be used to satisfy a General Studies core area requirement and one or two awareness area requirements at the same time, leaving the student more electives. Academic specialization courses may be used to fulfill General Studies or elective requirements. Selected courses and General Studies courses should

be chosen in consultation with a college Academic Advisor.

Students majoring in Secondary Education should also review general information, field experience requirements, student teaching, and academic policies; see [Undergraduate Professional Teacher Preparation](#).

Secondary Education (7–12) Major

Semester 1

- BLE 312 ESL, Diversity, and Culture in Education *L* (3)
- TEL 311 Instruction and Management in the Inclusive Classroom (3)
- TEL 313 Educational Technology in the K–12 Curriculum (3)
- TEL 314 Classroom Assessment (3)
- TEL 315 Child and Adolescent Development *SB* (3)
- TEL 396 Field Experience I (0)

Total 15

Semester 2

- RDG 323 Literacy Processes in Content Areas (3)
- SED 321 Critical Issues in Secondary Education (3)
- SED 322 Classroom Leadership in Secondary Schools (3)
- SED 397 Field Experience II (0)
- Major methods course (3)

Total 12

Semester 3

- SED 478 Student Teaching in the Secondary School (10–12)

Major total 37–39

Additional Requirements

Additional course work, taken outside the College of Teacher Education and Leadership, is required for the academic specialization in secondary education. The New College of Interdisciplinary Arts and Sciences offers courses that are required for secondary education certification in four areas: English, history, social studies, and mathematics. Since these four secondary specializations are well supported at the West campus, preference in admissions is given to students applying to these areas. Students majoring in Secondary Education who elect a specialization other than the four offered at West campus must complete a substantial portion of their specialization course work and the major methods course at the Tempe campus. Refer to the links given below for descriptions of the academic specializations available at West campus.

Academic Specialization
English
History
Mathematics
Social 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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Department of Special Education

www.west.asu.edu/ctel/spe

602/543-6380

FAB S252A

Ida M. Malian, Chair

Professor

Malian

Associate Professor

Puckett

Assistant Professor

Brady

Lecturers

Cohen-Hogan, McDonald

SPECIAL EDUCATION—BAE

Career Outlook

The career outlook for this teaching profession is promising. Special educators are in high demand in Arizona as well as many other states. Demand is expected to remain strong. Special educators are highly regarded by school districts. There are also many opportunities for special education program graduates to take positions in K–8 classrooms as graduates may be eligible for elementary education certification. Increasing proportions of school districts practice full inclusion of students with disabilities into general education classes, which increases the demand for qualified special educators.

Admission Requirements

To be considered for admission to the Special Education major, applicants must complete a minimum of 56 semester hours of course work as outlined at West campus or equivalent courses at another accredited college or university, with a grade of “C” (2.00) or higher and an overall GPA of 2.50 or higher.

Required Courses

Choose one of the following combinations (3–6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

---- or ----

ENG 105 Advanced First-Year Composition (3)

EDT 180 Computer Literacy CS (3)

or EDT 321 Computer Literacy CS (3)

HIS 103 The United States *SB, H* (3)

or HIS 104 The United States *SB, H* (3)

MAT 142 College Mathematics MA or higher level math course (3)

MTE 180 Mathematics for Elementary Teachers I (3)

MTE 181 Mathematics for Elementary Teachers II (3)

SPE 222 Orientation to Education of Exceptional Children *SB* (3)

TEL 111 Exploration of Education *SB* (3)

TEL 212 Understanding the Culturally Diverse Child *C* (3)

Selected Courses

G course (3)

HU courses (6)

L course (3)

SQ course (4)

SQ/SG course (4)

Electives (6–9)

Minimum total 56

Some General Studies courses may be used to satisfy a General Studies core area requirement and one or two awareness area requirements at the same time, leaving the student more electives. Selected courses and General Studies courses should be chosen in consultation with a college Academic Advisor.

Program Requirements

Candidates for the BAE degree in Special Education are required to complete an approved program of 120 semester hours. These hours include

1. 56 semester hours of specified lower-division courses for admission;
2. 35 semester hours of General Studies courses; and
3. 60 semester hours of specified upper-division course work in professional education.

Upper-division, professional education courses include College of Teacher Education and Leadership core curriculum courses, special education courses, field experience courses, and student teaching. This course work prepares individuals with abilities and attitudes to work in special education classrooms. The combination of course work and field experience is aligned with the Arizona Professional Teaching Standards. Special education students should review general information, field experience requirements, student teaching, and academic policies; see [Undergraduate Professional Teacher Preparation](#).

Special Education (K–12) Major

Semester 1

BLE 312 ESL, Diversity, and Culture in Education *L* (3)
 TEL 311 Instruction and Management in the Inclusive Classroom (3)
 TEL 313 Educational Technology in the K–12 Curriculum (3)
 TEL 314 Classroom Assessment (3)
 TEL 315 Child and Adolescent Development SB (3)
 TEL 396 Field Experience I (0)

Total 15

Semester 2

RDG 322 Language Literacy I in Elementary Schools (3)
 SPE 310 Professional Practices in Special Education (3)
 SPE 317 Special Education for Culturally and Linguistically Diverse Children and Youth (3)
 SPE 320 Assessment and Evaluation in Special Education *L* (3)
 SPE 322 Behavior Management and Consultation (3)
 SPE 397 Field Experience II (0)

Total 15

Semester 3

EED 412 Mathematics in Elementary Schools (3)
 SPE 318 Family-School Collaboration: An Integrated Approach for Children and Adolescents with Special Needs (3)
 SPE 423 Technology and Instructional Methods in Language, Reading, and Mathematics for Students with Mild/Moderate Disabilities (3)
 SPE 424 Methods in Cross-Categorical Special Education (3)
 SPE 431 Collaborative Teaching Methods for General Education Classroom Environments (3)
 SPE 496 Field Experience III (0)

Total 15

Semester 4

SPE 478 Student Teaching in Special Education (12)
 SPE 440 Professional Seminar in Special Education (3)

Total 15

Major total 60

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East College

www.poly.asu.edu/ecollege/html

David E. Schwalm, PhD, Dean

[Applied Psychology, Faculty of Educational Innovation and Teacher Preparation, School of Physical Education, Department of Teacher Education and Administration, Department of Exercise and Wellness, Department of Human Health Studies, Faculty of Humanities and Arts, Faculty of Multimedia Writing and Technical Communication, Faculty of Nutrition, Department of](#)

PURPOSE

East College offers a variety of liberal studies and professional programs. Baccalaureate programs are offered in applied psychology, education, exercise and wellness, human health studies, humanities and art, interdisciplinary studies, multimedia writing and technical communication, and nutrition. Minors, certificates, and graduate programs are available in some areas.

East College provides advising for students who wish to begin their college careers at the Polytechnic campus but who are uncertain about a major. Exploratory/undeclared majors can complete portions of the General Studies requirement while taking advantage of the small, polytechnic-focused, residential campus environment.

East College offers a selection of ASU General Studies and general interest courses. The Humanities and Arts unit offers a selection of courses in art, communication, dance, English, history, music, philosophy, religious studies, and Spanish. The Social and Behavioral Sciences unit offers courses in anthropology, family and human development, political science, sociology, and women's studies.

Partnership in Baccalaureate Education

The Partnership in Baccalaureate Education, an agreement between Chandler-Gilbert Community College and Polytechnic campus, is coordinated through East College. Through this partnership, students take first-year composition courses and courses that meet lower-division ASU General Studies requirements. They are listed in [General Studies](#). These courses, combined with introductory courses within the major, are available in an innovative and integrated first-year curriculum designed to foster academic success. Students can also take major prerequisite courses, introductory language courses, and other lower-division courses of general interest through the partnership. These courses automatically transfer to ASU each semester.

DEGREE PROGRAMS

See the [East College Baccalaureate Degrees and Majors](#) table below. For graduate degrees, see the [East College Graduate Degrees and Majors](#) table.

East College also offers certificate programs in Multimedia Writing and Technical Communication and in Spa Management; minors in Applied Psychology, Food and Nutrition Management, Human Nutrition, and Wellness Foundations; and concentrations for the BAS. See the [Graduate Catalog](#) for more information about graduate programs.

East College Baccalaureate Degrees and Majors			
Major	Degree	Concentration ¹	Administered By
Applied Psychology	BS	—	East College
Applied Science	BAS	Food service management, multimedia writing and technical communication, or	East College

		wellness	
Early Childhood Education	BAE	—	School of Educational Innovation and Teacher Preparation
Elementary Education	BAE	—	School of Educational Innovation and Teacher Preparation
Exercise and Wellness	BS	Exercise and wellness or health promotion	Department of Exercise and Wellness
History and Culture	BA	—	East College
Human Health Studies ²	BA, BS	—	East College
Interdisciplinary Studies	BIS	See BIS Concentrations	Bachelor of Interdisciplinary Studies Advisory Committee
Literature, Writing, and Film	BA	—	East College
Multimedia Writing and Technical Communication	BS	—	East College
Nursing	BSN	—	College of Nursing & Healthcare Innovation (Downtown Phoenix campus)
Nutrition	BS	Dietetics, food and nutrition management, human nutrition, or nutrition communication	Department of Nutrition
Secondary Education	BAE	Academic specialization: physical education	School of Educational Innovation and Teacher Preparation
Selected Studies in Education ²	BAE	—	School of Educational Innovation and Teacher Preparation
Special Education	BAE	—	School of Educational Innovation and Teacher Preparation

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.

INTERDISCIPLINARY STUDIES—BIS

The Bachelor of Interdisciplinary Studies (BIS) program is intended for the student who has academic interests that might not be satisfied with existing majors. Building on academic concentrations and an interdisciplinary core, students in the BIS program take an active role in creating their educational plans and defining their career goals. The BIS program emphasizes written communication, versatility, and critical thinking, skills desired in the 21st-century workplace. Self-assessment and appraisal of opportunities to support academic and career goals are key elements in the core courses. The concentrations are generally based on approved academic minors, certificate programs, or special coherent clusters of course work. The student should be able to integrate these into a meaningful program.

The combination of areas of concentration gives students flexibility in creating unique programs to accomplish individual academic goals. Students who declare the BIS as their major in East College at Polytechnic campus take their core courses and at least one concentration through Polytechnic campus. The second concentration may be taken at the Polytechnic or Tempe campus. The BIS core courses are offered by East College. Concentrations at Polytechnic campus are offered by East College, the College of Science and Technology, and the Morrison School of Management and Agribusiness. Students interested in the BIS program should arrange an appointment with a University College advisor at 480/727-1452 before declaring the BIS major.

Basic Requirements

The BIS major requires 120 semester hours. The major is composed of a 12 hour core and a minimum of 36 hours in two or three concentration areas (18 hours or more each). Throughout the core sequence, the student assembles a portfolio, including self-assessment of progress toward career goals and an evaluation of key educational and personal activities that may apply. The core courses must be taken in sequence. These courses may not be transferred from other institutions. BIS 401 may be taken as a corequisite or prerequisite for BIS 402. All core courses must be completed with a grade of “C” (2.00) or higher.

Core Courses

BIS 301 Foundations of Interdisciplinary Studies *L* (3)
BIS 302 Interdisciplinary Inquiry (3)
BIS 401 Applied Interdisciplinary Studies (3)
BIS 402 Senior Seminar *L* (3)
Total 12

COURSES

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

Other Requirements

In addition to the basic requirements, students must complete all university requirements, including First-Year Composition and General Studies. Early advising is recommended to ensure that students meet requirements efficiently and optimize their choices.

Declaring the BIS Major

Students must receive approval from an East College advisor before declaring the BIS major. In addition, the student must complete at least 45 semester hours of university credit;

1. earn a cumulative GPA of at least 2.00;
2. complete two courses in each concentration with a minimum grade of “C” (2.00) before enrolling in BIS 301; and
3. complete the university mathematics and First-Year Composition requirements.

All incoming students and continuing students with a minimum GPA of 2.00 who do not meet the above requirements are placed in a pre-BIS major until the requirements have been met.

APPROVED CONCENTRATIONS

Each concentration requires 18 or more semester hours, with each course completed with a grade of “C” (2.00) or higher. Twelve or more of the semester hours must be in upper-division courses. Students should check for new information about concentrations on the Web at www.poly.asu.edu/ecollege/html or contact an East College advisor at 480/727-1333.

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480/727-1945

EAW 109

Professor

Ainsworth

Associate Professors

Swan, Tudor-Locke

Assistant Professor

Lee

Senior Lecturer

Woodruff

Lecturer

Sebren

EXERCISE AND WELLNESS—BS

The BS degree in Exercise and Wellness offers two concentrations: (1) exercise and wellness and (2) health promotion. Exercise and Wellness students study physical activity and healthy lifestyles as they relate and contribute to optimal health and wellness. The exercise and wellness concentration is designed to prepare professionals and scholars in exercise and physical activity leadership as well as in wellness education. Areas of study include the kinesiological and physiological foundations of physical activity, exercise testing and prescription, as well as nutrition, stress management, social/cultural issues, and factors involved in health behavior change. The health promotion concentration is designed to prepare professionals and scholars in health and wellness promotion and disease prevention and management. Areas of study include epidemiology, health behavior change, prevention of chronic disease, program development and evaluation, as well as nutrition, stress management, social/cultural issues, and substance abuse. Students in both concentrations are exposed to the latest research and practice designed to enhance fitness, wellness, and healthy living, including both laboratory and field experiences. A unique aspect of both degree options in the Exercise and Wellness program is an outstanding internship program that provides preprofessional experience in all segments of fitness, wellness, health promotion, and the allied health professions in metropolitan Phoenix or elsewhere in the country.

Career opportunities range broadly across the several sectors of the industry related to fitness, wellness, health promotion, and the health professions. Those settings include worksite/corporate, clinical/medical, community/educational, and the private/commercial sector. The degree is also ideal preparation for advanced study in health professions such as cardiopulmonary rehabilitation, physical therapy, and athletic training, as well as graduate study in exercise and wellness and public health.

Graduation Requirements

A total of 120 semester hours is required for graduation with a minimum of 45 semester hours of upper-division credit. As part of the undergraduate degree program, students complete ASU General Studies requirements. For a list of courses that meet ASU General Studies requirements, see [General Studies](#).

Exercise and Wellness students are required to complete the following courses:

Required Core Courses

EXW 300 Foundations of Exercise and Wellness *L/SB* (3)
 EXW 310 Computer Skills and Technology for Exercise and Wellness *CS* (3)
 EXW 320 Program Development and Leadership (3)
 EXW 342 Health Behavior Change (3)
 EXW 400 Stress Management for Wellness (3)
 EXW 450 Cultural and Social Issues in Exercise and Wellness *SB, C* (3)
 EXW 484 Exercise and Wellness Internship (6)
 NTR 241 Human Nutrition (3)

Total 27

Each EXW core course has specific prerequisite courses that must be taken before taking the respective core course. These prerequisite courses include the following:

BIO 201 Human Anatomy and Physiology I *SG* (4)
 BIO 202 Human Anatomy and Physiology II (4)
 CHM 101 Introductory Chemistry *SQ* (4)
 or any equivalent chemistry course
 COM 225 Public Speaking *L* (3)
 PGS 101 Introduction to Psychology *SB* (3)
Total 18

Exercise and Wellness Concentration

The following EXW courses are required of all students in the exercise and wellness concentration:

EXW 212 Instructional Competency Laboratory (6)
 EXW 315 Physiological Foundations of Movement (3)
 EXW 330 Kinesiological Foundations of Movement (3)
 EXW 420 Exercise Testing (3)
 EXW 425 Exercise Prescription (3)
 Elective* (3)
Total 21

* Three semester hours must be selected from the department's approved list of concentration electives.

Health Promotion Concentration

The following EXW courses are required of all students in the health promotion concentration:

EXW 325 Fitness for Life (3)
 EXW 346 Health Promotion and Program Evaluation (3)
 EXW 350 Substance Abuse and Addictive Behavior (3)
 EXW 442 Physical Activity in Health and Disease *L* (3)
 EXW 444 Epidemiology (3)
 Elective* (6)
Total 21

* Six semester hours must be selected from the department's approved list of concentration electives.

WELLNESS FOUNDATIONS MINOR

The minor in Wellness Foundations is appropriate for students in the BIS degree program. It consists of the following plus all prerequisite courses:

EXW 300 Foundations of Exercise and Wellness *L/SB* (3)
 EXW 325 Fitness for Life (3)
 EXW 342 Health Behavior Change (3)
 EXW 450 Cultural and Social Issues in Exercise and Wellness *SB, C* (3)
 EXW electives* (6)
Total 18

* Six semester hours must be selected from the department's approved list of EXW electives.

BIS CONCENTRATION

A concentration in wellness foundations is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

APPLIED SCIENCE—BAS

The Bachelor of Applied Science (BAS) degree is a capstone degree for the Associate of Applied Science (AAS) degree. The BAS degree exposes students to advanced concepts and diverse critical thinking skills to prepare them for future career opportunities and professional advancement.

Admission

Admission to the BAS degree program is restricted to students holding an AAS degree from a regionally accredited U.S. postsecondary educational institution. A GPA of 2.00 or higher is required for all resident applicants and 2.50 for nonresident applicants.

BAS Degree Graduation Requirements

The BAS degree program consists of 60 semester hours of upper-division courses, with 30 semester hours in residence. An overall GPA of 2.00 or higher is required.

AAS degree (60)
 Assignable credit (5)
 BAS core (15)
 Concentration (21)
 General Studies (19)
Total 120

General Studies Curriculum

The BAS curriculum builds on the general education content of the AAS degree. Additional General Studies courses are taken in the core or concentration. General Studies courses focus on contextual learning.

L (3)
 MA (3)
 HU (3)

HU or SB (3)
 SB (3)
 SG (4)
Total 19

Assignable Credit

Assignable credit allows space in the curriculum for an internship requirement.

BAS Core

EXW 300 Foundations of Exercise and Wellness L/SB (3)
 EXW 310 Computer Skills and Technology for Exercise and Wellness CS (3)
 EXW 320 Program Development and Leadership (3)
 EXW 325 Fitness for Life (3)
 EXW 346 Health Promotion and Program Evaluation (3)

Total 15

Wellness Concentration

The wellness concentration is designed to prepare professionals in the area of wellness promotion and disease prevention and management.

Wellness Concentration

EXW 342 Health Behavior Change (3)
 EXW 350 Substance Abuse and Addictive Behavior (3)
 EXW 400 Stress Management for Wellness (3)
 EXW 442 Physical Activity in Health and Disease L (3)
 EXW 444 Epidemiology (3)
 EXW 450 Cultural and Social Issues in Exercise and Wellness SB, C (3)
 EXW 300- or 400-level elective (3)

Total 21

CERTIFICATE IN SPA MANAGEMENT

The Spa Management Certificate program is a nondegree, 34-semester-hour program designed to prepare students for careers in spa administration. The program was designed and implemented in response to a rapidly growing spa industry, which has identified a real need for more directors, assistant directors, and supervisors, and for management candidates with formal education and training in spa administration. The required courses meet a comprehensive list of core competencies identified by the spa industry and an advisory committee of spa directors. This certificate is recognized by the International Spa Association, and it significantly enhances a graduate's opportunity for placement and advancement within the industry.

Admission to the certificate program is based on a rubric that includes higher education credits, GPA, work experience, résumé, references, and a letter of intent.

Required Courses

BUA 330 Organizational Leadership (3)
 BUA 381 Small Business Accounting and Finance (3)
 BUA 382 Small Business Sales and Market Development (3)
 BUA 383 Small Business Working Relationships (3)
 EXW 325 Fitness for Life (3)
 EXW 400 Stress Management for Wellness (3)
 EXW 484 Exercise and Wellness Internship (6)
 EXW 498 Pro Seminar: Spa Management I (2)
 HHS 300 Overview of Complementary Health Systems (3)
 NTR 345 Development of Healthy Cuisines (3)
 WED 165 Overview of Massage Therapy* (2)

Total 34

* This course is offered through Chandler-Gilbert Community College.

Students must receive a grade of "C" (2.00) or higher in every course to earn the certificate. Any course in which a student fails to earn a "C" (2.00) or higher must be repeated.

GRADUATE PROGRAMS

The faculty offer programs leading to the MS degree in Exercise and Wellness. The department also offers a PhD degree in Physical Activity, Nutrition, and Wellness. See the [Graduate Catalog](#) for requirements.

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 Nutrition

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

NUTRITION—BS

The BS degree in Nutrition offers four concentrations: dietetics, food and nutrition management, human nutrition, and nutrition communication.

The dietetics concentration provides students with a comprehensive range of nutrition, foods, and science courses that meet the academic (didactic) requirements necessary to become a registered dietitian. This concentration has been granted full accreditation as a Didactic Program in Dietetics (DPD) by the Commission on Accreditation for Dietetics Education of the American Dietetic Association. Graduates of a DPD may apply for Dietetic Internships to establish eligibility to write the Dietetic Registration examination.

The food and nutrition management concentration provides a number of nutrition, foods, and business courses and is offered to students with an interest in food production, nutrition program management, and food/nutrition marketing.

The human nutrition concentration provides a sound foundation in the basic sciences and nutrition, but no food service courses are required. This program is often used by students who, while not seeking the credential of Registered Dietitian, are working toward a career in nutrition research or completing a premedical/pre dental program of study.

The nutrition communication concentration provides a strong core of nutrition and communication courses in conjunction with selected science and food related courses. This program is ideal for students with an interest in freelance writing or public relations.

Accreditation

The BS degree in Nutrition with a concentration in dietetics has been granted full accreditation as a Didactic Program in Dietetics (DPD) by the Commission on Accreditation for Dietetics Education of the American Dietetic Association. For more information, call 312/899-0040, or write

COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION
AMERICAN DIETETIC ASSOCIATION
120 S RIVERSIDE PLAZA SUITE 2000
CHICAGO IL 60606-6995

Dietetics Concentration

The following NTR courses are required of all students in the dietetics concentration:

- NTR 142 Applied Food Principles (3)
- NTR 150 Introduction to the Professions in Nutrition and Dietetics (1)
- NTR 241 Human Nutrition (3)
- NTR 340 Applications in Human Nutrition (3)
- NTR 341 Introduction to Planning Therapeutic Diets (3)
- NTR 343 Food Service Purchasing (3)
- NTR 344 Nutrition Services Management *L* (3)
- NTR 350 Nutrition Counseling SB (3)

NTR 400 Preprofessional Preparation in Dietetics (3)
 NTR 440 Advanced Human Nutrition I (3)
 NTR 441 Advanced Human Nutrition II (3)
 NTR 444 Medical Nutrition Therapy (3)
 NTR 445 Management of Food Service Systems (3)
 NTR 446 Human Nutrition Assessment Lecture/Laboratory (3)
 NTR 448 Community Nutrition *L* (3)
Total 43

In addition to the required NTR courses, the following related courses are required to complete the academic requirements of the Didactic Program in dietetics:

BCH 361 Principles of Biochemistry (3)
 BCH 367 Elementary Biochemistry Laboratory (1)
 BIO 201 Human Anatomy and Physiology I *SG* (4)
 BIO 202 Human Anatomy and Physiology II (4)
 CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 CHM 231 Elementary Organic Chemistry *SQ*¹ (3)
 CHM 235 Elementary Organic Chemistry Laboratory *SQ*¹ (1)
 MIC 205 Microbiology *SG*² (3)
 MIC 206 Microbiology Laboratory *SG*² (1)
 Statistics course (3)
 Technical writing course (3)
Total 34

¹ Both CHM 231 and 235 must be taken to secure *SQ* credit.

² Both MIC 205 and 206 must be taken to secure *SG* credit.

Additional supporting courses in the social sciences are required for completion of the DPD and must be selected in consultation with the Nutrition academic advisor. All required and related courses must be completed with a grade of “C” or higher.

Food and Nutrition Management Concentration

The following NTR courses are required of all students in the food and nutrition management concentration:

NTR 100 Introductory Nutrition (3)
 or NTR 241 Human Nutrition (3)
 NTR 142 Applied Food Principles (3)
 NTR 300 Computer Applications in Nutrition *CS* (3)
 NTR 343 Food Service Purchasing (3)
 NTR 344 Nutrition Services Management *L* (3)
 NTR 345 Development of Healthy Cuisines (3)
 NTR 351 Nutrition and Health Communications (3)
 NTR 401 Professional Practice in Food Service Management (3)
 NTR 445 Management of Food Service Systems (3)
Total 27

Three more semester hours from the Department of Nutrition are required to complete this concentration. A maximum of three semester hours of Independent Study may be used to satisfy this requirement. Students select these courses in consultation with the Nutrition academic advisor.

In addition to the required NTR courses, the following related courses are required to complete the academic requirements of this concentration:

BUA 381 Small Business Accounting and Finance (3)
 CHM 101 Introductory Chemistry *SQ* (4)
 ECN 211 Macroeconomic Principles (3)
 or ECN 212 Macroeconomic Principles (3)
 MIC 205 Microbiology *SG** (3)
 MIC 206 Microbiology Laboratory *SG** (1)
 PGS 101 Introduction to Psychology (3)
 Business or technical writing course (3)
 Management (AGB 310; BUA 380; MGT 300, 380, or 394) (3)
 Marketing (BUA 382; MKT 300 or 394) (3)
Total 26

* Both MIC 205 and 206 must be taken to secure *SG* credit.

All upper-division required and related courses must be completed with a grade of “C” (2.00) or higher.

Human Nutrition Concentration

The following NTR courses are required of all students in the human nutrition concentration:

NTR 142 Applied Food Principles (3)
 NTR 241 Human Nutrition (3)
 NTR 340 Applications in Human Nutrition (3)
 NTR 341 Introduction to Planning Therapeutic Diets (3)
 NTR 440 Advanced Human Nutrition I (3)
 NTR 441 Advanced Human Nutrition II (3)
 NTR 444 Medical Nutrition Therapy (3)
 NTR 446 Human Nutrition Assessment Lecture/Laboratory (3)
Total 24

An additional six semester hours from the Department of Nutrition are required to complete this concentration. A maximum of three semester hours of Independent Study may be used to satisfy this requirement. Students select these courses in consultation with the Nutrition academic advisor.

In addition to the required NTR courses, the following related courses are required in order to complete the academic requirements of this concentration:

BCH 361 Principles of Biochemistry (3)
 BCH 367 Elementary Biochemistry Laboratory (1)
 BIO 201 Human Anatomy and Physiology I *SG* (4)
 BIO 202 Human Anatomy and Physiology II (4)
 CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 CHM 231 Elementary Organic Chemistry *SQ*¹ (3)
 CHM 235 Elementary Organic Chemistry Laboratory *SQ*¹ (1)
 MIC 205 Microbiology *SG*² (3)
 MIC 206 Microbiology Laboratory *SG*² (1)
Total 28

¹ Both CHM 231 and 235 must be taken to secure *SQ* credit.

² Both MIC 205 and 206 must be taken to secure *SG* credit.

All upper-division required and related courses must be completed with a grade of “C” (2.00) or higher.

Nutrition Communication Concentration

The following NTR courses are required of all students in the nutrition communication concentration:

NTR 100 Introductory Nutrition (3)
 or NTR 241 Human Nutrition (3)
 NTR 142 Applied Food Principles (3)
 NTR 300 Computer Applications in Nutrition *CS* (3)
 NTR 345 Development of Healthy Cuisines (3)
 NTR 348 Cultural Aspects of Food *SB,C* (3)
 NTR 351 Nutrition and Health Communications (3)
 NTR 400 Preprofessional Preparation in Dietetics (3)
 or NTR 401 Professional Practice in Food Service Management (3)
 NTR 448 Community Nutrition *L* (3)
 NTR 450 Nutrition in the Life Cycle I *SB* (3)
 or NTR 451 Nutrition in the Life Cycle II (3)
Total 27

Three additional semester hours from Department of Nutrition classes are required to complete this concentration. A maximum of three semester hours of independent study may be used to satisfy this requirement. Students select these courses in consultation with the nutrition academic advisor.

In addition to the required NTR courses, the following related courses are required to complete the academic requirements of this concentration:

Mass Communication Core

15 credits required, nine must be upper-division, nine must be in residence at ASU:

MCO 110 Introduction to Mass Communication *SB* (3)
 or MCO 120 Media and Society *SB* (3)
 JMC 270 Public Relations Techniques (3)
Total 6

At least three more courses must be completed from the following list for a total of nine credits:

JMC 425 Online Media (3)
 JMC 445 Science Writing (3)
 MCO 418 History of Mass Communication *SB, H* (3)
 MCO 430 International Mass Communication *G* (3)
 MCO 435 Emerging Media Technologies (3)
 MCO 450 Visual Communication *HU* (3)
 MCO 456 Political Communication *SB* (3)
 MCO 460 Race, Gender, and Media *C* (3)
 MCO 494 Special Topics (3)

Additional Requirements

BIO 201 Human Anatomy and Physiology I *SG* (4)
 BIO 202 Human Anatomy and Physiology II (4)
 CHM 101 Introductory Chemistry *SQ* (4)
 ENG 301 Writing for the Professions *L* (3)
 Statistics (see advisor for a list of courses) (3)

All upper-division required and related courses must be completed with a grade of “C” (2.00) or higher.

MINORS

The faculty of the Department of Nutrition also offers minors in Food and Nutrition Management and Human Nutrition, each requiring 18 semester hours. At least 12 of the 18 must be in upper-division courses.

Food and Nutrition Management

The minor requires that students take the following courses:

NTR 100 Introductory Nutrition (3)
 or NTR 241 Human Nutrition (3)
 NTR 142 Applied Food Principles (3)
 NTR 300 Computer Applications in Nutrition CS (3)
 NTR 343 Food Service Purchasing (3)
 NTR 344 Nutrition Services Management L (3)
 NTR 445 Management of Food Service Systems (3)
Total 18

Human Nutrition

The minor requires that students take the following courses:

NTR 241 Human Nutrition (3)
 NTR 340 Applications in Human Nutrition (3)
 NTR 341 Introduction to Planning Therapeutic Diets (3)
 NTR 440 Advanced Human Nutrition I (3)
 NTR 441 Advanced Human Nutrition II (3)
 NTR 444 Medical Nutrition Therapy (3)
Total 18

BIS CONCENTRATIONS

Concentrations in (1) food and nutrition management and (2) human nutrition are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

APPLIED SCIENCE—BAS

Food Service Management Concentration

The BAS degree with a concentration in food service management is designed to complement and enhance the educational preparation of students holding an AAS degree from a regionally accredited U.S. postsecondary educational institution. The concentration is particularly designed for students holding an AAS degree in culinary or hospitality science. The degree prepares students for careers in food production, service, management, and marketing. With additional education and/or professional training, students may also become credentialed as certified dietary managers, school food service and nutrition specialists, or registered sanitarians.

Admission

Admission to the BAS degree program is restricted to students holding an AAS degree from a regionally accredited U.S. postsecondary educational institution. A GPA of 2.00 or higher is required for all resident applicants and a 2.50 is required for nonresident applicants.

Degree Requirements

The BAS degree consists of 60 semester hours of upper-division (300 level and above) courses, with 30 hours in residence. A total of 120 semester hours are required for graduation.

AAS degree (60)
 Assignable credit (6)
 BAS core (15)
 General Studies (19)
 Concentration (20)
Total 120

General Studies Curriculum

The BAS curriculum builds on the general education content of the AAS degree. Additional General Studies (L, CS, and awareness areas) are met with courses in the core or concentration. General Studies courses focus on contextual learning.

L (3)
 MA (3)
 HU (3)
 HU/SB (3)
 SB (3)
 SG (4)
Total 19

Required Core Courses

NTR 300 Computer Applications in Nutrition CS (3)
 NTR 343 Food Service Purchasing (3)
 NTR 344 Nutrition Services Management L (3)
 NTR 345 Development of Healthy Cuisines (3)
 NTR 348 Cultural Aspects of Food SB, C, G (3)
 NTR 351 Nutrition and Health Communications (3)
 NTR 401 Professional Practice in Food Service Management (3)
 NTR 445 Management of Food Service Systems (3)
 Marketing course (3)
 NTR electives (6)
 Management course (3)
 Technical communications course (3)
Total 39

Assignable Credit

Assignable credit offers students the flexibility within the curriculum to take the prerequisite courses needed for success. It also allows students to take additional technical electives. The courses are determined by the student and the advisor.

COURSES

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

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Faculty of Applied Psychology

www.poly.asu.edu/ecollege/appliedpsych

480/727-1177

SUTON Third Floor

Robert D. Gray, Faculty Head

Professors

Cooke, Schvaneveldt

Associate Professor

Gray

Assistant Professors

Becker, Branaghan, Sanchez

APPLIED PSYCHOLOGY—BS

This major offers a traditional psychology core leading to graduate school preparation and/or to applications in human factors with emphasis on human-computer interaction, aviation, or manufacturing. Although most careers in psychology require graduate training, there are some employment opportunities for BS students in applied settings. For example, there is a need for individuals who can help deal with problems of usability of products and systems. The Applied Psychology program offers courses and experiences to prepare students for these positions. The rigor of the major also provides strong preparation for further graduate study in psychology. The program serves students in other Polytechnic campus programs such as manufacturing engineering technology, aeronautical management technology, industrial technology, and business administration.

Graduation Requirements

The completion of 120 semester hours—including First-Year Composition, General Studies (see [General Studies](#)), and major requirements—leads to the BS degree. The major allows for at least 21 semester hours of electives. The major requirements for the BS degree in Applied Psychology consist of a 28-semester-hour core of psychology courses, 12 semester hours in applied psychology, and 18 semester hours of related course work.

Core Courses

Core courses provide a general background in the basic scientific areas of psychology and provide a culminating experience to integrate the varied studies.

PGS 101 Introduction to Psychology *SB* (3)
 PGS 350 Social Psychology *SB* (3)
 PSY 230 Introduction to Statistics *CS* (3)
 PSY 290 Research Methods *L/SG* (4)
 PSY 323 Sensation and Perception (3)
 PSY 324 Memory and Cognition (3)
 PSY 330 Statistical Methods *CS* (3)
 PSY 437 Human Factors *L* (3)
 PSY 477 Applied Psychology Capstone Experience* (3)
 or HON 493 Honors Thesis *L* (3)

Total 28

* This PSY course is offered only by the Polytechnic campus. All other PSY courses listed above are offered by the Polytechnic and Tempe campuses.

Applied Psychology Courses

Students work with an advisor to select courses in Applied Psychology emphasizing human-computer interaction, aviation, training, manufacturing, or methods. Course work must include a minimum of 12 semester hours from the following courses:

PGS 304 Effective Thinking *L* (3)
 PGS 471 Psychological Testing (3)
 PSY 320 Learning and Motivation (3)
 PSY 325 Physiological Psychology (3)
 PSY 360 Cognitive Science* (3)
 PSY 390 Experimental Psychology *L* (3)
 PSY 438 Human-Computer Interaction* (3)

PSY 439 Training and Skill Acquisition* (3)
PSY 440 Industrial/Organizational Psychology* (3)
PSY 448 Human Factors in Transportation* (3)
PSY 449 Human Factors in Sport* (3)
PSY 494 Special Topics (1–4)

* This PSY course is offered only by the Polytechnic campus. All other PSY courses listed above are offered by the Polytechnic and Tempe campuses.

Related Course Work

BIO course with a lab (4)
MAT 210 Brief Calculus *MA* (3)
or a higher MAT course (3)
Computer skills course (3)
Writing skills course (3)
Courses selected in consultation with an advisor (5)

Total 18

Minor in Applied Psychology

The minor in applied psychology consists of 22 semester hours with at least 12 being upper-division courses. The following are required courses that must be completed with a grade of “C” (2.00) or higher:

PGS 101 Introduction to Psychology *SB* (3)
PSY 230 Introduction to Statistics *CS* (3)
or equivalent statistics course
PSY 290 Research Methods *L/SG* (4)
PSY 437 Human Factors *L* (3)
or PSY 438 Human-Computer Interaction* (3)
or PSY 440 Industrial/Organizational Psychology* (3)
Additional hours of upper-division PSY and/or PGS courses 9

* This PSY course is offered only by the Polytechnic campus. All other PSY courses listed above are offered by the Polytechnic and Tempe campuses.

A maximum of three semester hours from the following courses can be used to satisfy minor requirements:

PGS 399 Supervised Research (3)
PGS 499 Individualized Instruction (3)
or PSY 499 Individualized Instruction (3)
PSY 492 Honors Directed Study (3)

Note: A minimum of three classes (two of which are in the upper division) must be taken in residence at ASU.

For more information about program requirements and courses, call an East College advisor at 480/727-1333, or access the Web site at poly.asu.edu/ecollege/appliedpsych.

For PGS courses and additional PSY courses, see [Department of 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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ARCHIVE:

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Faculty of Human Health Studies

www.poly.asu.edu/ecollege/humanhealth

480/727-1177

SUTON 101

HUMAN HEALTH STUDIES—BA AND BS

The baccalaureate degrees in human health studies examine the multiple dimensions of human health, including psychological, social, biological, spiritual, economic, and emotional dimensions. Different perspectives on health and healthcare are examined as well as how those perspectives influence changes in belief structures and behavior. Students engage in a critical examination of the alternative approaches to healthcare and health promotion.

The degrees in human health studies provide students with the general knowledge and intellectual competencies to pursue many different careers and graduate studies in human services or health professions. Students planning to seek admission to medical school or other postbaccalaureate practitioner training that requires an extensive background in mathematics and science benefit from the BS program.

Graduation Requirements

To graduate with either a BA or a BS in Human Health Studies, students must complete a minimum of 120 semester hours (45 upper-division hours), including the university General Studies requirements. Both the BA and BS degree programs require 45 semester hours of major requirements consisting of a 15-semester-hour core of Human Health Studies courses, a 12-semester-hour concentration, and 18 semester hours of related course work.

The difference between the BA and BS programs lies in the mathematics and science requirements. Both BA and BS students must take one semester of general biology with a lab and two semesters of human anatomy and physiology with labs. The BS program requires additional mathematics courses (through brief calculus) and the following science courses are suggested:

CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 CHM 233 General Organic Chemistry I (3)
 CHM 234 General Organic Chemistry II (3)
 CHM 237 General Organic Chemistry Laboratory I (1)
 CHM 238 General Organic Chemistry Laboratory II (1)
 PHY 111 General Physics *SQ** (3)
 PHY 112 General Physics *SQ** (3)
 PHY 113 General Physics Laboratory *SQ** (1)
 PHY 114 General Physics Laboratory *SQ** (1)

* Both PHY 111 and 113 or 112 and 114 must be taken to secure *SQ* credit.

COURSES

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

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Faculty of Humanities and Arts

www.poly.asu.edu/ecollege/humanitiesarts

480/727-1526

BELL First Floor

Duane Roen, Faculty Head

Professor

Roen

Associate Professors

Adamson, Moulton

Assistant Professors

Bolleremann, Summit

Senior Lecturer

Busch

Lecturers

Brady, Bush, Schutte

HISTORY AND CULTURE—BA

The BA in History and Culture degree program prepares scholars and teachers for graduate or professional study and for careers in education, writing, and other related fields. The focus of the program is on public policy, archival work, and related fields. All tracks of the program integrate practical and theoretical knowledge and explore the application of technology to the liberal arts.

Program Objectives

The BA in History and Culture program encourages students to develop historical awareness, and the ability to use historical knowledge to make informed decisions. The program stresses cultural and information literacy. The program focuses on the study of historical events in cultural context, and stresses the role of media and technology in historical study.

Program Philosophy

The purpose of the BA in History and Culture program is to offer students an experience that integrates formal course work, independent and varied research, internships, and service opportunities. The program goal is to prepare independent and effective scholars and professionals who can transition seamlessly into careers in teaching, public policy, archival work and related fields, and who are well prepared for graduate or further professional study.

Program Requirements

Students can choose from six tracks, each of which draws from a common core and adds focused courses in a particular area, as well as electives chosen by the student. The program combines academic rigor with flexibility so that all students acquire core knowledge and competencies, while the program can also be tailored to particular needs and interests.

Students majoring in the BA in History and Culture program are encouraged to minor in a field that complements work in the major. Suggested disciplines include, but are not limited to, applied psychology; media and communication studies; business; literature, writing, and film; or graphic information technology. Students may also develop a coherent interdisciplinary related area, with the help of an advisor.

The program offers the following tracks: archival preservation and digital media; environmental history and culture; history and culture of the American southwest; history and philosophy of science and technology; history and public policy; and history for secondary teachers.

All tracks are available as a major (33–36 semester hours), a minor (18–24 semester hours), a BIS Concentration (18–21 semester hours), and a certificate (15–18 semester hours).

The following four courses are required for all tracks (12 semester hours):

HST 343 The American Southwest *L/SB, H* (3)

HST 344 Arizona *SB, H* (3)

HTY 301 Historical Research Methods (3)

HTY 498 Pro-Seminar (3)

Additional courses are chosen from a list of courses appropriate for each track, and from electives.

For a major, students must take 12 semester hours of core courses (HST 343, HST 344, HTY 301, HTY 498), 12 semester hours of focus-area courses in their chosen track, and 9–12 semester hours of electives. Eighteen semester hours of major course work must be upper division.

For a minor, students must take nine semester hours from the core (HST 343, HST 344, HTY 301), six semester hours of focus-area courses in their chosen track, and three to nine semester hours of electives

For a concentration, students must take HTY 301 (three semester hours), nine semester hours of focus-area courses in their chosen track, and six to nine semester hours of electives.

For a certificate, students must take nine semester hours of focus-area courses in their chosen track and six to nine semester hours of electives.

Degree Tracks

Archival Preservation and Digital Media

This track prepares students for graduate study and for careers in archival preservation.

Focus-Area Courses

Choose from the following courses (12)

- GIT 294 ST: Introduction to Digital Photography (3)
- GIT 303 Digital Publishing (3)
- HTY 220 Introduction to Digital Archives (3)
- HTY 230 Introduction to Corporate Archives (3)
- HTY 334 Archival Preservation and Digital Media (3)
- HTY 336 Editing Historical Documents (3)
- HTY 370 History of Collecting (3)
- HTY 410 Historic Preservation (3)

Electives

Choose from courses with approved prefixes* (3–12)

* Select from courses with an ARD, ARS, ART, GIT, HST, HTY, or TWC prefix.

Environmental History and Culture

This track combines the study of the environment with human culture.

Focus-Area Courses

Choose from the following courses (12)

- HST 319 U.S. Urban History to 1850 *SB, H* (3)
- HTY 320 History of American Agriculture (3)
- HTY 326 History of Landscaping (3)
- HTY 350 Environmental History (3)
- HTY 374 Western Rivers (3)
- HTY 440 The Pre-Modern City (3)
- HTY 450 History of Ecology and Conservation (3)
- PHI 327 Environmental Philosophy (3)

Electives

Choose from courses with approved prefixes* (3–12)

* Select from courses with an ABS, AGB, BIO, HST, HTY, or STS prefix.

History and Culture of the American Southwest

This track provides a wide range of approaches to studying the history and culture of the region.

Focus-Area Courses

Choose from the following courses (12)

- HST 203 Historical Themes in Latin America *SB, H* (3)
- HST 305 Studies in Latin American History *HU/SB, H* (3)
- HST 329 Women in 20th-Century U.S. West *C, H* (3)
- HST 330 Mexican Women in the United States: Conquests and Migrations *L/SB, C, H* (3)
- HST 331 Mexican-American History to 1900 *SB, C, H* (3)
- HST 332 Mexican-American History Since 1900 *SB, C, H* (3)
- HST 337 American Indian History to 1900 *HU/SB, C, H* (3)
- HST 338 American Indian History Since 1900 *HU/SB, C, H* (3)
- HST 341 The U.S. West in the 19th Century *SB, H* (3)
- HST 342 The U.S. West in the 20th Century *SB, H* (3)
- HST 417 Topics in Mexican American History *SB, C, H* (3)

Electives

Choose from courses with approved prefixes* (3–12)

* Select from courses with an AIS, CCS, HST, or HTY prefix. Students may also take courses with an SPA or SPN prefix. Students are highly encouraged to complete SPA 101 and 102.

History and Philosophy of Science and Technology

This track complements major or minor work that students complete in some area of science or technology.

Focus-Area Courses

Choose from the following courses (12)

- HTY 310 History of Technology (3)
- HTY 312 History of Science (3)
- HTY 314 History of Computing (3)
- HTY 316 History of Engineering (3)
- HTY 320 History of American Agriculture (3)
- HTY 326 History of Landscaping (3)

HTY 330 History of Printing and Media (3)
 HTY 340 Exploration and Science (3)
 HTY 350 Environmental History (3)
 HTY 360 Women and Science (3)
 HTY 394 ST: History of American Business (3)
 PHI 306 Applied Ethics *HU* (3)
 PHI 314 Philosophy of Science *HU* (3)

Electives

Choose from courses with approved prefixes* (3–12)

* Select from courses with an ABS, AGB, BIO, GIT, HST, HTY, PHI, or STS prefix.

History and Public Policy

This track integrates the study of history with the study of public policy.

Focus-Area Courses

Choose from the following courses (12)

HST 109 The United States to 1865 *HU/SB, H* (3)
 HST 110 The United States Since 1865 *SB, H* (3)
 HST 210 American Social History *L/SB, H* (3)
 HST 315 Political History of the United States *SB, H* (3)
 HST 320 U.S. Urban History Since 1850 *SB, H* (3)
 HST 325 Immigration and Ethnicity in the United States *SB, C, H* (3)
 HST 342 The U.S. West in the 20th Century *SB, H* (3)
 HST 484 Internship (3)
 POS 220 Political Issues and Public Policy *SB* (3)
 POS 310 American National Government *SB* (3)
 POS 325 Public Policy Development *SB* (3)
 POS 426 Elements of Public Policy *SB* (3)

Electives

Choose from courses with approved prefixes* (3–12)

* Select from courses with an HST, HTY, PGV, PLS, POS, or STS prefix.

History for Secondary Teachers

This track equips students with the knowledge of history and culture necessary to become secondary school teachers. Students majoring in secondary history education take courses that prepare them to teach in 21st-century schools and to be proficient in the content sections of the Arizona teacher certification examination. There are two routes for becoming a secondary history teacher:

1. Students majoring in History and Culture can concurrently complete teacher certification courses offered by the School of Educational Innovation and Teacher Preparation, including courses in teaching history and social sciences.
2. Students majoring in History and Culture can subsequently complete state certification requirements in Arizona or in another state. Students planning to seek certification in another state should consult that state's requirements for history courses.

Students preparing to teach secondary history are strongly encouraged to take courses in other related fields, including anthropology, economics, geography, political science, religious studies, sociology, and women's studies. Secondary history teachers are often asked to teach in these areas.

Focus-Area Courses

Choose from the following courses (12)

HST 101 Global History Since 1500 *HU, G, H* (3)
 HST 102 Western Civilization *SB, H* (3)
 HST 103 Western Civilization *HU/SB, H* (3)
 HST 104 Western Civilization *HU/SB, G, H* (3)
 HST 109 The United States to 1865 *HU/SB, H* (3)
 HST 110 The United States Since 1865 *SB, H* (3)
 HST 210 American Social History *L/SB, H* (3)
 HST 313 American Cultural History to 1865 *SB, H* (3)
 HST 314 American Cultural History Since 1865 *HU/SB, H* (3)
 HST 325 Immigration and Ethnicity in the United States *SB, C, H* (3)
 HST 337 American Indian History to 1900 *HU/SB, C, H* (3)
 HST 338 American Indian History Since 1900 *HU/SB, C, H* (3)
 HST 341 The U.S. West in the 19th Century *SB, H* (3)
 HST 342 The U.S. West in the 20th Century *SB, H* (3)
 REL 100 Religions of the World *HU, G* (3)

Electives

Choose from courses with approved prefixes* (3–12)

* In consultation with an advisor, students can use courses with the following prefixes: ASB, ECN, GCU, GPH, HST, HTY, PGV, POL, REL, SOC, WSH, and WST.

Courses for Teacher Certification

In consultation with an advisor, students should take the following courses:

EDC 354 Educational Media in the Classroom (3)
 EDC 405 Classroom Management K–12 (3)
 EDC 425 Integrated Learning Experience IV: Professional Knowledge (2)
 EDP 303 Human Development (3)
 or EDP 313 Childhood and Adolescence (3)
 EDP 310 Educational Psychology (1–6)

ELL 415 Structured English Immersion (SEI) Methods (3)
 ELL 416 Advanced SEI Methods for ELLs (3)
 RDG 301 Literacy and Instruction in the Content Areas (3)
 SDE 430 Methods of Teaching Secondary History (3)
 SDE 435 Teaching Secondary Social Studies (3)
 SDE 484 I: Field Experience (0–1)
 SED 403 Middle and Secondary School Principles, Curricula, and Methods (3)
 SED 478 Student Teaching in Secondary Schools (10–12)
 SPC 394 ST: Accommodations in the Secondary Classroom (3)
 or EDC 355 Accommodating Instruction for Diverse Learners (3)
 SPE 311 Orientation to Education of Exceptional Children SB, C (3)

LITERATURE, WRITING, AND FILM—BA

The BA in Literature, Writing, and Film degree program prepares scholars and teachers for graduate or professional study, and for careers in education, writing, and other related fields. The focus of the program is on effective writing, critical thinking, and sophisticated reading of literary and nonliterary texts. All tracks of the program integrate practical and theoretical knowledge and explore the application of technology to the liberal arts.

Program Objectives

The BA in Literature, Writing, and Film program offers students the opportunity to develop skills in professional, academic, and imaginative writing, as well as in interpretation of literary and nonliterary texts and critical thinking. The program stresses cultural and information literacy, encourages the study of texts in cultural context, and emphasizes the role of media and technology in the reading process.

Program Philosophy

The purpose of the BA in Literature, Writing, and Film program is for students to be offered an experience that integrates formal course work, independent and varied research, internships, and service opportunities. The program goal is to prepare independent and effective scholars and professionals who can transition seamlessly into careers in writing and teaching, and who are well prepared for graduate or further professional study.

Program Requirements

Students can choose from six tracks, each of which draws from a common core and adds focused courses in a particular area as well as electives chosen by the student. The program combines academic rigor with flexibility so that all students acquire core knowledge and competencies, while the program can also be tailored to particular needs and interests.

Students majoring in Literature, Writing, and Film are encouraged to minor in a field that complements work in the major. Suggested disciplines include, but are not limited to, applied psychology, media and communication studies, business, history, or graphic information technology. Students may also develop a coherent interdisciplinary related area, with the help of an advisor.

The program offers the following tracks: literature and film; imaginative writing, literature, and digital publishing; writing and recording family history; writing for special purposes; pre-law; and English for secondary teachers.

All tracks are available as a major (33–36 semester hours), a minor (18–24 semester hours), a BIS Concentration (18–21 semester hours), and a certificate (15–18 semester hours).

The following four courses are required for all tracks (12 semester hours):

ENG 200 Critical Reading and Writing About Literature (3)
 ENG 217 Writing Reflective Essays (3)
 ENH 230 Introduction to Film Studies (3)
 ENH 498 Pro-Seminar (capstone project) (3)

Additional courses are chosen from a list of courses appropriate for each track, and from electives. For a major, students must take 12 semester hours of core courses (ENG 200, ENG 217, ENH 230, ENH 498), 12 semester hours of focus-area courses in their chosen track, and 9–12 semester hours of electives. Eighteen semester hours of major course work must be upper division.

For a minor, students must take nine semester hours from the core (ENG 200, ENG 217, ENH 230), six semester hours of focus-area courses in their chosen track, three to nine semester hours of electives.

For a BIS concentration, students must take ENH 200 (three semester hours), nine semester hours of focus-area courses in their chosen track, and six to nine semester hours of electives.

For a Certificate, students must take nine semester hours of focus-area courses in their chosen track and six to nine semester hours of electives.

Degree Tracks

Literature and Film

This track combines literary study with the analysis of narrative film.

Focus-Area Courses

Choose from the following courses (12)
 ENG 221 Survey of English Literature *HU* (3)
 ENG 222 Survey of English Literature *HU, H* (3)
 ENG 241 Literatures of the United States to 1860 *HU* (3)
 ENG 242 Literatures of the United States, 1860 to Present *HU* (3)
 ENG 321 Introduction to Shakespeare *L/HU* (3)
 ENG 365 History of Film *HU* (3)
 ENG 385 Career Development for English Majors *L* (3)

ENH 430 Studies in International Film (3)
ENH 440 Great Directors (3)

Electives

Choose from courses with approved prefixes* (3–12)

* Select from courses with an ENG, ENH, or FMS prefix.

Imaginative Writing, Literature, and Digital Publishing

This track integrates the writing of fiction, creative nonfiction, drama, and poetry with the study of literature and training in the technology of digital publishing.

Focus-Area Courses

Choose from the following courses (12)
ENG 204 Introduction to Contemporary Literature *HU* (3)
ENG 210 Introduction to Creative Writing (3)
ENG 310 Intermediate Creative Writing (3)
ENG 411 Advanced Creative Writing (3)
ENG 412 Creative Nonfiction (3)

Electives

Choose from the following courses (3–12)

Select literature courses at the 300 or 400 level from the following areas: genre (poetry, drama, novel, short story, nonfiction, or film); 17th or 18th century; or 19th or 20th century.

Select any of the following GIT courses:

GIT 194 ST: Introduction to Graphic Documents (3)
GIT 210 Creative Thinking and Design Visualization (3)
GIT 237 Web Content Design (3)
GIT 294 ST: Introduction to Digital Photography (3)
GIT 303 Digital Publishing (3)
GIT 333 Printing Technology (3)

Writing and Recording Family History

This track prepares students for writing, editing, and publishing family history.

Focus-Area Courses

Choose from the following courses (12)
CMS 360 Recording Oral Histories (3)
ENH 245 Introduction to Writing Family History (3)
ENH 320 Writing a Personal History (3)
ENH 322 Editing Family History for Public Audiences (3)
ENH 370 Art of the Personal Essay (3)
ENH 394 ST: Writing Family History (3)
ENH 498 PS: Publication of a Family History (3)
(cross-listed with GIT 494)
GIT 294 ST: Introduction to Digital Photography (3)
GIT 303 Digital Publishing (3)
GIT 394 ST: Web Site Development (3)
GIT 494 ST: Senior Project
(cross-listed with ENH 498) (3)
HST 325 Immigration and Ethnicity in the United States *SB, C, H* (3)
HTY 294 ST: Introduction to Researching Family History (3)
HTY 394 ST: Researching Family History (3)
TWC 301 General Principles of Multimedia Writing (3)
TWC 401 Principles of Writing Technical Communication (3)

Electives

Choose from the following (3–12)

COM 241 Introduction to Oral Interpretation *L/HU* (3)
COM 316 Gender and Communication *SB, C* (3)
COM 344 Performance of Oral Traditions *HU, C* (3)
COM 411 Communication in the Family *SB* (3)
ENG 210 Introduction to Creative Writing (3)
ENG 217 Writing Reflective Essays *L* (3)
ENG 333 American Ethnic Literature *L/HU, C* (3)
GIT 194 ST: Introduction to Graphic Documents (3)
GIT 230 Digital Illustration in Publishing (3)
GIT 314 Multimedia Design Planning and Storyboards (3)
GIT 334 Image Capture and Manipulation (3)
GIT 337 Web Content Design (3)
GIT 352 Technical Presentations (3)
GIT 413 Professional Portfolio Design and Presentation (3)
GIT 414 Web Site Design and Internet/Web Technologies (3)
HST 210 American Social History *L/SB, H* (3)
HST 314 American Cultural History Since 1865 *HU/SB, H* (3)
HST 331 Mexican American History to 1900 *SB, C, H* (3)
HST 332 Mexican American History Since 1900 *SB, C, H* (3)
HST 333 African American History to 1865 *SB, C, H* (3)
HST 334 African American History Since 1865 *HU/SB, C, H* (3)
HST 337 American Indian History to 1900 *HU/SB, C, H* (3)
HST 338 American Indian History Since 1900 *HU/SB, C, H* (3)
HST 344 Arizona *SB, H* (3)
TWC 451 Copyright and Intellectual Property in the Electronic Age (3)

TWC 452 Information in the Digital Age (3)

Writing for Special Purposes

This track gives students a wide variety of approaches to writing across various disciplines and genres.

Focus-Area Courses

Choose from the following courses (12)

- ENG 212 English Prose Style *L* (3)
- ENG 215 Strategies for Academic Writing *L* (3)
- ENG 216 Persuasive Writing on Public Issues *L* (3)
- ENG 385 Career Development for English Majors *L* (3)
- ENG 472 Rhetorical Studies *L* (3)
- TWC 301 General Principles of Multimedia Writing (3)

Electives

Choose from the following courses (3–12)

- ENG 412 Creative Nonfiction (3)
- GIT 194 ST: Introduction to Graphic Documents (3)
- GIT 230 Digital Illustration in Publishing (3)
- GIT 334 Image Capture and Manipulation (3)
- GIT 337 Web Content Design (3)
- GIT 414 Web Site Design and Internet/Web Technologies (3)
- TWC 401 Principles of Technical Communication (3)
- TWC 403 Writing for Professional Publication (3)
- TWC 411 Principles of Visual Communication (3)
- TWC 421 Principles of Writing with Technology (3)

Pre-Law

This track gives students a background in writing and communication designed to prepare them for a career in the legal professions.

Focus-Area Courses

Choose from the following courses (12)

- COM 222 Argumentation *L* (3)
- COM 225 Public Speaking *L* (3)
- ENG 216 Persuasive Writing on Public Issues *L* (3)
- ENG 472 Rhetorical Studies *L* (3)
- HST 321 Constitutional History of the United States to 1865 *SB, H* (3)
- HST 322 Constitutional History of the United States Since 1865 *SB, H* (3)
- PHI 306 Applied Ethics *HU* (3)

Electives

Choose from the following course (3–12)

- COM 326 Court Room Oratory (3)
- HST 321 Constitutional History of the United States to 1865 *SB, H* (3)
- HST 322 Constitutional History of the United States Since 1865 *SB, H* (3)
- JUS 100 The Justice System (3)
- JUS 200 Topics in Concepts and Issues of Justice *SB* (3)
- LES 305 Legal, Ethical, and Regulatory Issues in Business (3)
- MCO 402 Mass Communication Law (3)
- PGS 101 Introduction to Psychology *SB* (3)
- POL 313 The Congress *SB* (3)
- POL 417 The Arizona Political System (3)
- REL 100 Religions of the World *HU, G* (3)
- REL 320 American Religious Traditions *HU, C, H* (3)
- SOC 101 Introductory Sociology *SB* (3)
- SOC 301 Principles of Sociology *SB* (3)
- SOC 340 The Sociology of Deviance *SB* (3)
- SOC 341 Modern Social Problems *SB* (3)
- SOC 417 Family Violence *SB* (3)
- W SOC 426 Social Inequality *SB* (3)
- SOC 429 Sociology of Law *SB* (3)
- SOC 446 Sociology of Crime *SB* (3)

English for Secondary Teachers

This track gives students the knowledge of literature, writing, and language necessary to become secondary school teachers. Students majoring in secondary English education take courses that prepare them to teach in 21st-century schools and to be proficient in the content sections of the Arizona teacher-certification examination. There are two routes to teacher certification:

1. Students majoring in Literature, Writing, and Film can concurrently complete teacher-certification courses offered by the School of Educational Innovation and Teacher Preparation, including courses in teaching English.
2. Students majoring in Literature, Writing, and Film can subsequently complete state certification requirements in Arizona or in another state. Students planning to seek certification in another state should consult that state's requirements for English courses.

Focus-Area Courses

Choose from the following courses (12)

- ENG 221 Survey of English Literature *HU* (3)
- ENG 222 Survey of English Literature *HU, H* (3)
- ENG 241 Literatures of the United States to 1860 *HU* (3)
- ENG 242 Literatures of the United States, 1860 to Present *HU* (3)
- ENG 314 Modern Grammar (3)

ENG 321 Introduction to Shakespeare *L/HU* (3)
ENG 333 American Ethnic Literature *L/HU, C* (3)

Electives

Choose from courses with approved prefixes* (3–12)

* Select from courses with an ENG or ENH prefix.

Courses for Teacher Certification

In consultation with an advisor, students should take the following courses:

EDC 354 Educational Media in the Classroom (3)
EDC 405 Classroom Management K–12 (3)
EDC 425 Integrated Learning Experience IV: Professional Knowledge (2)
EDP 303 Human Development *L/SB* (3)
or EDP 313 Childhood and Adolescence (3)
EDP 310 Educational Psychology *SB* (1–6)
ELL 415 Structured English Immersion (SEI) Methods (3)
ELL 416 Advanced SEI Methods for ELLs (3)
RDG 301 Literacy and Instruction in the Content Areas (3)
SDE 430 Methods of Teaching Secondary History (3)
SDE 435 Teaching Secondary Social Studies (3)
SDE 484 I: Field Experience (0–1)
SED 403 Middle and Secondary School Principles, Curricula, and Methods (3)
SED 478 Student Teaching in Secondary Schools (10–12)
SPC 394 ST: Accommodations in the Secondary Classroom (3)
or EDC 355 Accommodating Instruction for Diverse Learners (3)
SPE 311 Orientation to Education of Exceptional Children *SB, C* (3)

COURSES

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

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Faculty of Multimedia Writing and Technical Communication

www.poly.asu.edu/ecollege/multimedia

480/727-1190

SUTON Third Floor

Barry M. Maid, Faculty Head

Professor

Maid

Associate Professor

Stone

Assistant Professor

Lauer

Lecturer

D'Angelo

MULTIMEDIA WRITING AND TECHNICAL COMMUNICATION—BS

In the Multimedia Writing and Technical Communication program, students learn how to produce, design, and manage information using traditional and leading edge technologies. Students

1. learn to communicate, orally and in writing, across audiences and cultures;
2. become aware of issues of ethics in technical communications;
3. gain an awareness of the global nature of technical communication—culturally and economically—and develop the ability to evaluate print, oral, and electronic sources;
4. gain an understanding of appropriate technical genres and learn to demonstrate technical editing skills in all work; and
5. become able to incorporate appropriate visual elements and design in written documents and oral presentations and to work in appropriate media.

The program serves students who wish to pursue careers as technical writers, technical editors, Web page and intranet page designers, multimedia designers, desktop publishers, publications managers, and information designers.

GRADUATION REQUIREMENTS

To graduate with a BS degree in Multimedia Writing and Technical Communication, students must complete a minimum of 120 semester hours, including university graduation requirements and the requirements of the major.

Multimedia Writing and Technical Communication CoreTWC 301 General Principles of Multimedia Writing *L* (3)TWC 401 Principles of Technical Communication *L* (3)TWC 411 Principles of Visual Communication *L* (3)TWC 421 Principles of Writing with Technology *L* (3)TWC 431 Principles of Technical Editing *L* (3)

TWC 490 Capstone (3)

Total 18**Major Electives**

Fifteen semester hours are considered electives in the major (TWC). At least six of which need to be in genre courses, such as TWC 443 Proposal Writing or TWC 447 Business Reports. An Internship (TWC 484) or supervised work experience is strongly recommended.

For information about program requirements and courses, access the Web at www.poly.asu.edu/ecollege/html, or call an East College advisor at 480/727-1333.

Related Area

Students select a related area consisting of 12 semester hours of study in one other discipline. At least nine of these 12 semester hours must be in the upper division. Suggested disciplines might be, but are not limited to, applied psychology, business administration, or computer graphics. Students, with the help of an advisor, may also develop a coherent interdisciplinary related area.

BACHELOR OF APPLIED SCIENCE—BAS

A Bachelor of Applied Science is also offered with a concentration in multimedia writing and technical communication. The BAS degree is a “capstone” degree for the Associate of Applied Science degree. The BAS degree exposes students to advanced concepts and diverse critical thinking skills that prepare them for future career opportunities and professional advancement.

Admission

Admission to the BAS degree program is restricted to students holding an AAS degree or equivalent from a regionally accredited U.S. postsecondary educational institution. A GPA of 2.00 or higher is required for all resident applicants and a 2.50 for nonresident applicants.

Degree Requirements

In addition to the AAS degree, the BAS in Applied Science through East College consists of 60 semester hours of upper-division (300-level and above) courses, with 30 semester hours in residence.

Assignable credit (6)
 BAS core (15)
 General Studies (19)
 MWTC concentration (20)
Total 60

General Studies Curriculum

The BAS curriculum builds on the general education content of the AAS degree. Additional General Studies (L, CS, and awareness areas) are met with courses in the core or concentration. General Studies courses focus on contextual learning.

L (3)
 MA (3)
 HU (3)
 HU or SB (3)
 SB (3)
 SG (4)
Total 19

Assignable Credit

Assignable credit offers students the flexibility within the curriculum to take the prerequisite courses needed for success. The courses (six semester hours) are determined by the student and an advisor.

BAS Core

The area core (15 semester hours) is focused on management and organization, professional communication, qualitative analysis, and computer competency.

Multimedia Writing and Technical Communication Concentration

In consultation with an advisor, students select 20 semester hours of upper-division TWC courses.

CERTIFICATE PROGRAMS

An undergraduate Multimedia Writing and Technical Communication Certificate is available and requires 18 semester hours.

For students who have already completed a baccalaureate degree, a Postbaccalaureate Certificate in Multimedia Writing and Technical Communication is available that also requires 18 semester hours.

Postbaccalaureate Certificate in Multimedia Writing and Technical Communication

The postbaccalaureate certificate in Multimedia Writing and Technical Communication requires the following courses:

TWC 501 Principles of Technical Communication (3)
 Two of the following courses (6)
 TWC 511 Principles of Visual Communication (3)
 TWC 521 Principles of Writing with Technology (3)
 TWC 531 Principles of Technical Editing (3)
 Three 500-level TWC courses at least two of which must be genre courses,
 such as TWC 543 Proposal Writing or TWC 547 Business Reports (9)
Total 18

For more information about both certificate programs, call an East College advisor at 480/727-1333, or access the Web site at www.poly.asu.edu/ecollege/multimedia.

BIS CONCENTRATION

A concentration in multimedia writing and technical communication is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary 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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School of Educational Innovation and Teacher Preparation

www.poly.asu.edu/education

Bette S. Bergeron, PhD, Director and Associate Dean

The School of Educational Innovation and Teacher Preparation is part of East College and consists of two departments: [Physical Education](#), and [Teacher Education and Administration](#). Each department offers an array of undergraduate and postbaccalaureate degree programs that focus on developing leaders for pre-K–12 education through practice-oriented course work and applied experiences.

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 Physical Education

480/727-1103

SUTON 240

Paul W. Darst, Chair

Professors

Darst, van der Mars

Associate Professor

Kulinna

Lecturer

Pangrazi-Orlowicz

ORGANIZATION

The Department of Physical Education is housed in the School of Educational Innovation and Teacher Preparation. The Department of Physical Education offers a Bachelor of Education (BAE) degree in Secondary Education, with a concentration in physical education in grades K – 12. The department also provides opportunities for post-baccalaureate students to complete the course work and field requirements for certification in Physical Education.

ADMISSION

Students interested in pursuing physical education/secondary education need to be admitted into the School of Education before taking the methods courses (usually during the junior year). The following are requirements for admission to the physical education program:

1. completion of 56 semester hours, including core content course work in physical education/exercise and wellness (the candidate should meet directly with the advisor to determine appropriate content course work that is to be completed before formal admittance);
2. an overall 2.50 GPA in the area of concentration;
3. proficiency in written English, met in one of the following ways:
 - (a) GPA of 3.00 in ENG 101 and 102 (or equivalent) or
 - (b) successful completion of a writing tutorial assigned by the Education unit; and
4. formal application to the Polytechnic Education program, including two letters of recommendation and current résumé; the résumé and letters should outline the candidate's experiences with children and/or their families and show proficiency in the content (i.e., physical education).

Advising Information

Students interested in the physical education program are advised through the Education unit. Students interested in the program should contact the Polytechnic Education Office to make an appointment with an advisor. Advising is required at the time a student seeks formal admission into the methods course sequence (approximately the junior year). However, students are encouraged to seek advising from Education as soon as they decide to pursue the physical education certification program.

For the latest information about application, admissions, program requirements, and courses, access the Web site at www.poly.asu.edu/ecollege/education; or call the Polytechnic campus Teacher Education Office at 480/727-1103.

SECONDARY EDUCATION—BAE PHYSICAL EDUCATION CONCENTRATION**Program Overview**

The Department of Physical Education offers the BAE in Secondary Education with a concentration (academic specialization) in physical education. Students interested in obtaining certification to teach physical education will major in Secondary Education with a concentration in physical education. Once all state certification requirements are met, graduates are eligible to teach physical education in grades K–12.

Graduation Requirements

A total of 120 semester hours is required for graduation, with a minimum of 45 hours of upper-division credit. As part of the undergraduate degree program, students meet the General Studies requirement (see). Courses specific to the physical education concentration include courses in the content core (including courses offered by Exercise and Wellness), education foundations, and in the methods of teaching physical education. The program concludes with

student teaching experiences in elementary, junior high, or high school settings.

Foundations*

- BIO 201 Human Anatomy and Physiology I *SG* (4)
- BIO 202 Human Anatomy and Physiology II (4)
- EDP 311 Educational Psychology for Future Teachers (3)
- EDP 313 Childhood and Adolescence (3)
- SPE 311 Orientation to Education of Exceptional Children *SB, C* (3)

Total 17

*All Foundations courses must be in progress or successfully completed with a grade of “C” (2.00) or higher at the time of application to the preparation program.

Exercise and Wellness*

- EXW 300 Foundations of Exercise and Wellness *L/SB* (3)
- EXW 310 Computer Skills and Technology for Exercise and Wellness *CS* (3)
- EXW 315 Physiological Foundations of Movement (3)
- EXW 330 Kinesiological Foundations of Movement (3)
- EXW 450 Cultural and Social Issues in Exercise and Wellness *SB, C* (3)

Total 15

*At least three EXW courses must be in progress or completed at the time of application to teacher preparation.

Teacher Preparation

Block I

- PPE 210 Teaching Fitness Activities for K–12 Students* (2)
- PPE 350 Physical Education for the Elementary School (3)
- PPE 474 Field Experience in Physical Education (0–1)

Block II

- PPE 215 Teaching Team Sports* (2)
- PPE 355 Physical Education in the Secondary School (3)
- PPE 474 Field Experience in Physical Education (0–1)
- RDG 301 Literacy and Instruction in the Content Areas (3)

Block III

- PPE 294 ST: Teaching Lifetime Activities for K–12* (2)
- PPE 360 Adapted and Inclusive Physical Education (3)
- PPE 480 Professional Seminar for Physical Education (3)
- PPE 484 I: Student Teaching in Physical Education (Elementary) (6)
- Physical Education Elective (6)

Block IV

- EDC 405 Classroom Management K–12 (3)
- ELL 415 Structured English Immersion (SEI) Methods (3)
- PPE 294 ST: Teaching Adventure Activities for K–12 Students* (2)
- PPE 484 I: Student Teaching in Physical Education (Secondary) (6)

Total 47–49

*A minimum of six semester hours is required for teaching activity courses; these can be substituted with EXW 212.

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 Teacher Education and Administration

480/727-1103

SUTON 240

Bette S. Bergeron, Associate Dean and Director

Professor
Bergeron

Associate Professor
Kleinsasser

Assistant Professor
Smith

Clinical Assistant Professors
Gomez, Marble, Molina-Walters, Stever, White-Taylor

Lecturers
Foley, Grijalva, Jacott, Oliver, Treat

ORGANIZATION

The Department of Teacher Education and Administration offers the Bachelor of Arts Degree in Education (BAE), with the following areas of concentration: elementary education, early childhood education, and special education (K–12 cross-categorical).

Also offered through the Department of Teacher Education and Administration are opportunities for postbaccalaureate students to complete the course work and field experiences for certification; programs are also provided in conjunction with the MED in Curriculum and Instruction (refer to the Division of Graduate Studies). In addition, the department collaborates with content majors in East College to provide the course work needed for secondary certification. Specific areas currently offered are Biology, English, and History; refer to the advising office for information on more recent certification areas.

State Certification

Students who successfully complete the undergraduate or postbaccalaureate routes to teacher preparation at the Polytechnic campus are recommended for certification in the State of Arizona pending the completion of all other requirements mandated by the state. These additional requirements include, but are not limited to, successful completion of all appropriate areas of the Arizona Education Proficiency Assessment and course work in the United States and Arizona constitutions. Because of the possibility that requirements for state certification may change, students are urged to maintain close contact with their education advisor.

Admission

Application

Application deadlines for the education programs are currently under revision; contact the Education Office for specific information. Students eligible for admission must meet the following criteria:

1. admission to the Polytechnic campus;
2. a minimum cumulative GPA of 2.50;
3. completion of at least 56 semester hours at the time of admission (undergraduate degree-seeking students); or, completion of a bachelor's degree from an accredited institution (postbaccalaureate students); and
4. evidence of competence in written English.

Applications must include two letters of recommendation and résumé outlining work with school-age children and/or their families. Students seeking admission to the postbaccalaureate “TEACH ME” program must also be admitted to the Division of Graduate Studies. Students should call the Polytechnic campus education office at 480/727-1103 for complete admission packet information and eligibility requirements.

ELEMENTARY EDUCATION—BAE

Program Overview

The Elementary Education program at the Polytechnic campus is unique in its focus on intensive field experiences,

practical application of current theory, and emphasis on technology. The curriculum is also focused on and directly aligned with the State of Arizona's standards for teachers. Courses are arranged sequentially and taken with peer cohorts in four semester-long blocks. Each semester Elementary Education students are immersed in field experiences that directly link with course discussions and assignments. Course instructors have taught in a variety of K–8 settings and can therefore augment class experiences with practical applications. Current educational technologies are incorporated into course delivery and assignments. Additionally, students have the opportunity to choose between the daytime Elementary Education program at the Polytechnic campus or one of the campus's district-based evening cohorts. The Elementary Program provides the course work and classroom experiences required for certification in grades 1–8.

Graduation Requirements

A total of 120 semester hours is required for graduation with a minimum of 45 semester hours of upper-division credit. As part of the undergraduate degree program, students will complete ASU General Studies (see) requirements. In addition, Elementary Education students are required to complete 18 semester hours in an academic specialization, which is tailored to an individual student's academic strengths (e.g., English, math, science, or social studies). The remaining program hours, which specifically focus on the teaching profession, are outlined below. Students must first be admitted to the Polytechnic Elementary Education program before enrolling in the professional preparation program courses (Blocks I–IV).

Foundations*

EDP 311 Educational Psychology for Future Teachers (3)
 EDP 313 Childhood and Adolescence (3)
 MCE 446 Understanding the Culturally Diverse Child C (3)
 MTE 180 Mathematics for Elementary Teachers (3)
 SPE 311 Orientation to Education of Exceptional Children SB, C (3)

Total 15

* For additional Foundations courses, see .

Professional Preparation Program*

Block I

EDC 320 Integrated Learning Experience I: Learning Climate (2)
 EDC 330 Literacy I: Emerging Literacy and Phonemic Awareness (3)
 EDC 354 Educational Media in the Classroom (3)
 EDC 355 Accommodating Instruction for Diverse Learners (3)
 EDC 474 Field Experience (0–1)

Block II

EDC 325 Integrated Learning Experience II: Instructional Design and Implementation (2)
 EDC 335 Literacy II: Intermediate Literacy and Phonetic Principles (3)
 EDC 345 Math Methods for the Elementary Classroom (3)
 EDC 474 Field Experience (0–1)
 ELL 415 Structured English Immersion (SEI) Methods (3)

Block III

EDC 420 Integrated Learning Experience III: Assessment (3)
 EDC 430 Literacy III: Interventions (3)
 EDC 440 Science Methods for the Elementary Classroom (3)
 EDC 450 Social Studies Methods for the Elementary Classroom (3)
 EDC 474 Field Experience (0–1)

Block IV

EDC 425 Integrated Learning Experience IV: Professional Knowledge (2)
 EDC 484 Student Teaching in the Elementary School (10–12)

* Block courses can only be taken upon admission to the Elementary Education program.

EARLY CHILDHOOD EDUCATION—BAE

Program Overview

The Early Childhood Education program at the Polytechnic campus is unique in its focus on intensive early education field experiences, practical application of current theory, and emphasis on technology. The curriculum is also focused on and directly aligned with the State of Arizona's standards for teachers and the new Arizona Department of Education Early Childhood standards. Courses are arranged sequentially and taken with peer cohorts in four semester-long blocks. Each semester, Early Childhood students are immersed in field experiences that directly link with course discussions and assignments. In addition, student teaching experiences are required in both a preschool and K–3 instructional classrooms. Course instructors have taught in a variety of pre-K–3 settings and can therefore augment class experiences with practical "real life" applications. Current educational technologies are incorporated into course delivery and assignments.

Graduation Requirements

A total of 120 semester hours is required for graduation with a minimum of 45 semester hours of upper-division courses. As part of any undergraduate degree program, students will complete ASU General Studies requirements. In addition, Early Childhood Education majors are required to complete 18 semester hours in an academic specialization appropriate to the discipline (e.g., special education, humanities, ESL). The remaining program hours are outlined below. Students must first be admitted to the Polytechnic Early Childhood Education program before enrolling in the professional semesters (Blocks I–IV).

Foundations

- EAC 494 ST: Child Development (3)
- ELL 415 Structured English Immersion (SEI) Methods (3)
- MCE 446 Understanding the Culturally Diverse Child C (3)
- MTE 180 Mathematics for Elementary Teachers (3)
- NTR 100 Introduction to Nutrition (3)
- SPE 311 Orientation to Education of Exceptional Children SB, C (3)

Total 18

Professional Preparation Program*

Block I

- EAC 300 Foundations of Early Childhood Education (3)
- EAC 320 Child Guidance and Classroom Management (2)
- EAC 330 Emerging Language and Literacy (3)
- EAC 494 ST: Field Experience (pre-K) (1)
- EDC 354 Educational Media in the Classroom (3)

Block II

- EAC 335 Assessments Birth to Age 8 (2)
- EAC 340 Literacy Interventions in K–3 Classrooms (3)
- EAC 345 Math Methods for Early Childhood Classrooms (3)
- EAC 355 Accommodating Instruction in Early Childhood Education (3)
- EAC 494 ST: Field Experience (K–3) (1)

Block III

- EAC 440 Integrated Curriculum and Assessment: Science (3)
- EAC 450 Integrated Curriculum and Assessment: Social Studies and Art (3)
- EAC 484 I: Student Teaching (pre-K) (6)

Block IV

- EAC 426 Professional Knowledge in Early Childhood (1)
- EAC 460 Childhood, Family, Community, and Culture (3)
- EAC 485 Student Teaching (K–3) (6)
- EDC 425 Integrated Learning Experience IV: Professional Knowledge (2)

Program total 48

* Block courses can only be taken upon admission to the Early Childhood program.

SPECIAL EDUCATION—BAE

Program Overview

The Special Education program at the Polytechnic campus is unique in its focus on preparing professionals to work in inclusive environments. Targeted field experiences, coupled with both general and special education methods courses, will provide students with an understanding of a variety of classroom environments and the responsibilities of a case manager for children with disabilities. The curriculum is directly aligned with Arizona’s standards for teachers. Courses are arranged sequentially and taken with peer cohorts in four semester-long blocks. Those completing the program will be eligible for K–12 special education cross-categorical certification, pending completion of all other state requirements including a passing score on the AEPA elementary professional knowledge test and the AEPA cross-categorical special education test. Students may choose to dually certify in elementary education with a passing score on the AEPA elementary education subject knowledge test, by completing their student teaching in an inclusive K–8 classroom; other course work may be needed in order to comply with state certification requirements. Students who are interested in teaching in secondary settings may choose to dually certify in a specific content area with a passing score on the secondary professional knowledge and appropriate subject area knowledge portions of the AEPA, by finishing their student teaching in an inclusive secondary classroom, and possibly completing additional course work. It is important for students to communicate regularly with their academic advisor in order to remain updated on the state’s various certification requirements.

Graduation Requirements

A total of 120 semester hours is required for graduation with a minimum of 45 semester hours of upper-division courses. As part of any undergraduate degree program, students will complete ASU General Studies requirements. In addition, Special Education majors are required to complete 18 semester hours in an academic specialization appropriate to the discipline (e.g., early childhood education, gifted education, ESL). The remaining program hours are outlined below. Students must first be admitted to the Polytechnic Special Education program before enrolling in the professional semesters (Blocks I–IV).

Foundations

- EDP 303 Human Development *L, SB* (3)
- EDP 311 Educational Psychology for Future Teachers (3)
- MCE 446 Understanding the Culturally Diverse Child C (3)
- MTE 180 Mathematics for Elementary Teachers (3)
- SPC 494 ST: Advanced Foundations in Special Education (3)

Total 15

Professional Preparation Program*

Block I

- EDC 330 Literacy I: Emerging Literacy and Phonemic Awareness (3)
- EDC 355 Accommodating Instruction for Diverse Learners (3)
- SPC 494 ST: Field Experience I (1)
- SPC 494 ST: Foundations of Behavior (2)

Block II

EDC 335 Literacy II: Intermediate Literacy and Phonetic Principles (3)
 EDC 345 Math Methods for the Elementary Classroom (3)
 ELL 415 Structured English Immersion (SEI) Methods (3)
 SPC 494 ST: Advanced Accommodations (3)
 SPE 496 Field Experience (1)

Block III

EDC 430 Literacy III: Interventions (3)
 SPC 494 ST: Special Education Assessment (3)
 SPC 494 ST: Special Education Program Planning (3)
 SPC 494 ST: Secondary Content Methods in Special Education (3)
 SPC 494 ST: Consultation and Collaboration (2)
 SPC 494 ST: Field Experience III (1)

Block IV

SPC 484 I: Student Teaching with Disabilities (10–12)
 SPC 494 ST: Advanced Inclusion Strategies (2)

Minimum total 49

*Block courses can only be taken upon admission to the Special Education program.

APPLIED BIOLOGICAL SCIENCES—BS SECONDARY EDUCATION CONCENTRATION

Program Overview

Applied Biological Sciences majors can complete requirements for state certification in Secondary Biology through a concentration in applied biological sciences/secondary education. See . Students complete course work in the applied biological sciences core, science content courses related to secondary biology, and courses specific to the secondary education curriculum and instruction. The program concludes with full-time student teaching in secondary science classrooms.

Graduation Requirements

A total of 120 semester hours is required for graduation with a minimum of 45 hours of upper-division credit. As part of the undergraduate degree program, students meet the General Studies requirement (see). Courses specific to the applied biological sciences/secondary education concentration are outlined below:

Applied Biological Sciences Core

ABS 300 Environmental Biology (3)
 ABS 302 Ethical and Policy Issues in Biology (2)
 ABS 350 Applied Statistics CS* (3)
 BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 BIO 340 General Genetics (4)
 BIO 360 Introduction to Animal Physiology (3)
 or ABS 311 Applied Cellular Biology (3)
 or ABS 498 Applied Plant Physiology (3)
 CHM 113 General Chemistry I *SQ* (4)
 MAT 210 Brief Calculus *MA* (3)

Total 30

For students choosing the secondary education concentration, the following courses must be used as General Studies courses in order to graduate in 120 hours:

ABS 350 Applied Statistics CS¹ (3)
 BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 MAT 210 Brief Calculus *MA* (3)

Applied Biological Sciences/Secondary Education Concentration

ABS 355 Vertebrate Zoology (4)
 or ABS 207 Applied Plant Taxonomy (3)
 ABS 370 Ecology (3)
 ABS 490 Applied Biological Sciences Seminar (1)
 CHM 116 General Chemistry II *SQ* (4)
 MIC 205 Microbiology *SG*² (3)
 MIC 206 Microbiology Laboratory *SG*² 1
 PHY 101 Introduction to Physics *SQ* 4
 Upper-division electives (3)

Total 22–23

Secondary Education Course Work

BIO 480 Methods of Teaching Biology (3)
 BIO 482 Advanced Methods of Teaching Biology (3)
 EDC 354 Educational Media in the Classroom (3)
 EDC 425 Integrated Learning Experience IV: Advanced Management and Professional Knowledge (2)
 EDP 311 Educational Psychology for Future Teachers (3)
 EDP 313 Childhood and Adolescence (3)
 RDG 301 Literacy and Instruction in the Content Areas (3)
 SDE 484 I: Field Experience (0–1)
 SDE 484 I: Student Teaching in Secondary Schools (10–12)
 SED 403 Middle and Secondary School Principles, Curricula, and Methods (3)

SPC 394 ST: Inclusion Practices at the Secondary Level (3)

Total 36–39

Concentration total 58–62

¹ An equivalent course may be taken in place of ABS 350.

² Both MIC 205 and 206 must be taken to secure SG credit.

Strongly Recommended

MCE 446 Understanding the Culturally Diverse Child *C* (3)

SPE 311 Orientation to Education of Exceptional Children *SB, C* (3)

The Arizona Department of Education requires the following courses for certification; these courses must be completed before an institutional recommendation for certification can be submitted:

EDC 405 Classroom Management K–12 (3)

ELL 415 Structured English Immersion (SEI) Methods (3)

Application

Students interested in the applied biological sciences/secondary education concentration need to be admitted into the School of Educational Innovation and Teacher Preparation before taking the secondary methods courses (usually during the junior year). The following requirements for admission to the applied biological sciences/secondary education concentration mirror those of acceptance into other education programs at the Polytechnic campus.

Requirements for entry include

1. completion of 56 semester hours;
2. a 2.50 cumulative GPA;
3. a 2.50 GPA within the major (Applied Biological Sciences);
4. proficiency in written English, met in one of the following ways:
 - (a) GPA of 3.00 or higher in ENG 101 and 102 (or equivalent) or
 - (b) successful completion of a written proficiency exam; and
5. formal application to the Polytechnic campus Education program, including two letters of recommendation and current résumé; the résumé and letters should outline the candidate's experiences with adolescents and/or their families and show proficiency in the content (i.e., applied biological sciences).

Advising Information

Students interested in the applied biological sciences/secondary education concentration must participate in dual advising—in applied biological sciences and in education. Education advising is required at the time a student seeks admission to the school. However, students are encouraged to seek advising from Education as soon as they decide to pursue the secondary education concentration. For more information about application, admission, program requirements, and courses, visit the Polytechnic campus Education Office, SUTON 240E, call 480/727-1103, or access the Web site at www.poly.asu.edu/ecollege/education.

POSTBACCALAUREATE PROGRAM

Individuals who hold a bachelor's degree from an accredited institution are encouraged to participate in the Education programs as nondegree graduate students. Postbaccalaureate students complete the same professional preparation program courses as outlined above, which are augmented by the students' unique life and work experiences.

In addition to participation in any of the four-semester undergraduate Education programs, postbaccalaureate students also have the option of an accelerated program with a master's degree option ("TEACH ME"). For more information, call 480/727-1103.

COURSES

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

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Deirdre Meldrum, PhD, Dean

[Construction, Del E. Webb School of Engineering Programs](#)
[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 Electrical Engineering, Department of Industrial Engineering, Department of Materials, School of Mechanical and Aerospace Engineering, Department of Engineering Special Studies, Programs in](#)

PURPOSE

The Ira A. Fulton School of Engineering educates undergraduate and graduate engineering students, giving them the knowledge, skills, and attitudes they need for success in technically oriented careers. The school provides students with a range of educational opportunities by which they may achieve excellence in the major branches of engineering, in computer science, and in construction management.

The Fulton School of Engineering takes pride in its diversity, its economic and cultural heritage, and in the quality of its graduates. It strives to be an integral part of the community it serves and a lifelong presence in the lives of those within its compass. The school's educational and research programs are built around the following principles: entrepreneurship; use-inspired research and scholarship; a focus on the individual; intellectual fusion of unique and distinct disciplines; social embeddedness in the local, national, and international community; and global engagement.

For more information, access the school's Web site at www.fulton.asu.edu.

FULTON SCHOOL OF ENGINEERING ASPIRATIONS

Graduates from any of the school's programs will be technically sound. In addition to technical competency, the Fulton School of Engineering aspires to develop leaders who are aware of biological issues, well read and well spoken, and knowledgeable about current business practices. To this end the school offers enhanced curricula, special courses, and extracurricular activities to enrich the student's stay and to offer every student opportunities to achieve the school's aspirations.

All the programs within the school are professional programs, and hence professionalism is an important component of all the curricula. The school strives to help students understand and value the various aspects of professionalism, including ethical behavior; a desire for life long learning; the ability to communicate with others; and an awareness of how the profession fits into and impacts society. As a first step in ethics, all students are expected to follow rules of academic integrity defined by the university as outlined at asu.edu/studentlife/judicial/academic_integrity.htm.

ORGANIZATION

The Fulton School of Engineering includes three primary educational components: nine academic units, several research centers, and the Center for Professional Development.

Departments

The school houses these academic units:

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

Research Centers

The school is committed to the development of research programs of national prominence and to the concept that research is an important part of its educational role. The school encourages the participation of qualified undergraduate and graduate students in various research activities. Most faculty are involved in government- or industry-sponsored research programs in a wide variety of fields. This research is carried out in the academic units and in a number of interdisciplinary research institutes, centers, and programs. A list of centers is available at www.fulton.asu.edu/fulton/research/centers.php.

Center for Professional Development

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. CPD works with the nationally renowned faculty of the Fulton School of Engineering and affiliate experts to administer short courses and conferences, professional certification programs, and graduate degree programs. These online programs allow students with complex schedules to complete advanced work from remote locations. CPD also administers customized programs at company sites. For more information, call 480/965-1740, or see www.asuengineeringonline.com.

ADMISSION

The Fulton School of Engineering is home to a number of rigorous professional programs. To help ensure student success in these programs the school has higher admission requirements than those for the university. High school students are expected to have completed a college preparation curriculum including math through precalculus and at least three years of high school lab science preferably in biology, chemistry, and physics. Transfer students are likewise expected to have performed well in their postsecondary work. Students interested in degrees within the school are encouraged to consult an advisor to help ensure that a proper set of high school and/or postsecondary courses are being taken.

All the programs within the Fulton School of Engineering are divided into two parts—the freshman and sophomore portion of the program (formerly known as preprofessional) and the junior and senior portion of the program (formerly known as professional status). Students in the freshman and sophomore portion of the program are only permitted to register for lower-division (100- and 200-level) classes within the school. Advancement to upper-division courses is competitive and not automatic (see [Advancement to Upper-Division Courses](#)).

Admission to the Fulton School of Engineering requires high school students to have completed a college preparation curriculum, to have a transfer GPA of 3.00 or higher (if any transfer courses exist) and to satisfy at least one of the high school performance criteria (see [Fulton School of Engineering Admission Requirements for Freshmen and Transfer Students](#)). Freshmen who are not initially qualified for admittance may still gain admission to the school via the transfer student or change of major route.

Transfer Students

All transfer students are initially admitted to the freshman and sophomore portion of the program but some may be eligible to request advancement to upper-division courses (see [Advancement to Upper-Division Courses](#)). The admission standards have been set to select students who are ready for one of the professional programs (e.g., demonstrated math and science competency) and who have demonstrated the ability to succeed in a postsecondary environment (at least 24 hours of work with a GPA of 3.00 or higher). Transfer students with less than 24 transfer hours must also satisfy one of the high school performance criteria. Upon admission to one of the school's programs it is highly recommended that transfer students make an appointment to meet with the program's academic advisor to assess their status and develop a plan for success.

Evaluation of Previous Course Work

Transferring from one institution to another or between programs can result in a net loss in units that count toward the degree. Thus it is important for students who contemplate transferring into this school from another institution, whether a community college or four-year institution, to carefully study the catalog material pertaining to the particular program to get a sense of what courses may transfer.

Credit is granted for transferred courses deemed equivalent to corresponding courses in the selected program of study, subject to grade and ASU resident credit requirements. No grades lower than "C" (2.00) are accepted as transfer credit to meet the graduation requirements of this school. Credits transferred from a community college or two-year institution are applied only as lower-division credits. For a listing of the acceptable courses transferable to the various degree programs, prospective Arizona transfer students should consult their advisors and refer to the ASU transfer tools available on the Web at www.asu.edu/provost/articulation.

It should be noted that some courses taken in other ASU colleges or other universities may be acceptable for general university credit but may not be applicable toward the degree requirements of this school. Determination of those particular courses applicable to a specific degree program is made within the appropriate academic unit with the

approval of the dean.

Currency of Course Work

Courses taken more than five years before admission to degree programs in this school are not normally accepted for transfer credit at the option of the department in which the applicant wishes to enroll. Courses completed within the five years preceding admission are judged as to their applicability to the student's curriculum.

International Students

Foreign nationals must meet the same admission requirements shown in the [Fulton School of Engineering Admission Requirements for Freshmen and Transfer Students](#) table with the possible additional requirement of a minimum TOEFL score. If the university requires a TOEFL score (see [TOEFL](#)) then admission to the Fulton School of Engineering requires a minimum TOEFL score of 550 (paper based), 213 (computer based), 79 on iBT (internet based) or a minimum IELTS score of 6.5.

General Education Development

Students admitted to the university after successful completion of the General Education Development examination are admitted to the freshman and sophomore portion of the program within their major provided they meet the minimum ACT or SAT score required for admission as listed in the [Fulton School of Engineering Admission Requirements for Freshmen and Transfer Students](#) table.

Fulton School of Engineering Admission Requirements for Freshmen and Transfer Students				
Student	Admission Level	Admission Criteria*		
Freshmen	Freshman and sophomore courses	Minimum transfer GPA of 3.00 if any No minimum number of transfer hours No high school math or science deficiency	and	Class ranking in upper 25% or ABOR GPA of 3.00 minimum or ACT minimum combined score of 24 or SAT minimum combined math and verbal score of 1140
Transfer students	Freshman and sophomore courses	Minimum transfer GPA of 3.00 24 transfer hours or more No high school math or science deficiency (if Undergraduate Admissions requires submission of a high school transcript)	or	Minimum transfer GPA of 3.00 Less than 24 transfer hours No high school math or science deficiency and Class ranking in upper 25% or ABOR GPA of 3.00 minimum or ACT minimum combined score of 24 or SAT minimum combined math and verbal score of 1140

* International students may have an additional English language proficiency criterion; see [International Students](#).

Change of Major

Students wishing to change their major to one of the majors within the Fulton School of Engineering must meet the Fulton School admission requirements for transfer students (see [Fulton School of Engineering Admission Requirements for Freshmen and Transfer Students](#)). Change of major is not guaranteed, and students interested in changing majors are encouraged to make an appointment with an advisor in the program of interest to discuss the probability of success and to develop a plan of action to ensure successful advancement to upper-division courses. All students admitted to a program through a change of major are admitted to the freshman and sophomore portion of the program. See the [Change of Major Approval](#) table below.

Change of Major Approval				
Case Number	Currently in a Fulton School of Engineering Program	Postsecondary Hours \geq 24	ASU and Transfer Cumulative GPA \geq 3.00	Request Approved
1	Yes	NA	Yes	Yes
2a	No	Yes	Yes	Yes
2b	No	No	Yes	Maybe ¹
2c	NA	Yes	No	No ²
3b	NA	No	No	No

1 Approval is only for students who meet the admission requirements for freshmen.
2 Student can submit a request for special consideration.

Readmission

Undergraduates who have been away from the university for one or more semesters and want to return to ASU in a Fulton School of Engineering program are required to apply for readmission through the University Registrar's office (see [Readmission to the University](#)).

Students who left ASU as ineligible or disqualified must first request reinstatement (see [Probation](#)). All other readmission requests are processed as follows:

1. Fulton School of Engineering students seeking readmission to the Fulton program they left are readmitted to the Fulton program into the same portion of the program and the same academic standing (i.e., good academic standing or on probation) they had when they left ASU.
2. Fulton School of Engineering students who are seeking readmission to a Fulton program other than the program they left and who have an ASU GPA of 3.00 or higher are readmitted to the new Fulton School of Engineering program in the freshman and sophomore portion with the same academic standing they had when leaving ASU.
3. Fulton School of Engineering students and non-Fulton School students seeking readmission to a Fulton program who have an ASU GPA less than 3.00 are subject to the admission by change of major process. These requests for readmission are reviewed on an individual basis. If the request for readmission is approved, the student is readmitted to the new Fulton School of Engineering program in the freshman and sophomore portion with the same academic standing they had when leaving ASU.

Once readmitted, returning students are required to meet with a program advisor before enrolling in courses at ASU.

ADVANCEMENT TO UPPER-DIVISION COURSES

Advancement from the freshman and sophomore portion of the program to the junior and senior portion of the program is competitive. All programs within the school use the same general process but the particular requirements are program specific and are listed under each department.

Advancement is based on a combination of factors defined by each program but as a minimum consists of the cumulative GPA (ASU and transfer courses if any) for a set of specific courses (referred to as the skill-set). Some programs augment the skill-set criterion with other materials (e.g., a cumulative ASU GPA, essay, exam, etc.). The minimum GPA required for advancement to upper division courses is program specific.

The skill-set for each program has the following characteristics:

1. courses are all lower division (100- and 200-level) courses required by the program for graduation;
2. courses give some prediction of success in the upper-division courses;
3. set includes at least 24 semester hours of course work; and
4. courses are all included within the first three semesters of a program as shown in the "Typical Four-Year Sequence" (see departmental material).

Freshman students admitted to ASU starting fall 2007 semester will use critical requirements to obtain advancement to upper-division courses. Critical requirements help students plan for and schedule appropriate courses in the correct sequence to maximize their success and monitor progress toward completion of their degree.

Students not following critical requirements must request advancement to upper-division courses and are only permitted to request advancement in the program in which they are currently enrolled. The application period is open for the entire semester and closes with the beginning of final exams. The earliest semester a student can request advancement to upper division courses is during the semester they are completing a program's skill-set. A typical advancement sequence would be

1. student completes skill-set during third semester;
2. student requests advancement to upper division courses during third semester;
3. student enrolls for fourth semester course work during third semester;
4. student's request for advancement is processed during the early part of the fourth semester; and
5. student (if successful) is advanced to the junior and senior portion of the program and registers for fifth semester (first semester of upper-division Fulton School of Engineering course work).

Students completing some of the skill-set courses at institutions other than ASU will need to have course results transferred to ASU before their request for advancement to upper-division courses can be considered.

The skill-set courses for each program can be found in the departmental write-ups or at www.eas.asu.edu/fulton/transfers/professional_programs_general.php.

ADVISING

Successful completion of a program in the Fulton School of Engineering requires careful planning. While final responsibility for becoming familiar with and understanding academic degree requirements lies with the student, each department employs professional academic advisors who work with students in setting academic and career goals; understanding school and university policies and procedures; meeting degree requirements; and becoming familiar with the university's and the school's sources of academic support. Students may also work with a faculty advisor familiar with the chosen field of specialization. Students should consult with an advisor prior to registering each semester.

Earning advancement to the junior and senior portion of the program in a timely manner requires careful planning. Normally requests for advancement are made during the third semester and decisions are made during the fourth semester of a typical four-year sequence of classes. This ensures that students have 100- and 200-level classes they can take while the request for advancement is being considered. All students are encouraged to meet with a program advisor when they are admitted to a program to discuss advancement and how best to proceed.

Many students find it necessary to work while attending ASU. The working student should endeavor to create a

careful balance of work and class responsibilities to avoid academic problems. Students should inform faculty and professional advisors of any outside work or activity so that course loads may be adjusted accordingly.

Advisors and staff in the Office of the Associate Dean for Academic Affairs in the school are available to assist individual students with many different types of advising issues. They work with students to answer general questions regarding policy and procedure; help with registration transactions; administer the probation, disqualification, and readmission processes; oversee disciplinary actions; hear grade grievances; and assist with other administrative matters. For more information, access the school's Web site at www.fulton.asu.edu/fulton.

REGISTRATION

Students are required to register for courses using one of the university-provided processes. As part of the registration process, the school enforces the following registration restrictions.

Mandatory Advising

All first-year students, all student athletes, and students who are found to be having academic difficulty are required to be advised before they can register for classes, including summer sessions. Some programs relax the advising requirement after the first year, so students should consult their department to determine if advising is required.

Maximum Hours

Students enrolled in an undergraduate degree program in this school may register for a maximum of 19 semester hours each semester. Any student wanting to register for more than the maximum must submit a College Standards petition and have an approval on file prior to registering for the overload.

Probationary Status

Students who have been placed on academic probation must be advised by a faculty or professional advisor from within the academic unit of their major and then advised by an advisor within the Office of the Associate Dean of Academic Affairs, who will issue a special permit allowing them to register. Students on probation are limited to 13 semester hours. Generally the special permits are not issued until after grades have been posted (see [Probation](#) for details).

Undergraduate Nondegree Status

Students who are enrolled in an undergraduate nondegree status in this school must obtain advising and approval to register before registering each semester from the Office of the Associate Dean of Academic Affairs. For more information, see [Admission of Undergraduate Nondegree Applicants](#).

Course Prerequisites

Students should consult the Online ASU Interactive Schedule of Classes and the catalog for course prerequisites. Students who register for courses without the designated prerequisites may be withdrawn without the student's consent at any time before the final examination. Such withdrawal may be initiated by the instructor, the chair of the department offering the course, or the dean of the college. In such cases, students will not receive monetary reimbursement.

Pass/Fail Grades

Students enrolled in the school do not receive degree credit for pass/fail courses taken at this institution. In addition, no course in this school is offered for pass/fail credit. Students requesting credit for pass/fail courses taken at another institution must file a College Standards petition to the department of their major. Each request is judged on its particular merits.

Non-Fulton School of Engineering Students

Students who are not admissible to programs in this school and who enroll in another school at ASU may not register for any 300- or 400-level courses in this school unless the course(s) are required in their degree program and the students have the proper course prerequisites.

UNDERGRADUATE DEGREES

The faculty in the Fulton School of Engineering offer programs leading to the BS and BSE degrees with majors in the subjects shown in the [Ira A. Fulton School of Engineering Baccalaureate Degrees and Majors](#) table below. Each major is administered by the academic unit indicated.

For detailed information on the degree requirements of a major in the Ira A. Fulton School of Engineering, refer to that academic unit's individual description on the following pages.

GRADUATE DEGREES

The faculty in the Fulton School of Engineering offer master's and doctoral degrees as shown in the [Ira A. Fulton School of Engineering Graduate Degrees and Majors](#). Engineering faculty participate in offering the Master of Engineering (MEng) as a collaborative degree program offered by Arizona's three state universities. For more information, see the [Graduate Catalog](#).

University Graduation Requirements

In addition to department and school requirements, students must meet all university graduation requirements (see [University Graduation Requirements](#)). A well-planned program of study enables students to meet all requirements in a timely fashion. Students are encouraged to consult with an academic advisor in planning a program to ensure that they comply with all necessary requirements.

General Studies Requirement

All students enrolled in a baccalaureate degree program must satisfy a university requirement of a minimum of 35 hours of approved course work in General Studies. General Studies courses are listed in the Online ASU Interactive Schedule of Classes and in the *Summer Sessions Bulletin*. Consult with an advisor for an approved list of courses.

First-Year Composition Requirement

As a minimum, completion of ENG 101 and 102, or ENG 107 and 108, or ENG 105 with grades of “C” (2.00) or higher is required for graduation from ASU in any baccalaureate program as described in [First-Year Composition Requirement](#). Any student whose written or spoken English in any course is unsatisfactory may be required by the appropriate director or department chair to take additional course work.

ACADEMIC STANDARDS

The school has developed and enforces a number of academic standards, these are designed to support students who are struggling academically and to insure the quality of the school’s graduates.

Student Responsibilities

Students need to make many decisions as they complete their degrees. While the school and the university have a number of resources available (e.g., faculty, courses, advisors, and tutors) to help in making the decisions, students are expected to take responsibility for their decisions.

Satisfactory Progress

Students are expected to select and successfully complete courses that lead to the timely completion of their degree. Students are said to be making satisfactory progress if they (1) maintain an acceptable GPA and (2) complete courses each semester that are applicable to their degree. Students who are making satisfactory progress are said to be in good standing.

Probation

Some students do not make satisfactory progress and these students generally need extra attention and resources to help them get back on track. Such students are placed on probation to help ensure that they get the necessary help. There are many reasons why students fail to make satisfactory progress. Working with an academic advisor to plan a strategy for success is crucial. Students may be required to reduce their course load (13 semester hours maximum), retake courses, or even take courses outside of the program if the advisor judges these measures will help bring the student back to academic good standing.

Registration for Next Semester Classes

Before students on probation can register for classes in the next semester they must receive advising in their department and then obtain a special permit from an advisor in the Office of Academic Affairs. Permits are also required for summer school registration. Generally permits are not issued until final grades for the current semester have been recorded by the registrar but the school may issue the permits to some eligible students. Student on probation should check with their department’s academic advisor to see if they are eligible for an early permit.

Conditions for Probation

A student is placed on probation when specific academic expectations are not met. Some conditions trigger an automatic placement on probation whereas others trigger an automatic review of the student’s case to determine if probation is warranted. When a probation review is triggered, the final decision is made by the student’s department, which also determines any conditions of probation.

Automatic probation is triggered by any of the following:

1. a semester or summer session with a GPA less than or equal to 1.50;
2. two successive semesters with GPAs less than 2.00; or
3. an ASU Cumulative GPA below 2.00 (for more than 55 semester hours).

Automatic review is triggered by any one of the following:

1. an ASU cumulative GPA less than 2.00 (0 to 55 semester hours);
2. a cumulative GPA in the major of less than 2.00; or
3. a failure to complete any courses appropriate for the degree during each semester.

Courses completed during summer sessions are not used to reevaluate a student’s fall semester probationary status.

Ineligibility

Students who are on academic probation and fail to meet the school’s retention standards become ineligible to continue working toward a degree within the school. Ineligible students who cannot transfer to another program within ASU are designated as disqualified. Ineligibility occurs if the probationary student

1. does not attain a semester GPA of 2.25 or higher; or
2. has a cumulative GPA below 2.00 at the end of the probationary semester; or
3. has already been on probation for two consecutive semesters; or
4. failed to complete any courses appropriate for the degree during each semester.

Ineligible students are subject to the following limitations:

1. Students who change colleges may not register for courses in engineering unless the courses are required by their new major.
2. Students who register for courses in the school may be withdrawn from these courses any time during the semester they are registered.

Ineligible students are encouraged to consider these options:

1. They may be eligible to change their major to another college if they have an acceptable cumulative GPA. The acceptable GPA level depends on the number of hours completed course work. Students should check with an advisor in the Office of Academic Affairs to determine if they are eligible.
2. They may take nonengineering courses during summer and winter sessions.
3. They may request a review of their status by contacting the Office of Academic Affairs.

Reinstatement Process

Students who were ineligible or disqualified when they left the Fulton School of Engineering and ASU must request reinstatement as part of the readmission process. Reinstatement

1. is only considered after a student has remained out of the school for at least 12 months;
2. requires a student to supply proof that he or she is now capable of successfully completing courses in the discipline (e.g., completion at another postsecondary institution of at least 15 hours of appropriate course work at a GPA of 3.00 or higher); and
3. requires a combined ASU plus transfer GPA of 2.50 or higher.

If the reinstatement request is approved and the readmission request involves a change of major, then the change of major review must be completed. All students who gain readmission through reinstatement return on probation at the portion of the program that is deemed appropriate by the program to which the student is being readmitted.

SPECIAL PROGRAMS

Joint Bachelor's and Master's Degree

Several programs within the school offer an opportunity to their highly motivated and high-performing students to start a master's program while still completing the last year of the BS or BSE degree. Interested students should contact their major department for details.

Undergraduate Research

The Fulton Undergraduate Research Initiative (FURI) program allows undergraduate students to participate in university-level research. Students, in collaboration with mentors, make proposals to FURI to fund the research work they want to perform. Students are eligible to apply after only one semester of work. Projects range from one semester to three semesters. A research poster symposium is held each semester to present the results of the research. For more information, access the school's Web site at eas.asu.edu/fulton/departments/furi/index.php.

Certificate Program in Technology Entrepreneurship

Engineers and scientists around the globe launch high-tech companies to move their ideas to the market. Studies show that the majority of innovative products and services in the economy evolve from entrepreneurial ventures. By providing knowledge and skills important to the creation and leadership of such startups, the certificate program in Technology Entrepreneurship aims to train the founders and leaders of tomorrow's high-tech ventures. The certificate program is designed specifically for engineers. Courses are approached from the perspective of the student whose primary interest is in technological innovation, whose primary concentration is on engineering, and who has little or no prior business education. For more information, call 480/965-2825.

Science Math Engineering Competition Awards (SMECA) Scholarships

The school has a limited number of scholarships available to students who competed during high school in regional or national science, mathematics or engineering competitions (e.g., National Science Fair, FIRST). The scholarship is renewable up to five years. Interested students should access the school's Web site at www.fulton.asu.edu/fulton/students/sas/scholarships.php for details.

Fulton Ambassadors

The Fulton Ambassadors is composed of undergraduate students representing all disciplines within the school. Originally called "Student Ambassadors," the name was changed in fall 2003 to "Fulton Ambassadors" in recognition of Ira A. Fulton's contribution to the school of engineering. Fulton Ambassadors promote and advance the school at ASU and serve as student liaisons between current students, administrators, alumni, and industry. For more information, access www.fulton.asu.edu/sa/fa_website.

SORP

The Student Outreach and Retention Program (SORP) houses student diversity programs in the Ira A. Fulton School of Engineering. SORP offers programs and services to improve the climate for, and to attract, support, and retain minority and women students in engineering. Programs included in SORP are the Women in Science and Engineering Program, the Minority Engineering Program, and the Coalition of Engineering Minority Societies and the Society of Women Engineers (CEMSWE). CEMSWE encourages the minority engineering organizations: American Indian Science and Engineering Society, National Society of Black Engineers, Society of Hispanic Professional Engineers, and the Society of Women Engineers to work together to maximize their effectiveness in many areas.

In addition, SORP houses the Center for Outreach and Recruitment (COR) for the Fulton School of Engineering. This unit supports the recruitment programs for the school, including the Central Arizona Math, Engineering, Science Achievement program. COR coordinates the Engineering Summer Institute, providing hands-on engineering camps, both commuter and residential, to middle school, high school, and incoming freshmen students. For more information, contact the Office of the Associate Dean of Academic Affairs.

Cooperative Education

The co-op program is a work-study plan of education that alternates periods of academic study with periods of employment in business, industry, or government. Students who choose this program ideally complete 12 months of employment and graduate with both the academic background and practical experience gained from working with

professionals in a chosen field.

A student in the school is eligible to apply to the co-op program upon completion of 45 or more hours of classes required for the selected major. Transfer students are required to complete at least one semester at ASU before beginning work. All student applicants must have a GPA of at least 2.50 and the approval of an advisor and the dean of the school.

To maintain continuous student status in the university, each co-op student must be enrolled in FSE 399 Cooperative Work Experience for one semester hour during each work session. Such credit cannot be applied toward degree requirements. For more information, visit the Office of the Associate Dean for Academic Affairs, or call 480/965-1750, and visit the Career Services office in SSV 329, or call 480/965-2350.

Honor Societies

Students are encouraged to seek information concerning entry into those honor societies for which they may qualify. Membership in such organizations enhances the student's professional stature. The following honor societies are active within the school:

Alpha Eta Mu Beta—Bioengineering Honor Society
 Alpha Pi Mu—Industrial Engineering Honor Society
 Chi Epsilon—Civil Engineering Honor Society
 Eta Kappa Nu—Electrical Engineering Honor Society
 Omega Rho—Industrial Engineering Society
 Pi Tau Sigma—Mechanical Engineering Honor Society
 Sigma Gamma Tau—Aerospace Engineering Honor Society
 Sigma Lambda Chi—Construction Honor Society
 Tau Beta Pi—National Engineering Honor Society
 Upsilon Pi Epsilon—National Computer Science Honor Society

Information on any of these organizations may be obtained from the respective department or school offices.

Honors Students

The Fulton School of Engineering participates in the programs of Barrett, the Honors College, which provides enhanced educational experiences to academically superior undergraduate students. Participating students can major in any academic program. A description of the requirements and the opportunities offered can be found in [Barrett, the Honors College](#).

Internships

A variety of internship programs exist within the school. Information on these programs can be obtained from the Engineering Internship Program coordinator in the Office of Academic Affairs.

Scholarships

Information and applications for academic scholarships for continuing students may be obtained by contacting the Office of Academic Affairs or the various department or school offices. Other scholarships may be available through the university Student Financial Assistance Office. For an application and more information, access fulton.asu.edu/fulton/students/sas/scholarships.php.

ROTC

Students pursuing a commission through either the Air Force or Army ROTC programs are required to take courses in the Department of Aerospace Studies or Department of Military Science. To preclude excessive overloads, these students should plan on at least one additional semester to complete degree requirements. Because of accreditation requirements, aerospace studies (AES) or military science (MIS) courses are not acceptable for degree credit in engineering as social and behavioral science or humanities and fine arts under General Studies. ROTC students must also meet all other degree requirements of this school.

GENERAL INFORMATION

Definition of Terms

The terms used to describe offerings are defined below for purposes of clarity.

Program of Study

This broad term describes the complete array of courses included in the study leading to a degree.

Major

This term describes a specialized group of courses contained within the program of study. Example: program of study—engineering; major—Civil Engineering.

Area of Study (Technical Electives) or Concentration

Each of these terms describes a selection of courses within a major or among one or more majors. The number of technical electives varies from curriculum to curriculum. In several majors, the technical electives must be chosen from preselected groups. For this reason the choice of specific technical electives for an area of study should be made with the advice and counsel of an advisor.

Ira A. Fulton School of Engineering Baccalaureate Degrees and Majors			
Major	Degree	Concentration ¹	Administered By
Aerospace Engineering	BSE	Aeronautics or astronautics	Department of Mechanical and Aerospace

			Engineering
Bioengineering	BSE	—	Harrington Department of Bioengineering
Chemical Engineering	BSE	—	Department of Chemical Engineering
Civil Engineering	BSE	Optional: construction engineering or environmental engineering ¹	Department of Civil and Environmental Engineering
Computer Science	BS	Optional: information assurance or software engineering ¹	Department of Computer Science and Engineering
Computer Systems Engineering	BSE	—	Department of Computer Science and Engineering
Construction	BS	General building construction, heavy construction, residential construction, or specialty construction	Del E. Webb School of Construction
Electrical Engineering	BSE	—	Department of Electrical Engineering
Engineering Interdisciplinary Studies	BS	Engineering business ²	Ira A. Fulton School of Engineering
Engineering Special Studies	BSE	Premedical engineering	Ira A. Fulton School of Engineering and the Harrington Department of Bioengineering
Industrial Engineering	BSE	—	Department of Industrial Engineering
Materials Science and Engineering	BSE	—	School of Materials ³
Mechanical Engineering	BSE	—	Department of Mechanical and Aerospace Engineering

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

² Students must be enrolled in the engineering business concurrent degree program.

³ This degree program is offered by the Ira A. Fulton School of Engineering and the College of Liberal Arts and Sciences.

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Del E. Webb School of Construction

construction.asu.edu

480/965-3615

USE 138

James J. Ernzen, Director

Professors

Badger, Kashiwagi

Associate Professors

Ariaratnam, Bashford, Chasey, Ernzen, Sawhney, Wiesel

Assistant Professors

Mitropoulos, Sullivan

Senior Lecturer

Knutson

PURPOSE

Construction careers are so broadly diversified that no single curriculum prepares the student for universal entry into all fields. As an example, heavy construction contractors usually place more emphasis on technical and engineering science skills than do residential contractors/developers, who usually prefer a greater depth of knowledge in the business management of construction. To ensure a balanced understanding of the technical, professional, and philosophical standards that distinguish modern-day constructors, advisory groups representing leading contractors and builders provide counsel in curriculum development. Construction has a common core of engineering science, management, and behavioral sciences courses on which students may build defined concentrations to suit individual backgrounds, aptitudes, and objectives. These concentrations are not absolute but generally match major divisions of the construction industry.

DEGREES

Construction—BS

The faculty in the Del E. Webb School of Construction offer the BS degree in Construction. Five concentrations are available: commercial construction, concrete industry management, heavy construction, residential construction, and specialty construction.

Each concentration is designed to develop technical, management, and leadership skills. Prescribed are a combination of General Studies courses, technical courses basic to engineering and construction, and courses on a broad range of applied management subjects fundamental to the business of construction.

Construction—MS

The faculty in the school also offer the MS degree in Construction. Details for this degree are found in the [Graduate Catalog](#).

Professional Accreditation and Affiliations

The Del E. Webb School of Construction is a member of the Associated Schools of Construction, an organization dedicated to the development and advancement of construction education. The construction program is accredited by the American Council for Construction Education.

SPECIAL PROGRAMS

The Del E. Webb School of Construction maintains a cooperative agreement with community colleges within Arizona to structure courses that are directly transferable into the construction program at ASU.

Student Organizations

The school has a chapter of Sigma Lambda Chi, a national honor society that recognizes high academic achievement in accepted construction programs. The school is also host to the Associated General Contractors of America student chapter, the National Association of Home Builders student chapter, the Construction Women's Alliance, the Mechanical Contractors Association of America student chapter, and the North American Society of Trenchless Technology.

Scholarships

Apart from those given by the university, a number of scholarships from the construction industry are awarded to students registered in the construction program. The scholarships are awarded on the basis of academic achievement and participation in activities of the construction program.

Business Minor

The school, in conjunction with the W. P. Carey School of Business, offers a business minor for students who have an interest in additional business courses while pursuing a degree in construction. The courses available for the minor are designed to appeal to and inform the nonbusiness student. Courses cover a broad range of topics important to modern managers. See a construction undergraduate advisor for minor requirements.

ADMISSION

For information regarding requirements for admission, transfer, retention, disqualification, and reinstatement, see [Undergraduate Admission](#); [Admission](#); and [Degree Requirements](#). Students applying to the program will be admitted to the freshman and sophomore portion of the program (formerly known as preprofessional). For more information about the Fulton School of Engineering, see [Admission](#). Vocational and craft-oriented courses taught at community colleges are not accepted for credit toward a bachelor's degree in Construction.

Freshman and Sophomore Courses

Each student admitted to the Del E. Webb School of Construction will follow the freshman and sophomore sequence of courses listed in the section [Typical First Two Year Course Sequence](#). Students should follow the recommendations of their staff and faculty academic advisors in completing the prescribed background and skill-set courses in preparation for advancement to upper-division courses. The skill-set courses are as follows:

COM 225 Public Speaking *L* (3)
 CON 221 Applied Engineering Mechanics: Statics (3)
 CON 243 Heavy Construction Equipment, Methods, and Materials (3)
 CON 251 Microcomputer Applications for Construction (3)
 CON 252 Building Construction Methods, Materials, and Equipment (3)
 ECN 212 Microeconomic Principles *SB* (3)
 ENG 102 First-Year Composition (3)
 MAT 265 Calculus for Engineers I (3)
 PHY 111 General Physics *SQ** (3)
 PHY 113 General Physics Laboratory *SQ** (1)
 STP 226 Elements of Statistics *CS* (3)

Total 31

* Both PHY 111 and 113 must be taken to secure SQ credit.

Advancement to Upper-Division Courses

The junior and senior years constitute the upper-division portion of the undergraduate curriculum. Advancement to the upper-division courses is competitive and limited by available resources. Advancement is awarded to those applicants demonstrating the highest promise for professional success. The school committee considers overall transfer and ASU GPAs as well as the minimum 2.75 GPA required in the skill-set courses listed above. All students seeking advancement to upper-division courses must be admitted to ASU and have completed or be in the process of completing all of the skill-set courses. Freshmen admitted to ASU starting fall 2007 semester use critical requirements to obtain advancement to upper-division courses. Students not following critical requirements must follow the Advancement to Upper-Division Courses procedure as described on the Fulton School of Engineering Web site.

BASIC REQUIREMENTS

Students complete the following basic requirements before registering for advanced courses: (1) All first-semester, first-year courses and the university First-Year Composition requirement (see [University Graduation Requirements](#)) must be completed by the time the student has accumulated 48 semester hours of program requirements, and (2) all second-semester, first-year courses must be completed by the time the student has completed 64 semester hours of program requirements. Transfer students may request a one-semester waiver. Participation in a summer field internship is required for all students between the second and third year of the program. Participation in a summer management internship is required for all students between the third and fourth year of the program.

Any student not making satisfactory progress toward his or her degree is permitted to register for only those courses required to correct any deficiencies.

DEGREE REQUIREMENTS

A minimum of 120 semester hours with at least 45 hours at the upper-division level is required for graduation from the program. Students in all concentrations are required to complete a construction core of science-based engineering, construction, and management courses.

GRADUATION REQUIREMENTS

A student must earn a grade of "C" (2.00) or higher in the mathematics, physics, and other courses listed in the program of study.

In addition to fulfilling school and major requirements, majors must satisfy the General Studies requirements as noted in [General Studies](#), and all university graduation requirements as noted in [University Graduation Requirements](#). Note that all three General Studies awareness areas are required. Consult an advisor for an approved list of courses.

SCHOOL COURSE REQUIREMENTS

First Year Composition Requirements¹

Choose one of the following combinations (6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition² (3)

--- or ---

ENG 105 Advanced First-Year Composition (3)

Elective chosen with advisor (3)

--- or ---

ENG 107 English for Foreign Students (3)

ENG 108 English for Foreign Students (3)

First year composition total 6

General Studies³

Humanities and Fine Arts/Social and Behavioral Sciences

CON 101 Construction and Culture: A Built Environment *HU, G, H* (3)

ECN 211 Macroeconomic Principles *SB* (3)

ECN 212 Microeconomic Principles *SB*² (3)

HU/SB elective (3)

HU/SB upper-division elective (3)

HU/SB subtotal 15

Literacy and Critical Inquiry

COM 225 Public Speaking *L*² (3)

CON 496 Construction Contract Administration *L* (3)

Literacy subtotal 6

Natural Sciences

PHY 111 General Physics *SQ*^{1, 2, 4} (3)

PHY 113 General Physics Laboratory *SQ*^{1, 2, 4} (1)

Physical science elective *SQ/SG* (4)

Natural sciences subtotal 8

Mathematical Studies

MAT 265 Calculus for Engineers I^{1, 2} (3)

STP 226 Elements of Statistics *CS*² (3)

Mathematical studies subtotal 6

General Studies/school requirements total 35

Courses in Major Requirements Common to All Concentrations

CON 221 Applied Statics² (3)

CON 223 Strength of Materials (3)

CON 241 Surveying (3)

CON 243 Heavy Construction Equipment, Methods, and Materials² (3)

CON 251 Microcomputer Applications for Construction² (3)

CON 252 Building Construction Methods, Materials, and Equipment² (3)

CON 296 Field Internship (1)

CON 371 Construction Safety (3)

CON 383 Construction Estimating (4)

CON 389 Construction Cost Accounting and Control *CS* (3)

CON 424 Structural Design (3)

CON 450 Geotechnical Applications for Construction (4)

CON 453 Construction Project Management I (3)

CON 455 Construction Project Management II (4)

CON 484 I: Managerial Internship (1)

CON 495 Construction Planning and Scheduling *CS* (4)

LES 305 Legal, Ethical, and Regulatory Issues in Business (3)

Courses in common requirements subtotal 51

Concentration requirements subtotal⁵ 28

Major total 79

Program total 120

¹ A minimum grade of "C" (2.00) is required.

² This is a skill-set course.

³ Students are encouraged to select HU/SB courses to complement their technical program. For more information, see [General Studies](#).

⁴ Both PHY 111 and 113 must be taken to secure SQ credit.

⁵ For details on concentration requirements, see [Concentrations](#).

Concentrations

Construction offers a wide variety of career possibilities. To accommodate these choices, the program offers various concentrations that focus on preparing students for their chosen sectors of the industry. The curriculum has a common core of engineering science, management, and behavioral science courses. These courses provide a solid foundation

for students to select a defined concentration that suits their individual backgrounds, aptitudes, and objectives. There are five concentrations available in construction; the course requirements are given below.

Concentration in General Building Construction

The general building construction concentration provides a foundation for students who wish to pursue careers as estimators, project managers, project engineers, and eventually, owners of firms engaged in the construction of industrial, commercial, and institutional structures. Educational focus is on building systems required for the development and production of large-scale projects. General building construction is addressed as an integrated process from conception through delivery of completed facilities to users.

Requirements

CON 194 ST: Introduction to Construction (3)
 CON 273 Electrical Construction Fundamentals (3)
 CON 310 Testing of Materials for Construction (3)
 CON 345 Mechanical Systems (4)
 CON 472 Development Feasibility Reports *L* (3)
 CON 483 Advanced Building Estimating (3)
 REA 380 Real Estate Fundamentals (3)
 Upper-division electives (6)

Total 28

Concentration in Concrete Industry Management

The concrete industry management (CIM) concentration prepares students for careers in the concrete industry. The goal of the concentration is to produce broadly educated, articulate graduates who are knowledgeable about concrete technology and techniques, able to manage people and systems, and able to promote products or services related to the concrete industry.

Requirements

CIM 105 Introduction to the Concrete Industry (1)
 CIM 106 Fundamentals of Concrete: Properties and Testing (4)
 CIM 205 Concrete Construction Methods (3)
 CIM 206 Applications of Concrete in Construction (3)
 CIM 305 Management of Concrete Products: Ordering and Delivering (3)
 CIM 306 Management of Concrete Products: Production Facilities (3)
 CIM 405 Concrete Problems: Diagnosis, Prevention, and Dispute Resolution (3)
 CIM 406 Concrete Industry Management Capstone (2)
 CIM 420 Senior Concrete Lab (3)
 Upper-division elective (3)

Total 28

Concentration in Heavy Construction

The heavy construction concentration prepares students for careers related to the development, construction, and maintenance of infrastructure projects. The concentration develops the specialized skills required to estimate, schedule, and manage projects in the heavy construction industry. Graduates manage both public and private projects in such areas as highways, railroads, airports, power plants, transit systems, harbor and waterfront facilities, pipelines, dams, tunnels bridges, canals, sanitary systems, and mass earthworks.

Requirements

CON 194 ST: Introduction to Construction (3)
 CON 273 Electrical Construction Fundamentals (3)
 CON 310 Testing of Materials for Construction (3)
 CON 345 Mechanical Systems (4)
 CON 486 Heavy Construction Estimating (3)
 CON 494 ST: Heavy Construction Project Management (3)
 Upper-division electives (9)

Total 28

Concentration in Residential Construction

The residential construction concentration prepares students for careers in the residential sector of the industry. This concentration covers the specific methods and processes during the planning, production, marketing, and business-related activities common to residential construction.

Requirements

CON 194 ST: Introduction to Construction (3)
 CON 273 Electrical Construction Fundamentals (3)
 CON 310 Testing of Materials for Construction (3)
 CON 345 Mechanical Systems (4)
 CON 377 Residential Construction Production Procedures (3)
 CON 477 Residential Construction Business Practices (3)
 MKT 382 Advertising and Marketing Communication (3)
 REA 380 Real Estate Fundamentals (3)
 Upper-division elective (3)

Total 28

Concentration in Specialty Construction

The specialty construction concentration prepares students for careers with specialty constructors, such as mechanical and electrical construction firms. It emphasizes the construction process at the specialty contractor level.

Requirements

CON 194 ST: Introduction to Construction (3)

CON 273 Electrical Construction Fundamentals (3)
CON 310 Testing of Materials for Construction (3)
CON 345 Mechanical Systems (4)
CON 468 Mechanical and Electrical Estimating (3)
CON 471 Mechanical and Electrical Project Management (3)
CON 494 ST: Cleanroom Construction (3)
Upper-division electives (6)
Total 28

Typical First Two Year Course Sequence

Advisor-approved alternates/transfer credits for these courses may vary from the total required semester hours indicated. Such variances do not reduce the minimum of 120 semester hours required for the degree. The course work for the first two years is similar for all concentrations.

First Semester

CON 194 ST: Introduction to Construction (3)
 or CIM 105 Introduction to the Concrete Industry³ (1)
CON 101 Construction and Culture: A Built Environment *HU, G, H* (3)
ENG 101 First-Year Composition (3)
MAT 265 Calculus for Engineers I (3)
PHY 111 General Physics *SQ*¹ (3)
PHY 113 General Physics Laboratory *SQ*¹ (1)
Total 14 or 16

Second Semester

COM 225 Public Speaking *L* (3)
CON 252 Building Construction Methods, Materials, and Equipment (3)
ECN 211 Macroeconomic Principles *SB* (3)
ENG 102 First-Year Composition (3)
HU/SB elective (3)
 or CIM 106 Fundamentals of Concrete: Properties and Testing³ (3)
Total 15

Third Semester

CON 221 Applied Engineering Mechanics: Statics (3)
CON 243 Heavy Construction Equipment, Methods, and Materials (3)
CON 251 Microcomputer Applications for Construction (3)
ECN 212 Microeconomic Principles *SB* (3)
STP 226 Elements of Statistics *CS* (3)
 or CIM 205 Concrete Construction Methods³ (3)
Total 15

Fourth Semester

CON 223 Strength of Materials (3)
CON 241 Surveying (3)
Construction elective from concentration (3)
 or CIM 206 Applications of Concrete in Construction³ (3)
HU/SB elective (3)
 or CON 273 Electrical Construction Fundamentals (3)
SQ elective with lab² (4)
Total 16

¹ Both PHY 111 and 113 must be taken to secure SQ credit.

² A physical science elective with lab is required to secure SQ credit.

³ This course is required for students enrolled in the CIM concentration.

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 Chemical Engineering

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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

The faculty in the Department of Chemical Engineering offer the BSE degree in Chemical Engineering. This major builds on a broad base of knowledge within the basic and mathematical sciences, and engineering, and offers excellent career opportunities.

Chemical engineers design and operate processes that may include chemical change. They combine the science of chemistry with the discipline of engineering in order to solve complex problems in a wide variety of industries. Challenging job opportunities exist not only in the chemical and petroleum industries, but also in the plastics, electronics, computer, metals, space, food, drug, and healthcare industries. In these industries, chemical engineers practice in a wide variety of occupations, including environmental control, surface treatments, energy and materials transformation, biomedical applications, fermentation, protein recovery, extractive metallurgy, and separations. In the environmental area, chemical engineers develop methods to reduce the pollution created in manufacturing processes, devise techniques to recover usable materials from wastes, design waste storage and treatment facilities, and design pollution control strategies.

CHEMICAL ENGINEERING—BSE

Chemical engineers are generally concerned with transfer within and between liquid, gas, and solid phases and the chemical changes that may also occur. Engineers design and operate processes that accommodate such changes, including the chemical activation of materials. Typically this involves complex multicomponent systems wherein the interactions between species have to be considered and analyzed. The new challenge in chemical engineering is to apply the principles of fluid dynamics, mass transfer, solution thermodynamics, reaction kinetics, and separation techniques to technological endeavors such as pollution control within manufacturing and the environment, integrated circuit design, solid-state surface treatments, and materials processing.

Consequently, in addition to the chemical and petroleum industries, chemical engineers find challenging opportunities in the plastics, solid-state, electronics, computer, metals, space, food, drug, and healthcare industries, where they practice in a wide variety of occupations, such as environmental control, surface treatments, energy and materials transformations, biomedical applications, fermentation, protein recovery, extractive metallurgy, and separations. While a large percentage of the industrial positions are filled by graduates with bachelor's degrees, there are lucrative and creative opportunities in research and development for those who acquire postgraduate education.

Subspecializations have developed within the profession. However, the same broad body of knowledge is generally expected of all chemical engineers for maximum flexibility in industrial positions. The preparation for chemical engineering is accomplished by a blend of classroom instruction and laboratory experience.

The chemical engineering faculty are committed to fully developing the potential of students by providing a unique learning environment that encourages them to take responsibility for their education; exposes students to a diversity of viewpoints and teaching/learning styles; prepares students to work in teams to solve real-world, multidisciplinary problems; and sets them on a path of lifelong learning. The faculty demand high quality work. They are fair, honest, courteous, and professional. They are sensitive to students' needs and dedicated to student success. They are interested in capitalizing on the nontraditional student demographics, including cultural background, age group, and the full- and part-time employed, to develop a vibrant and flexible education and research environment.

To achieve this commitment, the following program educational objectives were established by the chemical engineering faculty:

1. Graduates will have a strong foundation in mathematics, science, and engineering with a balance of theoretical understanding and ability to apply modern techniques, skills, and tools to solve real-world chemical engineering problems.
2. Graduates will have the skills and experience necessary to design component systems and processes for the manufacturing of chemical engineering products.
3. Graduates will have the skills and experience necessary to communicate effectively in oral, written, and graphical forms to various types of audiences.
4. Graduates will have the skills necessary to perform as engineers in a professional and ethical manner.
5. Graduates will have the skills and attitudes for continued life-long learning of new technologies and concepts.
6. Graduates will have opportunities to interact with local industries, educational institutions, and constituent populations.

ADMISSION REQUIREMENTS

Freshman and Sophomore Courses

Each student admitted to the Chemical Engineering program follows the first-year and second-year sequence of courses listed in the curriculum outline. Included in the first two semester schedules are all skill-set courses or equivalents:

CHE 100 Introduction to Chemical Engineering CS (3)
 CHM 113 General Chemistry I SQ (4)
 CHM 116 General Chemistry II SQ (4)
 ENG 101 First-Year Composition (3)
 ENG 102 First-Year Composition (3)
 MAT 265 Calculus for Engineers I (3)
 MAT 266 Calculus for Engineers II (3)
 PHY 121 University Physics I: Mechanics SQ* (3)
 PHY 122 University Physics Laboratory I SQ* (1)

Total 27

* Both PHY 121 and 122 must be taken to secure SQ credit.

Advancement to Upper-Division Courses

Advancement to the junior and senior portion of the program (formerly known as professional) is competitive and granted to those students demonstrating the promise for professional success in Chemical Engineering. A faculty committee considers overall transfer and ASU GPA numbers as well as the transfer and ASU GPA numbers in Chemical Engineering skill-set courses. Freshmen admitted to ASU starting fall 2007 semester will use critical requirements to obtain advancement to upper-division courses. Students not following critical requirements must be in the process of completing all of the skill-set courses and then request advancement to upper division courses as described on the Chemical Engineering Web site. Completion of the specified courses does not guarantee advancement to upper-division courses. Only students who have been admitted to ASU are eligible to request advancement to upper-division courses. Students are encouraged to visit the Chemical Engineering undergraduate advising office or access fulton.asu.edu/~cme.

DEGREE REQUIREMENTS

A minimum of 120 semester hours is necessary for the BSE degree in Chemical Engineering. A minimum of 45 upper-division semester hours is required. Students must attain a GPA of at least 2.00 for the courses in the major field.

GRADUATION REQUIREMENTS

In addition to fulfilling school and major requirements, majors must satisfy all university graduation requirements. See [University Graduation Requirements](#).

COURSE REQUIREMENTS

The course work for the undergraduate degree can be classified into the following categories (in semester hours):

First-Year Composition

Choose among the course combinations below (6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

---or---

ENG 105 Advanced First-Year Composition (3)

Elective chosen with an advisor (3)

---or---

ENG 107 English for Foreign Students (3)

ENG 108 English for Foreign Students (3)

Total 6

General Studies/School Requirements

Humanities and Fine Arts/Social and Behavioral Sciences

HU/SB electives¹ (15)

Total 15

Literacy and Critical Inquiry

Six hours of literacy and critical inquiry credit is satisfied by courses in the major.

Natural Sciences/Basic Sciences

CHM 113 General Chemistry I *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 CHM 233 General Organic Chemistry I (3)
 CHM 234 General Organic Chemistry II (3)
 CHM 237 General Organic Chemistry Laboratory I (1)
 PHY 121 University Physics I: Mechanics *SQ*² (3)
 PHY 122 University Physics Laboratory I *SQ*² (1)
 PHY 131 University Physics II: Electricity and Magnetism *SQ*³ (3)
 Bioscience electives⁴ (3)

Total 25*Mathematical Studies*

MAT 242 Elementary Linear Algebra (2)
 MAT 265 Calculus for Engineers I (3)
 MAT 266 Calculus for Engineers II (3)
 MAT 267 Calculus for Engineers III (3)
 MAT 275 Modern Differential Equations *MA* (3)

Total 14**General Studies/program requirements total 54****Major**

CHE 100 Introduction to Chemical Engineering *CS* (3)
 CHE 211 Introduction to Chemical Processing (3)
 CHE 231 Introduction to Transport Phenomena I: Fluids (3)
 CHE 334 Introduction to Transport Phenomena II: Heat and Mass Transfer (3)
 CHE 342 Introduction to Applied Chemical Thermodynamics (3)
 CHE 352 Transport Laboratories (3)
 CHE 432 Principles of Chemical Engineering Design (3)
 CHE 433 Modern Separations (3)
 CHE 442 Introduction to Chemical Reactor Design (3)
 CHE 451 Chemical Engineering Laboratory (3)
 CHE 461 Process Dynamic Control *CS* (3)
 CHE 462 Process Design *L* (3)
 IEE 220 Business and Industrial Engineering (3)
 MAE 384 Numerical Methods for Engineers (3)
 Engineering elective (200 level) (3)
 Technical electives⁵ (15)

Major courses total 60**Program total 120**

¹ Engineering students may not use aerospace studies (AES) or military science (MIS) courses to fulfill HU or SB requirements.

² Both PHY 121 and 122 must be taken to secure *SQ* credit.

³ Both PHY 131 and 132 must be taken to secure *SQ* credit.

⁴ See [Bioscience Electives](#) for a list of electives.

⁵ Students must complete a total of 15 semester hours of upper-division technical electives in the natural sciences, math, or engineering. These must include at least six hours of CHE courses and at least six hours of advanced chemistry content. Courses with advanced chemistry content include CHM, BCH, and approved CHE courses.

Bioscience Electives

BCH 361 Principles of Biochemistry (3)
 BCH 461 General Biochemistry (3)
 BCH 463 Biophysical Chemistry (3)
 BIO 188 General Biology II (4)
 BME 111 Engineering Perspectives on Biological Systems (3)
 BME 235 Physiology for Engineers (4)
 BME 318 Biomaterials (4)
 BME 411 Biomedical Engineering I (3)
 MBB 245 Introductory Cellular and Molecular Biology *SQ* (4)
 MBB 247 Applied Biosciences: Biotechnology (4)
 MIC 205 Microbiology *SG* (3)
 MIC 220 Biology of Microorganisms (3)
 CHE 475 Biochemical Engineering (3)

Students should consult with their department academic advisors to ensure that all requirements are met.

The technical elective courses must be selected from upper-division courses with an advisor's approval and must include two three-semester-hour chemistry courses; a three-semester-hour natural science or materials course; and a three-semester-hour chemical engineering course.

To fulfill accreditation requirements and to prepare adequately for the advanced chemistry courses, Chemical Engineering majors are required to take the CHM 113 and 116 introductory chemistry sequence (CHM 117 and 118 are acceptable substitutes). Other freshman chemistry courses are *not acceptable*, and transfer students who have taken another chemistry course may be required to enroll in CHM 113 and 116.

Chemical Engineering Areas of Study

Students who wish to specialize may develop an area of interest through the use of technical electives and selective substitutions for required courses. Substitutions must be approved by the advisor and the Department Standards

Committee and must be consistent with ABET accreditation criteria. No substitution of CHE 462 is allowed. The following are possible elective areas with suggested courses. A student may choose electives within the general department guidelines and does not have to select one of the areas listed.

Biochemical

Students wishing to prepare for a career in biotechnology, fermentation, food processing, pharmaceuticals, and other areas within biochemical engineering should select from the following:

Chemistry Electives

BCH 361 Principles of Biochemistry (3)
 or BCH 461 General Biochemistry (3)
 BCH 462 General Biochemistry (3)

Technical Electives

CHE 475 Biochemical Engineering (3)
 CHE 494 ST: Biotechnology Techniques (3)

Biomedical

Students who are interested in biomedical engineering but wish to maintain a strong, broad chemical engineering base should select from the following:

Chemistry Electives

BCH 361 Principles of Biochemistry (3)
 or BCH 461 General Biochemistry (3)
 BCH 462 General Biochemistry (3)

Technical Electives

BME 318 Biomaterials (4)

Environmental

Students interested in environmental engineering are encouraged to pursue a BSE degree in Chemical Engineering with this area of study. Students interested in the management of hazardous wastes and air and water pollution should select from the following:

Chemistry Electives

BCH 361 Principles of Biochemistry (3)
 or BCH 461 General Biochemistry (3)
 CHM 302 Environmental Chemistry (3)
 CHM 481 Geochemistry (3)
 CHM 494 ST: Chemistry of Global Climate Change (3)

Technical Electives

CEE 561 Physical-Chemical Treatment of Water and Waste (3)
 CEE 563 Environmental Chemistry Laboratory (3)

Materials

Students interested in the development and production of new materials such as alloys, ceramics, composites, polymers, semiconductors, and superconductors should select from the following:

Chemistry Electives

CHM 345 Physical Chemistry I (3)
 CHM 346 Physical Chemistry II (3)
 CHM 453 Inorganic Chemistry (3)
 CHM 471 Solid-State Chemistry (3)

Technical Electives

BME 318 Biomaterials (4)
 CHE 458 Semiconductor Material Processing (3)
 EEE 352 Properties of Electronic Materials (4)
 MSE 353 Introduction to Materials Processing and Synthesis (3)
 MSE 354 Experiments in Materials Synthesis and Processing (2)
 MSE 431 Corrosion and Corrosion Control (3)
 MSE 470 Polymers and Composites (3)

Premedical

Students planning to attend medical school should select courses from those listed under the biomedical area. In addition, BIO 187, 188, and CHM 238 must be taken to satisfy medical-school requirements but are not counted toward the Chemical Engineering bachelor's degree.

Process Engineering

The engineering core and required chemical engineering courses serve as a suitable background for students intending to enter the traditional petrochemical and chemical process industries. Students can build on this background by selecting courses with the approval of their advisor. Examples of these courses are as follows:

CHE 494 ST: Advanced Process Control (3)
 MAE 436 Combustion (3)

Semiconductor Processing

Students interested in the development and manufacturing of semiconductor and other electronic devices should select from the following:

Chemistry Electives

CHM 345 Physical Chemistry I (3)

CHM 346 Physical Chemistry II (3)
CHM 453 Inorganic Chemistry (3)
CHM 471 Solid-State Chemistry (3)

Technical Electives

CHE 458 Semiconductor Material Processing (3)
CHE 494 Special Topics (1 to 4)
EEE 352 Properties of Electronic Materials (4)
EEE 435 Microelectronics (3)
EEE 436 Fundamentals of Solid-State Devices (3)
EEE 439 Semiconductor Facilities and Cleanroom Practices (3)
MSE 353 Introduction to Materials Processing and Synthesis (3)
MSE 354 Experiments in Materials Synthesis and Processing (2)

Chemical Engineering Program of Study

Typical Four-Year Sequence

First Year

First Semester

CHE 100 Introduction to Chemical Engineering (3)
CHM 113 General Chemistry I *SQ* (4)
ENG 101 First-Year Composition (3)
MAT 265 Calculus for Engineers I (3)
HU/SB elective (3)

Total 16

Second Semester

CHM 116 General Chemistry II *SQ* (4)
ENG 102 First-Year Composition (3)
MAT 266 Calculus for Engineers II (3)
PHY 121 University Physics I: Mechanics *SQ*¹ (3)
PHY 122 University Physics Laboratory I *SQ*¹ (1)

Total 14

Second Year

First Semester

CHE 211 Introduction to Chemical Processing (3)
MAT 242 Elementary Linear Algebra (2)
MAT 275 Modern Differential Equations *MA* (3)
PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)
Engineering elective (200 level) (3)

Total 14

Second Semester

CHE 231 Introduction to Transport Phenomena I: Fluids (3)
MAE 384 Numerical Methods for Engineers (3)
MAT 267 Calculus for Engineers III (3)
HU/SB electives (6)

Total 15

Third Year

First Semester

CHE 334 Introduction to Transport Phenomena II: Heat and Mass Transfer (3)
CHE 342 Introduction to Applied Chemical Thermodynamics (3)
CHM 233 General Organic Chemistry I (3)
CHM 237 General Organic Chemistry Laboratory I (1)
Bioscience elective³ (3)
Technical Elective (3)

Total 16

Second Semester

CHE 352 Transport Laboratories (3)
CHE 433 Modern Separations (3)
CHE 442 Introduction to Chemical Reactor Design (3)
CHM 234 General Organic Chemistry II (3)
IEE 220 Business and Industrial Engineering (3)

Total 15

Fourth Year

First Semester

CHE 432 Principles of Chemical Engineering Design (3)
CHE 451 Chemical Engineering Laboratory (3)
CHE 461 Process Dynamic Control *CS* (3)
HU/SB elective (3)
Technical elective (3)

Total 15

Second Semester

CHE 462 Process Design *L* (3)
HU/SB elective (3)
Technical electives (9)

Total 15

Total degree requirements 120

¹ Both PHY 121 and 122 must be taken to secure SQ credit.

² Both PHY 131 and 132 must be taken to secure SQ credit.

³ See [Bioscience Electives](#) for a list of electives.

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

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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, Cornuelle, Fafitis, Kavazanjian, Westerhoff

Assistant Professors

Ahn, Allen, Kaloush, Williams, Zapata

Professor of Practice

Holway

Research Professor

Roy

Associate Research Professor

Chen

Assistant Research Professors

Alum, Dahlen, Destailats, El-Basyouny, Li, Ryu

Lecturer

Lawrence

The civil engineering profession includes analysis, planning, design, construction, and maintenance of many types of facilities for government, commerce, industry, and the public domain. These facilities include high-rise office towers, factories, schools, roads, airports, tunnels and subway systems, dams, canals, and water purification and environmental protection facilities such as solid waste and wastewater treatment systems. Civil engineers are concerned with the impact of their projects on the public and the environment, and they attempt to coordinate the needs of society with technical and economic feasibility.

Career Opportunities in the Field

University graduates with the BSE degree in Civil Engineering readily find employment. Civil engineers work in many different types of companies, from large corporations to small, private consulting firms, or in governmental agencies. A civil engineering background is an excellent foundation for jobs in management and public service. Civil engineering is one of the best engineering professions from the viewpoint of international travel opportunities or for eventually establishing one's own consulting business.

Uniqueness of the Program at ASU

The Department of Civil and Environmental Engineering offers a challenging program of study designed to provide the student with the resources and background to pursue a career in a wide range of specialty areas. Some of these areas are structural, construction, geotechnical, environmental and water resources, and transportation and materials engineering. The Civil Engineering program is fully accredited by ABET. With the program, students will be prepared for the Fundamentals of Engineering examination and professional registration.

The Department of Civil and Environmental Engineering at ASU strongly believes in the development of programmatic objectives and outcomes, and in a continuous quality improvement program. The four preeminent learning objectives for the program deal with the ability of graduates to

1. be technically competent,
2. be effective members of society,
3. communicate effectively, and
4. analyze and design civil engineering systems with due consideration to cost and environmental and construction factors.

Civil Engineering Areas of Study

Areas of study in the civil engineering curriculum are described below.

Environmental Engineering

This area of study includes the quality of air, water, and land resources; transport, use, and disposal of hazardous wastes; water and wastewater treatment; water reuse; and sustainability.

Geotechnical/Geoenvironmental Engineering

This area of study includes the analysis and design of foundation systems, seepage control, earthdams and water resource structures, earthwork operations, fluid flow-through porous media, response of foundations and embankments to earthquakes, and solutions to environmental problems.

Structures/Materials Engineering

This area of study considers the planning, analysis, and design of steel and concrete bridges, buildings, dams; special offshore and space structures; portland cement concrete; composite materials; and structural retrofit of existing bridges.

Transportation/Materials Engineering

This area of study includes (1) transportation systems and (2) pavements and materials. Transportation systems cover geometric design of highways, traffic operations, and highway capacity and safety. Pavements and materials focus on pavement analysis and design, pavement maintenance and rehabilitation, pavement evaluation and management, characterization of highway materials, and durability of highway structures.

Water Resources Engineering

This area of study is concerned with surface and groundwater flow, planning and management of water supply, and water distribution system modeling.

UNDERGRADUATE OPPORTUNITIES IN CIVIL AND ENVIRONMENTAL ENGINEERING

Students majoring in Civil Engineering have three choices:

1. the major without a concentration;
2. the major with a concentration in construction engineering; and
3. the major with a concentration in environmental engineering.

Civil Engineering

The BSE degree in Civil Engineering offers students a wide background in various areas of study within civil engineering. The degree provides basic principles of construction, environmental, geotechnical/geoenvironmental, structural/materials, transportation/materials, and water resources engineering. Students have the option to select from a certain number of design and technical elective courses in their senior year.

Civil Engineering with Construction Engineering Concentration

The BSE degree in Civil Engineering with a construction engineering concentration offers students basic principles of civil engineering with the option to concentrate on construction engineering. The degree provides education based on traditional engineering principles, construction materials and practice, quality control, and civil engineering project management.

Civil Engineering with Environmental Engineering Concentration

The BSE degree in Civil Engineering with an environmental engineering concentration offers students basic principles of civil engineering with the option to concentrate on environmental engineering. The degree provides a multidisciplinary education based on the traditional engineering principles, chemistry, biology, and hydrogeology.

CIVIL ENGINEERING—BSE

The BSE degree in Civil Engineering requires a minimum of 120 semester hours of course work. A minimum of 45 upper-division semester hours is required. The minimum requirements are for a student who has successfully completed at least a year each of high school chemistry, physics, and computer programming along with precalculus, algebra, and trigonometry.

The BSE degree program consists of the following categories:

First-Year Composition (6)
General Studies/program requirements (47)
Civil Engineering major (67)

Minimum requirement 120

First-Year Composition

Choose among the course combinations below (6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

---or---

ENG 105 Advanced First-Year Composition (3)

Elective chosen with an advisor (3)

---or---

ENG 107 English for Foreign Students (3)

ENG 108 English for Foreign Students (3)

First-year composition total (6)

General Studies/Program Requirements

Humanities and Fine Arts/Social and Behavioral Sciences/Awareness

CEE 400 Earth Systems Engineering and Management *HU, H* (3)

ECN 211 Macroeconomic Principles *SB* (3)

or ECN 212 Microeconomic Principles *SB* (3)

HU electives (3–6)

SB electives (3–6)

Minimum total 15

Awareness Areas (C, G, H)

Students must select at least two courses to satisfy the three awareness areas.

Literacy and Critical Inquiry

Six semester hours of literary and critical inquiry credit are satisfied by courses in the major.

Natural Sciences/Basic Sciences

CHM 114 General Chemistry for Engineers *SQ*¹ (4)

or CHM 116 General Chemistry II *SQ*^{1, 2} (4)

PHY 121 University Physics I: Mechanics *SQ*³ (3)

PHY 122 University Physics Laboratory I *SQ*³ (1)

PHY 131 University Physics II: Electricity and Magnetism *SQ*^{1, 4} (3)

PHY 132 University Physics Laboratory II *SQ*^{1, 4} (1)

Basic science elective (3)

Total 15

Mathematical Studies

IEE 380 Probability and Statistics for Engineering Problem Solving *CS* (3)

MAT 242 Elementary Linear Algebra¹ (2)

MAT 265 Calculus for Engineers I (3)

MAT 266 Calculus for Engineers II¹ (3)

MAT 267 Calculus for Engineers III¹ (3)

MAT 275 Modern Differential Equations *MA*¹ (3)

Total 17

General Studies/program requirements total 47

¹ This is a skill-set course.

² CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.

³ Both PHY 121 and 122 must be taken to secure *SQ* credit.

⁴ Both PHY 131 and 132 must be taken to secure *SQ* credit.

Civil Engineering Major

CEE 100 Introduction to Civil and Environmental Engineering *CS*¹ (3)

CEE 211 Engineering Mechanics: Statics and Dynamics¹ (4)

CEE 213 Introduction to Deformable Solids (3)

CEE 300 Engineering Business Practice *L* (3)

CEE 321 Structural Analysis and Design (4)

CEE 341 Fluid Mechanics for Civil Engineers (4)

CEE 351 Geotechnical Engineering (4)

CEE 353 Civil Engineering Materials (3)

CEE 361 Introduction to Environmental Engineering (4)

CEE 372 Transportation Engineering (4)

CEE 384 Numerical Methods for Engineers (3)

CEE 486 Integrated Civil Engineering Design *L* (3)

MAE 240 Thermofluids I² (4)

or EEE 202 Circuits I³ (4)

Design courses⁴ (6)

Technical courses⁵ (15)

Major Total 67

Degree requirements total 120

¹ This is a skill-set course.

² Students in the environmental concentration must take MAE 240.

³ Students in the construction concentration must take EEE 202.

⁴ For information on design course options, see [Design Courses for the Degree Without a Concentration](#).

⁵ For information on technical course options, see [Technical Courses for the Degree Without a Concentration](#).

Design Courses for the Degree Without a Concentration

Six semester hours from the following list are required.

CEE 412 Pavement Analysis and Design (3)

or CEE 475 Highway Geometric Design (3)

CEE 420 Steel Structures (3)

or CEE 421 Concrete Structures (3)

CEE 441 Water Resources Engineering (3)

CEE 452 Foundations (3)

CEE 462 Unit Operations in Environmental Engineering (3)

or CEE 466 Urban Water System Design (3)

Technical Courses for the Degree Without a Concentration

Fifteen semester hours are required. The design elective courses that have not been selected to satisfy the design electives requirement may be used as technical electives.

A maximum of three hours may be selected from outside civil engineering, with an advisor's approval. Students must select technical and design electives from at least three different CEE areas of study.

Environmental Engineering

CEE 462 Unit Operations in Environmental Engineering (3)
CEE 466 Urban Water System Design (3)
CEE 467 Environmental Microbiology (3)
CEE 469 Air Quality Engineering (3)

Geotechnical/Geoenvironmental Engineering

CEE 452 Foundations (3)

Structures/Materials Engineering

CEE 420 Steel Structures (3)
CEE 421 Concrete Structures (3)
CEE 423 Structural Design (3)
CEE 432 Developing Software for Engineering Applications (3)

Transportation/Materials Engineering

CEE 281 Surveying (3)
CEE 412 Pavement Analysis and Design (3)
CEE 474 Transportation Systems Planning (3)
CEE 475 Highway Geometric Design (3)
CEE 481 Civil Engineering Project Management (3)
CEE 483 Highway Materials, Construction, and Quality (3)

Water Resources Engineering

CEE 440 Engineering Hydrology (3)
CEE 441 Water Resources Engineering (3)

Design Courses for the Degree with the Construction Engineering Concentration

CEE 420 Steel Structures (3)
CEE 452 Foundations (3)

Total 6

Technical Courses for the Degree with the Construction Engineering Concentration

CEE 281 Surveying (3)
CEE 412 Pavement Analysis and Design (3)
or CEE 483 Highway Materials, Construction, and Quality (3)
CEE 421 Concrete Structures (3)
CEE 481 Civil Engineering Project Management (3)
CON 496 Construction Contract Administration *L* (3)

Total 15

Design Courses for the Degree with the Environmental Engineering Concentration

CEE 441 Water Resources Engineering (3)
CEE 466 Urban Water System Design (3)

Total 6

Technical Courses for the Degree with the Environmental Engineering Concentration

BIO 320 Fundamentals of Ecology (3)
or BCH 361 Principles of Biochemistry (3)
or CHM 302 Environmental Chemistry (3)
or CHM 341 Elementary Physical Chemistry (3)
or PUP 442 Environmental Planning (3)
or PUP 475 Environmental Impact Assessment (3)
CEE 440 Engineering Hydrology (3)
or CEE 469 Air Quality Engineering (3)
CEE 462 Unit Operations in Environmental Engineering (3)
CEE 467 Environmental Microbiology (3)
Technical elective* (3)

Total 15

* This course is selected from the list of technical courses for the degree without a concentration.

Civil Engineering Program of Study Typical Four-Year Sequence

First Year

First Semester

CEE 100 Introduction to Civil and Environmental Engineering *CS* (3)
CHM 114 General Chemistry for Engineers *SQ* (4)
or CHM 116 General Chemistry II *SQ*¹ (4)
ENG 101 First-Year Composition (3)
MAT 265 Calculus for Engineers I (3)

Total 13

Second Semester

ECN 211 Macroeconomic Principles *SB* (3)
or ECN 212 Microeconomic Principles *SB* (3)
ENG 102 First-Year Composition (3)
MAT 242 Elementary Linear Algebra (2)
MAT 266 Calculus for Engineers II (3)
PHY 121 University Physics I: Mechanics *SQ*² (3)
PHY 122 University Physics Laboratory I *SQ*² (1)
Total 15

Second Year

First Semester

CEE 211 Engineering Mechanics: Statics and Dynamics (4)
MAT 275 Modern Differential Equations *MA* (3)
MAT 267 Calculus for Engineers III (3)
PHY 131 University Physics II: Electricity and Magnetism *SQ*³ (3)
PHY 132 University Physics Laboratory II *SQ*³ (1)
Total 14

Second Semester

CEE 213 Introduction to Deformable Solids (3)
EEE 202 Circuits I (4)
or MAE 240 Thermofluids I (4)
HU/SB electives⁴ (6)
Basic science elective (3)
Total 16

Third Year

First Semester

CEE 321 Structural Analysis and Design (4)
CEE 353 Civil Engineering Materials (3)
CEE 372 Transportation Engineering (4)
CEE 384 Numerical Methods for Engineers *CS* (3)
IEE 380 Probability and Statistics for Engineering Problem Solving *C* (3)
Total 17

Second Semester

CEE 300 Engineering Business Practice *L* (3)
CEE 341 Fluid Mechanics for Civil Engineers (4)
CEE 351 Geotechnical Engineering (4)
CEE 361 Introduction to Environmental Engineering (4)
Total 15

Fourth Year

First Semester

CEE 400 Earth Systems Engineering and Management (3)
Design elective (3)
Technical electives (9)
Total 15

Second Semester

CEE 486 Integrated Civil Engineering Design *L* (3)
Design elective (3)
HU/SB electives⁴ (3)
Technical electives (6)
Total 15

Minimum total 120

¹ CHM 116 has a prerequisite of CHM 113. Degree credit for CHM 113 is awarded only with departmental approval.

² Both PHY 121 and 122 must be taken to secure *SQ* credit.

³ Both PHY 131 and 132 must be taken to secure *SQ* credit.

⁴ Engineering students may not use aerospace studies (AES) or military science (MIS) courses to fulfill HU or SB requirements. Students should consider the following list of electives to enhance communication and management skills: COM 100, 110, 320; CON 101; GCU 141, 361, 421, 442; PUP 100, 200.

Construction Engineering Concentration Program of Study

Typical Four-Year Sequence

First Year

First Semester

CEE 100 Introduction to Civil and Environmental Engineering *CS* (3)
CHM 114 General Chemistry for Engineers *SQ* (4)
or CHM 116 General Chemistry II *SQ*¹ (4)
ENG 101 First-Year Composition (3)
MAT 265 Calculus for Engineers I (3)
Total 13

Second Semester

ECN 211 Macroeconomic Principles *SB* (3)

or ECN 212 Microeconomic Principles SB (3)

ENG 102 First-Year Composition (3)

MAT 242 Elementary Linear Algebra (2)

MAT 266 Calculus for Engineers II (3)

PHY 121 University Physics I: Mechanics SQ^2 (3)

PHY 122 University Physics Laboratory I SQ^2 (1)

Total 15

Second Year

First Semester

CEE 211 Engineering Mechanics: Statics and Dynamics (4)

MAT 267 Calculus for Engineers III (3)

MAT 275 Modern Differential Equations MA (3)

PHY 131 University Physics II: Electricity and Magnetism SQ^3 (3)

PHY 132 University Physics Laboratory II SQ^3 (1)

Total 14

Second Semester

CEE 213 Introduction to Deformable Solids (3)

EEE 202 Circuits I (4)

HU/SB electives⁴ (6)

Basic science elective (3)

Total 16

Third Year

First Semester

CEE 321 Structural Analysis and Design (4)

CEE 353 Civil Engineering Materials (3)

CEE 372 Transportation Engineering (4)

CEE 384 Numerical Methods for Engineers (3)

IEE 380 Probability and Statistics for Engineering Problem Solving CS (3)

Total 17

Second Semester

CEE 300 Engineering Business Practice L (3)

CEE 341 Fluid Mechanics for Civil Engineers (4)

CEE 351 Geotechnical Engineering (4)

CEE 361 Introduction to Environmental Engineering (4)

Total 15

Fourth Year

First Semester

CEE 281 Surveying (3)

CEE 400 Earth Systems Engineering and Management (3)

CEE 412 Pavement Analysis and Design (3)

or CEE 483 Highway Materials, Construction, and Quality (3)

CEE 420 Steel Structures (3)

CEE 452 Foundations (3)

Total 15

Second Semester

CEE 421 Concrete Structures (3)

CEE 481 Civil Engineering Project Management (3)

CEE 486 Integrated Civil Engineering Design L (3)

CON 496 Construction Contract Administration L (3)

HU/SB elective⁴ (3)

Total 15

Minimum total 120

¹ CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.

² Both PHY 121 and 122 must be taken to secure SQ credit.

³ Both PHY 131 and 132 must be taken to secure SQ credit.

⁴ Engineering students may not use aerospace studies (AES) or military science (MIS) courses to fulfill HU or SB requirements. Students should consider the following list of electives to enhance communication and management skills: COM 100, 110, 320; CON 101; PUP 100, 200.

Environmental Engineering Concentration Program of Study

Typical Four-Year Sequence

First Year

First Semester

CEE 100 Introduction to Civil and Environmental Engineering CS (3)

CHM 114 General Chemistry for Engineers SQ (4)

or CHM 116 General Chemistry II SQ^1 (4)

ENG 101 First-Year Composition (3)

MAT 265 Calculus for Engineers I (3)

Total 13

Second Semester

ECN 211 Macroeconomic Principles *SB* (3)
or ECN 212 Microeconomic Principles *SB* (3)
ENG 102 First-Year Composition (3)
MAT 242 Elementary Linear Algebra (2)
MAT 266 Calculus for Engineers II (3)
PHY 121 University Physics I: Mechanics *SQ*² (3)
PHY 122 University Physics Laboratory I *SQ*² (1)
Total 15

Second Year

First Semester

CEE 211 Engineering Mechanics: Statics and Dynamics (4)
MAT 267 Calculus for Engineers III (3)
MAT 275 Modern Differential Equations *MA* (3)
PHY 131 University Physics II: Electricity and Magnetism *SQ*³ (3)
PHY 132 University Physics Laboratory II *SQ*³ (1)
Total 14

Second Semester

CEE 213 Introduction to Deformable Solids (3)
MAE 240 Thermofluids I (4)
HU/SB electives⁴ (6)
Basic science elective (3)
Total 16

Third Year

First Semester

CEE 341 Fluid Mechanics for Civil Engineers (4)
CEE 353 Civil Engineering Materials (3)
CEE 361 Introduction to Environmental Engineering (4)
CEE 384 Numerical Methods for Engineers (3)
IEE 380 Probability and Statistics for Engineering Problem Solving *CS* (3)
Total 17

Second Semester

CEE 300 Engineering Business Practice *L* (3)
CEE 321 Structural Analysis and Design (4)
CEE 351 Geotechnical Engineering (4)
CEE 372 Transportation Engineering (4)
Total 15

Fourth Year

First Semester

BIO 320 Fundamentals of Ecology (3)
or BCH 361 Principles of Biochemistry (3)
or CHM 302 Environmental Chemistry (3)
or CHM 341 Elementary Physical Chemistry (3)
or PUP 442 Environmental Planning (3)
or PUP 475 Environmental Impact Assessment (3)
CEE 400 Earth Systems Engineering and Management (3)
CEE 440 Engineering Hydrology (3)
or CEE 469 Air Quality Engineering (3)
CEE 466 Urban Water System Design (3)
CEE 467 Environmental Microbiology (3)
Total 15

Second Semester

CEE 441 Water Resources Engineering (3)
CEE 462 Unit Operations in Environmental Engineering (3)
CEE 486 Integrated Civil Engineering Design *L* (3)
HU/SB elective⁴ (3)
Technical elective⁵ (3)
Total 15

Minimum total 120

¹ CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.

² Both PHY 121 and 122 must be taken to secure *SQ* credit.

³ Both PHY 131 and 132 must be taken to secure *SQ* credit.

⁴ Engineering students may not use aerospace studies (AES) or military science (MIS) courses to fulfill HU or SB requirements. Students should consider the following list of electives to enhance communication and management skills: CON 101; GCU 141, 361, 442; PUP 100, 200.

⁵ This course is selected from the list of technical courses for the degree without a concentration.

ADMISSION REQUIREMENTS

Freshman and Sophomore Courses

All students will initially be admitted to the freshman and sophomore portion of the program (formerly known as preprofessional). The student follows the first- and second-year sequence of courses listed in the curriculum outline

for his or her particular program. Included in the first three semester schedules are the skill-set courses:

CEE 100 Introduction to Civil and Environmental Engineering CS (3)
 CEE 211 Engineering Mechanics: Statics and Dynamics (4)
 CHM 114 General Chemistry for Engineers SQ (4)
 or CHM 116 General Chemistry II SQ¹ (4)
 MAT 242 Elementary Linear Algebra (2)
 MAT 266 Calculus for Engineers II (3)
 MAT 267 Calculus for Engineers III (3)
 MAT 275 Modern Differential Equations MA (3)
 PHY 131 University Physics II: Electricity and Magnetism SQ² (3)
 PHY 132 University Physics Laboratory II SQ² (1)
Total 26

¹ CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.

² Both PHY 131 and 132 must be taken to secure SQ credit.

Advancement to Upper-Division Courses

Advancement to the junior and senior portion of the program (formerly known as professional) is competitive and granted to those demonstrating the highest promise for professional success. For transfer students, both transfer and ASU GPA numbers in the skill-set courses are considered. Freshmen admitted to ASU starting fall 2007 semester use critical requirements to obtain advancement to upper-division courses. Students not following critical requirements must have completed or be in the process of completing all the skill-set courses and then request advancement as described on the Civil and Environmental Engineering Web site. Completion of the specified courses does not guarantee advancement to upper-division courses. Only students who have been admitted to ASU are eligible to request advancement to upper-division courses. Students are strongly encouraged to visit the Civil and Environmental Engineering undergraduate advising office or access www.fulton.asu.edu/civil, for more details.

GRADUATION REQUIREMENTS

Students must complete CEE courses in order (100-level followed by 200-level, etc.). CEE 486 is taken in the last semester of course work. This order of courses is important not only to satisfy the prerequisite requirements, but also to avoid time conflicts that may exist among different level courses. Each group of the CEE 300- and 400-level courses must be completed separately with a GPA of 2.30 or higher. The total GPA of all ASU courses must be 2.00 or higher.

A maximum of two graduate courses may be taken for undergraduate credit by students whose cumulative GPA is 3.00 or higher with the approval of the instructor, advisor, department chair, and the dean of the school.

In addition to fulfilling school and major requirements, students must satisfy all university graduation requirements. See [University Graduation Requirements](#).

Concurrent Studies in Architecture and Civil Engineering

Qualified lower-division students interested in combining undergraduate studies in architecture and civil engineering may prepare for upper-division and graduate courses in both programs by taking courses to meet requirements for option B under the Architectural Studies major. See [Architectural Studies—BSDI Lower-Division Requirements](#).

GRADUATE STUDY

The Department of Civil and Environmental Engineering also offers graduate programs leading to the MS, MSE, and PhD degrees. These programs provide a blend of classroom instruction and research. Many topics and relevant research projects are available for thesis programs. Students interested in these programs should review the [Graduate Catalog](#) or access www.fulton.asu.edu/civil for up-to-date 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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Department of Electrical Engineering

fulton.asu.edu/ee

480/965-3424

ENGR 552

Stephen M. Phillips, Chair

Regents' Professors

Balanis, Ferry, Heydt

Professors

Chakrabarti, Crouch, Gildenblat, Goodnick, Gorur, Hui, Karady, Kiaei, Kozicki, Lai, Ning, Palais, Pan, Phillips, Rodriguez, Roedel, Schroder, Si, Skromme, Spanias, Tao, Thornton, Tsakalis, Vittal, Zenhausern, Y. Zhang

Associate Professors

Aberle, Allee, Ayyanar, Bakaloglu, 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, Tepedelenlioglu, Thornburg, Yu

The professional activities of electrical engineers directly affect the everyday lives of most of the world's population. They are responsible for the design and development of radio and television transmitters and receivers, telephone networks and switching systems, computer systems, and electric power generation and distribution. Within the broad scope of these systems, the electrical engineer is concerned with a challenging and diverse array of design and development problems.

Electrical engineers design minuscule semiconductor integrated circuits that contain many thousands of elementary devices. These engineers design systems for automatically controlling mechanical devices and a variety of processes. These engineers are responsible for the design of satellite communication links as well as patient monitoring systems for hospitals. The development of the microprocessor has expanded the opportunities for electrical engineers to improve the design of familiar products since these devices are now incorporated in automobiles, consumer and office products, entertainment systems, and a vast variety of test and measurement instruments and machine tools.

Students who earn a BSE degree in Electrical Engineering will be involved in a variety of electrical and electronic problems in the course of their careers. To ensure the necessary breadth of knowledge, the Electrical Engineering curriculum includes basic engineering courses and courses in circuits, electromagnetic fields and waves, microprocessors, communication and control systems, solid-state electronics, electrical power systems, and other specialty courses.

ELECTRICAL ENGINEERING—BSE

The goal of the Electrical Engineering undergraduate program is to prepare graduates for entry-level positions as electrical engineers for the broad range of opportunities available in industrial, commercial, and governmental organizations, and to prepare graduates for continued learning experiences either in a formal graduate program or in continuing education applications.

This goal is achieved through a curriculum designed to accomplish five objectives:

1. We will maintain a modern curriculum, which adapts to changes in technology and society.
2. Our program will foster a diverse student population entering and successfully graduating, and our graduates will function well in a diverse work force.
3. Our graduates will be self-motivated, creative people who can succeed in environments where technical innovation is important.
4. Our graduates will be sought after by our constituent industries and respected graduate programs.
5. Our graduates will be technically competent.

The curriculum in Electrical Engineering builds upon the base provided by classes in chemistry, mathematics, and physics. The curriculum includes a number of required electrical engineering and technical elective courses. Approved technical elective courses provide students with an opportunity either to broaden their background in electrical engineering or to study, in greater depth, technical subjects in which they have special interests. Successful completion of the curriculum leaves the student prepared to embark on a career in electrical engineering or to pursue

an advanced education in graduate school.

The engineering design experience is structured around three backbone courses employing engineering teams: EEE 101 Introduction to Engineering Design, EEE 488 Senior Design Laboratory I, and EEE 489 Senior Design Laboratory II. The integrated experience is strengthened with required courses and area pathway courses. Students focus on design pertaining to specific electrical engineering areas in their pathway courses before the culminating, capstone design experience in EEE 488 and EEE 489, and technical electives.

ADMISSION REQUIREMENTS

Freshman and Sophomore Courses

Freshman and transfer students eligible for admission to the Fulton School of Engineering who have been admitted to the university and who have selected Electrical Engineering as their major are admitted to the lower-division freshman and sophomore portion of the program (formerly known as preprofessional) without separate application to the Department of Electrical Engineering. The freshman and sophomore student follows the first- and second-year course sequence outlined in the typical four-year sequence, which includes all the skill-set courses required for advancement to upper-division courses. Transfer credits are not applied to this degree program or skill-set courses until they are reviewed and accepted by the director for undergraduate programs. Completion of lower-division requirements does not ensure advancement to upper-division portion of the program. Freshman and sophomore students are not allowed to register for 300- and 400-level engineering courses. The required skill-set courses follow:

Required Skill-Set

CHM 114 General Chemistry for Engineers SQ (4)
 or CHM 116 General Chemistry II SQ¹ (4)
 or CHM 231 Elementary Organic Chemistry SQ² (3)
 and CHM 235 Elementary Organic Chemistry Laboratory SQ² (1)

CSE 100 Principles of Programming with C++ CS³ (3)
 EEE 101 Introduction to Engineering Design CS (3)
 EEE 120 Digital Design Fundamentals (3)
 EEE 202 Circuits I (4)

MAT 265 Calculus for Engineers I⁴ (3)
 MAT 266 Calculus for Engineers II⁴ (3)
 MAT 267 Calculus for Engineers III⁴ (3)
 MAT 274 Elementary Differential Equations MA⁴ (3)
 or MAT 275 Modern Differential Equations MA⁴ (3)

PHY 121 University Physics I: Mechanics SQ^{4, 5} (3)
 PHY 122 University Physics Laboratory I SQ^{4, 5} (1)
 PHY 131 University Physics II: Electricity and Magnetism SQ^{4, 6} (3)
 PHY 132 University Physics Laboratory II SQ^{4, 6} (1)

Required skill-set total 37

¹ CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.

² Both CHM 231 and 235 must be taken to secure SQ credit.

³ CSE 110 Principles of Programming with Java (3) can be substituted for CSE 100 with Department of Electrical Engineering approval.

⁴ A minimum grade of "C" (2.00) is required.

⁵ Both PHY 121 and 122 must be taken to secure SQ credit.

⁶ Both PHY 131 and 132 must be taken to secure SQ credit.

Advancement to Upper-Division Courses

Advancement to the upper-division courses is competitive. Advancement is awarded to those applicants demonstrating the highest promise for professional success. Transfer students who have completed the equivalent required lower-division skill-set courses may request advancement to upper-division courses. Prior attendance at ASU is not required to request advancement to upper-division courses. Consideration for advancement is not automatic. Freshman students admitted to ASU starting fall 2007 semester will use critical requirements to obtain advancement to upper-division courses. Students not following critical requirements must meet the following requirements:

1. admission to the ASU Electrical Engineering program;
2. submission of a Request for Advancement to Upper-Division Courses at fulton.asu.edu/ee/students/undergraduate/AdmissionRequirements.php; and
3. completion of all required lower-division skill-set courses, or equivalents, with a competitive GPA in the skill-set courses (note that completion of lower-division requirements does not ensure advancement to the upper-division courses).

Students are strongly encouraged to visit the Electrical Engineering advising office, ERC 555, to discuss eligibility for advancement to upper division courses. Students who do not advance to upper-division courses are not dismissed from the Fulton School of Engineering and may transfer to other programs. Students considering a change of major are encouraged to meet with an advisor in the program they wish to pursue to determine the likelihood of advancing to upper-division courses.

DEGREE REQUIREMENTS

A minimum of 120 semester hours is necessary for the BSE degree in Electrical Engineering. A minimum of 45 upper-division semester hours is required.

GRADUATION REQUIREMENTS

A student must earn a grade of “C” (2.00) or higher in the mathematics and physics courses listed in the program of study. Each mathematics and physics course in the program of study must be completed with a “C” (2.00) or higher before enrolling in any course that requires that mathematics or physics course as a prerequisite. The student must also have an overall GPA of at least 2.00 for the group of courses designated as major in the curriculum.

In addition to fulfilling school and major requirements, students must satisfy all university graduation requirements. See [University Graduation Requirements](#).

COURSE REQUIREMENTS

The specific course requirements for the BSE degree in Electrical Engineering follow.

First-Year Composition¹

Choose among the course combinations below (6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

---or---

ENG 105 Advanced First-Year Composition (3)

Elective (requires departmental approval) (3)

---or---

ENG 107 English for Foreign Students (3)

ENG 108 English for Foreign Students (3)

First-year composition total 6

General Studies/Program Requirements

Humanities and Fine Arts/Social and Behavioral Sciences

ECN 211 Macroeconomic Principles SB (3)

or ECN 212 Macroeconomic Principles SB (3)

HU electives (6–9)

SB elective(s) (3–6)

HU/SB subtotal 15

Literacy and Critical Inquiry

Six hours of literacy and critical inquiry credit is satisfied by courses in the major.

Natural Sciences/Basic Sciences

BME 111 Engineering Perspectives on Biological Systems (3)

or BCH 361 Principles of Biochemistry² (3)

CHM 114 General Chemistry for Engineers SQ³ (4)

or CHM 116 General Chemistry II SQ^{3, 4}(4)

or CHM 231 Elementary Organic Chemistry SQ^{3, 5} (3) and

CHM 235 Elementary Organic Chemistry Laboratory SQ^{3, 5} (1)

PHY 121 University Physics I: Mechanics SQ^{1, 3, 6} (3)

PHY 122 University Physics Laboratory I SQ^{1, 3, 6} (1)

PHY 131 University Physics II: Electricity and Magnetism SQ^{1, 3, 7} (3)

PHY 132 University Physics Laboratory II SQ^{1, 3, 7} (1)

PHY 241 University Physics III¹ (3)

Natural sciences/basic sciences subtotal 18

Mathematical Studies¹

MAT 265 Calculus for Engineers I³ (3)

MAT 266 Calculus for Engineers II³ (3)

MAT 267 Calculus for Engineers III³ (3)

MAT 274 Elementary Differential Equations MA³ (3)

or MAT 275 Modern Differential Equations MA³ (3)

MAT 342 Linear Algebra (3)

or MAT 343 Applied Linear Algebra (3)

Mathematical studies subtotal 15

General Studies/program requirements total 48

Electrical Engineering Major

CSE 100 Principles of Programming with C++ CS^{3, 8} (3)

EEE 101 Introduction to Engineering Design CS³ (3)

EEE 120 Digital Design Fundamentals³ (3)

EEE 202 Circuits I³ (4)

EEE 203 Signals and Systems I (3)

EEE 230 Computer Organization and Assembly Language Programming (3)

EEE 241 Fundamentals of Electromagnetics (3)

EEE 334 Circuits II (4)

EEE 350 Random Signal Analysis (3)

EEE 488 Senior Design Laboratory I L (3)

EEE 489 Senior Design Laboratory II L (3)

Area pathway courses; select four from the following (16)

EEE 304 Signals and Systems II (4)

EEE 333 Hardware Design Language and Programmable Logic (4)

EEE 335 Analog and Digital Circuits (4)

EEE 341 Engineering Electromagnetics (4)
 EEE 352 Properties of Electronic Materials (4)
 EEE 360 Energy Systems and Power Electronics (4)
 Technical electives (15)

Major total 66

Total degree requirements 120

- ¹ A minimum grade of “C” (2.00) is required.
² BCH 361 requires CHM 231 be taken as a prerequisite.
³ This is a required skill-set course.
⁴ CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.
⁵ Both CHM 231 and 235 must be taken to secure SQ credit.
⁶ Both PHY 121 and 122 must be taken to secure SQ credit.
⁷ Both PHY 131 and 132 must be taken to secure SQ credit.
⁸ CSE 110 Principles of Programming with Java (3) can be substituted for CSE 100 with Department of Electrical Engineering approval.

The program in Electrical Engineering requires a total of 15 semester hours of technical electives. Qualified students may choose from approved graduate courses. Students must have a GPA of 3.00 or higher and approval of the dean to enroll in EEE graduate-level courses. With department approval, a maximum of one technical elective may be taken outside electrical engineering. Technical electives may be selected from one or more of the following areas.

Communications and Signal Processing

EEE 404 Real-Time DSP Systems (4)
 EEE 407 Digital Signal Processing (4)
 EEE 455 Communication Systems (4)
 EEE 459 Communication Networks (3)

Computer Engineering

CSE 420 Computer Architecture I (3)
 EEE 404 Real-Time DSP Systems (4)

Controls

EEE 480 Feedback Systems (4)
 EEE 481 Computer-Controlled Systems (3)

Electromagnetics

EEE 443 Antennas for Wireless Communications (3)
 EEE 445 Microwaves (4)
 EEE 448 Fiber Optics (4)

Electronic Circuits

EEE 425 Digital Systems and Circuits (4)
 EEE 433 Analog Integrated Circuits (4)

Power Systems

EEE 460 Nuclear Concepts for the 21st Century (3)
 EEE 463 Electrical Power Plant (3)
 EEE 470 Electric Power Devices (3)
 EEE 471 Power System Analysis (3)
 EEE 473 Electrical Machinery (3)

Solid-State Electronics

EEE 434 Quantum Mechanics for Engineers (3)
 EEE 435 Microelectronics (3)
 EEE 436 Fundamentals of Solid-State Devices (3)
 EEE 437 Optoelectronics (3)
 EEE 439 Semiconductor Facilities and Cleanroom Practices (3)

Electrical Engineering Program of Study

Typical Four-Year Sequence

First Year

First Semester

CHM 114 General Chemistry for Engineers SQ^1 (4)
 or CHM 116 General Chemistry II SQ^2 (4)
 or CHM 231 Elementary Organic Chemistry SQ^3 (3)
 and CHM 235 Elementary Organic Chemistry Laboratory SQ^3 (1)
 CSE 100 Principles of Programming with C++ $CS^1, 4$ (3)
 EEE 101 Introduction to Engineering Design CS^1 (3)
 ENG 101 First-Year Composition (3)
 MAT 265 Calculus for Engineers I¹ (3)
Total 16

Second Semester

BME 111 Engineering Perspectives on Biological Systems (3)
 or BCH 361 Principles of Biochemistry⁵ (3)
 EEE 120 Digital Design Fundamentals¹ (3)

ENG 102 First-Year Composition (3)
MAT 266 Calculus for Engineers II¹ (3)
PHY 121 University Physics I: Mechanics SQ^{1, 6} (3)
PHY 122 University Physics Laboratory I SQ^{1, 6} (1)
Total 16

Second Year

First Semester

EEE 202 Circuits I¹ (4)
MAT 267 Calculus for Engineers III¹ (3)
MAT 274 Elementary Differential Equations MA¹ (3)
or MAT 275 Modern Differential Equations MA¹ (3)
PHY 131 University Physics II: Electricity and Magnetism SQ^{1, 7} (3)
PHY 132 University Physics Laboratory II SQ^{1, 7} (1)
Total 14

Second Semester

EEE 203 Signals and Systems I (3)
EEE 241 Fundamentals of Electromagnetics (3)
MAT 342 Linear Algebra (3)
or MAT 343 Applied Linear Algebra (3)
PHY 241 University Physics III (3)
HU/SB elective⁸ (3)
Total 15

Third Year

First Semester

EEE 230 Computer Organization and Assembly Language Programming (3)
EEE 334 Circuits II (4)
EEE 350 Random Signal Analysis (3)
Area pathway course (4)
Total 14

Second Semester

ECN 211 Macroeconomic Principles SB (3)
or ECN 212 Microeconomic Principles SB (3)
Area pathway courses (12)
Total 15

Fourth Year

First Semester

EEE 488 Senior Design Laboratory I L (3)
HU/SB electives⁸ (6)
Technical electives (6)
Total 15

Second Semester

EEE 489 Senior Design Laboratory II L (3)
HU/SB elective⁸ (3)
Technical electives (9)
Total 15

Total degree requirements 120

¹ This is a required skill-set course.

² CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.

³ Both CHM 231 and 235 must be taken to secure SQ credit.

⁴ CSE 110 Principles of Programming with Java (3) can be substituted for CSE 100 with Department of Electrical Engineering approval.

⁵ BCH 361 requires CHM 231 be taken as a prerequisite.

⁶ Both PHY 121 and 122 must be taken to secure SQ credit.

⁷ Both PHY 131 and 132 must be taken to secure SQ credit.

⁸ Engineering students may not use aerospace studies (AES) or military science (MIS) courses to meet HU or SB requirements.

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 Industrial Engineering

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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

The industrial engineer (IE) provides leadership for organizations in establishing and maintaining competitiveness in the global marketplace through system integration and productivity improvement. As in other engineering fields, industrial engineering is concerned with solving problems through the application of scientific and practical knowledge. What sets industrial engineering apart from other engineering disciplines is its broader scope. An IE builds models of complex industrial systems and determines the optimal design and procedures to make each system perform at its best with the right combination of human resources, natural resources, synthetic structures, and equipment. An IE bridges the gap between management and operations, working with and motivating people as well as determining what tools should be used and how they should be used.

INTEGRATION OF TECHNOLOGY AND PEOPLE

Industrial engineers are the systems integrators who provide the necessary leadership and skills to design, implement, and manage integrated systems of people, technology, information, and capital. An IE is responsible for creating and continually improving the systems that provide goods and services to enhance the quality of life. These systems must be designed and operated without waste of physical, financial, or human resources while ensuring sustainability. Doing so requires that IEs understand mathematics and basic science, information technology, other engineering disciplines, economics, and management principles. This knowledge and broad perspective guide the creation and use of tools for system analysis. Industrial engineering is the only engineering discipline offering course work in designing and implementing quality assurance systems.

An IE deals with people as well as technology. In fact, industrial engineering is often called the “people-oriented profession” because the IE’s primary function is to integrate people with technology-oriented systems. For this reason, IEs are active in the fields of ergonomics and human factors. Many industrial engineers will find themselves involved with interdisciplinary teams. IEs are often leaders of teams composed of electrical and mechanical engineers, accountants, computer scientists, and planners.

DIVERSE APPEAL OF INDUSTRIAL ENGINEERING

Skills in industrial engineering are applicable to every kind of organization. IEs learn how to approach, think about, and solve productivity and integration problems in diverse settings. They work in a variety of industries, including manufacturing facilities, banks, hospitals, government, transportation, construction, and social services. Within this wide range of organizations, IEs get involved in projects such as designing and implementing computer-based management information systems, quality assurance systems, global supply chains, production and logistics planning, and manufacturing operations.

IEs have a sound background in technology integration, management theory and application, engineering economics, and cost analysis. They are well equipped to deal with current organizational problems. As a matter of fact, more than half of all professional IEs are in management positions. Industrial engineers are prime candidates for promotion through the management career path, especially in high-tech organizations.

Industrial engineering students at the Fulton School of Engineering gain experience in the development and use of analytical tools. Students learn to understand the problems of clients and respond quickly because through the IE program, they have had the opportunity to develop first-rate analytical and people skills. These skills, when applied to the professional world, play a vital role for organizations competing in today's global marketplace.

INDUSTRIAL ENGINEERING—BSE

The curriculum in Industrial Engineering builds upon mathematics, computer utilization, and basic engineering courses. Beyond this foundation, the curriculum includes a number of required IE core courses, IE electives, and focus study area electives, enabling each student to focus on a specific career objective.

Successful completion of this curriculum prepares the student to embark on a career in industrial engineering or to pursue advanced study in graduate school.

Suggested career-focused study areas are as follows:

1. Industrial management systems: for a broad traditional IE career in the design and analysis of manufacturing and service systems spanning engineering and management.
2. Information and telecommunications systems: for a career in the application of integrated computer and telecommunication systems to manufacturing and service systems analysis and design.
3. Global industrial engineering leadership: for a career in global manufacturing and service organizations.
4. High-tech manufacturing: for a career in the design and analysis of integrated manufacturing systems.
4. Preprofessional and service systems: for a career in law, medicine, or public service or for a career in the design and analysis of healthcare, agribusiness, banking/financial, and government/public-administration systems.
6. Industrial Engineering Integrated BSE/MS-MSE Program: The exceptionally well-prepared student selects three courses (at least two from the graduate program core) that are required for the IE MS or MSE degree. The courses may be counted toward both the BSE and the MS or MSE degrees at ASU.

ADMISSION REQUIREMENTS

Freshman and Sophomore Courses

All students enter the freshman and sophomore portion of the Industrial Engineering program (formerly known as the preprofessional program). All students are required to complete the first- and second-year sequence of lower-division courses. In addition, students must take the following skill-set courses in order to be considered for advancement to the junior and senior portion of the program (formerly known as professional). The GPA for all skill-set courses must be 2.50 or higher.

Required Skill-Set

BME 111 Engineering Perspectives on Biological Systems (3)

CSE 110 Principles of Programming with Java CS (3)

ECN 211 Macroeconomic Principles SB (3)

ENG 101 First-Year Composition¹ (3)

or ENG 105 Advanced First-Year Composition (3)

or ENG 107 English for Foreign Students (3)

IEE 100 Introduction to Engineering Design for IE CS (3)

MAT 265 Calculus for Engineers I^{1, 2} (3)

MAT 266 Calculus for Engineers II^{1, 2} (3)

PHY 121 University Physics I: Mechanics SQ^{2, 3} (3)

PHY 122 University Physics Laboratory I SQ^{2, 3} (1)

Required skill-set total 25

¹ A minimum grade of "C" (2.00) is required.

² The GPA for physics and mathematics courses must be 2.50 or higher.

³ Both PHY121 and 122 must be taken to secure SQ credit.

Advancement to Upper-Division Courses

Students who advance to the professional program are eligible to take upper-division engineering courses. Students with applicable transfer credit will be evaluated based on the same GPA criteria for the skill-set courses. Freshmen admitted to ASU starting fall 2007 semester use critical requirements to obtain advancement to upper-division courses. Students not following critical requirements must be in the process of completing their skill-set courses in order to apply to request advancement. Visit the academic advisor for details. Advancement to upper-division courses is granted once the skill-set courses and required grades are attained.

DEGREE REQUIREMENTS

A minimum of 120 semester hours is necessary for the BSE degree in Industrial Engineering. A minimum of 45 upper-division hours is required. Students must attain a grade of at least "C" (2.00) for each course in industrial engineering.

GRADUATION REQUIREMENTS

In addition to fulfilling school and major requirements, students must satisfy all university graduation requirements. See [University Graduation Requirements](#). For information concerning admission, degree, course, and graduation requirements for the School of Engineering, see [Admission](#), and subsequent sections.

COURSE REQUIREMENTS

Students take 50 semester hours of university English proficiency and general studies course work, 25 semester

hours of lower-division engineering courses, 33 semester hours of upper-division industrial engineering courses, three semester hours of industrial engineering upper-division electives, and nine semester hours of career-focused study area electives of which at least six are upper-division. Each career-focused study area has an associated list of recommended study area courses. A total of 44 semester hours of IE courses are included in the overall course requirements for the IE degree. The course work for the undergraduate degree can be classified into the following categories:

First-Year Composition

Choose among the course combinations below (6)

ENG 101 First-Year Composition^{1, 2} (3)

ENG 102 First-Year Composition¹ (3)

---- or ----

ENG 105 Advanced First-Year Composition^{1, 2} (3)

Elective chosen with an advisor (3)

---- or ----

ENG 107 English for Foreign Students^{1, 2} (3)

ENG 108 English for Foreign Students¹ (3)

First-year composition total 6

General Studies/Program Requirements

Humanities and Fine Arts/Social and Behavioral Sciences

ECN 211 Macroeconomic Principles *SB*² (3)

HU electives (6–9)

SB electives (3–6)

Humanities and fine arts/social and behavioral sciences subtotal 15

Literacy and Critical Inquiry

Six semester hours of literacy and critical inquiry credit is satisfied by courses in the major.

Natural Sciences/Basic Sciences

BME 111 Engineering Perspectives on Biological Systems² (3)

CHM 114 Chemistry for Engineers *SQ* (4)

or CHM 116 General Chemistry II *SQ* (4)

PHY 121 University Physics I: Mechanics *SQ*^{2, 3} (3)

PHY 122 University Physics Laboratory I *SQ*^{2, 3} (1)

PHY 131 University Physics II: Electricity and Magnetism *SQ*⁴ (3)

PHY 132 University Physics Laboratory II *SQ*⁴ (1)

Natural sciences/basic sciences subtotal 15

Mathematical Studies

MAT 242 Elementary Linear Algebra (2)

MAT 265 Calculus for Engineers I^{1, 2} (3)

MAT 266 Calculus for Engineers II^{1, 2} (3)

MAT 267 Calculus for Engineers III (3)

MAT 275 Modern Differential Equations *MA* (3)

Mathematical studies subtotal 14

General studies/program requirement total 44

Major

Lower-Division Engineering Courses

CSE 110 Principles of Programming with Java *CS*² (3)

CSE 205 Concepts of Computer Science and Data Structures *CS* (3)

IEE 100 Introduction to Engineering Design for IE *CS*^{1, 2} (3)

IEE 210 Introduction to Industrial Engineering¹ (2)

IEE 220 Business and Industrial Engineering¹ (3)

MAE 212 Engineering Mechanics (4)

or CEE 211 Engineering Mechanics: Statics and Dynamics (4)

MSE 250 Structure and Properties of Materials (3)

EEE 202 Circuits I (4)

Lower-division subtotal 25

Upper-Division Industrial Engineering Required Courses¹

IEE 300 Economic Analysis for Engineers (3)

IEE 305 Information Systems Engineering *CS* (3)

IEE 368 Facilities Analysis and Design *L* (3)

or IEE 369 Work Analysis and Design *L* (3)

IEE 376 Operations Research Deterministic Techniques/Applications *CS* (3)

IEE 380 Probability and Statistics for Engineering Problem Solving *CS* (3)

IEE 385 Introduction to Engineering Probability *CS* (3)

IEE 461 Production Control (3)

IEE 470 Stochastic Operations Research (3)

IEE 474 Quality Control *CS* (3)

IEE 475 Simulating Stochastic Systems *CS* (3)

IEE 490 Project in Design and Development *L* (3)

Industrial engineering elective area⁵ (3)

Career-focused area electives⁶ (9)

Upper-division courses subtotal 45

Major total 70**Degree requirements total 120**

¹ A minimum grade of “C” (2.00) or higher is required for graduation.

² This course is to be taken as part of skill-set.

³ Both PHY 121 and 122 must be taken to secure SQ credit.

⁴ Both PHY131 and 132 must be taken to secure SQ credit.

⁵ For information about these electives, see [Industrial Engineering Elective Area](#).

⁶ For information about these electives, see [Career-Focused Study Area Electives](#).

Industrial Engineering Elective Area

Students select three semester hours of industrial engineering electives. For course information, see the list of recommended courses in the department advising office.

Career-Focused Study Area Electives

Students select a minimum of nine semester hours (at least six upper-division hours) from one of the following five career-focused study areas:

Industrial and Management Systems¹

IEE 369 Work Analysis and Design *L*² (3)

or IEE 368 Facilities Analysis and Design *L* (3)²

IEE 431 Engineering Administration² (3)

IEE 437 Human Factors Engineering² (3)

Any approved engineering or business elective (3)

Information and Telecommunication Systems¹

IEE 405 Developing Information Systems Applications² (3)

Any approved upper-division Information and Telecommunications electives (6)

Global Industrial Engineering Leadership

ECN 306 Survey of International Economics *SB, G* (3)

IBS 300 Principles of International Business *G* (3)

IBS 400 Cultural Factors in International Business *C, G* (3)

Any approved international business elective (3)

High-Tech Manufacturing

EEE 352 Properties of Electronic Materials (4)

EEE 435 Microelectronics (3)

EEE 436 Fundamentals of Solid-State Devices (3)

MSE 353 Introduction to Materials Processing and Synthesis (3)

MSE 441 Analysis of Materials Failures (3)

MSE 470 Polymers and Composites (3)

Preprofessional and Service Systems**Focus area courses³ (9)****Industrial Engineering integrated BSE/MSE program (9)**

¹ Certain focus areas may require more than nine semester hours due to course prerequisites.

² A minimum grade of “C” (2.00) or higher is required for graduation.

³ A student desiring a focus area other than those listed is invited to create his or her own that concentrates on a professional service area. The student is expected to formulate a set of three courses (nine semester hours) that supports his or her career option. The student needs to submit a petition to the department that explains and supports the focus and the courses selected. The associate chair for undergraduate studies must approve the petition before the student begins study in the focus area. For more information, see the IE academic advisor.

Industrial Engineering Program of Study**Typical Four-Year Sequence****First Year****First Semester**

BME 111 Engineering Perspectives on Biological Systems (3)

ENG 101 First-Year Composition (3)

IEE 100 Introduction to Engineering Design for IE *CS* (3)

MAT 265 Calculus for Engineers I (3)

HU/SB elective¹ (3)

Total 15

Second Semester

CSE 110 Principles of Programming with Java *CS* (3)

ENG 102 First-Year Composition (3)

MAT 266 Calculus for Engineers II (3)

PHY 121 University Physics I: Mechanics *SQ*² (3)

PHY 122 University Physics Laboratory I *SQ*² (1)

Total 13

Second Year

First Semester

CSE 205 Concepts of Computer Science and Data Structures *CS* (3)
ECN 211 Macroeconomic Principles *SB* (3)
IEE 210 Introduction to Industrial Engineering (2)
MAT 267 Calculus for Engineers III (3)
PHY 131 University Physics II: Electricity and Magnetism *SQ*³ (3)
PHY 132 University Physics Laboratory II *SQ*³ 1
Total 15

Second Semester

CHM 114 Chemistry for Engineers *SQ* 4
IEE 220 Business and Industrial Engineering (3)
MAT 242 Elementary Linear Algebra (2)
MAT 275 Modern Differential Equations *MA* (3)
HU/SB elective¹ (3)
Total 15

Third Year

First Semester

EEE 202 Circuits I (4)
IEE 300 Economic Analysis for Engineers (3)
IEE 305 Information Systems Engineering *CS* (3)
IEE 380 Probability and Statistics for Engineering Problem Solving *CS* (3)
MSE 250 Structure and Properties of Materials (3)
Total 16

Second Semester

CEE 211 Engineering Mechanics: Statics and Dynamics (4)
or MAE 212 Engineering Mechanics (4)
IEE 368 Facilities Analysis and Design *L* (3)
or IEE 369 Work Analysis and Design *L* (3)
IEE 376 Operations Research Deterministic Techniques/Applications *CS* (3)
IEE 385 Introduction to Engineering Probability *CS* (3)
HU/SB elective¹ (3)
Total 16

Fourth Year

First Semester

IEE 470 Stochastic Operations Research (3)
IEE 474 Quality Control *CS* (3)
IEE 475 Simulating Stochastic Systems *CS* (3)
HU/SB elective¹ (3)
Focus area course (3)
Total 15

Second Semester

IEE 461 Production Control (3)
IEE 490 Project Design and Development *L* (3)
IE Technical Elective (3)
Focus area courses (6)
Total 15

Total degree requirements 120

¹ Engineering students may not use aerospace studies (AES) or military science (MIS) courses to satisfy HU or SB requirements.

² Both PHY 121 and 122 must be taken to secure *SQ* credit.

³ Both PHY 131 and 132 must be taken to secure *SQ* credit.

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

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ECG 346

Kyle D. Squires, Interim Chair

Aerospace Engineering

Professors

Chattopadhyay, Mignolet, Wie

Associate Professors

Lee, Wells

Assistant Professor

Mikellides

Mechanical Engineering

Professors

Adrian, Boyer, Davidson, Fernando, Peck, Roy, Shah, Sieradzki, Squires, Tseng, Yao

Associate Professors

Chen, Peralta, Phelan

Assistant Professors

Calhoun, Jiang, Milano, Posner

Lecturers

Gomes, Liao, Vance

The Department of Mechanical and Aerospace Engineering houses two undergraduate programs: Aerospace Engineering and Mechanical Engineering. Both programs prepare students for immediate entry into professional employment in the engineering field or for graduate study. The curricula in Aerospace and Mechanical Engineering emphasize fundamental principles of mechanical and thermal sciences as well as contemporary tools of engineering practice.

The Aerospace Engineering and Mechanical Engineering programs at ASU are accredited by the

ENGINEERING ACCREDITATION COMMISSION OF ABET
111 MARKET PLACE, SUITE 1050
BALTIMORE MD 21202-4012

The commission may be reached by phone at 410/347-7700.

ADVANCEMENT TO UPPER-DIVISION COURSES

Advancement to the upper-division courses in both Aerospace and Mechanical Engineering is competitive, and the level of achievement necessary for advancement will be based on several factors, including the number of places available and the number of students requesting advancement in a given year. Students must complete, or be currently enrolled in, the courses in the Aerospace or Mechanical Engineering skill-set before a request for advancement to upper-division courses. Students in the freshman and sophomore portion of the program (formerly known as preprofessional) may not enroll in upper-division courses in the Department of Mechanical and Aerospace Engineering.

For advancement to upper-division courses in Aerospace or Mechanical Engineering, a minimum grade of "C" (2.00) is required in all mathematics and natural science courses, and in all courses in the skill-set. It is anticipated that a minimum GPA of approximately 2.80 in the skill-set and overall will be necessary for advancement to upper-division courses. Under no circumstances will students with a GPA lower than 2.50 (in the skill-set and overall) advance to upper-division courses in Aerospace or Mechanical Engineering.

The following courses make up the skill-set in both Aerospace and Mechanical Engineering. Students must have completed these courses, or be enrolled in them, in order to request advancement to upper-division courses. All skill-set courses are normally taken during the first three semesters of a typical four-year program.

CHM 114 General Chemistry for Engineers *SQ* (4)

or CHM 116 General Chemistry II *SQ*¹ (4)
 ENG 102 First-Year Composition (3)
 or ENG 105 Advanced First-Year Composition (3)
 or ENG 108 English for Foreign Students (3)
 MAE 100 Introduction to Mechanical and Aerospace Engineering *CS* (3)
 or SES 100 Introduction to Exploration (3)
 MAE 212 Engineering Mechanics (4)
 MAT 266 Calculus for Engineers II (3)
 MAT 275 Modern Differential Equations *MA* (3)
 PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)
 PHY 132 University Physics Laboratory II *SQ*² (1)
Total 24

¹ CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.

² Both PHY 131 and 132 must be taken to secure *SQ* credit.

GRADUATION REQUIREMENTS

In addition to advancing to upper-division courses in Aerospace or Mechanical Engineering and completing all required course work, students must earn a minimum GPA of 2.00 in the major and overall. The department may require additional or remedial course work for students experiencing academic difficulties.

DEGREE REQUIREMENTS

In order to attain the Bachelor of Science in Engineering degree in Aerospace or Mechanical Engineering, students must complete a minimum of 120 semester hours of course work, including a minimum of 45 upper-division hours. In addition to those courses specifically required for a degree in Aerospace or Mechanical Engineering, students must fulfill all university First-Year Composition and General Studies requirements. The Ira A. Fulton School of Engineering does not permit the use of pass/fail courses as part of a degree program, and credit hours earned more than five years before admission to the program are normally not accepted for transfer credit.

INTEGRATED BSE-MS PROGRAM

The Integrated BSE-MS degree program is designed to provide selected high-achieving MAE undergraduate students with the opportunity to combine advanced undergraduate course work with graduate course work and to accelerate graduate degree completion. Up to nine semester hours of approved graduate-level course work taken as technical electives during the senior year may apply to both undergraduate and graduate degrees.

A minimum of two semesters of full-time enrollment in MAE is required. Applications are normally submitted with two semesters remaining in the senior year. A minimum of 90 credit hours of course work applicable to the ASU BSE degree with a cumulative GPA of 3.50 to 4.00 or higher must be completed before beginning the joint degree program.

Students must apply for admission to the program through the MAE department and the Division of Graduate Studies by submitting an application for the joint BSE-MS program in Aerospace or Mechanical Engineering. Forms are available at the MAE Graduate Advising Office, ECG 339, or can be downloaded from the MAE Web site.

AEROSPACE ENGINEERING—BSE

The Aerospace Engineering curriculum is designed to provide students with an education in technological areas critical to the design and development of aerospace vehicles and systems. Incoming students choose one of two concentrations, aeronautics or astronautics. Although both concentrations cover topics from the full range of aerospace engineering, the programs provide emphasis on either aerial vehicles or spacecraft, respectively. The aeronautics concentration emphasizes aeronautical engineering with topics in required courses covering aerodynamics, aerospace materials, aircraft structures, propulsion, flight mechanics, and stability and control. Required astronautics topics include orbital mechanics, attitude control, and rocket propulsion.

The astronautics concentration is offered in partnership with the School of Earth and Space Exploration. The curriculum covers orbital mechanics, space environment, attitude determination and control, telecommunications, space structures, rocket propulsion, and gas dynamics, as well as elective topics in aeronautics. Students in the astronautics concentration study alongside students majoring in Exploration Science, and design projects are carried out within transdisciplinary student teams.

The objective of the Aerospace Engineering program is to provide the depth and breadth of engineering education that prepares graduates for employment in the aerospace engineering profession, for admission to graduate programs in aerospace engineering or a related field, or for the pursuit of advanced education in other professional areas, such as business, law, and medicine.

In addition, the Aerospace Engineering program aspires to offer an education that

1. provides graduates with the ability to think in a critical and evaluative manner and to consider a broad perspective, in order to solve technical and nontechnical problems;
2. prepares professionally successful graduates who provide effective leadership, who act in an ethical manner, and whose skills include the ability to communicate well and to work successfully within diverse groups; and
3. instills in graduates a spirit of inventiveness, creativity, and entrepreneurship.

Students are prepared for a career in aerospace engineering by a thorough grounding in the fundamentals of mathematics and science, instruction in engineering sciences, and experience in engineering design, which is distributed throughout the curriculum. Students are encouraged to select general elective courses that complement the

program's technical content and promote the program objectives.

COURSE REQUIREMENTS

The following constitute specific course requirements for the Bachelor of Science in Engineering degree for Aerospace Engineering:

First-Year Composition¹

Choose among the course combinations below (6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition² (3)

---- or ----

ENG 105 Advanced First-Year Composition² (3)

Approved Elective (3)

---- or ----

ENG 107 English for Foreign Students (3)

ENG 108 English for Foreign Students² (3)

First-year composition subtotal 6

General Studies/Program Requirements³

Humanities and Fine Arts/Social and Behavioral Sciences

HU electives (6–9)

SB electives (6–9)

Humanities and fine arts/social and behavioral sciences subtotal 15

Literacy and Critical Inquiry

Six hours of literacy and critical inquiry⁸ credit are satisfied by courses in the major.

Mathematical Studies¹

MAT 265 Calculus for Engineers I (3)

MAT 266 Calculus for Engineers II² (3)

MAT 267 Calculus for Engineers III (3)

MAT 275 Modern Differential Equations MA (3)

MAT 343 Applied Linear Algebra (3)

Mathematical studies subtotal 15

Natural Sciences¹

CHM 114 General Chemistry for Engineers SQ² (4)

or CHM 116 General Chemistry II SQ⁴ (4)

PHY 121 University Physics I: Mechanics SQ⁵ (3)

PHY 122 University Physics Laboratory I SQ⁵ (1)

PHY 131 University Physics II: Electricity and Magnetism SQ^{2, 6} (3)

PHY 132 University Physics Laboratory II SQ^{2, 6} (1)

Biology requirement⁷ (3)

Natural sciences subtotal 15

General studies/program requirements total 48

Aerospace Engineering Major

Lower-Division

EEE 202 Circuits I (4)

MAE 212 Engineering Mechanics² (4)

MAE 213 Solid Mechanics (3)

MAE 214 Computer-Aided Engineering I (1)

MAE 240 Thermofluids I (4)

Lower-division subtotal 16

Upper-Division

MAE 318 Sensors and Controls (5)

MAE 362 High-Speed Aerodynamics⁸ (4)

MAE 384 Numerical Methods for Engineers CS (3)

MAE 400 Engineering Profession L (3)

MAE 462 Space Vehicle Dynamics and Control (3)

Upper-division subtotal 18

Aeronautics Concentration

MAE 100 Introduction to Mechanical and Aerospace Engineering CS² (3)

MAE 313 Aircraft Dynamics and Control (3)

MAE 322 Structural Analysis (4)

MAE 344 Fundamentals of Aerospace Design (3)

MAE 360 Aerodynamics L⁸ (4)

MAE 415 Vibration Analysis (3)

MAE 463 Propulsion (3)

MAE 468 Aerospace Systems Design (3)

Technical electives (6)

Total aeronautics concentration 32

Astronautics Concentration

EEE 455 Communications Systems (4)

MAE 345 Structures in a Space Environment (4)

MAE 465 Rocket Propulsion (3)

SES 100 Introduction to Exploration² (3)
 SES 210 Engineering Systems (3)
 SES 310 Electrical and Mechanical Engineering Design (3)
 SES 410 Senior Design I (3)
 SES 411 Senior Design II (3)
 Aeronautics technical electives (3)
 Literacy and critical inquiry (3)
Total aeronautics concentration 32

General elective⁹ (3)

Program total 120

¹ A minimum grade of “C” (2.00) is required.

² This is an aerospace engineering skill-set course. A minimum grade of “C” (2.00) is required.

³ See [General Studies](#). Students are encouraged to select HU and SB courses to complement their technical program and to promote the program objectives. Suggested HU/SB courses are available from the Department of Mechanical and Aerospace Engineering.

⁴ CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.

⁵ Both PHY 121 and 122 must be taken to secure SQ credit.

⁶ Both PHY 131 and 132 must be taken to secure SQ credit.

⁷ A minimum grade of C is not required in Biology.

⁸ Students must complete both MAE 360 and 362 to secure L credit. Students in the aeronautics concentration must take an additional L course.

⁹ General electives must be taken for a letter grade. Courses that are remedial for or prerequisites for any course required for the BSE degree in Aerospace Engineering are not approved for use as the general elective. Students must receive prior approval from the department to receive free elective credit.

BIOLOGY REQUIREMENT

Students in the aeronautics concentration will normally complete the biology requirement by taking BME 111 Engineering Perspectives on Biological Systems. Students may, with prior approval from the department, meet the requirement by taking BIO 187 General Biology I SQ or BIO 188 General Biology II SQ, or any other approved course in Biology.

Students in the aeronautics concentration will normally complete the Biology requirement by taking SES 311 Life in the Universe.

TECHNICAL ELECTIVES

Students in the aeronautics concentration must select two courses from the following list of technical electives. Students may, with prior approval of the advisor and department chair, select an alternative course that supports a specific career objective. Though in general both technical electives will be 300- or 400-level courses, at least one of them must have upper-division designation. Graduate courses are permitted for students with a GPA of 3.00 or higher and with the approval of the instructor, the advisor, and the dean. Students with a GPA of 3.50 or higher may wish to consider the Integrated BSE—MS program when selecting technical electives.

IEE 300 Economic Analysis for Engineers
 MAE 340 Thermofluids II
 MAE 341 Mechanism Analysis and Design
 MAE 351 Manufacturing Processes
 MAE 372 Fluid Mechanics
 MAE 404 Finite Elements in Engineering
 MAE 406 CAD/CAM Applications in MAE
 MAE 417 Control System Design
 MAE 426 Design of Aerospace Structures
 MAE 434 Internal Combustion Engines
 MAE 435 Turbomachinery
 MAE 455 Polymers and Composites
 MAE 465 Rocket Propulsion
 MAE 466 Rotary Wing Aerodynamics and Performance
 MAE 469 Projects in Aeronautics or Astronautics
 MAE 471 Computational Fluid Dynamics
 MAT 421 Applied Computational Methods CS
 MAT 423 Numerical Analysis I CS
 MAT 425 Numerical Analysis II CS
 MSE 440 Mechanical Properties of Solids
 MSE 441 Analysis of Material Failures

Students in the aeronautics concentration must select from among the following courses to satisfy the aeronautics technical elective requirement.

MAE 313 Aircraft Dynamics and Control
 MAE 360 Aerodynamics
 MAE 426 Design of Aerospace Structures
 MAE 463 Propulsion
 MAE 466 Rotary Wing Aerodynamics and Performance
 MAE 471 Computational Fluid Dynamics

Typical Four-Year Sequence

The following present typical schedules for students wishing to complete the BSE in Aerospace Engineering within four years. When selecting a semester course schedule, students should consider that most upper-division courses are taught only once per academic year. Students in the freshman and sophomore portion of the program may not register for upper-division courses in the major.

**Aerospace Engineering Program of Study Typical Four-Year
Sequence Aeronautics Concentration**

First Year

Fall Semester

CHM 114 General Chemistry for Engineers SQ^1 (4)
or CHM 116 General Chemistry II SQ^2 (4)
ENG 101 First-Year Composition³ (3)
MAE 100 Introduction to Mechanical and Aerospace Engineering CS^1 (3)
MAT 265 Calculus for Engineers I³ (3)

Total 13

Spring Semester

BME 111 Engineering Perspectives on Biological Systems (3)
ENG 102 First-Year Composition¹ (3)
MAT 266 Calculus for Engineers II¹ (3)
PHY 121 University Physics I: Mechanics $SQ^{3,4}$ (3)
PHY 122 University Physics Laboratory I $SQ^{3,4}$ (1)
HU/SB elective (3)

Total 16

Second Year

Fall Semester

MAE 212 Engineering Mechanics¹ (4)
MAT 267 Calculus for Engineers III³ (3)
MAT 275 Modern Differential Equations MA^1 (3)
PHY 131 University Physics II: Electricity and Magnetism $SQ^{1,5}$ (3)
PHY 132 University Physics Laboratory II $SQ^{1,5}$ (1)

Total 14

Spring Semester

EEE 202 Circuits I (4)
MAE 213 Solid Mechanics (3)
MAE 214 Computer-Aided Engineering I (1)
MAE 240 Thermofluids I (4)
MAT 343 Applied Linear Algebra³ (3)

Total 15

Third Year

Fall Semester

MAE 318 Sensors and Controls (5)
MAE 322 Structural Mechanics (4)
MAE 360 Aerodynamics L⁶ (4)
MAE 384 Numerical Methods for Engineers CS (3)

Total 16

Spring Semester

MAE 313 Aircraft Dynamics and Control (3)
MAE 344 Fundamentals of Aerospace Design (3)
MAE 362 High-Speed Aerodynamics L⁶ (4)
HU/SB electives (6)

Total 16

Fourth Year

Fall Semester

MAE 415 Vibration Analysis (3)
MAE 462 Space Vehicle Dynamics and Control (3)
MAE 463 Propulsion (3)
HU/SB elective (3)
Technical elective (3)

Total 15

Spring Semester

MAE 400 Engineering Profession (3)
MAE 468 Aerospace Systems Design (3)
General elective (3)
HU/SB elective (3)
Technical elective (3)

Total 15

Total degree requirements 120

- ¹ This is a skill-set course. A minimum grade of "C" (2.00) is required.
- ² CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.
- ³ A minimum grade of "C" (2.00) is required.
- ⁴ Both PHY 121 and 122 must be taken to secure SQ credit.
- ⁵ Both PHY 131 and 132 must be taken to secure SQ credit.
- ⁶ Both MAE 360 and 362 must be completed to secure L credit.

**Aerospace Engineering Program of Study Typical Four-Year
Sequence Astronautics Concentration**

First Year

Fall Semester

CHM 114 General Chemistry for Engineers SQ¹ (4)
or CHM 116 General Chemistry II SQ² (4)
ENG 101 First-Year Composition³ (3)
MAT 265 Calculus for Engineers I³ (3)
SES 100 Introduction to Exploration CS¹ (3)

Total 13

Spring Semester

ENG 102 First-Year Composition¹ (3)
MAT 266 Calculus for Engineers II¹ (3)
PHY 121 University Physics I: Mechanics SQ⁴ (3)
PHY 122 University Physics Laboratory I SQ⁴ (1)
HU/SB electives (6)

Total 16

Second Year

Fall Semester

MAE 212 Engineering Mechanics¹ (4)
MAT 275 Modern Differential Equations MA¹ (3)
PHY 131 University Physics II: Electricity and Magnetism SQ^{1, 5} (3)
PHY 132 University Physics Laboratory II SQ^{1, 5} (1)
SES 210 Engineering Systems (3)

Total 14

Spring Semester

EEE 202 Circuits I (4)
MAE 213 Solid Mechanics (3)
MAE 214 Computer-Aided Engineering I (1)
MAT 267 Calculus for Engineers III (3)
MAT 343 Applied Linear Algebra³ (3)

Total 14

Third Year

Fall Semester

MAE 240 Thermofluids I (4)
MAE 318 Sensors and Controls (5)
MAE 384 Numerical Methods for Engineers CS (3)
SES 310 Electrical and Mechanical Engineering Design (3)

Total 15

Spring Semester

MAE 345 Structures in a Space Environment (4)
MAE 362 High-Speed Aerodynamics L⁶ (4)
SES 311 Life in the Universe (3)
HU/SB elective (3)
Literacy (3)

Total 17

Fourth Year

Fall Semester

EEE 455 Communication Systems (3)
MAE 462 Space Vehicle Dynamics and Control (4)
MAE 465 Rocket Propulsion (3)
SES 410 Senior Design I (3)
HU/SB elective (3)

Total 16

Spring Semester

MAE 400 Engineering Profession (3)
SES 411 Senior Design II (3)
Aeronautics elective (3)
HU/SB elective (3)
General elective (3)

Total 15

Total degree requirements 120

¹ This is a skill-set course. A minimum grade of “C” (2.00) is required.

² CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.

³ A minimum grade of “C” (2.00) is required.

⁴ Both PHY 121 and 122 must be taken to secure SQ credit.

⁵ Both PHY 131 and 132 must be taken to secure SQ credit.

⁶ Both MAE 360 and 362 must be completed to secure L credit. Students in the astronautics concentration must take an additional L course.

MECHANICAL ENGINEERING—BSE

Mechanical Engineering is a creative, diverse discipline that draws upon a number of basic sciences to design, build and control the devices, machines, processes and systems that are the mainstay of modern industrialized society. The field involves the conversion of energy resources into mechanical work through various engines and power plants; the transmission of energy and power via devices such as heat exchangers, machine elements and actuators, and the efficient use of energy to perform a variety of beneficial tasks such as transportation, manufacturing, agriculture, environmental control, domestic chores, healthcare, and security. Furthermore, since all hardware products must be constructed of solid materials and because most products contain parts that transmit forces, mechanical engineering is involved in the structural integrity and materials selection for almost every product on the market.

Mechanical engineers are employed in virtually every kind of industry. They are involved in seeking new knowledge through research, in generating creative design and development, and in the production, control, management, and sales of the devices and systems needed by society. Therefore a major strength of a mechanical engineering education is the flexibility it provides in future employment opportunities for its graduates.

The objective of the Mechanical Engineering program is to provide the depth and breadth of engineering education that prepares graduates for employment in the mechanical engineering profession, for admission to graduate programs in mechanical engineering or a related field, or for the pursuit of advanced education in other professional areas, such as business, law, and medicine.

In addition, the Mechanical Engineering program aspires to offer an education that

1. provides graduates with the ability to think in a critical and evaluative manner and to consider a broad perspective, in order to solve technical and non technical problems;
2. prepares professionally successful graduates who provide effective leadership, who act in an ethical manner, and whose skills include the ability to communicate well and to work successfully within diverse groups; and
3. instills in graduates a spirit of inventiveness, creativity and entrepreneurship.

Students are prepared for a career in mechanical engineering through a curriculum that includes study of the principles governing the use of energy; the principles of design, sensors, and control devices; and the application of these to the creative solution of practical modern problems.

In addition to the basic program in Mechanical Engineering, the department offers one concentration in computational and mathematical engineering, which provides students with an in-depth education in modeling and simulation of mechanical engineering systems.

COURSE REQUIREMENTS

The following constitute specific course requirements for the Bachelor of Science in Engineering degree for Mechanical Engineering:

First-Year Composition¹

Choose among the course combinations below (6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition² (3)

---- or ----

ENG 105 Advanced First-Year Composition² (3)

Approved Elective (3)

---- or ----

ENG 107 English for Foreign Students (3)

ENG 108 English for Foreign Students² (3)

Total 6

General Studies/Program Requirements³

Humanities and Fine Arts/Social and Behavioral Sciences

HU electives (6–9)

SB electives (9–6)

Humanities and fine arts/social and behavioral sciences subtotal 15

Literacy and Critical Inquiry

Six hours of literacy and critical inquiry credit are satisfied by courses in the major

Mathematical Studies¹

MAT 265 Calculus for Engineers I (3)

MAT 266 Calculus for Engineers II² (3)

MAT 267 Calculus for Engineers III (3)

MAT 275 Modern Differential Equations MA^2 (3)

MAT 343 Applied Linear Algebra (3)

Mathematical studies subtotal 15

Natural Sciences¹

- CHM 114 General Chemistry for Engineers *SQ*² (4)
or CHM 116 General Chemistry II *SQ*^{2, 4} (4)
- CHM 231 Elementary Organic Chemistry *SQ*⁵ (3)
or CHM 240 Introduction to Physical Chemistry *CS*⁵ (3)
- PHY 121 University Physics I: Mechanics *SQ*^{1, 6} (3)
- PHY 122 University Physics Laboratory I *SQ*^{1, 6} (1)
- PHY 131 University Physics II: Electricity and Magnetism *SQ*^{2, 7} (3)
- PHY 132 University Physics Laboratory II *SQ*^{2, 7} (1)
- Biology requirement⁸ (3)

Natural sciences subtotal 18

General studies/program requirements total 48

Mechanical Engineering Major

Lower-Division

- EEE 202 Circuits I (4)
- MAE 100 Introduction to Mechanical and Aerospace Engineering *CS*² (3)
- MAE 212 Engineering Mechanics² (4)
- MAE 213 Solid Mechanics (3)
- MAE 214 Computer-Aided Engineering I (1)
- MAE 240 Thermofluids I (4)
- MSE 250 Structure and Properties of Materials (3)

Lower-division subtotal 22

Upper Division

- MAE 318 Sensors and Controls (5)
- MAE 322 Structural Mechanics (4)
- MAE 323 Computer-Aided Engineering II (2)
- MAE 340 Thermofluids II (3)
- MAE 342 Principles of Design (3)
- MAE 384 Numerical Methods for Engineers *CS* (3)
- MAE 400 Engineering Profession L (3)
- MAE 491 Experimental Mechanical Engineering *L* (3)
- Capstone Design (3–6)
- Technical electives (12–15)

Upper-division subtotal 44

Mechanical engineering major total 66

Program total 120

- ¹ A minimum grade of “C” (2.00) is required.
- ² This is a skill-set course. A minimum grade of “C” (2.00) is required.
- ³ See [General Studies](#). Students are encouraged to select HU and SB courses to complement their technical program and to promote the program objectives. Suggested HU/SB courses are available from the Department of Mechanical and Aerospace Engineering.
- ⁴ CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.
- ⁵ Students in the computational and mathematical concentration must take: CSE 100 or 110 or 181 instead of CHM 231 or 240.
- ⁶ Both PHY 121 and 122 must be taken to secure *SQ* credit.
- ⁷ Both PHY 131 and 132 must be taken to secure *SQ* credit.
- ⁸ A minimum grade of “C” (2.00) is not required in Biology.

Biology Requirement for Mechanical Engineering

With No Concentration or with a Concentration in Computational and Mathematical Engineering

- BME 111 Engineering Perspectives on Biological Systems (3)
or BCH 361 Principles of Biochemistry (3)
or any approved course in Biology

With a Concentration in Energy and Environment

- BIO 319 Environmental Science *G* (3)
or BIO 320 Fundamentals of Ecology (3)

Capstone Design Requirement for Mechanical Engineering

With No Concentration or with a Concentration in Computational and Mathematical Engineering

- MAE 488 Mechanical Engineering Design I (3)
- MAE 489 Mechanical Engineering Design II (3)

Technical Electives for Mechanical Engineering

With No Concentration

- Approved upper-division technical electives ^{1, 2} (12)

¹ Courses must be numbered 300 and above and chosen from among all upper-division courses offered in the Department of Mechanical and Aerospace Engineering that are not required for the major in mechanical engineering.

² Prior approval of the advisor and department chair, required for an alternative course to support a specific career objective, or for a technical elective from outside the Department of Mechanical and Aerospace Engineering.

Technical Electives for Mechanical Engineering

With a Concentration in Computational and Mathematical Engineering

Choose from among the following courses:

IEE 305 Information Systems Engineering CS
 IEE 376 Operations Research Deterministic Techniques/Applications CS
 IEE 385 Engineering Statistics with Probability CS
 MAT 362 Advanced Mathematics for Engineers and Scientists
 MAT 420 Scientific Computing
 MAT 421 Applied Computational Methods CS
 MAT 423 Numerical Analysis I CS
 MAT 425 Numerical Analysis II CS
 MAT 451 Mathematical Modeling CS
 MAE 404 Finite Elements in Engineering
 MAE 406 CAD/CAM Applications in MAE
 MAE 453 Computer-Aided Manufacturing and Control
 MAE 471 Computational Fluid Dynamics

General Studies Requirement for Mechanical Engineering*With a Concentration in Computational and Mathematical Engineering**

PHI 103 Principles of Sound Reasoning L/HU (3)
 or PHI 319 Philosophy of Computing CS/HU (3)

* This course must be taken in addition to the four courses necessary for meeting the HU/SB General Studies requirement.

Typical Four-Year Sequence

The following presents a typical schedule for students wishing to complete the BSE in Mechanical Engineering within four years. When selecting a semester course schedule, students should consider that many upper-division courses in Mechanical and Aerospace Engineering are taught only once per academic year. Students in the freshman and sophomore portion of the program (formerly known as preprofessional) may not register for upper-division courses in the major in Mechanical Engineering.

Mechanical Engineering Program of Study**Typical Four-Year Sequence****First Year****Fall Semester**

CHM 114 General Chemistry for Engineers SQ¹ (4)
 or CHM 116 General Chemistry II SQ^{1, 2} (4)
 ENG 101 First-Year Composition³ (3)
 MAE 100 Introduction to Mechanical and Aerospace Engineering CS¹ (3)
 MAT 265 Calculus for Engineers I³ (3)
 HU/SB elective (3)
Total 16

Spring Semester

ENG 102 First-Year Composition¹ (3)
 MAT 266 Calculus for Engineers II¹ (3)
 PHY 121 University Physics I: Mechanics SQ^{3, 4} (3)
 PHY 122 University Physics Laboratory I SQ^{3, 4} (1)
 HU/SB elective (3)
Total 13

Second Year**Fall Semester**

MAE 212 Engineering Mechanics¹ (4)
 MAE 214 Computer-Aided Engineering I (1)
 MAT 267 Calculus for Engineers III³ (3)
 MAT 275 Modern Differential Equations MA¹ (3)
 PHY 131 University Physics II: Electricity and Magnetism SQ^{1, 5} (3)
 PHY 132 University Physics Laboratory II SQ^{1, 5} (1)
Total 15

Spring Semester

CHM 231 Elementary Organic Chemistry SQ^{3, 6} (3)
 or CHM 240 Introduction to Physical Chemistry CS^{3, 7} (3)
 MAE 213 Solid Mechanics (3)
 MAE 240 Thermofluids I (4)
 MAT 343 Applied Linear Algebra³ (3)
 MSE 250 Structure and Properties of Materials (3)
Total 16

Third Year—No Concentration**Fall Semester**

EEE 202 Circuits I (4)
 MAE 322 Structural Mechanics (4)
 MAE 323 Computer-Aided Engineering II (2)
 MAE 340 Thermofluids II (3)
 MAE 384 Numerical Methods for Engineers CS (3)

Total 16

Spring Semester

BME 111 Engineering Perspectives on Biological Systems (3)
or BCH 361 Principles of Biochemistry (3)
MAE 318 Sensors and Controls (5)
MAE 342 Principles of Design (3)
Technical elective (3)

Total 14

Third Year—Energy and Environment Concentration

Fall Semester

EEE 202 Circuits I (4)
MAE 322 Structural Mechanics (4)
MAE 323 Computer-Aided Engineering II (2)
MAE 340 Thermofluids II (3)
MAE 384 Numerical Methods for Engineers CS (3)

Total 16

Spring Semester

BIO 319 Environmental Science *G* (3)
or BIO 320 Fundamentals of Ecology (3)
GCU xxx Energy in the Global Arena *SB, G* (3)
MAE 318 Sensors and Controls (5)
MAE 342 Principles of Design (3)

Total 14

Third Year—Computational and Mathematical Engineering Concentration

Fall Semester

EEE 202 Circuits I (4)
MAE 322 Structural Mechanics (4)
MAE 323 Computer-Aided Engineering II (2)
MAE 340 Thermofluids II (3)
MAE 384 Numerical Methods for Engineers CS (3)

Total 16

Spring Semester

BME 111 Engineering Perspectives on Biological Systems (3)
or BCH 361 Principles of Biochemistry (3)
MAE 318 Sensors and Controls (5)
MAE 342 Principles of Design (3)
PHI 105 Principles of Sound Reasoning HU (3)
PHI 319 Philosophy of computing HU (3)

Total 14

Fourth Year—No Concentration

Fall Semester

MAE 488 Mechanical Engineering Design I (3)
MAE 491 Experimental Mechanical Engineering L (3)
HU/SB elective (3)
Technical electives (6)

Total 15

Spring Semester

MAE 400 Engineering Profession (3)
MAE 489 Mechanical Engineering Design II (3)
HU/SB electives (6)
Technical elective (3)

Total 15

Fourth Year—Energy and Environment Concentration

Fall Semester

GPH 314 Global Change *HU, G* (3)
or PHI 310 Environmental Ethics *HU* (3)
MAE 491 Experimental Mechanical Engineering L (3)
PUP 190 Sustainable Cities *HU/SB, G* (3)
Technical/Energy and Environment electives (6)

Total 15

Spring Semester

MAE 400 Engineering Profession (3)
MAE 446 Energy Systems Design (3)
Technical/Energy and Environment electives (9)

Total 15

Fourth Year—Computational and Mathematical Engineering Concentration

Fall Semester

MAE 488 Mechanical Engineering Design I (3)
MAE 491 Experimental Mechanical Engineering L (3)
Computational and Mathematical Engineering electives (6)
HU/SB elective (3)

Total 15

Spring Semester

MAE 400 Engineering Profession (3)

MAE 489 Mechanical Engineering Design II (3)

Computational and Mathematical Engineering elective (3)

HU/SB electives (6)

Total 15

Total degree requirements 120

¹ This is a skill-set course. A minimum grade of “C” (2.00) is required.

² CHM 116 has a prerequisite of CHM 113, which cannot be used for degree credit.

³ A minimum grade of “C” (2.00) is required.

⁴ Both PHY 121 and 122 must be taken to secure SQ credit.

⁵ Both PHY 131 and 132 must be taken to secure SQ credit.

⁶ Students in the energy and environment concentration must take organic chemistry.

⁷ Students in the computational and mathematical engineering concentration must take CHM 240.

COURSES

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

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Harrington Department of Bioengineering

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ECG 334

Metin Akay, Interim Chair

Olin Endowed Professor

Guilbeau

Professors

Akay, Garcia, He, Towe

Associate Professors

Abbas, Iasemidis, Joshi, Jung, Massia, Muthuswamy, Pizziconi, Steinmetz, Vernon

Assistant Professors

Buneo, Caplan, Helms Tillery

Senior Lecturer

Coursen

Lecturer

Phillips

The faculty in the Harrington Department of Bioengineering offer the BSE degree in Bioengineering. The major builds on a broad base of knowledge in mathematics and science. The major offers graduates excellent career opportunities.

Faculty within the department also participate in the Engineering Special Studies program in premedical engineering, which is described separately in [Programs in Engineering Special Studies](#).

BIOENGINEERING—BSE

Bioengineering (synonyms: biomedical engineering, medical engineering) is the discipline of engineering that applies principles and methods from engineering, the physical sciences, the life sciences, and the medical sciences to understand, define, and solve problems in medicine, physiology, and biology. The mission of the bioengineering program at ASU is to educate students to use engineering and scientific principles and methods to develop instrumentation, materials, diagnostic and therapeutic devices, artificial organs, or other equipment and technologies needed in medicine and biology and to discover new fundamental principles regarding the functioning and structure of living systems. The overall goal of the program is to produce high-quality graduates with a broad-based education in engineering and the life and natural sciences who are well prepared for further graduate study in bioengineering, a career in the medical device or biotechnology industries, a career in biomedical research, or entry into a medical or other health profession school.

The program's mission is achieved by having its faculty and graduate teachers fulfill the following objectives: to provide students with a strong foundation in mathematics, the physical and life sciences, and basic engineering; and to give students a balance of theoretical understanding and ability in order to apply modern techniques, skills, and tools for problem solving at the interface of engineering with the biological and medical sciences. Students demonstrate an ability to make measurements on and interpret data from living systems, addressing the problems associated with the interaction between living and nonliving materials and systems. Students are able to design systems, devices, components, processes, and experiments with an understanding of manufacturing processes to meet real-world needs for solutions to problems in the biomedical device industries, medicine, and the life sciences. Students are able to communicate effectively as bioengineers in oral, written, computer-based, and graphical forms. Faculty seek to instill in students a sense of commitment to professionalism and ethical responsibility as bioengineers. Students are given opportunities to interact with and gain real-world experience with local and national medical device and technology industries, health-care organizations, educational institutions, and constituent populations. Faculty seek to develop within students an understanding of and positive approach toward continued lifelong learning of new technologies and relevant issues in the discipline of bioengineering.

Graduate degree programs in Bioengineering are offered at ASU at the master's and doctoral levels. For more information, consult the [Graduate Catalog](#).

ADMISSION REQUIREMENTS

Freshman and Sophomore Courses

Students applying to the Harrington Department of Bioengineering are admitted to the freshman and sophomore portion of the program (formerly known as preprofessional) and will follow the sequence of first- and second-year courses shown in the Typical Four Year Sequence for Bioengineering students.

Advancement to upper-division courses is competitive. Advancement to upper-division courses is based on performance in a collection of skill-set courses all of which are included in the typical first three semesters of the program. The skill-set courses are as follows:

Skill Courses

BME 100 Introduction to Bioengineering *CS* (3)

Choose one of the following combinations (4)

BME 111 Engineering Perspectives on Biological Systems (3)

BME 112 Engineering Perspectives on the Biological Systems Laboratory (1)

--- or ---

BIO 188 General Biology II¹ *SQ* (4)

BME 200 Conservation Principles in Bioengineering (3)

CHM 114 General Chemistry for Engineers *SQ* (4)

or CHM 116 General Chemistry II *SQ*² (4)

MAT 265 Calculus for Engineers I (3)

MAT 266 Calculus for Engineers II (3)

MAT 267 Calculus for Engineers III (3)

PHY 121 University Physics I: Mechanics *SQ*³ (3)

PHY 122 University Physics Laboratory I *SQ*³ (1)

PHY 131 University Physics II: Electricity and Magnetism *SQ*⁴ (3)

PHY 132 University Physics Laboratory II *SQ*⁴ (1)

Total 31

¹ To fulfill medical school admission requirements, premedical students should choose BIO 188. Note that BIO 187 is required by many medical schools in addition to BIO 188. BIO 187 cannot be used as a technical elective.

² To fulfill medical school admission requirements, premedical students generally should choose CHM 116. Note that CHM 113 is required by many medical schools in addition to CHM 116. CHM 113 cannot be used for degree credit.

³ Both PHY 121 and 122 must be taken to secure *SQ* credit.

⁴ Both PHY 131 and 132 must be taken to secure *SQ* credit.

Advancement to the Upper-Division Courses

Advancement to the junior and senior portion of the program (formerly known as professional) is competitive. Freshmen admitted to ASU starting fall 2007 semester use critical requirements to obtain advancement to upper-division courses. Students not following critical requirements must submit a request for advancement to upper-division courses as described in the Harrington Department of Bioengineering Web site. Advancement is granted to those students who have demonstrated high promise for professional success. Transfer students who have completed the equivalent required lower-division skill-set courses may also request advancement to upper-division courses. While only students who have been admitted to the Bioengineering program are eligible to request advancement to upper-division courses, prior attendance at ASU is not required. Completion of the specified skill set does not guarantee advancement to upper-division courses.

DEGREE REQUIREMENTS

A minimum of 120 semester hours is necessary for the BSE degree in Bioengineering. A minimum of 45 upper-division semester hours is required. Students must attain a GPA of at least 2.00 for upper-division courses in the major.

GRADUATION REQUIREMENTS

In addition to fulfilling school and major requirements, students must satisfy all university graduation requirements. See [University Graduation Requirements](#).

COURSE REQUIREMENTS

The course work, in semester hours, for the undergraduate degree can be classified into the following categories:

First-Year Composition

Choose among the course combinations below (6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

--- or ---

ENG 105 Advanced First-Year Composition (3)

Elective chosen with an advisor (3)

--- or ---

ENG 107 English for Foreign Students (3)

ENG 108 English for Foreign Students (3)

First-year composition total 6

General Studies/Program Requirements

Humanities and Fine Arts/Social and Behavioral Sciences
HU electives (6–9)

SB electives (6–9)

HU/SB subtotal 15

Literacy and Critical Inquiry

Six semester hours of literacy and critical inquiry credit is satisfied by course work in the major.

Natural Sciences/Basic Sciences

Choose one of the following combinations (4)

BME 111 Engineering Perspectives on Biological Systems (3)

BME 112 Engineering Perspectives on the Biological Systems Laboratory (1)

--- or ---

BIO 188 General Biology II SQ^1 (4)

CHM 114 General Chemistry for Engineers SQ (4)

or CHM 116 General Chemistry II SQ^2 (4)

Choose one of the following course groups (4)

CHM 231 Elementary Organic Chemistry SQ^3 (3)

CHM 235 Elementary Organic Chemistry Laboratory SQ^3 (1)

--- or ---

CHM 233 General Organic Chemistry I⁴ (3)

CHM 237 General Organic Chemistry Laboratory I⁴ (1)

PHY 121 University Physics I: Mechanics SQ^5 (3)

PHY 122 University Physics Laboratory I SQ^5 (1)

PHY 131 University Physics II: Electricity and Magnetism SQ^6 (3)

PHY 132 University Physics Laboratory II SQ^6 (1)

Natural sciences/basic sciences subtotal 20

Mathematical Studies

CSE 100 Principles of Programming with C++ CS (3)

IEE 380 Probability and Statistics for Engineering Problem Solving CS (3)

MAT 265 Calculus for Engineers I (3)

MAT 266 Calculus for Engineers II (3)

MAT 267 Calculus for Engineers III (3)

MAT 275 Modern Differential Equations MA (3)

MAT 343 Applied Linear Algebra (3)

Mathematical studies subtotal 21

General Studies/school requirements total 56

Lower-Division Courses

BME 100 Introduction to Bioengineering CS (3)

BME 200 Conservation Principles in Bioengineering (3)

BME 235 Physiology for Engineers (4)

EEE 202 Circuits I (4)

MAE 212 Engineering Mechanics (4)

Lower-division courses total 18

Upper-Division Courses

BME 300 Bioengineering Product Design (3)

BME 318 Biomaterials (4)

BME 331 Bioengineering Transport Phenomena (3)

BME 350 Signals and Systems for Bioengineers (3)

BME 370 Microcomputer Applications in Bioengineering (3)

BME 413 Biomedical Instrumentation L^7 (3)

BME 417 Biomedical Engineering Capstone Design I (4)

BME 423 Biomedical Instrumentation Laboratory L^7 (1)

BME 434 Applications of Bioengineering Transport Phenomena (3)

or BME 416 Biomechanics (3)

or BME 419 Biocontrol Systems (3)

BME 490 Biomedical Engineering Capstone Design II (4)

CHM 341 Elementary Physical Chemistry (3)

Technical electives (6)

Upper-division course total 40

Program total 120

¹ To fulfill medical school admission requirements, premedical students generally should choose BIO 188. Note that BIO 187 is required by many medical schools in addition to BIO 188. BIO 187 cannot be used as a technical elective.

² To fulfill medical school admission requirements, premedical students generally should choose CHM 116. Note that CHM 113 is required by many medical schools in addition to CHM 116. CHM 113 cannot be used for degree credit.

³ Both CHM 231 and CHM 235 must be taken to secure SQ credit.

⁴ To fulfill medical school admission requirements, premedical students generally should choose CHM 233/237. Note that CHM 234/238 are required by many medical schools in addition to CHM 233/237.

⁵ Both PHY 121 and PHY 122 must be taken to secure SQ credit.

⁶ Both PHY 131 and PHY 132 must be taken to secure SQ credit.

⁷ Both BME 413 and BME 423 must be taken to secure L credit.

The major BME courses require a grade of “C” (2.00) or higher to advance in the program and to receive a baccalaureate degree.

Bioengineering Areas of Study

Technical electives should in general be selected from one of the emphasis areas. Students can elect to emphasize biochemical engineering, bioelectrical engineering, biomaterials engineering, biomechanical engineering, biomedical imaging engineering, biosystems engineering, molecular and cellular bioengineering, or premedical engineering in their studies. A student may also, with prior approval of the department, select a general area of study or combination of courses that support a career in bioengineering not covered by one of these areas.

Biochemical Engineering

This area is designed to strengthen the student's knowledge of chemistry and transport phenomena and is particularly well suited for students interested in biotechnology. Students must take the following major sequence course:

BME 434 Applications of Bioengineering Transport Phenomena (3)

Students should choose technical electives from the following:

BCH 361 Principles of Biochemistry (3)

or BCH 461 General Biochemistry (3)

BCH 462 General Biochemistry (3)

CHE 475 Biochemical Engineering (3)

CHM 234 General Organic Chemistry II (3)

CHM 238 General Organic Chemistry Laboratory II (1)

MIC 420 Immunology: Molecular and Cellular Foundations (3)

Bioelectrical Engineering

This area is designed to strengthen the student's knowledge of electrical systems, electronics, and signal processing. Students considering a career in bioelectric phenomena, biocontrol systems, medical instrumentation, neural engineering, or electrophysiology should consider this area of study. Students must take the following major sequence course:

BME 419 Biocontrol Systems (3)

Students should choose technical electives from the following:

EEE 203 Signals and Systems I (3)

EEE 230 Computer Organization and Assembly Language Programming (3)

EEE 433 Analog Integrated Circuits (4)

Biomaterials Engineering

This area integrates the student's knowledge of materials science and engineering with biomaterials science and engineering concepts for the design of materials intended to be used for the development of medical and diagnostic devices. It emphasizes structure-property relationships of engineering materials (metals, polymers, ceramics, and composites) and biological materials, biomaterial-host response phenomena, technical and regulatory aspects of biomaterials testing and evaluation. Students interested in careers in the biomaterials, medical device, or biotechnology industries should consider this area of study. Students must take the following major sequence course:

BME 434 Applications of Bioengineering Transport Phenomena (3)

Students should choose technical electives from the following:

BME 494 ST: Biopolymeric Drug Delivery (3)

MSE 353 Introduction to Materials Processing and Synthesis (3)

MSE 355 Materials Structure and Microstructure (3)

MSE 431 Corrosion and Corrosion Control (3)

MSE 441 Analysis of Material Failures (3)

MSE 470 Polymers and Composites (3)

MSE 471 Introduction to Ceramics (3)

Biomechanical Engineering

This area is designed to strengthen the student's knowledge of mechanics and control theory. Students interested in careers related to biomechanical analyses, the design of orthotic/prosthetic devices and orthopaedic implants, forensic biomechanics, and rehabilitation engineering should consider this area of study. While students may choose any combination of the following technical electives, it is recommended that courses be selected from one of three subareas: movement biomechanics, rehabilitation engineering, or orthopaedic biomechanics. The movement biomechanics area is designed to strengthen the student's knowledge of dynamics and control theory. Students interested in analyzing pathological movement disorders, sports techniques, and neuromuscular control should select courses from this area. Rehabilitation engineering emphasizes the design of highly functional products for people with disabilities. Biomechanical, electrical, and mechanical design procedures are used to develop new assistive devices, orthoses, and prostheses. The student primarily interested in the material properties of bones, cartilage, soft tissues, and the design of implants for tissue repair and replacement should select courses from the orthopaedic biomechanics area. Students must take the following major sequence course:

BME 416 Biomechanics (3)

Recommended subarea selections are as follows:

Movement Biomechanics

BME 419 Biocontrol Systems* (3)

KIN 334 Functional Anatomy and Kinesiology (3)

KIN 414 Electromyographic Kinesiology L (3)

Rehabilitation Engineering

IEE 437 Human Factors Engineering (3)
 or DSC 344 Human Factors in Design (3)
 IND 354 Principles of Product Design (3)
 KIN 334 Functional Anatomy and Kinesiology (3)
 MAE 341 Mechanism Analysis and Design (3)

Orthopaedic Biomechanics

KIN 412 Biomechanics of the Skeletal System (3)
 MAE 404 Finite Elements in Engineering (3)

* This course may be applied as a technical elective if not already taken as the major sequence course.

Biomedical Imaging Engineering

This area is designed to strengthen the student's knowledge of radiation interactions, health physics, medical diagnostic imaging (MRI, PET, x-ray, CT), radiation protection, and nuclear instrumentation. Students considering careers in medical engineering or health physics should consider this area of study. Students must take the following major sequence course:

BME 419 Biocontrol Systems (3)

Students should choose technical electives from the following:

BME 494 ST: Biomedical Imaging Informatics (3)
 BME 494 ST: Introduction to Biomedical Informatics (3)
 BME 494 ST: Scanning Probe Microscopy (3)
 EEE 460 Nuclear Concepts for the 21st Century (3)
 PHY 361 Introductory Modern Physics (3)

Biosystems Engineering

This area is designed to strengthen the background of students interested in physiological systems modeling and analysis and design and evaluation of artificial organs and medical devices. Analyzing physiological systems and designing artificial organs require knowledge in integrating electrical, mechanical, transport, and thermofluid systems. Students considering careers in medical device industries, clinical engineering, or artificial organs should consider this area of study. Students must take the following major sequence course:

BME 419 Biocontrol Systems (3)

Students should choose technical electives from the following:

BME 434 Applications of Bioengineering Transport Phenomena* (3)
 EEE 480 Feedback Systems (4)
 MAE 318 Sensors and Controls (5)
 MAE 404 Finite Elements in Engineering (3)
 MAE 417 Control System Design (3)

* This course may be applied as a technical elective if not already taken as the major sequence course.

Molecular and Cellular Bioengineering

This area is designed to strengthen and integrate the student's knowledge of molecular and cellular biology, biochemistry, and biomaterials science and engineering for the design of biomolecular- and cellular-based hybrid medical and diagnostic devices. It is particularly suited for students interested in pursuing graduate studies in molecular and cellular bioengineering and health-related biotechnologies.

Students must take the following major sequence course:

BME 434 Applications of Bioengineering Transport Phenomena (3)

Students should choose technical electives from the following:

BCH 361 Principles of Biochemistry (3)
 or BCH 461 General Biochemistry (3)
 BIO 340 General Genetics (4)
 BIO 343 Genetic Engineering and Society *L* (4)
 or MBB 343 Genetic Engineering and Society *L* (4)
 BIO 353 Cell Biology (3)
 BME 451 Cell Biotechnology Laboratory (3)
 BME 494 ST: Introduction to Molecular, Cellular, and Tissue Engineering (3)
 CHE 475 Biochemical Engineering (3)

Premedical Engineering

This area is designed to meet the needs of students desiring entry into a medical, dental, or veterinary school. The course sequence provides an excellent background for advanced study leading to a career in research in the medical or life sciences. Students must take the following courses:

CHM 234 General Organic Chemistry II (3)
 CHM 238 General Organic Chemistry Laboratory II (1)

Students should choose one major sequence course from the following:

BME 416 Biomechanics* (3)
 BME 419 Biocontrol Systems* (3)
 BME 434 Applications of Bioengineering Transport Phenomena* (3)
 BME 494 ST: Biopolymeric Drug Delivery (3)
 BME 494 ST: Introduction to Molecular, Cellular, and Tissue Engineering (3)

* This course may be applied as a technical elective if not already taken as the major sequence course.

Note: To fulfill medical school admission requirements, BIO 187 General Biology I is required in addition to BIO

188 General Biology II as well as the other degree requirements and cannot generally be used as a technical elective.

Bioengineering Program of Study

Typical Four-Year Sequence

First Year

First Semester

BME 100 Introduction to Bioengineering CS (3)
 CHM 114 General Chemistry for Engineers SQ (4)
 or CHM 116 General Chemistry II SQ¹ (4)
 ENG 101 First-Year Composition (3)
 MAT 265 Calculus for Engineers I (3)

Total 13

Second Semester

ENG 102 First-Year Composition (3)
 Choose from one of the following groups (4)
 BME 111 Engineering Perspectives on Biological Systems (3)
 BME 112 Engineering Perspectives on the Biological Systems Laboratory (1)
 --- or ---
 BIO 188 General Biology II SQ² (4)
 MAT 266 Calculus for Engineers II (3)
 PHY 121 University Physics I: Mechanics SQ³ (3)
 PHY 122 University Physics Laboratory I SQ³ (1)

Total 14

Second Year

First Semester

BME 200 Conservation Principles in Bioengineering (3)
 Choose from one of the following groups (4)
 CHM 231 Elementary Organic Chemistry SQ⁴ (3)
 CHM 235 Elementary Organic Chemistry Laboratory SQ⁴ (1)
 --- or ---
 CHM 233 General Organic Chemistry I⁵ (3)
 CHM 237 General Organic Chemistry Laboratory I⁵ (1)
 CSE 100 Principles of Programming with C++ CS (3)
 MAT 267 Calculus for Engineers III (3)
 PHY 131 University Physics II: Electricity and Magnetism SQ⁶ (3)
 PHY 132 University Physics II Laboratory SQ⁶ (1)

Total 17

Second Semester

BME 235 Physiology for Engineers (4)
 EEE 202 Circuits I (4)
 MAE 212 Engineering Mechanics (4)
 MAT 275 Modern Differential Equations MA (3)
 HU/SB elective⁷ (3)

Total 18

Third Year

First Semester

BME 318 Biomaterials (4)
 CHM 341 Elementary Physical Chemistry (3)
 IEE 380 Probability and Statistics for Engineering Problem Solving CS (3)
 MAT 343 Applied Linear Algebra (3)
 HU/SB elective⁷ (3)

Total 16

Second Semester

BME 300 Bioengineering Product Design (3)
 BME 331 Bioengineering Transport Phenomena (3)
 BME 350 Signals and Systems for Bioengineers (3)
 BME 370 Microcomputer Applications in Bioengineering (3)
 HU/SB elective⁷ (3)

Total 15

Fourth Year

First Semester

BME 413 Biomedical Instrumentation L⁸ (3)
 BME 417 Biomedical Engineering Capstone Design I (4)
 BME 423 Biomedical Instrumentation Laboratory L⁸ (1)
 BME 434 Applications of Bioengineering Transport Phenomena (3)
 or BME 416 Biomechanics (3)
 or BME 419 Biocontrol Systems (3)
 HU/SB elective⁷ (3)

Total 14

Second Semester

BME 490 Biomedical Engineering Capstone Design II (4)

HU/SB elective⁷ (3)

Technical electives (6)

Total 13

Total degree requirements 120

- ¹ To fulfill medical school admission requirements, premedical students generally should choose CHM 116. Note that CHM 113 is required by many medical schools in addition to CHM 116. CHM 113 cannot be used for degree credit.
- ² To fulfill medical school admission requirements, premedical students generally should choose BIO 188. Note that BIO 187 is required by many medical schools in addition to BIO 188. BIO 187 cannot be used as a technical elective.
- ³ Both PHY 121 and PHY 122 must be taken to secure SQ credit.
- ⁴ Both CHM 231 and CHM 235 must be taken to secure SQ credit.
- ⁵ To fulfill medical school admission requirements, premedical students generally should choose CHM 233/237. Note that CHM 234/238 are required by many medical schools in addition to CHM 233/237.
- ⁶ Both PHY 131 and PHY 132 must be taken to secure SQ credit.
- ⁷ Engineering students may not use Aerospace Studies (AES) or Military Science (MIS) courses to fulfill HU or SB requirements.
- ⁸ Both BME 413 and BME 423 must be taken to secure L credit.

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 Computing and Informatics

The School of Computing and Informatics (SCI) supports the evolution of computing and informatics as discrete disciplines. The school responds to the need 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 Biomedical Informatics](#) (BMI) and the [Department of Computer Science and Engineering](#) (CSE). The CSE department offers undergraduate degrees in Computer Science and Computer Systems Engineering and MS, MCS, and PhD degrees in Computer Science. The BMI department 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 beginning spring, 2007.

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Department of Biomedical Informatics

The Department of Biomedical Informatics offers an MS degree. For more information, see the [Graduate Catalog](#).

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Department of Computer Science and Engineering

fulton.asu.edu/cse

480/965-3190

BYENG 553

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, Liu, Miller, Richa, Sen, Syrotiuk

Assistant Professors

Burleson, Cam, Chatha, Yi Chen, Davulcu, Huang, Janssen, Kim, Konjevod, J. Lee, Li, Ryu, Sarjoughian, Shrivastava, Sundaram, Wonka, Ye

Senior Lecturers

DeLiberio, Navabi

Lecturers

Calliss, Yinong Chen, Nakamura

Computers have a significant impact on our daily lives, and this impact is likely to be even greater in the future as computer professionals continue to develop more powerful, smaller, faster, and less expensive computing systems.

Computer science and computer engineering deal with the study, design, development, construction, and application of computing technology. Other important topics include computing techniques and appropriate languages for general information processing; for scientific computation; for the recognition, storage, retrieval, and processing of data of all kinds; for the automatic control and simulation of processes; and for information assurance.

The curricula offered by the Department of Computer Science and Engineering prepare the student to be a participant in this rapidly changing area of technology by presenting in-depth treatments of the fundamentals of computer science and computer engineering. The department offers two undergraduate degrees: a BS degree in Computer Science and a BSE degree in Computer Systems Engineering. The following are program outcomes for the two degree programs.

1. Specify, design, implement, and validate a system to within realistic constraints, such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
2. Analyze and compare the relative merits of alternative designs with respect to a variety of criteria relevant to the task, using appropriate experimental design, mathematics, science, and engineering concepts and tools.
3. Communicate ideas effectively orally and in writing using appropriate media.
4. Behave in a professional, ethical manner with integrity, making ethical decisions in professional practice.
5. Succeed in gaining admission to graduate programs or employment in the field of study.
6. Demonstrate the skills required to continue to learn throughout one's career.
7. Lead a technical activity.
8. Work effectively in a multidisciplinary team environment.
9. Demonstrate knowledge of engineering solutions in a global and societal context.

In addition to the nine objectives above, the Computer Systems Engineering degree program has the following program outcomes:

1. Analyze, design, and implement computer components and systems that require the integration of hardware and software.
2. Manage the design complexity of integrated software and hardware projects through hierarchical composition, modularity, and reuse.

In addition to the nine objectives above, the Computer Science degree program has the following program outcomes:

1. Develop algorithms and data models appropriate to procedural and nonprocedural computing paradigms.
2. Understand models of computation and of computability.

The department strives to maintain a modern learning environment that fosters excellence, cooperation, and scholarship for faculty, students, and staff.

The integrated bachelor's and master's degree program is designed to provide selected highly accomplished undergraduate students with the opportunity to combine advanced undergraduate course work with graduate course work, and accelerate graduate degree completion. Students are able to earn a BS or BSE degree and an MS degree in five years.

ADMISSION REQUIREMENTS

Freshman and Sophomore Courses

All students eligible for admission to the Fulton School of Engineering, as well as all transfer students, are admitted to the freshman and sophomore portion of the program (formerly known as preprofessional) in either Computer Science or Computer Systems Engineering. Students follow the first- and second-year sequence of courses listed in the curriculum outline for their particular major. Included in the first three semester schedules are all skill-set courses:

CSE 100 Principles of Programming with C++ CS (3)
 or CSE 110 Principles of Programming with Java CS (3)
 CSE 101 Introduction to Engineering Design CS* (3)
 CSE 120 Digital Design Fundamentals (3)
 CSE 205 Concepts of Computer Science and Data Structures CS (3)
 CSE 230 Computer Organization and Assembly Language Programming (3)
 MAT 243 Discrete Mathematical Structures (3)
 MAT 265 Calculus for Engineers I (3)
 MAT 266 Calculus for Engineers II (3)
 MAT 267 Calculus for Engineers III (3)

Total 24–27

* CSE 101 is for Computer Systems Engineering only.

Advancement to Upper-Division Courses

Advancement to the junior and senior portion of the program (formerly known as professional) is competitive and granted to those applicants demonstrating the highest promise for professional success in Computer Science and Engineering. A faculty committee considers overall transfer and ASU GPA numbers as well as the transfer and ASU GPA numbers in Computer Science and Engineering skill-set courses, as noted on the Web site at cse.asu.edu. Freshman students admitted to ASU starting fall 2007 semester will use critical requirements to obtain advancement to upper-division courses. Students not following critical requirements must be in the process of completing all the skill-set courses and then follow the procedure as described on the Computer Science and Engineering Web site. Completion of the specified courses does not guarantee advancement to upper-division courses. Only students who have been admitted to ASU are eligible to request advancement to upper-division courses. Students are strongly encouraged to visit the School of Computing and Informatics Advising Center in BYENG 208 or access cse.asu.edu.

DEGREE REQUIREMENTS

A minimum of 120 semester hours is required for the BS degree in Computer Science and the BSE degree in Computer Systems Engineering. A minimum of 45 upper-division semester hours is required.

GRADUATION REQUIREMENTS

In addition to fulfilling school and major requirements, majors must satisfy all university graduation requirements. See [University Graduation Requirements](#).

In addition to the requirement for a cumulative GPA and a major GPA of 2.00 or higher, all computer science and computer systems engineering students must obtain a minimum grade of "C" (2.00) in all CSE courses used for degree credit. Students cannot take CSE courses for which they failed to earn a grade of "C" (2.00) or higher in the prerequisite course.

The department calculates the major GPA in both Computer Science and Computer Systems Engineering based on an average of all CSE courses and technical electives that count toward the degree.

DEGREES

Computer Science—BS

The faculty in the Department of Computer Science and Engineering offer a BS degree that prepares the student for a career in computer science. A student pursuing a BS degree must complete the First-Year Composition requirement, the General Studies requirement, department degree requirements, the computer science core courses, a senior-level breadth requirement in the major, technical electives, and general electives. For more information, visit the CSE Advising Center, call 480/965-3199, or access the department's Web site at sci.asu.edu.

Software Engineering Concentration

Students pursuing the BS degree in Computer Science may choose to concentrate their studies on software engineering. The BS degree in Computer Science with a concentration in software engineering provides recognition that the student has acquired in-depth knowledge and hands-on experience in software development and related subjects. This concentration requires the student to complete CSE 445, 460, 461, and 462 with a grade of "C" (2.00) or higher in each course. Students will use CSE 461 and 462 in lieu of CSE 485 and 586. CSE 445 and 460 will be used as two of the five CSE 400-level electives.

Information Assurance Concentration

Students pursuing the BS degree in Computer Science may choose to concentrate their studies on information assurance. The goal of this concentration program is to provide students the knowledge and skills in information

assurance so that they will have the competitive advantage to pursue graduate study in related research areas or to secure employment in information assurance. Information assurance encompasses the scientific, technical, and management disciplines required to ensure information security and quality. This concentration requires the student to complete CSE 465, CSE 466, CSE 467, and CSE 468 with a grade of “C” (2.00) or higher. Students must also complete one elective from CSE 412, CSE 434, CSE 460, CSE 463, or CSE 471 with a grade of “C” (2.00) or higher. In addition, students are encouraged to complete their CSE 485 and CSE 486 project in the information assurance area. Students will use all five required Information Assurance courses to fulfill the 15 semester hours of CSE 400-level electives.

The following table specifies departmental requirements for the BS degree in Computer Science.

First-Year Composition

Choose among the course combinations below 6

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

---or---

ENG 105 Advanced First-Year Composition (3)

HU/SB elective chosen with an advisor (3)

---or---

ENG 107 English for Foreign Students (3)

ENG 108 English for Foreign Students (3)

First-year composition subtotal 6

General Studies/Department Requirements

Humanities and Fine Arts/Social and Behavioral Sciences

HU/SB electives 18

Literacy and Critical Inquiry

Six semester hours of literacy and critical inquiry credit is satisfied by courses in the major

Natural Sciences/Basic Sciences

BIO 187 General Biology I SG (4)

or 188 General Biology II SQ (4)

Lab Science I¹ (4)

Lab Science II¹ (4)

Natural sciences/basic sciences subtotal 12

Mathematical Studies

MAT 243 Discrete Mathematical Structures² (3)

MAT 265 Calculus for Engineers I² (3)

MAT 266 Calculus for Engineers II² (3)

MAT 267 Calculus for Engineers III² (3)

MAT 343 Applied Linear Algebra (3)

Mathematical studies subtotal 15

General Studies/department requirements total 45

Computer Science Major Curriculum

Computer Science Core

CSE 100 Principles of Programming with C++ CS² (3)

or CSE 110 Principles of Programming with Java CS (3)²

CSE 120 Digital Design Fundamentals² (3)

CSE 205 Concepts of Computer Science and Data Structures CS² (3)

CSE 230 Computer Organization and Assembly Language Programming² (3)

CSE 240 Introduction to Programming Languages (3)

CSE 301 Computing Ethics (1)

CSE 310 Data Structures and Algorithms (3)

CSE 340 Principles of Programming Languages (3)

CSE 355 Introduction to Theoretical Computer Science (3)

CSE 360 Introduction to Software Engineering (3)

CSE 430 Operating Systems (3)

CSE 485 Computer Science Capstone Project I L (3)

CSE 486 Computer Science Capstone Project II L (3)

IEE 380 Probability and Statistics for Engineering Problem Solving CS (3)

Computer science core subtotal 40

Electives

400-level CSE computer science breadth requirement³ (15)

General electives (8)

Technical electives⁴ (6)

Electives subtotal 29

Total degree requirements 120

¹ An astronomy, biology, chemistry, geology, or physics two-course sequence meets the requirement. See an advisor for an approved list.

² Computer Science and Engineering skill-set courses must be completed in order to advance to upper-division courses.

³ Students cannot count toward graduation more than six semester hours of independent study courses, including, but not limited to, CSE 484, 492, 493, and 499 (only three hours of CSE 484 allowed).

⁴ Each student must complete six hours of courses chosen from the computer science technical elective list and approved by the student's

advisor. See an advisor for the approved listing.

Computer Science

Program of Study

Typical Four-Year Sequence

First Year

First Semester

CSE 100 Principles of Programming with C++ *CS* (3)
 or 110 Principles of Programming with Java *CS* (3)
 ENG 101 First-Year Composition (3)
 MAT 265 Calculus for Engineers I(3)
 HU/SB elective* (3)
 General elective (3)

Total 15

Second Semester

BIO 187 General Biology I *SG* (4)
 or BIO 188 General Biology II *SQ* (4)
 CSE 120 Digital Design Fundamentals (3)
 CSE 205 Concepts of Computer Science and Data Structures *CS* (3)
 ENG 102 First-Year Composition (3)
 MAT 266 Calculus for Engineers II (3)

Total 16

Second Year

First Semester

CSE 230 Computer Organization and Assembly Language (3)
 MAT 243 Discrete Mathematical Structures (3)
 MAT 267 Calculus for Engineers III (3)
 HU/SB elective* (3)
 Laboratory science *SQ* (4)

Total 16

Second Semester

CSE 240 Introduction to Programming Languages (3)
 MAT 343 Applied Linear Algebra (3)
 HU/SB elective* (3)
 Laboratory science *SQ* (4)

Total 13

Third Year

First Semester

CSE 310 Data Structures and Algorithms (3)
 CSE 360 Introduction to Software Engineering (3)
 IEE 380 Probability and Statistics for Engineering Problem Solving *CS* (3)
 HU/SB elective*(3)
 General elective (3)

Total 15

Second Semester

CSE 301 Computing Ethics (1)
 CSE 340 Principles of Programming Languages (3)
 CSE 355 Introduction to Theoretical Computer Science (3)
 400-level CSE Computer Science breadth elective (3)
 HU/SB elective* (3)
 Technical elective (3)

Total 16

Fourth Year

First Semester

CSE 430 Operating Systems (3)
 CSE 485 Computer Science Capstone Project I *L* (3)
 400-level CSE Computer Science breadth electives (6)
 General elective (2)

Total 14

Second Semester

CSE 486 Computer Science Capstone Project II *L* (3)
 400-level CSE Computer Science breadth electives (6)
 HU/SB elective* (3)
 Technical elective (3)

Total 15

Total degree requirements 120

* Engineering students may not use aerospace studies (AES) or military science (MIS) courses to fulfill HU and SB requirements.

COMPUTER SYSTEMS ENGINEERING—BSE

The Department of Computer Science and Engineering offers a BSE degree that prepares students for careers in computer systems engineering. This degree program provides training in both engineering and computer science. The following table specifies departmental requirements for the BSE degree in Computer Systems Engineering.

First-Year Composition

Choose among the course combinations below 6

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

---or---

ENG 105 Advanced First-Year Composition (3)

HU/SB elective chosen with an advisor (3)

---or---

ENG 107 English for Foreign Students (3)

ENG 108 English for Foreign Students (3)

First-year composition subtotal 6**General Studies/Department Requirements***Humanities and Fine Arts/Social and Behavioral Sciences*

HU/SB electives 15

Total 15*Literacy and Critical Inquiry***Six semester hours of literacy and critical inquiry credit is satisfied by courses in the major.***Natural Sciences/Basic Sciences*BIO 187 General Biology I *SG* (4)or 188 General Biology II *SQ* (4)PHY 121 University Physics I: Mechanics *SQ*¹ (3)PHY 122 University Physics Laboratory I *SQ*¹ (1)PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)PHY 132 University Physics Laboratory II *SQ*² (1)**Natural sciences/basic sciences subtotal 12***Mathematical Studies*MAT 243 Discrete Mathematical Structures³ (3)MAT 265 Calculus for Engineers I³ (3)MAT 266 Calculus for Engineers II³ (3)MAT 267 Calculus for Engineers III³ (3)MAT 275 Modern Differential Equations *MA* (3)

MAT 343 Applied Linear Algebra (3)

Mathematical studies subtotal 18**General Studies/department requirement total 45****Courses in Major***Lower-Division Engineering*CSE 100 Principles of Programming with C++ *CS*³ (3)or CSE 110 Principles of Programming with Java *CS* (3)³CSE 101 Introduction to Engineering Design *CS*³ (3)CSE 120 Digital Design Fundamentals³ (3)CSE 205 Concepts of Computer Science and Data Structures *CS*³ (3)

CSE 220 Programming for Computer Engineering (3)

CSE 230 Computer Organization and Assembly Language Programming³ (3)

EEE 202 Circuits I (4)

Lower-division subtotal 22**Upper-Division Courses in Major**

CSE 301 Computing Ethics (1)

CSE 310 Data Structures and Algorithms (3)

CSE 320 Design and Synthesis of Digital Hardware (3)

CSE 325 Embedded Microprocessor Systems (3)

CSE 360 Introduction to Software Engineering (3)

CSE 420 Computer Architecture I (3)

CSE 423 Systems Capstone Project I *L* (3)CSE 424 Systems Capstone Project II *L* (3)

CSE 430 Operating Systems (3)

CSE 434 Computer Networks (3)

EEE 334 Circuits II (4)

IEE 380 Probability and Statistics for Engineering Problem Solving *CS* (3)CSE Technical electives⁴ (12)**Upper-division subtotal 47****Total degree requirements 120**¹ Both PHY 121 and 122 must be taken to secure *SQ* credit.² Both PHY 131 and 132 must be taken to secure *SQ* credit.³ Computer Science and Engineering skill-set courses must be completed in order to advance to upper-division courses.⁴ Each student must complete 12 hours of courses chosen from the CSE technical elective list and approved by the student's advisor. See an advisor for the approved listing.**Computer Systems Engineering****Program of Study****Typical Four-Year Sequence**

First Year**First Semester**

CSE 100 Principles of Programming with C++ CS 3
 or CSE 110 Principles of Programming with Java CS (3)
 CSE 101 Introduction to Engineering Design CS (3)
 ENG 101 First-Year Composition (3)
 MAT 265 Calculus for Engineers I (3)
 HU/SB elective¹ (3)
Total 15

Second Semester

BIO 187 General Biology I SG (4)
 or BIO 188 General Biology II SQ (4)
 CSE 120 Digital Design Fundamentals (3)
 CSE 205 Concepts of Computer Science and Data Structures CS (3)
 ENG 102 First-Year Composition (3)
 MAT 266 Calculus for Engineers II (3)
Total 16

Second Year**First Semester**

CSE 220 Programming for Computer Engineering (3)
 CSE 230 Computer Organization and Assembly Language Programming (3)
 MAT 243 Discrete Mathematical Structures (3)
 MAT 267 Calculus for Engineers III (3)
 PHY 121 University Physics I: Mechanics SQ² (3)
 PHY 122 University Physics Laboratory I SQ² (1)
Total 16

Second Semester

MAT 275 Modern Differential Equations MA (3)
 MAT 343 Applied Linear Algebra (3)
 PHY 131 University Physics II: Electricity and Magnetism SQ³ (3)
 PHY 132 University Physics Laboratory II SQ³ (1)
 HU/SB elective¹ (3)
Total 13

Third Year**First Semester**

CSE 301 Computing Ethics (1)
 CSE 310 Data Structures and Algorithms (3)
 CSE 360 Introduction to Software Engineering (3)
 EEE 202 Circuits I (4)
 HU/SB elective¹ 3
Total 14

Second Semester

CSE 320 Design and Synthesis of Digital Hardware 3
 CSE 325 Embedded Microprocessor Systems (3)
 EEE 334 Circuits II 4
 IEE 380 Probability and Statistics for Engineering Problem Solving CS (3)
 HU/SB elective¹ (3)
Total 16

Fourth Year**First Semester**

CSE 423 Systems Capstone Project I L (3)
 CSE 430 Operating Systems (3)
 CSE Technical electives (3)
 HU/SB elective¹ (3)
Total 15

Second Semester

CSE 424 Systems Capstone Project II L (3)
 CSE 420 Computer Architecture (3)
 CSE 434 Computer Networks (3)
 CSE Technical electives (6)
Total 15

Total degree requirements 120

¹ Engineering students may not use aerospace studies (AES) or military science (MIS) courses to fulfill HU and SB requirements.

² Both PHY 121 and 122 must be taken to secure SQ credit.

³ Both PHY 131 and 132 must be taken to secure SQ credit.

COURSES

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

of Courses.

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480/727-9331

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

The faculty in the School of Materials offer the BSE degree in Materials Science and Engineering. This major builds on a broad base of knowledge within the basic and mathematical sciences and the engineering courses.

Materials science and engineering uses fundamental knowledge in chemistry and physics to correlate relationships between the structure and processing of materials and their properties. Students educated in this discipline decide how to optimize existing materials or how to develop new advanced materials and processing techniques. Students who major in materials science and engineering will find employment opportunities in a variety of industries and research facilities, which include aerospace, electronics, energy conversion, manufacturing, medical devices, semiconductors, and transportation.

MATERIALS SCIENCE AND ENGINEERING—BSE

Materials engineers create innovations that result in new and improved materials that help drive the cutting edge of new technologies in many industries. These include the automotive, aerospace, electronics, semiconductor, materials production, and health professions. The space shuttle, lightweight cars, and today's fastest computers have all been developed using the latest materials technologies. In advancing today's technologies, materials engineers fulfill a wide range of job responsibilities that significantly impact other engineering disciplines and include

1. selecting and optimizing the best material for a given application;
2. developing innovative materials and processing techniques for new applications;
3. characterizing and analyzing failed products in order to redesign more reliable and robust engineering components; and
4. impacting technological advances in larger-scale projects through working in a team environment with other engineers from the chemical, electrical, mechanical, aerospace and other engineering disciplines.

The Materials Science and Engineering degree program at ASU has outstanding faculty who have national reputations in the areas of both structural and electronic materials. The faculty bring significant professional expertise to classroom teaching, which is complemented by hands-on experimental work in the program's contemporary, well-equipped laboratory facilities. This atmosphere promotes quality undergraduate research projects and senior design projects that frequently result in patents and technical publications. Examples of recent patent applications include an improved method for producing artificial Teflon arteries and an improved technique for testing steel in air bag containers. Such preparation and experiences give the program's graduates an edge in seeking employment at the best companies or admission to the nation's leading graduate schools. The program's educational experience is also enhanced by numerous scholarships available to students ranging from entering freshmen to final-year seniors.

The Materials Science and Engineering degree program is accredited by the Accreditation Board for Engineering and Technology, Inc. As such, it has an identifiable program mission, objectives, and outcomes, which reflect, encompass, and embody the unique educational development that a student experiences as he or she progresses

through the program to graduation. The mission and objectives are described below.

The mission of the Materials Science and Engineering degree program is to provide a solid educational foundation in the application of the principles of science and engineering toward the design, utilization, and improvement of materials in engineering components and systems for the betterment of society. This mission, with the associated objectives and outcomes, also supports the mission and goals of ASU and the Ira A. Fulton School of Engineering. To accomplish this mission, the program's graduates fulfill the following objectives: (1) graduates will have the strong educational foundation in materials science and engineering that promotes success in the broad range of career opportunities available in graduate school, industry, and government; and (2) graduates will have the personal skills and values that promote their success in the rapidly changing, culturally diverse workplace that reflects the needs of contemporary society.

ADMISSION REQUIREMENTS

Freshman and Sophomore Courses

Each student is admitted to the freshman and sophomore portion of the program (formerly known as preprofessional) in Materials Science and Engineering.

CHM 114 General Chemistry for Engineers *SQ* (4)
 MAT 265 Calculus for Engineers I (3)
 MAT 266 Calculus for Engineers II (3)
 MAT 267 Calculus for Engineers III (3)
 MSE 100 Introduction to Materials Engineering *CS* (3)
 PHY 121 University Physics I: Mechanics *SQ*¹ (3)
 PHY 122 University Physics Laboratory I *SQ*¹ (1)
 PHY 131 University Physics II: Electricity and Magnetism *SQ*² (3)
 PHY 132 University Physics Laboratory II *SQ*² (1)
Total 24

¹ Both PHY 121 and 122 must be taken to secure *SQ* credit.

² Both PHY 131 and 132 must be taken to secure *SQ* credit.

Advancement to Upper-Division Courses

Advancement to the junior and senior portion of the program (formerly known as professional) is competitive and granted to those students demonstrating the promise for professional success in Materials Science and Engineering. A faculty committee considers overall transfer and ASU GPA numbers as well as the transfer and ASU GPA numbers in Materials Science and Engineering skill-set courses. Freshman students admitted to ASU starting fall 2007 semester will use critical requirements to obtain advancement to upper-division courses. Students not following critical requirements must be in the process of completing all of the skill-set courses and then submit a request for advancement as described on the Materials Science and Engineering Web site. Completion of the specified courses does not guarantee advancement to upper-division courses. Only students who have been admitted to ASU are eligible to request advancement to upper-division courses. Candidates are encouraged to visit the Materials Science and Engineering undergraduate advising office or access fulton.asu.edu/~cme.

DEGREE REQUIREMENTS

A minimum of 120 semester hours is necessary for the BSE degree in Materials Science and Engineering. A minimum of 45 upper-division semester hours is required. Students must attain a GPA of at least 2.00 for the courses in the major field.

GRADUATION REQUIREMENTS

In addition to fulfilling school and major requirements, majors must satisfy all university graduation requirements. See [University Graduation Requirements](#).

COURSE REQUIREMENTS

The undergraduate curriculum requires that students take a series of interdisciplinary courses of fundamental importance to an understanding of all engineering materials. Following these are additional courses that may be taken as technical electives to develop an area of study. The courses for the undergraduate degree can be classified into the following categories (in semester hours):

First-Year Composition

Choose among the course combinations below (6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

---or---

ENG 105 Advanced First-Year Composition (3)

Elective chosen with an advisor (3)

---or---

ENG 107 English for Foreign Students (3)

ENG 108 English for Foreign Students (3)

Total 6

General Studies/School Requirements

Humanities and Fine Arts/Social and Behavioral Sciences
 HU/SB electives (15)

HU/SB subtotal 15*Literacy and Critical Inquiry*

Six semester hours of literacy and critical inquiry credit is satisfied by courses in the major.

Natural Sciences/Basic Sciences

CHM 114 General Chemistry for Engineers SQ (4)

PHY 121 University Physics I: Mechanics SQ¹ (3)

PHY 122 University Physics Laboratory I SQ¹ (1)

PHY 131 University Physics II: Electricity and Magnetism SQ² (3)

PHY 132 University Physics Laboratory II SQ² (1)

Math or science elective (3)

Natural science/basic sciences subtotal 15*Mathematical Studies*

MAT 265 Calculus for Engineers I (3)

MAT 266 Calculus for Engineers II (3)

MAT 267 Calculus for Engineers III (3)

MAT 275 Modern Differential Equations MA (3)

MAT 343 Applied Linear Algebra (3)

Mathematical studies subtotal 15**General Studies/school requirements total 45****Major**

BME 111 Engineering Perspectives on Biological Systems (3)

IEE 220 Business and Industrial Engineering (3)

MSE 100 Introduction to Materials Engineering CS (3)

MSE 211 Introduction to Mechanics of Materials (3)

MSE 215 Materials Synthesis (3)

MSE 250 Structure and Properties of Materials (3)

MSE 315 Mathematical and Computational Methods in Materials (3)

MSE 330 Thermodynamics of Materials (3)

MSE 335 Materials Kinetics and Processing (3)

MSE 355 Materials Structure and Microstructure (3)

MSE 356 Materials Structure and Microstructure Lab (1)

MSE 358 Introduction to Electronic, Magnetic, and Optical Properties (3)

MSE 420 Physical Metallurgy (3)

MSE 421 Physical Metallurgy Laboratory (1)

MSE 440 Mechanical Properties of Solids (3)

MSE 450 Introduction to Materials Characterization (3)

MSE 451 Introduction to Materials Characterization Lab (1)

MSE 470 Polymers and Composites (3)

MSE 471 Introduction to Ceramics (3)

MSE 482 Materials Engineering Design L (3)

MSE 490 Capstone Design Project (3)

Select two 300- or 400-level science courses from biology, chemistry, geology, or physics (6)

Technical electives (6)

Total 69**Program total 120**

¹ Both PHY 121 and 122 must be taken to secure SQ credit.

² Both PHY 131 and 132 must be taken to secure SQ credit.

Materials Science and Engineering Areas of Study

Technical electives may be selected from one or more of the following areas. A student may select a general area or a set of courses from engineering, mathematics, or science that would support a career objective not covered by the following categories.

Biomaterials

Students interested in the materials used in the body and other living systems to improve or replace body components should choose from the following technical electives:

BME 318 Biomaterials (4)

BME 411 Biomedical Engineering I (3)

BME 412 Biomedical Engineering II (3)

BME 413 Biomedical Instrumentation L * (3)

BME 416 Biomechanics (3)

* Both BME 413 and 423 must be taken to secure L credit.

Ceramic Materials

Students who want to develop an understanding of the chemistry and processing that control the structure and properties of ceramics and their application should select from these technical electives:

CHM 233 General Organic Chemistry I (3)

CHM 234 General Organic Chemistry II (3)

CHM 471 Solid-State Chemistry (3)

EEE 435 Microelectronics (3)

EEE 436 Fundamentals of Solid-State Devices (3)

EEE 439 Semiconductor Facilities and Cleanroom Practices (3)

Energy Systems

Students interested in the materials used in energy conversion systems such as solar energy or nuclear energy should choose from the following technical electives:

- MAE 342 Principles of Design (3)
- MAE 442 Mechanical Systems Design (4)
- MSE 431 Corrosion and Corrosion Control (3)
- MSE 441 Analysis of Material Failures (3)

Integrated Circuit Materials

Students interested in the materials used in the semiconductor industry and in how they are processed to achieve the desired properties should choose from the following technical electives:

- CHE 458 Semiconductor Material Processing (3)
- EEE 435 Microelectronics (3)
- EEE 436 Fundamentals of Solid-State Devices (3)
- EEE 439 Semiconductor Facilities and Cleanroom Practices (3)

Manufacturing and Materials Processing

Students interested in the manufacturing and processing of materials for a broad base of applications should choose from the following technical electives:

- CHE 458 Semiconductor Material Processing (3)
- IEE 300 Economic Analysis for Engineers (3)
- IEE 360 Manufacturing Processes (3)
or MAE 351 Manufacturing Processes (3)
- IEE 361 Manufacturing Processes Lab (1)
- IEE 368 Facilities Analysis and Design L (3)
- IEE 369 Work Analysis and Design L (3)
- IEE 431 Engineering Administration (3)
- IEE 437 Human Factors Engineering (3)
- IEE 461 Production Control (3)
- IEE 463 Computer-Aided Manufacturing and Control CS (3)
- MAE 322 Mechanics of Materials (4)
- MAE 342 Principles of Design (3)
- MAE 442 Mechanical Systems Design (4)
- MSE 431 Corrosion and Corrosion Control (3)
- MSE 441 Analysis of Material Failures (3)

Mechanical Metallurgy

Students interested in understanding the design, processing, and manufacturing of metals for structural applications, such as autos, airplanes, and buildings, should choose from the following technical electives:

- MAE 322 Mechanics of Materials (4)
- MAE 342 Principles of Design (3)
- MAE 415 Vibration Analysis (3)
- MAE 442 Mechanical Systems Design (4)
- MSE 431 Corrosion and Corrosion Control (3)
- MSE 441 Analysis of Material Failures (3)

Metallic Materials Systems

Students interested in building an understanding of the basis for the design and processing of metals and alloys should choose from the following technical electives:

- MAE 351 Manufacturing Processes (3)
- MSE 431 Corrosion and Corrosion Control (3)
- MSE 441 Analysis of Material Failures (3)

Polymers and Composites

Students who desire to build an understanding of the chemical and processing basis for the properties of polymers and their applications, including composite systems, should select from the following technical electives:

- CHM 233 General Organic Chemistry I (3)
- CHM 234 General Organic Chemistry II (3)
- CHM 471 Solid-State Chemistry (3)
- MSE 441 Analysis of Material Failures (3)

Materials Science and Engineering Program of Study

Typical Four-Year Sequence

First Year

First Semester

- CHM 114 General Chemistry for Engineers *SQ* (4)
- ENG 101 First-Year Composition (3)
- MAT 265 Calculus for Engineers I (3)
- MSE 100 Introduction to Materials Engineering CS (3)
- HU/SB elective¹ (3)

Total 16

Second Semester

- ENG 102 First-Year Composition (3)
- MAT 266 Calculus for Engineers II (3)
- MSE 250 Structure and Properties of Materials (3)
- PHY 121 University Physics I: Mechanics *SQ*² (3)

PHY 122 University Physics Laboratory I *SQ*² (1)

HU/SB elective¹ (3)

Total 16

Second Year

First Semester

BME 111 Engineering Perspectives on Biological Systems (3)

MAT 267 Calculus for Engineers III (3)

MSE 215 Materials Synthesis (3)

PHY 131 University Physics II: Electricity and Magnetism *SQ*³ (3)

PHY 132 University Physics Laboratory II *SQ*³ (1)

Total 13

Second Semester

MAT 275 Modern Differential Equations *MA* (3)

MAT 343 Applied Linear Algebra (3)

MSE 211 Introduction to Mechanics of Materials (3)

HU/SB elective¹ (3)

Science or mathematics elective (3)

Total 15

Third Year

First Semester

IEE 220 Business and Industrial Engineering (3)

MSE 315 Mathematical and Computer Methods in Materials (3)

MSE 330 Thermodynamics of Materials (3)

MSE 355 Materials Structure and Microstructure (3)

MSE 356 Materials Structure and Microstructure Lab (1)

HU/SB elective¹ (3)

Total 16

Second Semester

MSE 335 Materials Kinetics and Processing (3)

MSE 358 Introduction to Electronic, Magnetic, and Optical Properties (3)

MSE 420 Physical Metallurgy (3)

MSE 421 Physical Metallurgy Laboratory (1)

MSE 450 Introduction to Materials Characterization (3)

MSE 451 Introduction to Materials Characterization Lab (1)

Total 14

Fourth Year

First Semester

MSE 440 Mechanical Properties of Solids (3)

MSE 470 Polymers and Composites (3)

MSE 471 Introduction to Ceramics (3)

MSE 482 Materials Engineering Design *L* (3)

Advanced science elective (3)

Total 15

Second Semester

MSE 490 Capstone Design Project (3)

Advanced science elective (3)

HU/SB elective¹ (3)

Technical elective (6)

Total 15

Total degree requirements 120

¹ Engineering students may not use aerospace studies (AES) or military science (MIS) courses to fulfill HU and SB requirements.

² Both PHY 121 and 122 must be taken to secure *SQ* credit.

³ Both PHY 131 and 132 must be taken to secure *SQ* credit.

GRADUATE STUDY

The faculty in the School of Materials also offer graduate programs leading to the MS, MSE, and PhD degrees. These programs provide a blend of classroom instruction and research. Many diverse topical and relevant research projects are available for thesis topics. Students interested in these programs should contact the department for up-to-date descriptive 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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The Katherine K. Herberger College of Fine Arts

herbergercollege.asu.edu
Kwang-Wu Kim, DMA, Dean

[Art, School of](#)
[Dance, Department of](#)
[Music, School of](#)
[Theatre and Film, School of](#)

PURPOSE

The Katherine K. Herberger College of Fine Arts at ASU provides both preprofessional and professional education in the arts disciplines and an opportunity for nonmajors to become culturally literate through participation in the creative and performing arts.

The college, through its programs in art, dance, film, music, and theatre, reflects a wide range of challenges facing the contemporary artist and scholar. The arts, as an integral part of the curriculum, offer the student a rewarding educational experience balanced and strengthened by studies in related fine arts areas, the humanities, social sciences, and the natural sciences.

In addition to professional curricula offered in each department and school, the college provides courses designed to meet the specific educational needs of students pursuing majors in other colleges throughout the university. The cultural life of the university community is further enriched by study opportunities offered at off-campus sites. The Katherine K. Herberger College of Fine Arts also offers community audiences many hours of cultural enjoyment through a myriad of art exhibitions, music and dance concerts, dramatic productions, film festivals, operas, lectures, and seminars.

ORGANIZATION

The college houses the School of Art, the Department of Dance, the School of Music, and the School of Theatre and Film. An average of 2,600 students per semester enroll as majors in various degree programs offered through these units. The college also includes the ASU Art Museum and the Institute for Studies in the Arts.

ADMISSION

Students meeting the university requirements for admission may matriculate in the Katherine K. Herberger College of Fine Arts. Separate admission procedures and approvals are required for some programs within the college. Students must contact specific departments or schools for details.

Transfer of Community College Credits

The university standards for evaluation of transfer credit are listed under [Transfer Credit](#). Transfer students are encouraged to contact their department or school or the Katherine K. Herberger College of Fine Arts Student Academic Services (GHALL 116) to ensure a smooth transition to the Katherine K. Herberger College of Fine Arts. Credits transferred from any accredited junior or community college may be accepted up to a maximum of 64 semester hours. (A community college student planning to transfer at the end of his or her first or second year should plan to take community college courses that meet the requirements of the ASU curriculum selected. Students attending Arizona community colleges are permitted to follow the degree requirements specified in the ASU *General Catalog* in effect at the time they began their community college work, providing their college attendance has been continuous.)

Courses transferred from community colleges are not accepted as upper-division credit at ASU. Arizona students are urged to refer to the *Course Applicability System* for transferability of specific courses from Arizona community colleges. For more information, access the Web site at az.transfer.org/cas.

In choosing courses at a community college, students should be aware that a minimum of 45 semester hours of work taken at the university must be upper-division credits. While attending a community college, it is suggested that students select courses similar to ASU General Studies lower-division courses in the major field.

For optimal course selection, access the ASU Transfer Guides on the Web at www.asu.edu/provost/articulation.

General Transfer Credit

Direct transfer of courses from other accredited institutions to the Katherine K. Herberger College of Fine Arts are subject to (1) the existence of parallel and equal courses in the college’s curriculum and (2) departmental or school evaluation of studio courses with respect to performance standards. Every candidate for the bachelor’s degree must earn a minimum of 30 semester hours in resident credit at ASU. Transfer students enrolled in the college must complete a minimum of 15 semester hours of resident credit in the major as approved by the faculty.

ADVISING

Undergraduate academic advising is handled as a centralized 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 Herberger Student Academic Services central office. For more information, call 480/965-4495. Members of the fall 2007 freshman class have a new way to manage their academic experience; see [eAdvisor](#).

Baccalaureate Degrees

The three baccalaureate degrees differ in curricula with respect to the amount of specialization permitted in the major field. The BA degree provides a broad, scholarly, humanistic program, while the other two programs place greater emphasis upon the major field. See the [Katherine K. Herberger College of Fine Arts Baccalaureate Degrees and Majors](#) table below, for more information.

The university General Studies curriculum plays an integral role within the educational mission of the university and as such constitutes an important component of all undergraduate degrees in the Katherine K. Herberger College of Fine Arts. See [General Studies](#), for more information.

In cooperation with the Mary Lou Fulton College of Education, a K–12 endorsement for teacher certification is available in the disciplines of art, dance, and music for students preparing for a teaching career in the public schools. Students should, with the advice and counsel of their arts education advisors, fulfill the requirements for the appropriate area of specialization under the Bachelor of Fine Arts or Bachelor of Music degrees. In addition, a student wishing to be admitted to the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education (leading to teaching certification) must consult with an advisor from the Office of Student Services in the Mary Lou Fulton College of Education before applying for the ITC. Students must have completed 56 semester hours with a minimum GPA of 2.50. Further details on admission requirements and procedures for the ITC can be found under [Teacher Education](#).

Katherine K. Herberger College of Fine Arts Baccalaureate Degrees and Majors			
Major	Degree	Concentration¹	Administered By
Art	BA	Art history, art studies, digital art, or museum studies	School of Art
	BFA	Art education, ceramics, drawing, fibers, intermedia, metals, painting, photography, printmaking, or sculpture	School of Art
Dance	BFA	Optional: dance education ¹	Department of Dance
Film	BA	Film and media production ²	School of Theatre and Film
Music	BA	—	School of Music
Music Education ³	BM	Choral-general, instrumental, or string	School of Music
Music Therapy ³	BM	—	School of Music
Performance	BM	Collaborative piano, guitar, jazz, keyboard, music theatre, orchestral instrument, or voice	School of Music
Theatre	BA	Optional: acting or design and production ¹	School of Theatre and Film
Theory and Composition	BM	Composition or theory	School of Music

¹ If a major offers concentrations, one must be selected unless noted as optional.
² This degree program is also offered through the College of Liberal Arts and Sciences.
³ This major requires more than 120 semester hours to complete.

Minors

The Katherine K. Herberger College of Fine Arts provides an opportunity for students majoring in other disciplines to sustain their interest in the arts through a structured program of required courses and electives leading to a minor. The minor is not intended as a substitute for professional work in the arts, but as a complement to various liberal arts and preprofessional curricula.

Minors are offered in Art History, Dance, Music, and Theatre. The total number of semester hours required for a minor ranges from 18 to 25. Students should contact the relevant academic unit for specific requirements and

guidelines regarding the minor.

Graduate Degrees

Master's programs range from 30 to 60 semester hours, depending upon the degree chosen. Doctoral programs vary in scope and curricula. See the [Katherine K. Herberger College of Fine Arts Graduate Degrees and Majors](#), for more information. See the [Graduate Catalog](#) for specific requirements.

UNIVERSITY GRADUATION REQUIREMENTS

In addition to fulfilling college and major requirements, students must meet all university graduation requirements. For more information, see [University Graduation Requirements](#).

GENERAL STUDIES REQUIREMENT

All students enrolled in a baccalaureate degree program must satisfy a university requirement of a minimum of 35 semester hours of approved course work in General Studies, as described under [General Studies](#). All three General Studies awareness areas are required. Consult with an advisor for an approved list of courses. General Studies courses are listed in the Online ASU Interactive Schedule of Classes and in the *Summer Sessions Bulletin*.

Courses in the major or in a related field area may not be used to satisfy both the major and core area portions of the General Studies requirement. Concurrent listings in the literacy areas, numeracy (computer applications) areas, and awareness areas are an exception. Students are encouraged to consult with an academic advisor to ensure that they comply with all necessary requirements.

COLLEGE DEGREE REQUIREMENTS

The Katherine K. Herberger College of Fine Arts degree requirements supplement the General Studies requirement. Descriptions of additional required courses follow. Students are encouraged to consult with an academic advisor to ensure that they comply with all necessary requirements.

Fine arts majors must take at least six semester hours of fine arts course work in areas outside of the major school or department. These courses may be in art, dance, film production, music, or theatre. A student may concurrently fulfill this requirement and the humanities and fine arts portion of the General Studies requirement by selecting approved courses as indicated in the Online ASU Interactive Schedule of Classes. This requirement may also be met by taking *any* Katherine K. Herberger College of Fine Arts course outside of the student's major.

All BA degrees require the equivalent of 16 semester hours in one foreign language except for the BA degrees in Theatre, Film (film and media production concentration), and Art (concentrations in art studies and digital art). Foreign language study is strongly recommended but not required for these degree programs. Course work may be selected in any language and must follow the sequence of language courses 101, 102, 201, and 202. This requirement may be fulfilled at the secondary school level or by examination. If acquired in secondary school, two years of instruction in one foreign language is considered the equivalent of one year of college instruction. Transfer students are placed in language study at the level above completed work.

Candidates for the BM degree in Performance with a concentration in voice have specific foreign language requirements, which are stated in the degree requirements. There is no foreign language requirement for other concentrations of the BFA or BM degrees.

ACADEMIC STANDARDS AND RETENTION

Good Standing

Students in the Katherine K. Herberger College of Fine Arts are considered in good standing for the purpose of retention if they maintain a cumulative GPA of 2.00 or higher in all courses taken at ASU. However, to gain admission into certain undergraduate degree programs in the college, students must maintain a minimum GPA within their major and/or a minimum cumulative GPA. These minimum GPAs vary according to the given program.

Probation

Any student who does not maintain good standing is placed on academic probation. A student on academic probation is required to observe any limitations or rules the college may impose as a condition for retention.

Students are encouraged to seek advising from their major academic advisor, in an effort to improve academic standing. All Herberger College of Fine Arts students who are placed on academic probation and continuing probation are required to submit completed student progress reports to the office of the assistant dean for enrollment management and student success for the college. The student progress report is a means to monitor the academic performance that a probation/continuing probation student is achieving in each of his or her courses, during the semester.

Completed student progress reports must be returned to the Herberger College of Fine Arts Office, GHALL 116. The assistant dean will then review each report. Progress reports are required until the student earns a cumulative GPA of 2.00 or higher.

Disqualification

A student who is on probation becomes disqualified if the student (1) has not returned to good standing or (2) has not met the required semester GPA.

Disqualification is exercised at the discretion of the college and becomes effective on the first day of the fall or spring semester following college action. A disqualified student is notified by the Office of the Registrar and/or the dean of the college and is not allowed to register for a fall or spring semester at the university until reinstated. A

student who is disqualified may not attend as a nondegree student.

Reinstatement

Students seeking reinstatement after disqualification should contact the Katherine K. Herberger College of Fine Arts Student Services Office regarding procedures and guidance for returning to good standing. When reinstatement includes readmission, application must be made to the Readmissions Section of the Office of the Registrar.

All academic disciplinary action is a function of the Katherine K. Herberger College of Fine Arts Student Services Office, GHALL 116, under the direction of the assistant dean for enrollment management and student success for the college. Students having academic problems should call this office for advising at 480/965-4495.

MAJOR REQUIREMENTS

The minimum requirement for a baccalaureate degree is the completion of 120 semester hours with a minimum cumulative GPA of 2.00. Of these 120 semester hours, at least 45 must be selected from upper-division courses.

Several professional programs within the college require additional semester hours for graduation and a higher cumulative GPA of their students. To be acceptable as degree credit, all course work in the major discipline must show an earned grade of “C” (2.00) or higher.

In addition to the general information given below, consult the school and departmental sections that follow for specific degree requirements.

Bachelor of Arts (BA) Degree

The BA degree requires from 45 to 69 semester hours for the major. Depending on the major, 18 to 24 semester hours must be selected from upper-division (300- or 400-level) courses. The semester-hour requirements in the major are distributed between a field of specialization (30 to 53 semester hours) and one or more related fields. The exact content of the major is selected by a student in consultation with an advisor under the rules and regulations of the department or school concerned. A successful entrance audition or interview is also required for admission to the BA degree in Film, Music or Theatre programs. A portfolio review is required for entry into the digital art concentration in the School of Art.

Bachelor of Fine Arts (BFA) Degree

The BFA degree requires 79 semester hours for the major. At least 30 of these hours, depending on the major, must be selected from upper-division (300- or 400-level) courses. The curriculum for the major is designed as preprofessional study. Auditions and/or interviews are required for admission into the BFA program in Dance. Portfolio reviews are required for entry into the studio art concentrations within the BFA programs. Specific information can be obtained through the HCFA Advisement Office.

Bachelor of Music (BM) Degree

The BM degree requires a minimum of 79 semester hours for the major (depending on the area of specialization). The required number of upper-division (300- or 400-level) courses is dependent upon the area of specialization. The curriculum is designed to provide a broad yet concentrated preparation with a choice of specialization among various areas. See the [Katherine K. Herberger College of Fine Arts Baccalaureate Degrees and Majors](#), for available majors and concentrations. An entering undergraduate music student, regardless of the area of specialization, must pass an entrance audition in his or her primary performing medium (voice or instrument).

Academic Standards

The terms of disqualification, reinstatement, and appeals are consistent with those set forth by the university under [Retention and Academic Standards](#). In addition, a student disqualified in any program is normally not eligible for reinstatement for two semesters.

SPECIAL PROGRAMS

Working closely with faculty, visiting scholars, and artists-in-residence, students in all fields of the college participate in dynamic, innovative programs. Students receive a great deal of individual attention to their creative work and artistic development.

School of Art

The School of Art is among the highest ranked programs in the country. The faculty are nationally recognized and the programs offer students diverse educational opportunities in studio art (ceramics, digital, drawing, fibers, intermedia, metals, painting, photography, printmaking, and sculpture), art history and museum studies, and art education. Some of the unique offerings include bookmaking and papermaking, film, neon, digital video, computer animation, and foundry. In addition, internships are available in galleries and museums throughout the Phoenix area. The Eleanor A. Robb Children’s Art Workshop is an on-campus program taught by students in art education for school-age children in the metropolitan area. Northlight, Harry Wood, Gallery 100, and Step galleries host exhibitions of student art work. Visiting artists and guest lecturers enrich the basic curriculum. Graduates of the School of Art have been accepted to top graduate schools and many are in leadership positions in art, education, and industry.

Department of Dance

The department’s strengths include contemporary performance and choreography, multimedia applications, performance and instructional technology, community partnerships, dance cultural studies, and curriculum design and pedagogy. Prominent and renowned faculty and guest artists choreograph work with students majoring in dance for concert performance. Dance Arizona Repertory Theatre, the community dance organization, provides meaningful experiences collaborating with people of all ages in diverse contexts.

School of Music

Ranked among the top programs in the United States, the School of Music offers a broad scope of degree options for the study of performance, music education, music therapy, composition, theory, history and literature, jazz, music theatre, ethnomusicology, pedagogy, interdisciplinary digital media, accompanying, and conducting. This wide spectrum of areas is supported by special programs and facilities that enrich the opportunities for professional training and musical growth. Music education and pedagogy are supplemented by the Piano and Guitar Preparatory Programs, the Music for Tots series, and special classes for certification in Orff and Kodály methods. Performance opportunities are enhanced by a wide variety of ensembles, including such groups as marimba, African drumming, gamelan, and mariachi. Voice students may pursue training in opera or in Broadway musicals. Composition students work in the Electronic Music Studio, and all benefit from the Electronic Classroom, a state-of-the-art computer facility. A variety of community partnerships, including a gang intervention program, stem from the music therapy area. The scope and variety of the School of Music's programs are made possible by the wide range of expertise of the faculty, who are performers, teachers, conductors, composers, and scholars recognized nationally and internationally.

School of Theatre and Film

Offering the BA in Theatre and the BA in Film (with a concentration in film and media production), the school provides a comprehensive liberal arts approach to the study and practice of the theatre and film arts. Students have opportunities to study across the range of curricular areas: performance and directing, design and production, theatre and performance studies, new work development, theatre for youth, and film. Students pursuing the BA in Theatre may choose to specialize by seeking admission to acting or design and production concentrations. The BA in Film is a joint program of the Herberger College of Fine Arts and the College of Liberal Arts and Sciences, with the film and media production concentration housed in the School of Theatre and Film. The breadth of curricular offerings is made possible by faculty nationally and internationally recognized for their expertise and excellence.

An active production program is integral to the theatre curriculum. Productions are mounted in the 496-seat Galvin Playhouse and the 162-seat Lyceum Theatre; student-generated projects take place in the Prism Theatre Lab. With special emphasis on creating new work and original interpretations, the school is devoted to moving the theatre and film arts into the future.

Of special note are the highly ranked programs in playwriting, which feature a Mainstage Festival of New Work each year and multiple readings and workshop series; the Performance in the Borderlands Project, which provides opportunities for performance and scholarship of and about the southwest borderlands region; and Theatre for Youth, which attracts artists and scholars from around the world. The Child Drama Special Collections in Hayden Library supports their endeavors.

Arts, Media, and Engineering

The Arts, Media, and Engineering Graduate Research and Education (AME) program is cosponsored by the Katherine K. Herberger College of Fine 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 and the Schools of Art, Music, and Theatre and Film. 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.

GENERAL INFORMATION

Undergraduate Credit for Graduate Courses

To enable interested students to benefit as much as possible from their undergraduate studies, the Division of Graduate Studies and the Katherine K. Herberger College of Fine Arts extend to seniors with a GPA of at least 2.50 the privilege of taking 500-level graduate courses for undergraduate credit. Students requesting to take 500-level graduate courses must have the approval of the class instructor and their academic advisor.

Preprofessional Programs

Students preparing for admission to professional graduate schools should obtain information regarding admission requirements by writing directly to the schools in which they are interested.

Courses

The academic units within the Katherine K. Herberger College of Fine Arts may use the CFA prefix for course offerings that cross disciplinary boundaries.

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 Dance

herbergercollege.asu.edu/dance

480/965-5029

PEBE 107A

Professors

Kaplan, Murphey

Associate Professors

Jackson, Ma, Mooney

Clinical Associate Professor

Vissicaro

Assistant Professors

Dyer, Fitzgerald, Parrish, Tsukayama

Associate Research Professional

Mitchell

Senior Lecturers

Roses-Thema, Schupp

The Department of Dance provides a dynamic and culturally diverse learning environment where students develop as artists, scholars, and educators. The interdisciplinary curriculum promotes creative collaboration and a holistic approach to acquiring skills for successful career transitions. Contemporary technique, performance, and choreography define the core of the program, and the rich educational experience is further enhanced by studies in dance cultures, music, digital media, movement science, somatics, and stage and screen production. A comprehensive academic foundation prepares dance professionals for the 21st century by developing the expertise and experience to enable them to perform and choreograph; teach and design curriculum; produce dance media for performance or instruction; direct or manage a performing arts company, studio, or dance-related organization; facilitate community partnerships, conduct research and write scholarly publications; or work in technical theatre and dance production.

Audition/Admission

All students who wish to enroll in an undergraduate Dance degree program are required to pass an entrance audition before being admitted to the Department of Dance. Audition forms and specific audition requirements may be obtained upon request by contacting the Department of Dance, or by accessing the Web site at dance.asu.edu. Official dates for auditions are set for each academic year. All students interested in a Dance major at ASU, enter the university with a premajor status. Upon successful completion of the audition, the student is admitted to the Bachelor of Fine Arts (BFA) in Dance degree program.

Specifically designed auditions for the Dance major are conducted for prospective students as well as currently enrolled students. Prospective students are those who have not attended ASU. The Prospective Student Audition takes place in February. Enrolled students are officially admitted into ASU and registered; this includes students classified as having premajor status and excludes those classified as having nondegree status or planning to minor in Dance. The Enrolled Student Audition occurs during the orientation week before fall and spring semesters. Auditions include movement activities involving contemporary dance, ballet, and improvisation. All auditions include a rigorous movement assessment that considers body alignment and mechanics to determine technical proficiency and technique course placement. Criteria for Dance major-level technique course placement may be obtained upon request by contacting the Department of Dance, or by accessing the Web site at dance.asu.edu. Students receive written notification of their audition results within two weeks.

Students who do not successfully meet audition criteria may reaudition one additional time the following semester and may enroll in nonmajor dance courses to prepare for the audition. If students with premajor status fail the audition a second time, the Department of Dance and Katherine K. Herberger College of Fine Arts (HCFA) academic advising personnel assist students in considering other academic and degree options at ASU such as a Bachelor of Interdisciplinary Studies degree with a concentration in dance or a Dance minor.

Students majoring in Dance interested in pursuing a concentration in dance education and Initial Teacher Certification should submit an application for consideration to the Department of Dance in the fall of their junior year. Specific criteria and policies related to the dance education concentration and application may be obtained upon

request by contacting the Department of Dance, or by accessing the Web site at dance.asu.edu. Students who are not accepted to this specialization may reapply the following spring and/or continue matriculating through the Dance major curriculum.

Scholarships

All prospective students are considered for a scholarship award during the spring audition process. Continuing students receive notice regarding scholarship awards in January and must submit an application to the Department of Dance by the stated deadline. Scholarships are announced by March 15. For more information, contact the Department of Dance, or access the Web site at dance.asu.edu.

Critical Requirements

First-time freshmen following the 2007–2008 catalog will follow the university's new critical-requirement system. This system will indicate the courses that students must take each semester and the milestones they must pass to stay on track in their major. Each major map also includes a sample four-year plan to illustrate a possible course plan in the major. More information about critical requirements can be found at herbergercollege.asu.edu/students/orientation.html.

DANCE—BFA

The interdisciplinary curriculum of the BFA in Dance requires a minimum of 120 semester hours for graduation. The Dance major consists of 79 semester hours with course work in the areas of technique, theory, hands-on laboratory seminars, choreography and improvisation, performance/repertory, and capstone, including experiences that prepare students to realize their senior project. All courses in the major must be completed with a grade of "C" (2.00) or higher.

Graduation Requirements

In addition to fulfilling the major requirements, students must meet all university graduation requirements and college degree requirements. At least 45 semester hours must be in upper-division courses. See [University Graduation Requirements](#), and [College Degree Requirements](#).

Major Curriculum

Technique

Twenty-nine semester hours in contemporary dance and ballet technique are required. Students must complete two semesters of a level three competency in contemporary dance technique.

Theory

The following courses are required:

DAH 201 Dance in World Cultures *HU, G* (3)
 DAN 221 Rhythmic Theory for Dance I (2)
 DAN 222 Rhythmic Theory for Dance II (2)
 DAN 340 Dance Kinesiology (4)
 DAN 401 Dance History *HU* (3)

Total 14

Seminars

Six to 10 semester hours are required and include the following courses:

Choose from the following courses (6–10)

DAH 191 First-Year Seminar I: Academic Resources, Wellness (1)
 DAH 194 ST: First-Year Seminar II: Orientation to Contemporary Dance (1)
 DAH 294 ST: Second-Year Seminar I: Stage and Screen Dance Production (2)
 DAH 294 ST: Second-Year Seminar II: Stage and Screen Dance Production (2)
 DAH 394 ST: Third-Year Seminar I: Community Partnerships (2)*
 DAH 394 ST: Third-Year Seminar II: Community Partnerships (2)*

* This course is not required for the BFA in Dance with a dance education concentration and ITC option.

Choreography and Improvisation

The following courses are required:

DAN 194 ST: Introduction to the Creative Process (2)
 DAN 264 Improvisation Structures (3)
 DAN 265 Approaches to Choreography (3)
 DAN 394 ST: Contact Improvisation (3)

Total 11

Performance/Repertory

Three semester hours are required. Students earn credit by performing in Department of Dance Mainstage Concerts, Senior Concerts, and/or fully produced Graduate Showings. The following courses may be taken for performance credit:

DAN 371 Dance Theatre Performance/Production (1–3)
 DAN 472 Concert Dance (2)
 DAN 494 ST: Artist in Residence (2)
 DAN 494 ST: Repertory Company (3)

Non-Western Dance

Two semester hours in non-Western dance courses are required (DAN 194: ST: West African Dance, Dances of Southeast Asia, Capoeira, etc.)

Capstone

Six semester hours of precapstone (senior project) required electives must be completed in addition to four semester hours for the capstone experience. Based on interest, talent, and faculty recommendation, students are carefully advised to enroll in precapstone required electives to facilitate specialization in performance, choreography, digital media, research methods, education, or other dance-related areas. These courses prepare students to complete their two-semester sequence capstone project.

Dance Education Concentration with Initial Teacher Certification Option**Major Curriculum**

See [Major Curriculum](#).

Concentration Requirements

The following courses are required for the dance education concentration:

DAN 350 Methods of Teaching Children's Dance (3)
 DAN 352 Dance Education Theory (3)
 DAN 354 Integrated Approaches to Dance Education (3)
 DAN 356 Methods of Teaching Contemporary Dance Technique and
 Composition in Secondary Education (4)

Total 13

A student pursuing the dance education concentration may also choose to become certified to teach dance (K–12) in Arizona public schools. In addition to the dance concentration courses, students must complete education courses, two semesters of field experience, and one semester of student teaching. Students should apply to the Mary Lou Fulton College of Education at the beginning of the second semester during their sophomore year. To be considered for admission to the Initial Teacher Certification (ITC) program, students must complete an application portfolio specified by the Mary Lou Fulton College of Education. Application deadlines for the ITC program are February 1 for fall admission and September 1 for spring admission. Students should be advised that additional semester hours are required to achieve certification. For more information, visit the Mary Lou Fulton College of Education Office of Student Services, or call 480/965-5555.

For specific information related to the ITC application deadlines and eligibility for admission, see [Initial Teacher Certification Programs Admission](#).

Additional requirements for certification are listed on the check sheet available from the Mary Lou Fulton College of Education or Herberger Student Academic Services office.

MINOR

The department offers a minor in Dance consisting of 18 semester hours of course work, including six upper-division hours. A minimum grade of "C" (2.00) or higher is required in all courses that fulfill the Dance minor. Students must maintain an overall cumulative GPA of 3.00 or higher for Dance minor courses. Additional Dance minor requirements include the following:

Dance Minor Requirements

Choose from the following courses (3)

DAH 101 Introduction to Dance *G* (3)
 DAH 191 First-Year Seminar I (1)
 DAH 194 ST: First-Year Seminar II (1)
 DAH 201 Dance in World Cultures *HU, G* (3)
 DAH 294 ST: Second-Year Seminar I (2)
 DAH 294 ST: Second-Year Seminar II (2)

Choose from the following courses (3)

DAH 301 Philosophy and Criticism of Dance *L/HU* (3)
 DAH 302 Cross-Cultural Dance Studies *L/HU, G* (3)
 DAH 401 Dance History *HU* (3)

Choose from the following courses¹ (2–3)

DAN 134 Technique and Theory of Modern Dance (3)
 DAN 135 Technique and Theory of Ballet (2)
 DAN 234 Technique and Theory of Modern Dance (3)
 DAN 235 Technique and Theory of Ballet (2)
 DAN 334 Technique and Theory of Modern Dance (3)
 DAN 335 Technique and Theory of Ballet (2)
 DAN 434 Technique and Theory of Modern Dance (3)

Choose from the following courses² (2)

DAN 130 Dance (2)
 DAN 194 Special Topics (1-4)³
 DAN 294 Special Topics (1-4)³
 DAN 394 Special Topics (1-4)³

Dance electives 7–8

Total 17–19

¹ No more than a total of three major-level technique courses may be taken; transfer credit does not fulfill the major-level technique requirement. Students may not enroll in major-level technique courses until a placement assessment has been completed. Placement assessments are conducted during only the first week of each semester. Contact the Department of Dance for more information.

² There is no limit on the total number of nonmajor technique courses that may be taken.

³ Topics include Argentine tango, capoeira, country western, dances of India, dances of Mexico, hip hop, jazz, Latin salsa, Pilates/yoga, tap, and West African dance.

For more information, contact the Herberger Student Academic Services office.

BIS CONCENTRATION

A concentration in dance is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAM

Dance—MFA

The MFA degree in Dance is a 60-semester-hour program designed to provide opportunities for the student to continue to develop in areas of contemporary dance technique, performance, choreography, and production; to gain further understanding of the cultural concepts, education, ethics, history, movement science, somatics, and philosophy of dance; and to begin to chart the direction of the future through digital media and technology for dance performance and institutional delivery as well as through the design and implementation of community partnerships and integrated curriculum for dance.

COURSES

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

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480/965-3468

ART 102

Regents' Professors

Klett, Weiser

Professors

Britton, Brown, Codell, Collins, Duncan, Eckert, Erickson, Fahlman, Gillingwater, 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, Pomilio, Schneider, Solis

Senior Lecturer

Mittman

All students registering in a School of Art degree program enroll through the Katherine K. Herberger College of Fine Arts. Each degree program and area of specialization has its own check sheet, which describes the specific course sequence and special requirements. Check sheets are available online at art.asu.edu.

Art majors seeking a second BA or BFA degree in art must petition the Katherine K. Herberger College of Fine Arts after completing 12 semester hours in the specialization of the second degree. The second degree in art requires at least 24 semester hours of courses that meet art requirements in the major. These 24 semester hours should not duplicate any of the courses taken for the first degree.

Portfolio Reviews for Prior Catalog Years

Students who have been admitted to the School of Art before the fall semester of 2006 need to submit application materials, including a portfolio, for acceptance into upper division classes (300 and 400 levels) in the following programs: BA in Art with a concentration in digital art; BFA in art with concentrations in drawing, intermedia, painting, and photography. Eligibility for these programs requires a GPA of at least 2.70 overall and 3.00 for art classes. Portfolio deadlines are March 1 for acceptance into fall semester upper-division classes and October 1 for spring classes. Transfer students are encouraged to apply a semester before attending ASU. Students who have been admitted before the fall of 2006 must follow the course prerequisites and program requirements appropriate for their catalog year.

Critical Requirements

First-time freshmen following the 2007–2008 catalog will follow the university's new critical-requirements system. This system will indicate the courses that students must take each semester and the milestones they must pass to stay on track in their major. Each major map also includes a sample four-year plan to illustrate a possible course plan in the major. More information about critical requirements can be found at herbergercollege.asu.edu/students/orientation.html.

Preprofessional Programs

Effective fall semester 2006, all students applying to degree programs in the School of Art will be admitted to the preprofessional program without a concentration classification. Choices of concentrations include: art education, art history, ceramics, digital art, drawing, fibers, intermedia, metals, museum studies, painting, photography, printmaking, sculpture, and studio art. Students remain in the preprofessional program until they have been accepted into a professional program concentration; eligibility is determined through a performance review.

Students pursuing studio concentrations must complete the following classes to prepare for acceptance into the professional program: ARS 101 and 102, ART 111, 112, 113, and 115. In addition, students must successfully complete 12 semester hours of the following 200-level studio classes: 2-D class, 3-D class, a course related to the concentration in which they are applying, and a studio elective class (3-D or 2-D). Students must complete the 200-level concentration class in the semester before the application is submitted. The application for acceptance into the

professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Students pursuing the art education concentration must complete the following classes to prepare for acceptance into the professional program: ARS 101 and 102, ART 111, 112, 113, and 115. In addition, students must successfully complete 12 semester hours of the following 200-level classes: 2-D class, 3-D class, ARE 250 (formerly ARE 450) with a grade of 3.00 or higher, and a studio elective class (3-D or 2-D). Students must complete ARE 250 the semester before the application is submitted. The application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must maintain an overall GPA of 2.70 and an art of GPA 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Students pursuing the art history or museum studies concentration must complete the following classes with grades of 3.00 or higher for acceptance into the professional program: ENG 101 and 102, ARS 101 and 102. Students must maintain a GPA of 3.00 for a minimum of 30 semester hours to be eligible for the professional program. Applicants should submit materials during the semester in which they are completing 30 semester hours.

It is recommended that transfer students who meet the above requirements apply the semester before they plan to attend the School of Art and by the March 1 or October 1 deadline. For specifics regarding application materials and criteria for acceptance into upper division professional programs, access the Web site at art.asu.edu/undergraduate/admission_ud.html

Students will be notified by mail and e-mail of their acceptance status. For students applying in the semester during which they are completing preprofessional requirements, the acceptance status of students will not be final until grades are posted.

Once students majoring in art have been accepted into the professional program for a concentration, the School of Art will add the concentration designation to the major, and they will be able to register for upper-division classes in the concentration to which they were admitted and into related upper-division classes within other concentrations in the major.

Denial of Acceptance into a Professional Program

Students who are not accepted through portfolio review will remain in the preprofessional program for a maximum of one year (two semesters following their first application to the professional program) with the following conditions:

1. they will continue to work with school of art advisors,
2. they will continue to take 100- or 200-level art courses appropriate for acceptance into a concentration,
3. they may reapply once to the same concentration, and
4. students who have not been accepted within a year of the first unsuccessful portfolio review will work with School of Art advisors to choose another major suited to their interests.

Appeals by applicants who are denied must be submitted as a petition to the School of Art Standards Committee within 30 days of the date of the e-mail and/or letter notifying students of their status regarding acceptance into the professional program.

Studio and Art History Foundations

Students must complete 18 semester hours of studio and art history foundations requirements to be eligible for acceptance into upper division professional BA and BFA programs in studio art.

Studio and Art History Foundations Requirements

ARS 101 Art from Prehistory Through Middle Ages *HU, H* (3)

ARS 102 Art from Renaissance to Present *HU, H* (3)

ART 111 Drawing I: Foundations (3)

ART 112 2-D Design (3)

ART 113 Color (3)

ART 115 3-D Design (3)

Total 18

Professional Programs

In studio concentrations, the professional program consists of nine to 15 semester hours of required upper-division courses in the concentration core, seven to 15 semester hours of upper-division electives in the concentration (including one to three semester hours of senior exhibition and portfolio), and nine to 17 semester hours of School of Art classes (ARA, ARE, ARS, and ART) outside of the concentration. In addition to courses in the professional program, six to 12 semester hours of art history beyond ARS 101 and 102 are required.

The art education professional program consists of 21 semester hours of art education, including 18 semester hours of upper-division courses, 21 semester hours of a proficiency in art (studio or art history), including 12 semester hours of upper-division courses. In addition to courses in the professional program, six semester hours of art history beyond ARS 101 and 102 are required.

The art history professional program consists of 27 semester hours of art history courses and 16 semester hours of foreign language or related study (if the language proficiency requirement has been met).

The museum studies professional program consists of 30 semester hours of art history, ART 409 or ARA 460, and 16 semester hours of foreign language or related study (if the language proficiency requirement has been met). ASB 471 Introduction to Museums or ARS 494 ST: Introduction to Museums is also recommended.

Transfer Courses in Art

Courses from other departments, when approved by a student's faculty advisor and the School of Art, may be applied to the major if deemed appropriate to the student's program of study. Transfer art courses which do not have the same title and description as ASU catalog courses must have the approval of the School of Art Standards Committee.

Senior Exhibition

All majors in studio BFA programs and the BA in Art with a concentration in digital art program must successfully complete ART 494 ST: Senior Exhibition and Portfolio for graduation. Graduating students in these areas must submit acceptable work to a faculty sponsor in their area of concentration for a group exhibition, a portfolio of 10 to 15 images, and an artist's statement.

Art—BA

The faculty in the School of Art offer four concentrations for students in the BA degree in Art program: art history, art studies, digital art, and museum studies. These concentrations are intended to give the student a broadly based general education in the field with specialized work at the upper-division level.

The major in Art consists of 45 to 79 semester hours, depending on the concentration. BA degree programs are especially suited for individuals pursuing interdisciplinary studies or a minor in another discipline. All courses in the major must be completed with a grade of "C" (2.00) or higher.

Graduation Requirements

In addition to fulfilling the major requirements, students must meet all university graduation requirements and college degree requirements.

See [University Graduation Requirements](#), and [College Degree Requirements](#).

ART HISTORY CONCENTRATION

The art history concentration consists of a minimum of 61 semester hours of preprofessional and professional program requirements. The preprofessional program requirements include 12 semester hours of a related subject field, six semester hours of art history, six semester hours of ENG 101 and 102 or ENG 105, and six semester hours of General Studies.

Application for acceptance into the professional program occurs during the semester in which the 30 semester hours of preprofessional study is being completed. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate. The professional program requirements include 27 semester hours of art history courses, including a minimum of 18 semester hours of upper-division courses.

Additional requirements include 16 semester hours of foreign language or a demonstrated language proficiency (not American sign language). If the foreign language proficiency is demonstrated, 16 semester hours of related study is required, which must be approved by the department.

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Art History Requirements

A minimum of 30 semester hours is required. Students who enter the university in fall semester 2006 or later will be admitted to the preprofessional program without a concentration classification (i.e., art history). Students interested in the Art History BA program will pursue the preprofessional courses below.

ENG 101 First-Year Composition* (3)

ENG 102 First-Year Composition* (3)

General Studies (6)

Total 12

* ENG 105 or 107 and 108 also accepted.

Related Subject Field

Select four courses (12 semester hours) from those with the prefix APH, ARA, ARE, or from the following:

ART 101 Photography I (3)

ART 111 Drawing I: Foundations (3)

ART 112 2-D Design (3)

ART 113 Color (3)

ART 115 3-D Design (3)

ART 274 Wood I (3)

ART 294 Special Topics (3)

Total 12

Art History

ARS 101 Art from Prehistory Through Middle Ages *HU, H* (3)

ARS 102 Art from Renaissance to Present *HU, H* (3)

Total 6

Applying to Art History Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted in fall semester 2006 or later, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete ENG 101 and 102 or equivalent and ARS 101 and 102 with a grade of B (3.00) or higher before the semester in which the

application is submitted. Students must maintain an overall GPA of 3.00 for a minimum of 30 semester hours to be eligible for the professional program. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Professional Art History Requirements

Forty-three semester hours with a minimum of 18 semester hours of upper-division courses are required.

Art History

ARS 480 Research Methods L (3)

ARS 498 PS: Art History (3)

Any ARS course (6)

Total 12

Also required is at least one 300- or 400-level art history (ARS) course from each of the following areas:

Ancient (3)

Medieval (3)

Modern/contemporary (3)

Non-Western (3)

Renaissance/Baroque (3)

Total 15

Foreign Language or Additional Art History Related Study

Sixteen semester hours of language courses or demonstrated proficiency in a foreign language is required. American Sign Language cannot be used for this requirement. If the language proficiency is met, additional courses are required in interdisciplinary related studies (e.g., architecture history, anthropology, history, religious studies, global studies)

Free Electives

Students must select a minimum of 18 semester hours of free electives.

BIS CONCENTRATION

A concentration in art history is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Related Subject Field

Select three courses (nine semester hours) from those with the prefix APH, ARA, ARE, or from the following:

ART 101 Photography I (3)

ART 111 Drawing I: Foundations (3)

ART 112 2-D Design (3)

ART 113 Color (3)

ART 115 3-D Design (3)

ART 274 Wood I (3)

ART 294 Special Topics (3)

Also required is an approved upper-division elective (ARA, ARE, or ARS).

Foreign Language

Sixteen semester hours of 101, 102, 201, and 202 foreign language courses; or a demonstrated proficiency in at least one foreign language equivalent to the level attained through the completion of two years of study at the college level is required. For specific courses, see the [School of International Letters and Cultures](#). (SHS courses are not acceptable.)

ART STUDIES CONCENTRATION

The art studies concentration is the only concentration within the School of Art to which students may apply directly from high school. The concentration includes 18 semester hours of foundation requirements and 12 semester hours of 200-level courses in studio art, which must include a minimum of three semester hours in 2-D courses and three semester hours in 3-D courses. Students must maintain a minimum GPA of 2.50 throughout the first 30 semester hours. The art studies concentration includes six semester hours of upper division art history, 12 semester hours of electives within the School of Art, 12 semester hours of performing arts and history of performance, and nine semester hours of related studies that may be outside the Katherine K. Herberger College of Fine Arts.

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Art Studies Foundations Requirements

Eighteen semester hours are required. See [Studio and Art History Foundations](#).

Art Studies Electives

Choose one of the following courses (3)

ART 101 Photography I (3)

ART 204 Photography II (3)

ART 211 Drawing II (3)

ART 214 Life Drawing I (3)

ART 223 Painting I (3)

ART 227 Watercolor I (3)
ART 253 Introduction to Printmaking (3)
Choose one of the following courses (3)
ART 231 Sculpture I (3)
ART 261 Ceramic Survey (3)
ART 272 Jewelry I (3)
ART 274 Wood I (3)
ART 276 Fibers I (3)
ART 294 ST: Intermedia (3)
Any 2-D art elective (3)
Any 3-D art elective (3)
Total 12

Admission to the Art Studies Concentration

Students must maintain a GPA of 2.50 or higher throughout the first 30 semester hours.

Art Studies Emphasis

A minimum of 39 semester hours is required.

Art History

A minimum of six semester hours of upper-division art history courses is required.

Art Studies Electives

A minimum of 12 semester hours is required from ARA, ARE, ARS, ART. Nine semester hours must be from the upper division.

Performing Arts and History of Performance

A minimum of 12 semester hours of upper-division courses in performance and/or cultural history in dance, music, and/or theatre is required.

Related Study Requirements

Nine semester hours of upper-division courses in art (nonstudio) and/or cultural studies related to art outside of the Katherine K. Herberger College of Fine Arts are required. Courses may be selected from the areas of African and African American studies, anthropology, American Indian studies, Chicano and Chicana Studies, humanities, literature, history, religious studies, and women's studies, and from subject areas in the College of Design. Courses must be approved by the department.

DIGITAL ART CONCENTRATION

The digital art concentration consists of a minimum of 75 semester hours of preprofessional and professional program requirements. The preprofessional program requirements include 18 semester hours of foundations courses and 12 semester hours of 200-level classes, which must include a minimum of three semester hours of 2-D courses and three semester hours of 3-D courses. In addition, nine semester hours of art history is required (six semester hours at the upper-division level). The upper-division professional program requirements include 10 semester hours of digital art core, 14 semester hours of studio art digital electives, including the Senior Exhibition and Portfolio, and 12 semester hours of related study outside of the digital art concentration.

Portfolio Review

Students who have been admitted to the BA in digital art before fall of 2006 need to submit application materials, including a portfolio, for acceptance into digital art upper division classes (300 and 400 levels) and must have a minimum cumulative GPA of 2.70 and an art GPA of 3.00. The portfolio deadlines are October 1 for spring classes and March 1 for fall classes.

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Digital Art Requirements

A minimum of 30 semester hours is required. Students who enter the university in fall semester 2006 or later are admitted to the preprofessional program without a concentration classification (i.e., digital art). Students interested in the digital art BA program will pursue the preprofessional courses below.

Studio and Art History Foundations Requirements

Eighteen semester hours are required. See [Studio and Art History Foundations](#).

Preprofessional Digital Art Electives

Choose one of the following courses (3)
ART 101 Photography I (3)
ART 204 Photography II (3)
ART 211 Drawing II (3)
ART 214 Life Drawing I (3)
ART 223 Painting I (3)
ART 227 Watercolor I (3)
ART 253 Introduction to Printmaking (3)
Choose one of the following courses (3)
ART 231 Sculpture I (3)
ART 261 Ceramic Survey (3)
ART 272 Jewelry I (3)
ART 274 Wood I (3)
ART 276 Fibers I (3)
ART 294 ST: Intermedia (3)

ART 294 ST: Digital Media (3)
Any 2-D or 3-D ART course (3)
Total 12

Art History

Nine semester hours are required, including six semester hours of upper-division courses, which must include six semester hours of 20th-century and three semester hours of non-Western art. This requirement does not need to be completed before applying to the digital art professional program.

Applying to Digital Art Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted in the fall semester of 2006, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete ART 294 ST: Digital Media before the semester that the application is submitted. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Professional Digital Art Requirements

A minimum of 24 semester hours of upper-division courses is required.

Digital Art Core Requirements

ART 345 Visualization and Prototyping I (3)
ART 346 3-D Computer Imaging and Animation CS (3)
ART 440 *New Media Concepts* (3)
ART 441 Video Art (1)
Total 10

Digital Art Electives

Choose from the following (12)
ART 348 Animation Motion Studies (3)
ART 394 ST: Guided Study (3)
ART 440 New Media Concepts (3)
ART 441 Video Art (1)
ART 449 Computer Animation and Video (3)
ART 450 Computer Animation and Audio (3)
ART 470 Computer Animation Portfolio CS (3)
ART 484 Internship (3)
ART 494 ST: Digital Processes for Printmaking (3)
ART 494 ST: Visualization and Prototyping II (3)
ART 494 ST: Web Art (3)
ART 499 Individualized Instruction (3)
ART 494 ST: Senior Exhibition and Portfolio (2)
Total 14

Related Subject Area

A minimum of 12 semester hours of upper-division courses is required. The related subject requirement includes courses outside of the digital art concentration associated with the media and conceptual direction of students' art work. This may include courses outside of the department directly related to digital media, installation art, and the cultural contexts for digital art. Courses must be approved by the department.

Free Electives

Students must select a minimum of four semester hours of free electives.

MUSEUM STUDIES CONCENTRATION

The museum studies concentration consists of a minimum of 67 semester hours of preprofessional and professional program requirements. The preprofessional program requirements include six semester hours of ARS 101 and 102, six semester hours of ENG 101 and 102 or ENG 105, and 18 semester hours of general studies. Application for acceptance into the professional program occurs after the completion of ARS 101, 102, and ENG 101, 102; and during the semester in which the 30 semester hours of preprofessional study is being completed. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate for deadlines and application procedures. The upper-division professional program requirements include 36 semester hours of art history courses. A minimum of 30 semester hours of upper-division courses is required in the Museum Studies professional program. Additional requirements include 16 semester hours of foreign language or a demonstrated language proficiency (not American sign language). If the foreign language proficiency is demonstrated, 16 semester hours of related study is required, which must be approved by the department.

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Museum Studies Requirements

A minimum of 30 semester hours is required. Students who enter the university in fall semester 2006 or later are admitted to the preprofessional program without a concentration classification (i.e., museum studies). Students interested in the Museum Studies BA program will pursue the preprofessional courses below.

ENG 101 First-Year Composition* (3)
ENG 102 First-Year Composition* (3)
General Studies GS (6)

* ENG 105 or 107 and 108 are also accepted.

Art History

ARS 101 Art from Prehistory Through Middle Ages *HU, H* (3)

ARS 102 Art from Renaissance to Present *HU, H* (3)

General Studies GS (6)

Total 12

Applying to Museum Studies Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted in fall semester 2006 or later, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete ENG 101 and 102 or equivalent and ARS 101, 102 with a grade of B (3.00) or higher before the semester in which the application is submitted. Students must maintain an overall GPA of 3.00 for a minimum of 30 semester hours to be eligible for the professional program. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Professional Museum Studies Requirements

Fifty-two semester hours with a minimum of 30 semester hours of upper-division courses are required.

Art History

ARS 201 Art of Asia *HU, G, H* (3)

ARS 202 Art of Africa, Oceania and the Americas *HU, G, H* (3)

ARS 480 Research Methods *L* (3)

ARS 484 I: Museum (3)

ART 409 Photographic Exhibition (3)

or ARS 460 Art Now (3)

Ancient (3)

Medieval (3)

Modern/contemporary (3)

Non-Western (3)

Renaissance/Baroque (3)

ARS or ASB* (3)

Total 33

* ARS 494 ST: Introduction to Museums or ASB 471 Introduction to Museums is recommended.

Foreign Language

Sixteen semester hours of foreign language courses or demonstrated proficiency in a foreign language is required. American sign language cannot be used for this requirement. If the language proficiency is demonstrated, additional courses are required in interdisciplinary related studies (e.g., architecture history, anthropology, history, religious studies, global studies)

Related Study Requirements

Select nine semester hours of courses in Business, Recreation, Business Administration, and/or Public Programs.

Choose three from the following courses* (9)

ACC 394 ST: Accounting and Financial Analysis (3)

MGT 380 Management and Strategy for Nonmajors (3)

MKT 382 Advertising and Marketing Communication (3)

NLM 191 First-Year Seminar (3)

NLM 300 Fund Raising and Resource Development (3)

NLM 310 Volunteer Management (3)

NLM 430 Managing Nonprofit Organizations (3)

D PAF 300 Public Management and Administration (3)

D PAF 340 Public Management and Policy (3)

D PAF 420 Public Leadership (3)

WPC 380 Small Business Leadership (3)

WPC 381 Small Business Accounting and Finance (3)

* See an advisor for department-approved substitutes.

Free Electives

Students must select a minimum of 12 semester hours of free electives.

Art History Minor

The School of Art offers a minor in Art History consisting of 18 semester hours of course work, including 12 upper-division electives. A minimum grade of "C" (2.00) is required in all classes in the minor. For those pursuing a minor, a minimum overall GPA of 2.00 is required. Courses may not be double counted in a major and the minor, and a minimum of 12 semester hours of resident credit at the Tempe campus is required.

ARS 100 or 300 may be used toward a minor. ARS 100 and 300 may not be used toward an Art History minor if the student is an Art major or has credit in ARS 101 and 102.

Required Courses

Select two of the following four required courses:

ARS 101 Art from Prehistory Through Middle Ages *HU, H* (3)

ARS 102 Art from Renaissance to Present *HU, H* (3)

ARS 201 Art of Asia *HU, G, H* (3)

ARS 202 Art of Africa, Oceania, and the Americas *HU, G, H* (3)

Elective Courses

Students pursuing an art history minor select four three-semester-hour upper-division courses. A seminar is strongly recommended for those considering graduate study. Students need to be aware of lower-division prerequisites for all upper-division courses. Interested students should contact the School of Art for specific requirements and admission procedures.

Art—BFA

The faculty in the School of Art offer ten concentrations for students in the BFA in Art program: art education, ceramics, drawing, fibers, intermedia, metals, painting, photography, printmaking, and sculpture. With the exception of art education, which focuses on preparing students as instructors of art, each concentration is designed to prepare students as artists. The major in Art consists of 75 semester hours of course work in each concentration. At least 30 upper-division semester hours must be earned within the major. All courses in the major must be completed with a grade of “C” (2.00) or higher. Specific requirements for each concentration are recommended by the faculty advisors of the area and are listed on School of Art check sheets.

Graduation Requirements

In addition to fulfilling the major requirements, students must meet all university graduation requirements and college degree requirements. See [University Graduation Requirements](#), and [College Degree Requirements](#).

ART EDUCATION CONCENTRATION

The art education concentration consists of a minimum of 75 semester hours of preprofessional and professional program requirements. The preprofessional program requirements include 18 semester hours of foundations requirements, and 12 semester hours of 200-level classes, which must include a minimum of three semester hours of 2-D courses and three semester hours of 3-D courses. The upper-division professional program requirements include 18 semester hours of art education core classes and 21 semester hours of art proficiency courses, which include a minimum of 12 upper division hours. Teaching experience is provided in an on campus Saturday program for children ages five to 15. Participation in the program is part of the requirements for ARE 486 Art Education: Strategies and Applications. ARE 486 meets the state certification requirement for the elementary methods class, and ARE 496 Methods and Assessment of Learning in Art meets the requirement for the secondary methods class in the subject area. Both of these courses have prerequisites.

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Art Education Requirements

A minimum of 30 semester hours is required. Students who enter the university in fall semester of 2006 will be admitted to the preprofessional program without a concentration classification (i.e., art education). Students interested in the Art Education BFA program in the School of Art will pursue the preprofessional courses below.

Studio and Art History Foundations Requirements

Eighteen semester hours of required courses. See [Studio and Art History Foundations](#).

Preprofessional Art Education Electives

ARE 250 Teaching Inquiry in Art (3)

Choose one of the following courses (3)

ART 101 Photography I (3)

ART 204 Photography II (3)

ART 211 Drawing II (3)

ART 214 Life Drawing I (3)

ART 223 Painting I (3)

ART 227 Watercolor I (3)

ART 253 Introduction to Printmaking (3)

Choose one of the following courses (3)

ART 231 Sculpture I (3)

ART 261 Ceramic Survey (3)

ART 272 Jewelry I (3)

ART 274 Wood I (3)

ART 276 Fibers I (3)

ART 294 ST: Intermedia (3)

Any 2-D or 3-D ART course (3)

Total 12

Art History

Six semester hours of upper-division courses are required. This must include a course in 20th-century art, and non-Western art is recommended for the second course. This requirement does not need to be completed before applying to the Art Education professional program.

Applying to Art Education Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted fall semester 2006 or later, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete the ARE 250 course before the semester that the application is submitted. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html. Application to the Mary Lou Fulton College of Education professional program is a separate process.

Professional Art Education Requirements

Thirty-nine semester hours with a minimum of 30 semester hours of upper-division courses are required.

Art Education Core Requirements

ARE 370 Teaching Visual Culture (3)
ARE 440 Disciplines of Art Education (3)
ARE 482 Teaching Art Processes (3)
ARE 486 Art Education: Strategies and Applications (3)
ARE 494 ST: Art Education (3)
ARE 496 Methods and Assessment of Learning in Art (3)

Total 18

Art Education School of Art Proficiency

Twenty-one semester hours approved by an art education faculty advisor, with a minimum of 12 semester hours of upper-division courses. Select from Art History and Museum Education (ARA 394 ST: Art Museum Education Service Learning), or ART (2-D studio art), or ART (3-D studio art).

Free Electives

Students must select a minimum of four semester hours of free electives.

Teacher Certification

A student pursuing a BFA degree in Art with a concentration in art education may also choose to become certified for teaching art K–12. If certification is elected while pursuing the art education undergraduate degree, additional semester hours are required in the Mary Lou Fulton College of Education. Students must make special application to the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. Application deadlines for the ITC programs are February 1 for fall admission and September 1 for spring admission. Appointments with an advisor can be made in the Office of Student Services in the Mary Lou Fulton College of Education, or by calling 480/965-5555.

Certification is also available through the postbaccalaureate program in the Mary Lou Fulton College of Education. Interested students should contact an advisor in the Mary Lou Fulton College of Education and in art education for admission requirements to the postbaccalaureate program.

Art education courses for this program are as follows:

ARE 250 Teaching Inquiry in Art (3)
ARE 482 Teaching Art Processes (3)
ARE 486 Art Education: Strategies and Applications (3)
ARE 496 Methods and Assessment of Learning in Art (3)

Total 12

In addition to the art education courses, students must complete the following: education courses, field experiences, and student teaching.

The BFA degree in Art with a concentration in art education and the postbaccalaureate program for certification in art have a special art education application procedure. This procedure is separate from, and in addition to, the admission requirements of ASU. This procedure is separate from, and in addition to, the admission requirements of ASU and acceptance into the Art Education professional upper-division program. Acceptance is based on acceptance into the Art Education professional undergraduate program or a GPA of 2.50 for the post baccalaureate program, six semester hours of upper-division art history, and a B (3.00) or higher in ARE 250 and 440.

In addition, undergraduate and postbaccalaureate students seeking K–12 certification should check requirements and deadlines for admission to the Mary Lou Fulton College of Education professional program. To be accepted into student teaching, a student must be recommended in writing by the art education faculty and must have completed all art education classes. For additional student teaching requirements, see [Student Teaching](#). Students who are not recommended may complete the BFA degree in Art with a concentration in art education without certification or may reapply after meeting any deficiencies in knowledge and skills related to the teaching of art.

CERAMICS CONCENTRATION

The ceramics concentration consists of a minimum of 75 semester hours of preprofessional and professional program requirements. The preprofessional program requirements include 18 semester hours of foundations requirements and 12 semester hours of 200 level classes which must include a minimum of three semester hours of 2-D courses and three semester hours of 3-D courses. In addition, six semester hours of upper division art history is required. The upper-division professional program requirements include 12 semester hours of ceramics core classes, 10 to 12 semester hours of elective ceramics courses, including ART 494 ST: Senior Exhibition and Portfolio, and 15 to 17 semester hours of School of Art courses outside of ceramics (ARA, ARE, ARS, ART).

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Ceramics Requirements

A minimum of 30 semester hours is required. Students who enter the university in fall semester 2006 or later are admitted to the preprofessional program without a concentration classification (i.e., ceramics). Students interested in the Ceramics BFA will pursue the preprofessional courses below.

Studio and Art History Foundations Requirements

Eighteen semester hours of required courses. See [Studio and Art History Foundations](#).

Preprofessional Ceramics Electives

Choose one of the following courses (3)
ART 101 Photography I (3)
ART 204 Photography II (3)
ART 211 Drawing II (3)
ART 214 Life Drawing I (3)
ART 223 Painting I (3)
ART 227 Watercolor I (3)
ART 253 Introduction to Printmaking (3)

Choose one of the following courses (3)
ART 231 Sculpture I (3)
ART 272 Jewelry I (3)
ART 274 Wood I (3)
ART 276 Fibers I (3)
ART 294 ST: Intermedia (3)
ART 261 Ceramic Survey (3)
Any 2-D or 3-D ART course (3)

Total 12

Art History

Six semester hours of upper-division courses are required, including a 20th-century and a non-Western art elective. This requirement does not need to be completed before applying to the ceramics professional program.

Applying to Ceramics Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted fall semester 2006 or later, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete the ART 261 course before the semester that the application is submitted. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Professional Ceramics Requirements

Thirty-nine semester hours with a minimum of 30 semester hours of upper-division courses are required.

Ceramics Core Requirements

ART 360 Ceramic Throwing (3)
ART 364 Ceramic Handbuilding I (3)
ART 460 Ceramic Clay (3)
 or ART 463 Ceramic Glaze (3)
ART 466 Special Problems Ceramics (3)
Total 12

Ceramics Electives¹

Choose from the following (9)
ART 365 Ceramic Handbuilding II (3)
ART 460 Ceramic Clay (3)
ART 463 Ceramic Glaze (3)
ART 466 Special Problems in Ceramics (3)
ART 494 ST: Senior Exhibition and Portfolio² (1–3)
Total 10–12

¹ Electives in ceramics must include 10 to 12 semester hours of upper-division course work.

² Course selection must include one to three semester hours of ART 494 ST: Senior Exhibition and Portfolio.

School of Art Electives in Major

Fifteen to 17 semester hours with a minimum of 12 semester hours of upper-division courses are required. These are department electives outside of ceramics courses that are selected from upper-division classes in other art concentrations that are open to those admitted to professional programs in the department (ART, ARA, ARS, ARE).

Free Electives

Students must select a minimum of four semester hours of free electives.

DRAWING CONCENTRATION

The drawing concentration consists of a minimum of 75 semester hours of preprofessional and professional program requirements. The preprofessional program requirements include 18 semester hours of foundations requirements and 12 semester hours of 200-level classes, which must include a minimum of three semester hours of 2-D courses and three semester hours of 3-D courses. In addition, nine semester hours of art history is required (6 semester hours upper-division). The upper-division professional program requirements include 15 semester hours of drawing core classes, seven to nine semester hours of elective drawing courses, including ART 494 ST: Senior Exhibition and Portfolio, and 12 to 14 semester hours of School of Art courses outside of drawing (ARA, ARE, ARS, ART).

Portfolio Review

Students who have been admitted to the BFA in Drawing, before the fall of 2006 need to submit application materials, including a portfolio, for acceptance into drawing upper-division classes (300 and 400 levels) and must have a minimum cumulative GPA of 2.70 and an art GPA of 3.0. The portfolio deadlines are October 1 for spring classes and March 1 for fall classes.

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Drawing Requirements

A minimum of 30 semester hours is required. Students who enter the university in fall semester of 2006 or later are admitted to the preprofessional program without a concentration classification (i.e., drawing). Students interested in the Drawing BFA program will pursue the preprofessional courses below.

Preprofessional Drawing Electives

ART 211 Drawing II (3)
ART 214 Life Drawing I (3)
Choose one of the following courses (3)
ART 231 Sculpture I (3)
ART 261 Ceramic Survey (3)
ART 272 Jewelry I (3)
ART 274 Wood I (3)
ART 276 Fibers I (3)
ART 294 ST: Intermedia (3)
Any 2-D or 3-D ART course (3)

Total 12

Art History

Nine semester hours are required, including six semester hours of upper-division courses, which must include a non-Western elective. This requirement does not need to be completed before applying to the drawing professional program.

Applying to Drawing Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted fall semester 2006 or later, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete ART 211 and 214 before the semester in which the application is submitted. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Professional Drawing Requirements

Thirty-six semester hours with a minimum of 30 semester hours of upper-division courses are required.

Drawing Core Requirements

ART 311 Drawing III (3)
ART 314 Life Drawing II (3)
ART 315 Figure Drawing III (3)
ART 411 Drawing IV (3)
ART 414 Life Drawing III (3)

Total 15

Drawing Electives¹

Choose from the following (9)
ART 411 Drawing IV (3)
ART 414 Life Drawing III (3)
ART 494 ST: Drawing (3)
ART 494 ST: Senior Exhibition and Portfolio² (1–3)

Total 10–12

¹ Electives in drawing must include 10 to 12 semester hours of upper-division course work.

² Course selection must include one to three semester hours of ART 494 ST: Senior Exhibition and Portfolio.

School of Art Electives in Major

Twelve to fourteen semester hours with a minimum of twelve semester hours of upper-division courses are required. These are department electives outside of drawing courses that are selected from upper-division classes in other art concentrations that are open to those admitted to professional programs in the department (ART, ARA, ARS, ARE).

Free Electives

Students must select a minimum of four semester hours of free electives.

FIBERS CONCENTRATION

The fibers concentration consists of a minimum of 75 semester hours of preprofessional and professional program requirements. The preprofessional program requirements include 18 semester hours of foundations requirements and 12 semester hours of 200-level classes, which must include a minimum of three semester hours of 2-D courses and three semester hours of 3-D courses. In addition, six semester hours of upper-division art history is required. The upper-division professional program requirements include 12 semester hours of fibers core classes, 10 to 12 semester hours of elective fibers courses, including ART 494 ST: Senior Exhibition and Portfolio, and 15 to 17 semester hours of School of Art courses outside of fibers (ARA, ARE, ARS, ART).

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Fibers Requirements

A minimum of 30 semester hours is required. Students who enter the university in the fall semester of 2006 are admitted to the preprofessional program without a concentration classification (i.e., fibers). Students interested in the fibers BFA program in the School of Art at ASU pursue the preprofessional courses below.

Studio and Art History Foundations Requirements

Eighteen semester hours of required courses. See [Studio and Art History Foundations](#).

Preprofessional Fibers Electives

Choose one of the following courses (3)

- ART 101 Photography I (3)
- ART 204 Photography II (3)
- ART 211 Drawing II (3)
- ART 214 Life Drawing I (3)
- ART 223 Painting I (3)
- ART 227 Watercolor I (3)
- ART 253 Introduction to Printmaking (3)

Choose one of the following courses (3)

- ART 231 Sculpture I (3)
- ART 261 Ceramic Survey (3)
- ART 272 Jewelry I (3)
- ART 274 Wood I (3)
- ART 294 ST: Intermedia (3)

ART 276 Fibers I (3)

Any 2-D or 3-D ART course (3)

Total 12

Art History

Six semester hours of upper-division courses are required, including a 20th-century and a non-Western elective. This requirement does not need to be completed before applying to the fibers professional program.

Applying to Fibers Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted fall semester 2006 or later, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete ART 276 before the semester in which the application is submitted. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Professional Fibers Requirements

Thirty-nine semester hours with a minimum of 30 semester hours of upper-division courses are required.

Fibers Core Requirements

- ART 376 Woven Structures I (3)
- ART 377 Surface Design (3)
- ART 476 Woven Structures II (3)
- ART 477 Printed Textiles (3)

Total 12

Fibers Electives¹

Choose from the following (9)

- ART 476 Woven Structures II (3)
- ART 477 Printed Textiles (3)
- ART 478 Advanced Surface Design (3)
- ART 494 ST: Fibers and Surface (3)

ART 494 ST: Senior Exhibition and Portfolio² (1-3)

Total 10-12

¹ Electives in fibers must include 10 to 12 semester hours of upper-division course work.

² Course selection must include one to three semester hours of ART 494 ST: Senior Exhibition and Portfolio.

School of Art Electives in Major

Fifteen to 17 semester hours with a minimum of 12 semester hours of upper-division courses are required. These are department electives outside of fibers courses that are selected from upper-division classes in other art concentrations that are open to those admitted to professional programs in the department (ART, ARA, ARS, ARE).

Free Electives

Students must select a minimum of four semester hours of free electives.

INTERMEDIA CONCENTRATION

The intermedia concentration consists of a minimum of 75 semester hours of preprofessional and professional program requirements. The preprofessional program requirements include 18 semester hours of foundations and 12 semester hours of 200-level classes which must include a minimum of three semester hours of 2-D courses and three semester hours of 3-D courses. In addition, nine semester hours of art history is required, including six semester hours of upper division. The upper division professional program requirements include 13 semester hours of intermedia core classes, 14 semester hours of elective intermedia courses, including ART 494 ST: Senior Exhibition and Portfolio, and nine semester hours of School of Art courses outside of intermedia (ARA, ARE, ARS, ART).

Portfolio Review

Students who have been admitted to the BFA in Intermedia before the fall of 2006 need to submit application materials, including a portfolio, for acceptance into intermedia upper-division classes (300 and 400 levels) and must have a minimum cumulative GPA of 2.70 and an art GPA of 3.00. The portfolio deadlines are October 1 for spring classes and March 1 for fall classes.

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Intermedia Requirements

A minimum of 30 semester hours is required. Students who enter the university in fall semester 2006 or later are admitted to the preprofessional program without a concentration classification (i.e., intermedia). Students interested in the Intermedia BFA program in the School of Art will pursue the preprofessional courses below.

Studio and Art History Foundations Requirements

Eighteen semester hours of required courses. See [Studio and Art History Foundations](#).

Preprofessional Intermedia Electives

Choose one of the following courses (3)

- ART 101 Photography I (3)
- ART 204 Photography II (3)
- ART 211 Drawing II (3)
- ART 214 Life Drawing I (3)
- ART 223 Painting I (3)
- ART 227 Watercolor I (3)
- ART 253 Introduction to Printmaking (3)

Choose one of the following courses (3)

- ART 231 Sculpture I (3)
- ART 261 Ceramic Survey (3)
- ART 272 Jewelry I (3)
- ART 274 Wood I (3)
- ART 276 Fibers I (3)

ART 294 ST: Introduction to Intermedia (3)

Any 2-D or 3-D ART course (3)

Total 12

Art History

Nine semester hours are required, including six semester hours of upper-division courses, which must include three semester hours of non-Western art and three semester hours of 20th-century art. This requirement does not need to be completed before applying to the intermedia professional program.

Applying to Intermedia Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted fall semester 2006 or later, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete ART 294 ST: Introduction to Intermedia before the semester that the application is submitted. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Professional Intermedia Requirements

Thirty-six semester hours with a minimum of 30 hours of upper-division courses are required.

Intermedia Core Requirements

- ART 439 Mixed Media (3)
- ART 440 New Media Concepts (3)
or ART 441 Video Art (3)
- ART 443 Intermedia (3)
- An upper-division digital intermedia course (3)

Total 12

Intermedia Electives

Choose from the following (12)

- ART 345 Visualization and Prototyping (3)
- ART 346 3-D Computer Imaging and Animation (3)
- ART 348 Animation Motion Studies (3)
- ART 439 Mixed Media (3)
- ART 440 New Media Concepts (3)
- ART 441 Video Art (3)
- ART 443 Intermedia (3)
- ART 449 Computer Animation and Video (3)
- ART 450 Computer Animation and Audio (3)
- ART 470 Computer Animation Portfolio (3)
- ART 494 ST: Intermedia (3)

ART 494 ST: Senior Exhibition and Portfolio (2)

Total 14

School of Art Electives in Major

Nine semester hours with a minimum of 6 semester hours of upper-division courses are required. These are department electives outside of intermedia courses that are selected from upper-division classes in other art concentrations that are open to those admitted to professional programs in the department (ART, ARA, ARS, ARE).

Free Electives

Students must select a minimum of four semester hours of free electives

METALS CONCENTRATION

The metals concentration consists of a minimum of 75 semester hours of preprofessional and professional program

requirements. The preprofessional program requirements include 18 semester hours of foundations requirements and 12 semester hours of 200-level classes, which must include a minimum of three semester hours of 2-D courses and three semester hours of 3-D courses. In addition, six semester hours of upper division art history. The upper-division professional program requirements include 12 semester hours of metals core classes; 10 to 12 semester hours of elective metals courses, including ART 494 ST: Senior Exhibition and Portfolio; and 15 to 17 semester hours of School of Art courses outside of metals (ARA, ARE, ARS, ART).

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Metals Requirements

Students who enter the university in fall semester 2006 or later are admitted to the preprofessional program without a concentration classification (i.e., metals). Students interested in the Metals BFA program will pursue the preprofessional courses below.

Studio and Art History Foundations Requirements

Eighteen semester hours of required courses. See [Studio and Art History Foundations](#).

Preprofessional Metals Electives

Choose one of the following courses (3)

- ART 101 Photography I (3)
- ART 204 Photography II (3)
- ART 211 Drawing II (3)
- ART 214 Life Drawing I (3)
- ART 223 Painting I (3)
- ART 227 Watercolor I (3)
- ART 253 Introduction to Printmaking (3)

Choose one of the following courses (3)

- ART 231 Sculpture I (3)
- ART 261 Ceramic Survey (3)
- ART 274 Wood I (3)
- ART 276 Fibers I (3)
- ART 294 ST: Intermedia (3)

ART 272 Jewelry I (3)

Any 2-D or 3-D ART course (3)

Total 12

Art History

Six semester hours of upper-division courses are required, including a 20th-century art and a non-Western art elective. This requirement does not need to be completed before applying to the metals professional program.

Applying to Metals Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted in the fall semester of 2006, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete the ART 272, Jewelry I, course before the semester that the application is submitted. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Professional Metals Requirements

Thirty-nine semester hours with a minimum of 30 semester hours of upper-division courses are required.

Metals Core Requirements

- ART 372 Jewelry II (3)
- ART 373 Metalworking (3)
- ART 472 Advanced Jewelry (3)
- ART 473 Advanced Metalworking (3)

Total 12

Metals Electives¹

Choose from the following (9)

- ART 472 Advanced Jewelry (3)
- ART 473 Advanced Metalworking (3)
- ART 494 ST: Metals (3)
- ART 499 Individualized Instruction (3)

ART 494 ST: Senior Exhibition and Portfolio² (1-3)

Total 10-12

¹ Electives in metals must include 10 to 12 semester hours of upper-division course work.

² Course selection must include one to three semester hours of ART 494 ST: Senior Exhibition and Portfolio.

School of Art Electives in Major

Fifteen to 17 semester hours are required with a minimum of 12 semester hours of upper-division courses. These are department electives outside of metals courses that are selected from upper-division classes in other art concentrations that are open to those admitted to professional programs in the department (ART, ARA, ARS, ARE).

Free Electives

Students must select a minimum of four semester hours of free electives.

PAINTING CONCENTRATION

The painting concentration consists of a minimum of 75 semester hours of preprofessional and professional program requirements. The preprofessional program requirements include 18 semester hours of foundations requirements and 12 semester hours of 200-level classes, which must include a minimum of three semester hours of 2-D courses and three semester hours of 3-D courses. In addition, nine semester hours of art history, including six semester hours of upper division. The upper division professional program requirements include 15 semester hours of painting core classes; seven to nine semester hours of elective painting courses, including ART 494 ST: Senior Exhibition and Portfolio; and 12 to 14 semester hours of School of Art courses outside of painting (ARA, ARE, ARS, ART).

Portfolio Review

Students who have been admitted to the BFA in Painting before the fall of 2006 need to submit application materials, including a portfolio, for acceptance into painting upper division classes (300 and 400 levels) and must have a minimum cumulative GPA of 2.70 and an art GPA of 3.00. The portfolio deadlines are October 1 for spring classes and March 1 for fall classes.

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Painting Requirements

A minimum of 30 semester hours is required. Students who enter the university in fall semester 2006 or later are admitted to the preprofessional program without a concentration classification (i.e., painting). Students interested in the Painting BFA program will pursue the preprofessional courses below.

Studio and Art History Foundations Requirements

Eighteen semester hours of required courses. See [Studio and Art History Foundations](#).

Preprofessional Painting Electives

ART 223 Painting I (3)

ART 227 Watercolor I (3)

Choose one of the following (3)

ART 231 Sculpture I (3)

ART 261 Ceramic Survey (3)

ART 272 Jewelry I (3)

ART 274 Wood I (3)

ART 276 Fibers I (3)

ART 294 ST: Intermedia (3)

Any 2-D or 3-D ART course (3)

Total 12

Art History

Nine semester hours are required, including six semester hours of upper-division courses, which must include three semester hours of non-Western art and three semester hours of 20th-century art. This requirement does not need to be completed before applying to the painting professional program.

Applying to Painting Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted fall semester 2006 or later, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete the ART 223, Painting I, and ART 227, Watercolor I, courses before the semester that the application is submitted. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate.

Professional Painting Requirements

Thirty-six semester hours with a minimum of 30 semester hours of upper-division courses.

Painting Core Requirements

ART 323 Painting II (3)

ART 327 Watercolor II (3)

ART 423 Painting III (3)

ART 425 Figure Painting (3)

Total 12

Painting Electives¹

Choose from the following (12)

ART 423 Painting III(3)

ART 425 Figure Painting (3)

ART 427 Advanced Watermedia (3)

ART 494 ST: Painting (3)

ART 499 Individualized Instruction (3)

ART 494 ST: Senior Exhibition and Portfolio² (1–3)

Total 13–15

¹ Electives in painting must include 13 to 15 semester hours of upper-division course work.

² Course selection must include one to three semester hours of ART 494 ST: Senior Exhibition and Portfolio.

School of Art Electives in Major

Twelve to 14 semester hours with a minimum of 12 semester hours of upper-division courses are required. These are department electives outside of painting courses that are selected from upper-division classes in other art

concentrations that are open to those admitted to professional programs in the department (ART, ARA, ARS, ARE).

Free Electives

Students must select a minimum of four semester hours of free electives

PHOTOGRAPHY CONCENTRATION

The photography concentration consists of a minimum of 75 semester hours of preprofessional and professional program requirements. The professional program in photography is fine arts versus commercially oriented.

The preprofessional program requirements include 18 semester hours of foundations requirements and 12 semester hours of 200-level classes, which must include a minimum of three semester hours of 2-D courses and three semester hours of 3-D courses. In addition, 12 semester hours of art history, including nine semester hours of upper division. The upper-division professional program requirements include 12 semester hours of photography core classes, 10 to 12 semester hours of elective photography courses, including ART 494 ST: Senior Exhibition and Portfolio, and nine to 11 semester hours of School of Art courses outside of photography (ARA, ARE, ARS, ART)

Portfolio Review

Students who have been admitted to the BFA in Photography before the fall of 2006 need to submit application materials, including a portfolio, for acceptance into photography upper-division classes (300 and 400 levels) and must have a minimum cumulative GPA of 2.70 and an art GPA of 3.0. The portfolio deadlines are October 1 for spring classes and March 1 for fall classes.

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Photography Requirements

A minimum of 30 semester hours is required. Students who enter the university in fall semester 2006 or later are admitted to the preprofessional program without a concentration classification (i.e., photography). Students interested in the Photography BFA program will pursue the preprofessional courses below.

Studio and Art History Foundations Requirements

Eighteen semester hours of required courses. See [Studio and Art History Foundations](#).

Preprofessional Photography Electives

ART 101 Photography I (3)

ART 204 Photography II (3)

Choose one of the following courses (3)

ART 231 Sculpture I (3)

ART 261 Ceramic Survey (3)

ART 272 Jewelry I (3)

ART 274 Wood I (3)

ART 276 Fibers I (3)

ART 294 ST: Intermedia (3)

Any 2-D or 3-D ART course (3)

Total 12

Art History

Twelve semester hours are required, including nine hours of upper-division courses. Students must take ARS 250 History of Photography and three semester hours of non-Western art. This requirement does not need to be completed before applying to the photography professional program.

Applying to Photography Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted fall semester 2006 or later, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete ART 201 Photography I and ART 204 Photography II before the semester in which the application is submitted. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Professional Photography Requirements

Thirty-three to 36 semester hours with a minimum of 30 semester hours of upper-division courses.

Photography Core Requirements

ARA 202 Understanding Photographs (3)

ART 304 Advanced Photography (3)

ART 305 Color Photography I (3)

ART 308 Digital Photographic Images I (3)

Total 12

Photography Electives¹

Choose from the following (9)

ART 305 Color Photography I (3)

ART 401 Nonsilver Photography (3)

ART 403 Senior Photographic Projects (3)

ART 404 Portraiture Photography (3)

ART 407 View Camera (3)

ART 409 Photographic Exhibition (3)

ART 494 ST: Senior Exhibition and Portfolio² (1-3)

Total 10-12

¹ Electives in photography must include 10 to 12 semester hours of upper-division course work.

² Course selection must include one to three semester hours of ART 494 ST: Senior Exhibition and Portfolio.

School of Art Electives

Nine to eleven semester hours with a minimum of 9 semester hours of upper-division courses are required. These are department electives outside of photography courses that are selected from upper-division classes in other art concentrations that are open to those admitted to professional programs in the department (ART, ARA, ARS, ARE).

Free Electives.

Students must select a minimum of four semester hours of free electives

PRINTMAKING CONCENTRATION

The printmaking concentration consists of a minimum of 75 semester hours of preprofessional and professional program requirements. The preprofessional program requirements include 18 semester hours of foundations requirements and 12 semester hours of 200-level classes, which must include a minimum of three semester hours of 2-D courses and three semester hours of 3-D courses. In addition, nine semester hours of art history is required, including six semester hours of upper division and Non-Western. The upper-division professional program requirements include nine semester hours of printmaking core classes, 13 to 15 semester hours of elective printmaking courses including ART 494 ST: Senior Exhibition and Portfolio, and 12 to 14 semester hours of School of Art courses outside of printmaking (ARA, ARE, ARS, ART).

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Printmaking Requirements

A minimum of 30 semester hours is required. Students who enter the university in fall semester 2006 or later are admitted to the preprofessional program without a concentration classification (i.e., printmaking). Students interested in the Printmaking BFA program will pursue the preprofessional courses below.

Studio and Art History Foundations Requirements

Eighteen semester hours of required courses. See [Studio and Art History Foundations](#).

Preprofessional Printmaking Electives

ART 253 Introduction to Printmaking (3)

Choose one of the following courses (3)

ART 101 Photography I (3)

ART 204 Photography II (3)

ART 211 Drawing II (3)

ART 214 Life Drawing I (3)

ART 223 Painting I (3)

ART 227 Watercolor I (3)

Choose one of the following courses (3)

ART 231 Sculpture I (3)

ART 261 Ceramic Survey (3)

ART 272 Jewelry I (3)

ART 274 Wood I (3)

ART 276 Fibers I (3)

ART 294 ST: Intermedia (3)

Any 2-D or 3-D ART course (3)

Total 12

Art History

Nine semester hours are required, including six semester hours of upper-division courses, which must include three semester hours of non-Western art. This requirement does not need to be completed before applying to the printmaking professional program.

Applying to Printmaking Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted fall semester 2006 or later, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete ART 253 Introduction to Printmaking before the semester that the application is submitted. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Professional Printmaking Requirements

Thirty-six semester hours with a minimum of 30 semester hours of upper-division courses.

Printmaking Core Requirements

ART 351 Intaglio I (3)

ART 352 Lithography I (3)

ART 354 Screen Printing I (3)

Total (9)

Printmaking Electives¹

Choose from the following (12)

ART 355 Photo Process for Printmaking I (3)

ART 451 Advanced Intaglio (3)

ART 452 Advanced Lithography (3)

ART 454 Advanced Screen Printing (3)
ART 455 Advanced Photo Processes for Printmaking (3)
ART 456 Fine Printing and Bookmaking I (3)
ART 457 Fine Printing and Bookmaking II (3)
ART 458 Papermaking (3)
ART 459 Monoprinting (3)
ART 494 ST: Printmaking (3)

ART 494 ST: Senior Exhibition and Portfolio² (1–3)

Total 13–15

¹ Electives in printmaking must include 13 to 15 semester hours of upper-division course work.

² Course selection must include one to three semester hours of ART 494 ST: Senior Exhibition and Portfolio.

School of Art Electives in Major

Twelve to 14 semester hours are required with a minimum of 12 semester hours of upper-division courses. These are department electives outside of printmaking courses that are selected from upper-division classes in other art concentrations that are open to those admitted to professional programs in the department (ART, ARA, ARS, ARE).

Free Electives

Students must select a minimum of four semester hours of free electives.

SCULPTURE CONCENTRATION

The sculpture concentration consists of a minimum of 75 semester hours of preprofessional and professional program requirements. The preprofessional program requirements include 18 semester hours of foundations requirements and 12 semester hours of 200-level classes, which must include a minimum of three semester hours of 2-D courses and three semester hours of 3-D courses. In addition, six semester hours of upper-division art history is required. The upper-division professional program requirements include 12 semester hours of sculpture core classes, 13-15 semester hours of elective sculpture courses including ART 494 ST: Senior Exhibition and Portfolio, and 12 to 14 semester hours of School of Art courses outside of sculpture (ARA, ARE, ARS, ART)

Critical Requirements

For more information about critical-requirement issues, see [Critical Requirements](#).

Preprofessional Sculpture Requirements

A minimum of 30 semester hours is required. Students who enter the university in fall semester 2006 or later are admitted to the preprofessional program without a concentration classification (i.e., sculpture). Students interested in the Sculpture BFA program will pursue the preprofessional courses below.

Studio and Art History Foundations Requirements

Eighteen semester hours of required courses. See [Studio and Art History Foundations](#).

Preprofessional Sculpture Electives

ART 231 Sculpture I (3)

ART 274 Wood I (3)

Choose one of the following courses (3)

ART 101 Photography I (3)

ART 204 Photography II (3)

ART 211 Drawing II (3)

ART 214 Life Drawing I (3)

ART 223 Painting I (3)

ART 227 Watercolor I (3)

ART 253 Introduction to Printmaking (3)

Any 2-D or 3-D ART course (3)

Total 12

Art History

Six hours of upper-division courses are required. This requirement does not need to be completed before applying to the sculpture professional program.

Applying to Sculpture Professional Program

The application deadlines are October 1 for spring classes and March 1 for fall classes. For students admitted in fall semester 2006 or later, the application for acceptance into the professional program is submitted during the semester in which the 30 semester hours of preprofessional study is being completed. Students must complete ART 231 Sculpture I and ART 274 Wood I before the semester in which the application is submitted. Students must maintain an overall GPA of 2.70 and an art GPA of 3.00. For deadlines and application procedures, access the Web site at art.asu.edu/undergraduate/admission_ud.html.

Professional Sculpture Requirements

Thirty-nine semester hours with a minimum of 30 semester hours of upper-division courses.

Sculpture Core Requirements

ART 331 Sculpture II (3)

ART 332 Sculpture III (3)

ART 431 Special Problems in Sculpture (3)

Total 9

Sculpture Electives¹

Choose four from the following courses (12)

ART 333 Foundry Casting Methods (3)

ART 374 Wood II (3)
ART 431 Special Problems in Sculpture (3)
ART 432 Neon Sculpture (3)
ART 435 Foundry Research Methods (3)
ART 436 Architectural Sculpture (3)
ART 437 Film Animation (3)
ART 438 Experimental Systems in Sculpture (3)
ART 474 Advanced Wood (3)
ART 494 Special Topics in Sculpture (3)
ART 494 ST: Senior Exhibition and Portfolio² (1–3)

Total 13–15

¹ Electives in sculpture must include 13 to 15 semester hours of upper-division course work.

² Course selection must include one to three semester hours of ART 494 ST: Senior Exhibition and Portfolio.

School of Art Electives in Major.

Fifteen to 17 semester hours are required with a minimum of 12 semester hours of upper-division courses. These are department electives outside of sculpture courses that are selected from upper-division classes in other art concentrations that are open to those admitted to professional programs in the department (ART, ARA, ARS, ARE).

Free Electives

Students must select a minimum of four semester hours of free electives.

GRADUATE PROGRAMS

The faculty in the School of Art offer programs leading to the MA degree in Art, with a concentration in art education or art history; the Master of Fine Arts degree with a concentration in ceramics, digital technology, drawing, fibers, intermedia, metals, painting, photography, printmaking, sculpture, or wood; and a PhD degree in History and Theory of Art. In cooperation with the Mary Lou Fulton College of Education, the Doctor of Philosophy degree is offered with a concentration in art education. For more information, see the [Graduate Catalog](#).

COURSES

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

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480/965-3371

MUSIC E185

Robert Spring, Associate Director, Graduate Studies
Karen M. Bryan, Associate Director, Undergraduate Studies

Regents' Professors

Hickman, Pagano

Professors

Bailey, Britton, Cosand, Crowe, De Mars, Doan, Dreyfoos, Hackbarth, Hamilton, Hill, Humphreys, Kim, Koonce, Marshall, Oldani, Pilafian, Reber, Rogers, Russell, Schildkret, Smith, Solis, 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, Smith, 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 Fine Arts at ASU is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and graduation set forth in this catalog are in accordance with the published regulations of the association.

The School of Music strives to create an environment that enriches and enlivens the role of music in our society by providing the highest level of instruction and research for music professionals in the fields of performance, conducting, pedagogy, music education, music therapy, music history, music theory, and composition.

The following statement of basic musicianship is endorsed by the School of Music:

“All musicians, whether performers, composers, scholars, or teachers, share common professional needs. Every musician must to some extent be a performer, a listener, a historian, a composer, a theorist, and a teacher. For this reason, certain subject matter areas and learning processes are common to all baccalaureate degrees in music.

Basic musicianship is developed in studies that prepare the student to function in a variety of musical roles that are supportive of his/her major concentration. All undergraduate curricula, therefore, provide the following:

1. A conceptual understanding of such musical properties as *sound*, *rhythm*, *melody*, *harmony*, *texture*, and *form* and opportunities for developing a comprehensive grasp of their interrelationships as they form the cognitive-affective basis for listening, composing and performing.
2. Repeated opportunities for enacting in a variety of ways the roles of listener (analysis), performer (interpretation), composer (creation), scholar (research), and teacher.
3. A repertory for study that embraces all cultures and historical periods.”

All students registering in a School of Music major program enroll through the Katherine K. Herberger College of Fine Arts.

Audition/Admission Requirements

All students who wish to enroll in an undergraduate music degree program are required to pass an entrance audition in their primary performing medium (instrument or voice) before being admitted to the School of Music.

Audition forms and specific audition requirements for each instrument or voice may be obtained upon request by contacting the School of Music, or by accessing the Web site at music.asu.edu/bravo. Official dates for these auditions are set for each academic year.

Until the audition process is finished, all students interested in majoring in Music at ASU enter the university in the preprofessional program. Upon successful completion of the audition, the student is admitted to his or her specified degree option.

Students may audition up to three times for admission. Students may enroll in music ensembles, concert attendance, and general studies until the audition is successfully completed. Students are encouraged to obtain additional instruction on their major instrument with a private instructor. These private instructions are not required and do not generate university course semester hours. The reauditions are heard and evaluated by School of Music faculty.

Admission to the composition concentration is subject to the approval of the composition faculty based upon an evaluation of the student's compositions and/or interview.

Critical Requirements

First-time freshmen following the 2007–2008 catalog will follow the university's new critical-requirement system. This system will indicate the courses that students must take each semester and the milestones they must pass to stay on track in their major. Each major map also includes a sample four-year plan to illustrate a possible course plan in the major. More information about critical requirements can be found at herbergercollege.asu.edu/students/orientation.html.

Diagnostic Examinations

All freshmen must take a theory diagnostic exam. If the student scores less than 70 percent, they must take an online fundamentals course before enrolling in MTC 125. All transfer students and entering freshmen with a background in piano must take a diagnostic examination in piano during orientation week of their first semester on campus. All students are required to attain a minimum level of piano proficiency.

Continuation in the composition program is subject to review in the sophomore or junior year.

All Music Education majors, including transfer and postbaccalaureate students, must perform an additional audition before being admitted to the teacher education program. Normally, this audition occurs during the sophomore year.

All students majoring in Music Therapy must pass MUE 211 Music in Recreation and a music therapy faculty review and screening interview before being passed into upper-division study.

CONCURRENT DEGREES IN MUSIC

Music majors seeking a second degree in music must petition the Katherine K. Herberger College of Fine Arts after completing 12 semester hours in the specialization courses for both degrees. The second degree in music requires at least 24 semester hours of courses that meet music requirements in the second degree. These 24 hours should not duplicate any of the courses taken for the first degree. Students pursuing dual performance degrees must complete the recital requirements for each major.

MUSIC—BA

The Bachelor of Arts degree requires a minimum of 120 semester hours for graduation.

The Music major consists of 70 semester hours and includes the requirements that follow for each area of study.

In addition to fulfilling the major requirements, students must meet all university graduation requirements and college degree requirements. See [University Graduation Requirements](#) and [College Degree Requirements](#).

Music History

The following music history courses are required:

MHL 194 ST: Music and Culture (3)

MHL 341 Music History (3)

MHL 342 Music History (3)

Upper-division MHL course (3)

Total 12

Nine elective upper-division semester hours in music history and/or theory are also required.

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)

MTC 221 Music Theory: 18th Century (3)

MTC 222 Music Theory: 19th Century (3)

MTC 223 Music Theory: 20th Century (3)

MTC 320 Modal Counterpoint (2)

or MTC 321 Tonal Counterpoint (2)

MTC 422 Musical Acoustics (3)

Total 17

Major Performing Medium

Eight semester hours of MUP 111 Studio Instruction or MUP 311 Studio Instruction are required. At least four of these hours must be at ASU. Four semester hours of ensemble participation are required.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Diagnostic Examination

Four semesters of class piano (MUP 131, 132, 231, 232), unless waived by a diagnostic examination at the time of entrance, are required.

The remaining semester hours in music are selected by the student in consultation with an advisor. Course work

may be chosen from ethnomusicology, music education, music history, music theory, and performance. Students must select sufficient elective courses to complete the 120 semester hours required for graduation.

Foreign Language

Sixteen semester hours in one language are required for the Bachelor of Arts degree.

BACHELOR OF MUSIC DEGREE

All Bachelor of Music (BM) degree programs require 120 semester hours for graduation excluding Music Education (125 to 129 semester hours) and Music Therapy (128 semester hours). The BM curriculum offers majors in Music Education, Music Therapy, Performance, and Theory and Composition.

The curricula for the Music Education and Music Therapy majors require more than 120 semester hours. A student wishing to complete these programs in four years is required to take more than 15 semester hours per semester or to attend summer sessions.

The music curriculum for the BM majors on the pages that follow consists of a minimum of 79 semester hours. In addition, the Music Education major provides certification to students interested in teaching in the public schools.

In addition to fulfilling the major requirements, students must meet all university graduation requirements and college degree requirements. See [University Graduation Requirements](#) and [College Degree Requirements](#).

MUSIC EDUCATION—BM

Students in Music Education must complete the requirements for the Initial Teacher Certification program offered through the Mary Lou Fulton College of Education.

Teacher Certification

The Music Education program leads to K–12 certification in music for the State of Arizona.

The undergraduate music education program contains three concentrations. The instrumental concentration is designed for those interested in teaching band in the public schools. The string concentration focuses on those who wish to teach strings and orchestra. The choral/general concentration is geared toward those interested in teaching general music or choir.

Teaching music education requires a K–12 endorsement in Arizona. All students in the Initial Teacher Certification (ITC) program take classes in elementary and secondary methods. The field experience requirement (three semesters) usually involves placements at the elementary, middle, and high school levels. Student teaching includes two experiences: elementary/middle, elementary/high, or middle/high school.

Students submit a special application to the ITC program in the Mary Lou Fulton College of Education. Application deadlines for the ITC program are February 1 for fall admission and September 1 for spring admission. Appointments with an advisor can be made in the Office of Student Services, Mary Lou Fulton College of Education, by calling 480/965-5555.

Certification is also available through the postbaccalaureate program in the Mary Lou Fulton College of Education. Interested students should contact an advisor in the Mary Lou Fulton College of Education and in music education for admission requirements to the postbaccalaureate program.

Choral-General Concentration

This degree program may include instrumental music as a minor teaching field.

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)
MTC 221 Music Theory: 18th Century (3)
MTC 222 Music Theory: 19th Century (3)
MTC 223 Music Theory: 20th Century (3)

Total 12

Music History

The following music history courses are required:

MHL 194 ST: Music and Culture (3)
MHL 341 Music History (3)
MHL 342 Music History (3)

Total 9

Conducting

The following conducting courses are required:

MUP 209 Beginning Choral Conducting (1)
MUP 339 Choral Conducting (2)

Total 3

Music Education

The following music education courses are required:

MUE 110 Introduction to Music Education (1)
MUE 313 Elementary Music Methods (3)
MUE 315 General Music in the Secondary Schools (2)
MUE 480 Choral Methods (3)

Total 9

Major Performing Medium

Eight semester hours of MUP 111 Studio Instruction and eight semester hours of MUP 311 Studio Instruction are required to obtain a proficiency level necessary to meet the graduation recital requirement. MUP 495 Performance completes the requirement.

Minor Performing Medium

A proficiency equal to six semesters of study in keyboard or voice (whichever is not the major performing medium) is required. Students wishing to extend their proficiency beyond this level may continue to study in MUP 321 Studio Instruction.

Ensemble

Eight different semesters of participation, including at least six semesters of MUP 352 Concert Choir and/or MUP 353 University Choir, four of which must be at ASU, are required.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Instrumental Concentration

It is strongly recommended that this degree program include courses in choral music or courses in jazz education.

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)
MTC 221 Music Theory: 18th Century (3)
MTC 222 Music Theory: 19th Century (3)
MTC 223 Music Theory: 20th Century (3)

Total 12

Music History

The following music history courses are required:

MHL 194 ST: Music and Culture (3)
MHL 341 Music History (3)
MHL 342 Music History (3)

Total 9

Conducting

The following conducting courses are required:

MUP 210 Beginning Instrumental Conducting (1)
MUP 340 Instrumental Conducting (2)

Total 3

Music Education

The following music education courses are required:

MUE 110 Introduction to Music Education (1)
MUE 315 General Music in the Secondary Schools (2)
MUE 317 Educational Methods for Violin and Viola (1)
MUE 318 Educational Methods for Cello and String Bass (1)
MUE 327 Educational Methods for Trumpet and Horn (1)
MUE 328 Educational Methods for Trombone, Euphonium, and Tuba (1)
MUE 336 Educational Methods for Percussion (1)
MUE 337 Educational Methods for Flute, Clarinet, and Saxophone (1)
MUE 338 Educational Methods for Double Reed Instruments (1)
MUE 481 Instrumental Practicum/Methods (5)
MUE 482 Instrumental Practicum/Methods (5)

Total 20

Major Performing Medium

Eight semester hours of MUP 111 Studio Instruction and eight semester hours of MUP 311 Studio Instruction are required to obtain a proficiency level necessary to meet the graduation recital requirement. MUP 495 Performance completes the requirement.

Ensemble

Eight different semesters of participation in an ensemble are required, four of which must be at ASU. Two of the four ASU semesters must be in marching band. Wind and percussion players must have a minimum of six semesters of MUP 361 Marching and Concert Bands or an equivalent large ensemble.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Diagnostic Examination

Two semesters of class piano (MUP 131, 132), unless waived by a diagnostic examination at the time of entrance, are required.

Additional Requirements

One semester of class voice and one semester of a small ensemble are required.

String Concentration

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)
MTC 221 Music Theory: 18th Century (3)
MTC 222 Music Theory: 19th Century (3)
MTC 223 Music Theory: 20th Century (3)
Total 12

Music History

The following music history courses are required:

MHL 194 ST: Music and Culture (3)
MHL 341 Music History (3)
MHL 342 Music History (3)

Total 9

Conducting

The following conducting courses are required:

MUP 210 Beginning Instrumental Conducting (1)
MUP 340 Instrumental Conducting (2)

Total 3

Music Education

The following music education courses are required:

MUE 110 Introduction to Music Education (1)
MUE 315 General Music in the Secondary Schools (2)
MUE 317 Educational Methods for Violin and Viola (1)
or MUE 318 Educational Methods for Cello and String Bass (1)
MUE 327 Educational Methods for Trumpet and Horn (1)
or MUE 328 Educational Methods for Trombone, Euphonium, and Tuba (1)
MUE 335 Educational Methods for Guitar (1)
MUE 336 Educational Methods for Percussion (1)
MUE 337 Educational Methods for Flute, Clarinet, and Saxophone (1)
or MUE 338 Educational Methods for Double Reed Instruments (1)
MUE 482 Instrumental Practicum/Methods (5)
MUE 485 String Practicum/Methods (5)

Total 18

Also required are three semesters of MUP 121 Studio Instruction on string instruments other than the major instrument, to be chosen in consultation with the music education faculty.

Major Performing Medium

Eight semester hours of MUP 111 Studio Instruction and eight semester hours of MUP 311 Studio Instruction are required to obtain a proficiency level necessary to meet the graduation recital requirement. MUP 495 Performance completes the requirement.

Ensemble

Eight different semesters of participation in an ensemble are required, four of which must be at ASU. Six semesters of MUP 345 Symphony Orchestra or an equivalent are required.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Recommended Elective

MUE 313 Elementary Music Methods is recommended.

Diagnostic Examination

Two semesters of class piano (MUP 131, 132), unless waived by a diagnostic examination at the time of entrance, are required.

Additional Requirements

One semester of class voice and one semester of a small ensemble are required.

MUSIC THERAPY—BM

Students are eligible to apply for the Certification Exam offered by the Certification Board for Music Therapists upon completion of the requirements for graduation.

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)
MTC 221 Music Theory: 18th Century (3)
MTC 222 Music Theory: 19th Century (3)
MTC 223 Music Theory: 20th Century (3)

Total 12

Music History

The following music history courses are required:

MHL 194 ST: Music and Culture (3)
MHL 201 MacLiteracy for Musicians CS (3)
MHL 341 Music History (3)
MHL 342 Music History (3)

Total 12

Conducting

One of the following two courses is required:

- MUP 209 Beginning Choral Conducting (1)
- MUP 210 Beginning Instrumental Conducting (1)

Music Education

The following music education courses are required:

- MUE 211 Music in Recreation (2)
- MUE 313 Elementary Music Methods (3)
- MUE 335 Educational Methods for Guitar (1)
- MUE 336 Educational Methods for Percussion (1)
- MUE 389 Repertoire for Music Therapy (3)

Total 10

Music Therapy

The following music therapy courses are required:

- MUE 161 Introduction to Music Therapy (2)
- MUE 261 Music Therapy as a Behavioral Science (2)
- MUE 361 Music Therapy Theory and Practice in Psychopathology (3)
- MUE 362 Music Therapy Techniques (3)
- MUE 381 Music Therapy Research *L* (3)
- MUE 384 Therapy Preclinical I (1)
- MUE 385 Therapy Preclinical II (1)
- MUE 386 Therapy Preclinical III (1)
- MUE 387 Therapy Preclinical IV (1)
- MUE 388 Therapy Preclinical V (elective) (1)
- MUE 441 Psychology of Music (3)
- MUE 475 Group Process and Music Therapy (1)
- MUE 476 Internship in Music Therapy (1)

Total 23

Major Performing Medium

A minimum of 12 semester hours are required in the major performing medium, which must include at least four semester hours of MUP 311 Studio Instruction.

Voice

Two semesters of study in voice are required.

Ensembles

Six semesters of ensemble participation are required with at least four semesters in large groups.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Additional Requirements.

These courses are also required:

- BIO 201 Human Anatomy and Physiology I *SG* (4)
- CDE 232 Human Development *SB* (3)
- PGS 101 Introduction to Psychology *SB* (3)
- PGS 466 Abnormal Psychology *SB* (3)
- PSY 230 Introduction to Statistics *CS* (3)
or STP 226 Elements of Statistics *CS* (3)
- SOC 101 Introductory Sociology *SB* (3)
- SPE 311 Orientation to Education of Exceptional Children *SB, C* (3)
- DAN dance course (3–4)

Total 25–26

Diagnostic Examination

Four semesters of class piano (MUP 131, 132, 231, 232), unless waived by a diagnostic examination at the time of entrance, are required. Music therapy competencies (as established by the American Music Therapy Association) are evaluated before and after the music therapy internship, to determine entry-level skill acquisition before graduation.

PERFORMANCE—BM

Collaborative Piano Concentration

Music Theory

The following music theory courses are required:

- MTC 125 Basic Music Theory (3)
- MTC 221 Music Theory: 18th Century (3)
- MTC 222 Music Theory: 19th Century (3)
- MTC 223 Music Theory: 20th Century (3)
- MTC 428 Advanced Form and Analysis (3)

Total 15

Music History

The following courses are required:

- MHL 194 ST: Music and Culture (3)
- MHL 341 Music History (3)
- MHL 342 Music History (3)

MHL upper-division course (3)

Total 12

Diction and Repertoire

The following courses are required:

MUP 250 Diction for Singers (1)

MUP 451 Repertoire (2)

MUP 453 Song Literature (2)

MUP 454 Song Literature (2)

Total 7

Conducting

One of the following two courses is required:

MUP 209 Beginning Choral Conducting (1)

MUP 210 Beginning Instrumental Conducting (1)

Major Performing Medium

The following courses are required:

MUP 127 Studio Instruction 16

MUP 311 Studio Instruction (8)

MUP 337 Studio Instruction: Collaborative Piano (8)

Total 32

In addition, each student accompanies two half recitals (MUP 495 Performance), one for a singer and one for an instrumentalist, during his or her junior year. (A half solo recital may be substituted for either of the above.) During the senior year, the student accompanies two full recitals (MUP 496 Performance), one vocal and one instrumental.

Ensemble

Two semesters of MUP 379 Chamber Music Ensembles, one semester of MUP 379 Chamber Music Ensembles: Piano, four semesters of MUP 388 Collaborative Piano, one semester of MUP 487 Collaborative Piano, and two semesters of ensemble electives (minimum of six different semesters) are required.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Guitar Concentration

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)

MTC 221 Music Theory: 18th Century (3)

MTC 222 Music Theory: 19th Century (3)

MTC 223 Music Theory: 20th Century (3)

MTC 320 Modal Counterpoint (2)

or MTC 321 Tonal Counterpoint (2)

Total 14

Music History

The following music history courses are required:

MHL 194 ST: Music and Culture (3)

MHL 341 Music History (3)

MHL 342 Music History (3)

MHL upper-division course (3)

Total 12

Repertoire and Pedagogy

The following courses are required:

MUP 451 Repertoire (2)

MUP 481 Performance Pedagogy and Materials (2)

Total (4)

Conducting

MUP 210 Beginning Instrumental Conducting is required.

Major Performing Medium

Sixteen semester hours of MUP 127 Studio Instruction and 16 semester hours of MUP 327 Studio Instruction are required to attain a proficiency level necessary to meet the graduation recital requirements. A half recital (MUP 495 Performance) and a full recital (MUP 496 Performance) are also required.

Ensemble

Eight semester hours of ensemble are required within a minimum of six different semesters. Four of the eight semester hours must be MUP 379 Chamber Music Ensembles: Guitar.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Diagnostic Examination

Four semesters of class piano (MUP 131, 132, 231, 232), unless waived by a diagnostic examination at the time of entrance, are required.

Jazz Concentration

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)
MTC 221 Music Theory: 18th Century (3)
MTC 222 Music Theory: 19th Century (3)
MTC 223 Music Theory: 20th Century (3)
MTC 315 Modern Arranging (2)
MTC 316 Modern Arranging (2)
MTC 440 Jazz Theory and Ear Training (2)
MTC 441 Jazz Composition (2)

Total 20

Music History

The following music history courses are required:

MHL 194 ST: Music and Culture (3)
MHL 341 Music History (3)
MHL 342 Music History (3)
MHL elective (3)

Total 12

Conducting

MUP 210 Beginning Instrumental Conducting is required.

Major Performing Medium

Eight semester hours of MUP 111 Studio Instruction and eight semester hours of MUP 311 Studio Instruction are required to obtain a proficiency level necessary to meet the graduation recital requirements. Two half recitals (MUP 495 Performance) are required, with one in the jazz idiom.

Four semesters of MUP 379 Chamber Music Ensembles: Jazz are required.

Improvisation

The following courses are required:

MUP 117 Applied Jazz Improvisation (1)
MUP 141 Jazz Fundamentals (1)
MUP 217 Applied Jazz Improvisation* (4)
MUP 317 Applied Jazz Improvisation* (4)

Total 10

* This two-semester-hour course must be repeated for a total of four semester hours of credit.

Workshops

The following courses are required:

MUP 235 Jazz Piano (1)
MUP 236 Jazz Piano (1)
MUP 319 Recording Studio Techniques (2)

Total 4

Ensemble

Eight semesters of ensemble are required, including six semesters of MUP 379 Chamber Music Ensembles and two semesters of MUP 386 Jazz Band.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Diagnostic Examination

Two semesters of class piano (MUP 131, 132), unless waived by a diagnostic examination at the time of entrance, are required.

Keyboard Concentration

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)
MTC 221 Music Theory: 18th Century (3)
MTC 222 Music Theory: 19th Century (3)
MTC 223 Music Theory: 20th Century (3)
MTC 425 Studies in 20th-Century Theory (3)

Total 15

Music History

The following music history courses are required:

MHL 194 ST: Music and Culture (3)
MHL 341 Music History (3)
MHL 342 Music History (3)
MHL 440 Music Since 1900 L (3)
MHL upper-division course (3)

Total 15

Repertoire and Pedagogy

The following courses are required:

MUP 440 Keyboard Harmony (1)
MUP 451 Repertoire (2)
MUP 481 Performance Pedagogy and Materials (2)
or MUP 482 Piano Pedagogy (2)

Total 5

Conducting

One of the following two courses is required:

MUP 209 Beginning Choral Conducting (1)
MUP 210 Beginning Instrumental Conducting (1)

Harpichord

One semester hour of harpichord is required.

Major Performing Medium

Sixteen semester hours of MUP 127 Studio Instruction and 16 semester hours of MUP 327 Studio Instruction are required to attain a proficiency level necessary to meet the graduation recital requirements. A half recital (MUP 495 Performance) and a full recital (MUP 496 Performance) are required.

Ensemble

Eight semester hours of ensemble within a minimum of six different semesters are required, including two semesters of accompanying and two semesters of chamber music.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Music Theatre Concentration

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)
MTC 221 Music Theory: 18th Century (3)
MTC 222 Music Theory: 19th Century (3)
MTC 223 Music Theory: 20th Century (3)

Total 12

Music History

The following music history courses are required:

MHL 194 ST: Music and Culture (3)
MHL 341 Music History (3)
MHL 342 Music History (3)

Total 9

Major Performing Medium

Eight semester hours of MUP 111 Studio Instruction and eight semester hours of MUP 311 Studio Instruction are required to attain a proficiency level necessary to meet the graduation requirement of a public performance of two roles, both of which must be of major proportion.

Music Theatre

Five semesters of MUP 370 Music Theatre: Techniques; four semesters of MUP 371 Music Theatre: Workshops; eight semesters of MUP 373 Music Theatre: Performance; two semesters of MUP 374 Music Theatre: Production; and one semester of MUP 451 Repertoire: Broadway Musicals are required.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Conducting

MUP 209 Beginning Choral Conducting is required.

Additional Requirements

Six semester hours in theatre and 11 semester hours in dance are required.

Diagnostic Examination

Three semesters of class piano (MUP 131, 132, 231), unless waived by a diagnostic examination at the time of entrance, are required.

Opera Option

For those students whose goal is opera performance, the following substitutions to the course of study may be made: MUP 451 Repertoire: Opera instead of MUP 451 Repertoire: Broadway Musicals, two semesters of MUP 371 Music Theatre: Workshops (Aria Preparation), and three semesters of MUP 250 Diction for Singers instead of five semester hours of dance. Permission of the director of the music theatre program is required.

Orchestral Instrument Concentration

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)
MTC 221 Music Theory: 18th Century (3)
MTC 222 Music Theory: 19th Century (3)
MTC 223 Music Theory: 20th Century (3)

Total 12

Music History

The following courses are required:

MHL 194 ST: Music and Culture (3)
MHL 341 Music History (3)
MHL 342 Music History (3)
MHL upper-division course (3)

Total 12

Repertoire and Pedagogy

The following courses are required:

MUP 451 Repertoire (2)
MUP 481 Performance Pedagogy and Materials (2)

Total 4

Conducting

The following courses are required:

MUP 210 Beginning Instrumental Conducting (1)
MUP 340 Instrumental Conducting (2)

Total 3

Major Performing Medium

Sixteen semester hours of MUP 127 Studio Instruction and 16 semester hours of MUP 327 Studio Instruction are required to attain a proficiency level necessary to meet the graduation recital requirements. A half recital (MUP 495 Performance) and a full recital (MUP 496 Performance) are required.

Ensemble

Eight semester hours of large ensembles within a minimum of six different semesters are required plus four semester hours of small ensembles within a minimum of four different semesters.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Diagnostic Examination

Four semesters of class piano (MUP 131, 132, 231, 232), unless waived by a diagnostic examination at the time of entrance, are required.

Voice Concentration

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)
MTC 221 Music Theory: 18th Century (3)
MTC 222 Music Theory: 19th Century (3)
MTC 223 Music Theory: 20th Century (3)

Total 12

Music History

The following music history courses are required:

MHL 194 ST: Music and Culture (3)
MHL 341 Music History (3)
MHL 342 Music History (3)
MHL upper-division course (3)

Total 12

Repertoire and Pedagogy

Two semester hours of MUP 451 Repertoire and two semester hours of MUP 481 Performance Pedagogy and Materials are required.

Also required are two semester hours selected from MUP 453 Song Literature or 454 Song Literature or a repeated enrollment of MUP 451 Repertoire.

Diction

Three semester hours of MUP 250 Diction for Singers is required, which includes one hour each of Italian, German, and French.

Conducting

MUP 209 Beginning Choral Conducting is required.

Major Performing Medium

Sixteen semester hours of MUP 127 Studio Instruction and 16 semester hours of MUP 327 Studio Instruction are required to attain a proficiency level necessary to meet the graduation recital requirements. A half recital (MUP 495 Performance) and a full recital (MUP 496 Performance) are required.

Ensemble

Four different semesters of large vocal ensembles are required plus four semester hours of ensembles within four different semesters to be selected from large and/or small ensembles.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Language

Sixteen semester hours are required in more than one foreign language, chosen from French, German, and Italian. A student may select one year of one language and one semester of the others, chosen in consultation with the studio teacher and advisor.

Diagnostic Examination

Four semesters of class piano (MUP 131, 132, 231, 232), unless waived by a diagnostic examination at the time of entrance, are required.

THEORY AND COMPOSITION—BM

Composition Concentration

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)
MTC 221 Music Theory: 18th Century (3)
MTC 222 Music Theory: 19th Century (3)
MTC 223 Music Theory: 20th Century (3)
MTC 320 Modal Counterpoint (2)
MTC 321 Tonal Counterpoint (2)
MTC 433 Orchestration (3)
MTC 436 Electronic Studio Techniques I (2)

Total 21

An additional five semester hours, to be selected from MTC 422, 425, 428, 429, 430, 437, and 441 are required.

Three semesters of MTC 123 Beginning Composition and four semesters of MTC 323 Composition are also required. At least three semesters of MTC 323 Composition must be taken at ASU.

Music History

The following courses are required:

MHL 194 ST: Music and Culture (3)
MHL 341 Music History (3)
MHL 342 Music History (3)
MHL upper-division course (3)

Total 12

Conducting

Choose between MUP 209 Beginning Choral Conducting or MUP 210 Beginning Instrumental Conducting.

Applied Music

Ten semester hours of study in applied music are required, at least eight of which must be in MUP 111 Studio Instruction.

Ensemble

Six semesters of participation in an ensemble are required.

Final Project

MTC 495 Final Project is required.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Diagnostic Examination

Four semesters of class piano (MUP 131, 132, 231, 232), unless waived by a diagnostic examination at the time of entrance, are required.

Additional Requirements

At least nine semester hours of electives to be chosen from MTC, MHL, or MUP (excluding courses taken to meet Class Piano proficiency) are required. MHL 440 Music Since 1900 may be used to satisfy the General Studies L requirement.

Theory Concentration

Music Theory

The following music theory courses are required:

MTC 125 Basic Music Theory (3)
MTC 221 Music Theory: 18th Century (3)
MTC 222 Music Theory: 19th Century (3)
MTC 223 Music Theory: 20th Century (3)
MTC 320 Modal Counterpoint (2)
MTC 321 Tonal Counterpoint (2)
MTC 323 Composition (2–3)
MTC 422 Musical Acoustics (3)
MTC 425 Studies in 20th-Century Theory (3)
MTC 428 Advanced Form and Analysis (3)
MTC 496 Theory Project (3)

Total 30–31

Also required are 10 semester hours of electives in MTC courses at the 300 level or above, to be chosen in

consultation with an advisor.

Music History

The following courses are required:

MHL 194 ST: Music and Culture (3)

MHL 341 Music History (3)

MHL 342 Music History (3)

MHL upper-division course (3)

Total 12

Conducting

Choose between MUP 209 Beginning Choral Conducting or MUP 210 Beginning Instrumental Conducting.

Applied Music

Twelve semester hours of study in applied music are required, eight of which must be in MUP 111 Studio Instruction.

Ensemble

Eight semesters of participation in an ensemble are required.

Final Project

MTC 496 Theory Project is required.

Recital Attendance

Six semesters of MUP 100 Concert Attendance are required.

Diagnostic Examination

Four semesters of class piano (MUP 131, 132, 231, 232), unless waived by a diagnostic examination at the time of entrance, are required.

Additional Requirements

MHL 440 Music Since 1900 may be used to satisfy the General Studies L requirement.

MUSIC MINOR

The School of Music offers a minor in Music consisting of 25 semester hours of course work. A minimum grade of "C" (2.00) is required in all courses.

Required Courses

MHL 201 Mac Literacy for Musicians* (3)

MUS 100 Fundamentals of Music Notation (3)

MUS 340 Survey of Music History (3)

MUS 341 Music Appreciation for Listeners (four semesters) (4)

Total 13

* The online version of this course is required.

Music History

Choose two of the following five courses (6)

Ensemble participation (0)

MUS 347 Jazz in America (3)

MUS 355 Survey of American Music (3)

MUS 356 Survey of Musical Theatre (3)

MUS 361 African Music (3)

MUS 410 History of Women in Music (3)

Electives

Choose two of the following five courses (6)

MUS 354 Rock and Roll (3)

MUS 357 Rock and Roll since 1971 (3)

MUS 358 Hip-Hop (3)

MUS 359 Elvis Presley (3)

MUS 360 The Beatles (3)

BIS CONCENTRATION

A concentration in music is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Interested students should contact the School of Music for specific requirements and admission procedures.

GRADUATE PROGRAMS

The faculty in the School of Music offer graduate programs leading to the following degrees: Master of Arts, Master of Music, and Doctor of Musical Arts. Refer to the [Katherine K. Herberger College of Fine Arts Graduate Degrees and Majors](#), for a list of majors and concentrations. A document on graduate degree programs in music may be obtained by contacting the School of Music. See the [Graduate Catalog](#) for information on all graduate degrees.

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 Theatre and Film

herbergercollege.asu.edu/theatre

480/965-5337

GHALL 232

Linda Essig, Director

Professors

Barker, Bedard, Eckard, Edwards, Essig, Giner, Honegger, Knapp, Saldaña, Switzer, Thomson, Valenti

Associate Professors

Acker, Anderson, Furr-Soloman, Griffith, Partlan, Reyes, Sterling, Underiner, Woodson

Assistant Professors

Bowditch, Gharavi, McMahon, Pinholster

Clinical Assistant Professors

Coffman, Thacker

For advising purposes, all students registering in a Theatre or Film (film and media production) degree program enroll through the Katherine K. Herberger College of Fine Arts. Special advising check sheets, providing complete information regarding requirements and suggested electives, are available in the School of Theatre and Film office and on its Web site theatre.asu.edu/academics for the BA degree program.

Critical Requirements

First-time freshmen following the 2007–2008 catalog will follow the university's new critical-requirement system. This system will indicate the courses that students must take each semester and the milestones they must pass to stay on track in their major. Each major map also includes a sample four-year plan to illustrate a possible course plan in the major. More information about critical requirements can be found at herbergercollege.asu.edu/students/orientation.html.

PREMAJOR PROGRAM AND INTERVIEWS/AUDITIONS FOR THE BA IN THEATRE

All undergraduate students applying for and gaining admission to ASU as a potential Theatre or Film major will be first admitted to the premajor programs in Theatre or Film. This classification will remain in effect until the student has passed an entry interview or audition to the BA Theatre or Film program.

Entry interviews or auditions are held once during each semester for entering freshmen and transfer students who have not yet begun their course work, for currently enrolled students who have not yet auditioned, and for students who failed to meet entry criteria the first time. Due to prerequisite course requirements, film premajor students will interview in the second semester or later. For more information regarding the audition and portfolio review, access the Web site at theatre.asu.edu/academics/undergraduate/admissions/theatre.htm. Once entry criteria have been met, the student's major code will be changed to Theatre or Film and he or she will be able to register for upper-division majors-only courses.

Incoming freshman and transfer students who are unable to travel to the Tempe campus in April can be admitted into the premajor program and interview or audition in late October for formal admission as a Theatre major. Specific dates for interviews or auditions can be obtained from the Herberger College of Fine Arts and the School of Theatre and Film.

If a student fails to pass the entry criteria, he or she will remain in the premajor program for a maximum of one year with the following provisos: (1) continued advising through the Herberger College of Fine Arts; (2) placement in General Studies courses appropriate to the planned major, including THE 125 Orientation to Theatre and Film to better prepare for subsequent admission interview or auditions. The student can seek formal entry (no more than two times), once in each of the following semesters (excluding winter and summer sessions). If a student fails to pass the entry criteria after three attempts, he or she will work with the School of Theatre and Film and Herberger College of Fine Arts advisors to choose another major suited to his or her interests.

Transfer students should seek formal entry through successful passage of the interview or audition process before the start of their first semester so that they can transfer in as Theatre majors. If they are unable to meet entry criteria, then the provisos listed in the above paragraph will apply. Transfer students who do not meet entry criteria on their first attempt will be required to take THE 125 Orientation to Theatre and Film to better prepare them for a subsequent

successful interview/audition process.

Criteria for Formal Admission to the BA in Theatre Program

In addition to the scheduled interview or audition with faculty, premajors in Theatre must submit the following application materials to be considered for admission as a Theatre major in the Herberger College of Fine Arts:

1. a three-page, double-spaced essay answering the question: “Why are the theatre and the performing arts important, and how will their study further your own goals?”;
2. a short (no more than two-pages, double spaced) critical essay about a theatrical production or film the student has seen;
3. at least one and no more than three letters of reference from a teacher or someone with whom the student has had professional and/or artistic interaction. (Do not submit letters from relatives or close friends. These letters may be mailed directly to the Herberger College of Fine Arts [see the address below] or included with your application materials); and
4. one item of the students’s choosing from among the following:
 - a. an additional writing sample of any length on a theatre or film topic of the student’s choice;
 - b. two one-minute audition monologues (one contemporary, one not);
 - c. a portfolio of 10 images of theatrical design, visual arts, or production activity that may include scene or costume sketches, lighting storyboards, drafting, artwork, or audio material;
 - d. an original 10-minute play;
 - e. a two to three page essay answering the question, “How does theatre benefit children and adolescents?”;
 - f. an original screenplay of any length; or
 - g. an original video (no more than ten minutes in length).

The admissions committee will be composed of a cross-disciplinary group of theatre faculty appointed on staggered terms.

All admissions materials should be mailed to:

STUDENT ACADEMIC SERVICES
HERBERGER COLLEGE OF FINE ARTS
ARIZONA STATE UNIVERSITY
PO BOX 872102
TEMPE AZ 85287-2102

Admissions materials should be received by the published deadline during the semester in which the student is applying. For more information, including audition or portfolio review dates and deadlines, access the Web site at theatre.asu.edu/academics/undergraduate/admissions/theatre.htm. Students can call 480/965-4495 with any questions about the application process or to schedule an interview or audition.

Freshmen and sophomores who meet university and departmental standards must receive a grade of “C” (2.00) or higher in all major courses and a 2.50 cumulative GPA during their first semester to continue in the BA Theatre program. Students failing to meet these requirements have one semester of departmental probation to receive a “C” (2.00) or higher in major courses and raise their cumulative GPA to 2.50. Students failing to meet the above requirements by the end of the first year (two semesters) are asked to seek advising regarding other majors.

THEATRE—BA

The major in Theatre consists of 58 semester hours. The following 34 semester hours of core courses are required of all BA degree candidates:

THE 125 Orientation to Theatre and Film (1)
THE 220 Principles of Dramatic Analysis *L* (3)
THE 320 History of the Theatre I *HU, H* (3)
THE 321 History of the Theatre II *HU, H* (3)
THE 440 Experimental Theatre and Performance (3)
THP 102 Acting I: Fundamentals (3)
THP 201 Theatre Production Crew (1)
THP 218 The Director’s Vision (3)
THP 301 Theatre Production (1)
THP 313 Fundamentals of Design (3)
THP 428 Theatre and the Future (3)
Total 27

One of the following two courses (four semester hours) is required:

THP 213 Introduction to Technical Theatre (4)
THP 214 Introduction to Costuming (4)

Three semester hours of departmental approved course work in dramatic literature are also required. Check the department advising office for a list of eligible courses.

Twenty-four semester hours of THE and THP electives are selected by the student and advisor to complete the 58 semester hours required in the major. These 24 semester hours can constitute an optional focus area for the student, which involves enrolling in related course work from one of six subject areas in Theatre: (1) theatre and performance studies; (2) directing and performance; (3) design and production; (4) new work development; (5) theatre for youth; and (6) film. A list of recommended courses appropriate to each area is available from the department advising office. Undergraduate students interested in pursuing Arizona teacher certification or endorsement for Theatre are encouraged to pursue the focus area in theatre for youth, then obtain postbaccalaureate teacher certification through the ASU Mary Lou Fulton College of Education or another Arizona educational institution. General Studies courses

make up 35 semester hours of the total courses required. Additional elective courses are selected with an advisor to meet the total 120 semester hours required for the degree.

Within the major, only courses with a grade of “C” (2.00) or higher may be applied toward graduation.

Students who transfer 55 semester hours or more are required to enter with and retain a 2.50 GPA in theatre courses and a 2.00 cumulative GPA.

Acting Concentration

The major in Theatre with a concentration in acting provides students with an opportunity to focus their course work on performance and thus prepare themselves for both advanced graduate study in the field and independent career pursuits in performance. In addition to required core courses, the acting concentration consists of 24 semester hours. The first nine hours are taken as pre- or corequisites for admission to the concentration:

THP 202 Acting II: Scene Study (3)
 THP 272 Acting: Introduction to Movement (3)
 THP 277 Acting: Introduction to Voice (3)
Total 9

Following admission to the concentration, a student is required to take:

THP 302 Acting III: Advanced Techniques (3)
 THP 489 Acting: Audition Techniques and Career Development (3)
Total 6

Nine semester hours in additional acting course work at the 300 or 400 level completes the concentration.

Students are strongly encouraged to apply for admission to the concentration at the end of the sophomore year to allow for at least two academic years of supervision. Transfer students should apply for the concentration no later than spring semester of their junior year.

Admission requirements include (1) pre- or corequisites made up of THP 202, 272, 277, and THE 220, all with a grade of “B” (3.00) or higher, and (2) participation in any capacity in at least one ASU Mainstage or Student Production Board production. The admission process consists of the submission of a one page letter of intent, a résumé, and an unofficial transcript (minimum 2.50 overall GPA and a 3.00 Theatre GPA required) to the acting concentration coordinator, and a formal interview conducted during the spring semester.

Retention in the concentration is based on satisfactory artistic and academic progress, production participation, evidence of a strong work ethic, and maintenance of a minimum 2.50 overall GPA and a 3.00 Theatre GPA.

Eligible students denied admission into the acting concentration can remain in the BA in Theatre program and reapply to the acting concentration the following year.

Acting concentration majors are required to audition for at least one Mainstage production each semester.

Design and Production Concentration

The major in Theatre with a concentration in design and production prepares students for advanced graduate study in the field and entry-level careers in performance design and technology. In addition to core course requirements, the concentration in design and production consists of 25 semester hours. Twelve semester hours from among the following are required:

THP 317 Stage Management (3)
 THP 340 Scene Design (3)
 THP 345 Lighting Design (3)
 THP 350 Sound Design (3)
 THP 430 Costume Design (3)
 THP 442 Drawing (3)
 THP 494 ST: Technical Direction (3)
 THP 494 ST: Multimedia Design in Theatre (3)

One of the following two courses (four semester hours), not taken as part of the core, is also required:

THP 213 Introduction to Technical Theatre (4)
 THP 214 Introduction to Costuming (4)

Nine semester hours in theatre design or theatre technology elective course work, including supervised production participation for which academic credit is received, completes the concentration.

Application for admission into the concentration is suggested at the end of the freshman year to allow three years of academic supervision. Transfer students should apply for the concentration during their first semester at ASU.

Admission requirements include an interview with design and production faculty (conducted at the end of each semester) and submission of a letter of intent, a portfolio, and an unofficial transcript (a minimum GPA of 2.50 is required). A résumé is optional. Design and production faculty will meet monthly with students as a group to monitor personal progress, to assess portfolio development, and to develop a community. Retention in the program is based on satisfactory artistic growth (as evidenced in a mandatory portfolio reflecting work completed during each semester), production participation, and maintenance of a minimum 2.50 overall GPA and a 3.00 Theatre GPA. For more information, see the Design and Production Concentration Handbook.

Eligible students denied admission into the design and production concentration can appeal in writing to the coordinator of the undergraduate design and production program.

FILM—BA

Admission to the BA in Film (Film and Media Production)

The BA in Film is a joint effort of the Katherine K. Herberger College of Fine Arts (HCFA) and the College of Liberal Arts and Sciences (CLAS). Students take a core group of six courses spread across both colleges before seeking admission to the concentration in film and media production offered by the School of Theatre and Film or the concentration in film and media studies offered by CLAS. Students in the premajor program, exploratory students, or others can apply for admission to the BA in Film with a concentration in film and media production in the semester in which they are completing the 18 semester-hour core of BA in Film courses. Applicants to the film and media production concentration must have a minimum GPA of 3.00 in the core classes.

These courses must be completed with a minimum 3.00 GPA by the end of the semester in which application is made to the BA in Film with a concentration in film and media production.

FMP 201 Film: The Creative Process I (HCFA) (3)
FMP 250 Sex and Violence in Film and TV: Ethics Survey (HCFA) (3)
FMS 100 Introduction to Film (CLAS) (3)
FMS 200 Film History (CLAS) (3)
FMS 270 Race and Ethnicity in American Film (CLAS) (3)
THP 261 Introduction to Screenwriting (HCFA) (3)

Students interested in the film and media production concentration must submit the following application materials to be considered for acceptance:

1. interview with faculty—the interview date for students is the first week of April;
2. a three-page, double-spaced essay answering the question “Why do you want to study film and media production, and how will this study further your own goals?”;
3. a short (no more than two-page, double-spaced) critical essay about a film the applicant has seen;
4. at least one and no more than three letters of reference from teachers or others with whom the applicant has had a professional and/or artistic interaction;
5. one of the following:
 - a. an original screenplay of any length
 - b. an original video for which the applicant has had substantial credited creative involvement (no more than 10 minutes in length) on DVD or VHS.

Transfer students who want to apply to the film program who are unable to travel to the Tempe campus can be admitted into the premajor program and interview on campus in their first semester for formal admission to the major. All supplemental materials should be sent to:

STUDENT ACADEMIC SERVICES
HERBERGER COLLEGE OF FINE ARTS
ARIZONA STATE UNIVERSITY
PO BOX 872102
TEMPE AZ 85287-2102

Materials should be received by dates specified by Student Academic Services. Call 480/965-4495 with any questions about the application process or interviews.

The admissions committee is made up of a cross-disciplinary group of theatre/film faculty appointed on staggered terms.

Film and Media Production Concentration

The BA in Film with a concentration in film and media production consists of 58 semester hours. The following are required of all students:

FMP 201 Film: The Creative Process I (3)
FMP 250 Sex and Violence in Film and TV: Ethics Survey (HCFA) (3)
FMP 318 Directing for Film (3)
FMP 320 Film and Media Post-Production (3)
FMP 417 Business Ethics in Entertainment (3)
FMP 480 Film Production Capstone I (3)
FMP 481 Film Production Capstone II (3)
FMS 100 Introduction to Film (3)
FMS 200 Film History (3)
FMS 270 Race and Ethnicity in American Film (3)
THE 125 Orientation to Theatre and Film (1)
THE 220 Principles of Dramatic Analysis (3)
THE 400 Focus on Film: Film Production Part I (3)
THE 403 Independent Film (3)
THP 261 Introduction to Screenwriting (3)
THP 387 Acting: TV and Film (3)

Total of required courses: 46 semester hours; an additional 12 hours of approved courses in film production are also required.

Retention in the concentration is based on maintenance of a minimum 2.50 overall GPA and a 3.00 Theatre and Film GPA.

GRADUATION REQUIREMENTS

In addition to fulfilling the major requirements, students must meet all university graduation requirements. See [University Graduation Requirements](#).

MINOR

The school offers a minor in Theatre consisting of 22 semester hours of course work. The following courses are required:

FMP 201 Film: The Creative Process I *HU* (3)
 THE 100 Introduction to Theatre *HU* (3)
 THE 322 Theatre History and Culture *HU, H* (3)
 THP 101 Acting: An Introduction (3)
 THP 201 Theatre Production Crew (1)
 Concentration area* (9)
Total 22

* Also required are three three-hour courses within the same curricular area. Contact the school for options and course requirements.

Courses ordinarily limited to majors only are available to minors on a second-priority basis; that is, minors may not preregister for these courses, but are allowed to register after all majors' needs have been met. All prerequisites for the minor courses must be met (see course listings). Transfer students may transfer up to nine semester hours toward their minor. A "C" (2.00) or higher is required for all courses in the minor.

BIS CONCENTRATION

A concentration in theatre is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE PROGRAMS

The faculty in the School of Theatre and Film offer programs leading to the MA degree in Theatre for students planning to pursue one of the school's PhD concentrations; the Master of Fine Arts degree in Theatre with concentrations in directing, integrated digital media, performance, performance design, and theatre for youth; the PhD degree in Theatre with concentrations in theatre and performance of the Americas and theatre for youth; and, in conjunction with the Department of English, an interdisciplinary Master of Fine Arts degree in Creative Writing (playwriting). See the [Graduate Catalog](#) for details.

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 GENERAL CATALOG

Mary Lou Fulton College of Education

coe.asu.edu

Sarah Hudelson, PhD, Interim Dean

[Curriculum and Instruction, Division of](#)
[Educational Leadership and Policy Studies, Division of](#)
[Psychology in Education, Division of](#)

PURPOSE

For students, choosing a professional college is an important step because it establishes the foundation on which a career will be built. The Mary Lou Fulton College of Education provides a stimulating, challenging forum where scholars and practitioners interact in the discovery and mastery of the science and art of educational endeavors. This balanced approach, in which research and practice are viewed as essential and complementary, enables the college to produce superior educators.

The purposes of the faculty of the Mary Lou Fulton College of Education are as follows:

1. to engage in the scholarly, scientific, and professional study of education;
2. to prepare competent professionals who will serve in a variety of critical educational roles;
3. to develop productive scholars who will make significant contributions to the educational literature and to the quality of educational practice; and
4. to serve the education profession at the local, national, and international levels.

In accord with these purposes, the Mary Lou Fulton College of Education is committed to producing quality scholarship and research and to excellence in teaching.

Information about the college can be found on the Web at coe.asu.edu.

ORGANIZATION

The Mary Lou Fulton College of Education is organized into three divisions. These divisions and their academic program areas are listed below.

Division of Curriculum and Instruction

Undergraduate programs prepare students with majors in early childhood education, elementary education, secondary education, and special education. Additionally, students choose an Initial Teacher Certification (ITC) program that will provide them with an Institutional Recommendation (IR) upon completion. The IR fulfills one step in becoming certified to teach in Arizona and may also be used in other states if reciprocity is allowed. The program is a blend of on-campus and school-based methods courses. All programs involve professional school-based internships with experienced teachers. For specific program descriptions, see [Degrees](#).

Division of Educational Leadership and Policy Studies

Educational Administration and Supervision
Educational Leadership and Policy Studies
Higher and Postsecondary Education
Social and Philosophical Foundations

Division of Psychology in Education

Counseling
Counseling Psychology
Counselor Education
Educational Psychology
Learning
Lifespan Developmental Psychology
Measurement, Statistics, and Methodological Studies
School Psychology
Educational Technology

In addition to divisions, administrative units and centers provide services to students and the community. These administrative units and centers are listed below.

Beginning Educator Support Team

Beginning Educator Support Team (BEST) is a quality research-based comprehensive teacher induction and mentoring program that promotes professional growth and development for the ultimate support of student learning. BEST partners with school districts and with individual teachers to provide support in strengthening effective teaching practices and aligning practice to the teaching standards. BEST includes four program components: BEST for Beginning Teachers, BEST Visitation Coaching, BEST Standards in Teaching and BEST for Mentor Teachers. For more information, call 480/965-4339, send e-mail to best@asu.edu, or access the Web site at coe.asu.edu/best.

Center for Indian Education

See [Center for Indian Education](#).

Commercialism in Education Research Unit

The Commercialism in Education Research Unit (CERU) conducts research, disseminates information, and facilitates dialogue between the educational community, policy makers, and the public at large about commercial activities in schools. CERU is guided by the belief that combining commercial activities with public education raises fundamental issues of public policy, curriculum content, the proper relationship of educators to the students entrusted to them, and the values that the schools embody. CERU is the only national academic research unit dedicated to this topic.

Counselor Training Center

The Counselor Training Center provides counseling for ASU students, staff, and the community at large regarding personal, relationship, and career development issues. 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.

CRESMET

See [Center for Research on Education in Science, Mathematics, Engineering, and Technology](#).

Education Policy Studies Laboratory

See [Education Policy Studies Laboratory](#).

Office of Professional Field Experiences.

Part of the Division of Curriculum and Instruction, the Office of Professional Field Experiences places all teacher preparation students in public schools and similar institutions for internships and student teaching. To meet the requirements of school districts applicants to the Initial Teacher Certification programs are required to provide a copy of their fingerprint clearance from the Department of Public Safety. This office monitors students' progress in their field experiences, provides assistance for preservice teachers who need intervention to improve performance, sponsors courses for mentor teachers, and conducts research on student teacher performance in the field. For more information, call 480/965-6255, or access the Web site at coe.asu.edu/pfe.

Office of Student Services

The Office of Student Services (OSS) is committed to providing a quality, service-oriented environment to promote the development and growth of the education community. The OSS assists undergraduate and postbaccalaureate students interested in entering and completing a teacher preparation program. Services offered by the OSS include high school outreach and recruitment, community college articulation and recruitment, a living and learning community in the Hassayampa Academic Village, academic advising, Initial Teacher Certification professional programs admissions and retention, scholarships and financial aid, teacher placement, and certification assistance. Students should contact the OSS with questions regarding Declaration of Graduation, program agreements, student petitions, and the Arizona Educators Proficiency Assessment (AEPA) exam.

For more information about services, or to schedule an appointment with an advisor, call 480/965-5555, or access the Web site at coe.asu.edu/oss.

Southwest Center for Education Equity and Language Diversity

See [Southwest Center for Education Equity and Language Diversity](#).

Other Units

Other units within the college offering specialized research and educational services include the Mary Lou Fulton College of Education Preschool and Technology-Based Learning and Research. For more information about the preschool, call 480/965-2510, or access the Web site at coe.asu.edu/preschool. For more information about Technology-Based Learning and Research, call 480/965-3322, or access the Web site at tblr.ed.asu.edu.

TEACHER EDUCATION

Programs that prepare students for teacher certification by the state are available to undergraduates and individuals with a college degree (postbaccalaureate).

Undergraduate students interested in teacher certification in art, music, or dance enroll through programs offered by the Katherine K. Herberger College of Fine Arts. These students must also meet the same eligibility requirements for admission to Initial Teacher Certification (ITC) programs for certification, and a formal application must be submitted to the ITC program. For more information, see [Initial Teacher Certification Programs Admission](#).

Undergraduate programs leading to the Bachelor of Arts in Education degree are described in the text that follows. Information about postbaccalaureate certification programs can be obtained by either visiting the Office of Student Services, EDB L1-13, or by accessing the Web site at coe.asu.edu/oss. For descriptions of graduate degree programs, see the [Graduate Catalog](#), or access the Web site at coe.asu.edu/candi. For more information, see the [Mary Lou](#)

[Fulton College of Education Graduate Degrees and Majors.](#)

ADMISSION

Preprofessional Status

All newly admitted students to the Mary Lou Fulton College of Education are admitted as preprofessional education majors. Preprofessional students are advised by a team of academic advisors focused on preparing students for admission to Initial Teacher Certification (ITC) programs during their junior year. Admission to ASU with preprofessional status in the Mary Lou Fulton College of Education does not guarantee admission to ITC programs, which is a separate, competitive process. Preprofessional students are strongly encouraged to meet each semester with the preprofessional team of advisors to ensure proper progression through their chosen major. It is crucial that all students seeking application to ITC programs gain valuable experience with the children or adolescents they intend to teach; the Office of Student Services can provide information on various opportunities to gain such experience. To schedule an appointment with a preprofessional advisor, call 480/965-5555.

Initial Teacher Certification Programs Admission

Undergraduate students must meet the following criteria to be considered for admission to Initial Teacher Certification (ITC) programs:

1. Be admitted to the Tempe campus as a degree-seeking student. Application information is available at www.asu.edu/admissions. Students planning to begin ITC programs in the spring should submit ASU admission materials in May. Students planning to begin ITC programs in the fall should submit admission materials in October.
2. Have a minimum 2.50 cumulative GPA (ASU GPA and transfer GPA combined) (verified one month before program start date).
3. Have a minimum 2.50 cumulative ASU GPA by the time the student begins the ITC program (verified one month before program start date).
4. Have already completed or be in the process of completing at least 56 semester hours (completion of the 56 semester hours will be verified one month before program start date).
5. Have completed or be in the process of completing the following prerequisites: ENG 101 and 102, the Mathematics (MA) requirement, and the Literacy and Critical Inquiry (L) requirement or the Natural Science (SQ or SG) requirement. Proof of in-progress course work (transcripts) must be submitted with the student's ITC Application Portfolio. The above courses must be completed with grades of "C" (2.00) or higher by the time the student begins the ITC program (verified one month before program start date). For more information regarding courses that satisfy these requirements, consult with an Office of Student Services (OSS) advisor. Students from out-of-state institutions or students from outside of the Arizona public community college and university system need to have course equivalency approval before submitting an application.
6. Have demonstrated experience with the children or adolescents the student plans on teaching. Individuals who wish to become teachers need to have demonstrated a commitment to working with children in a way that helps children/adolescents learn a new skill, acquire knowledge, reinforce concepts, or expand their talents. The applicant's interactions with children/adolescents need to be observed by a supervisor and referred to in the letters of recommendation.
7. Provide proof of DPS fingerprint clearance, either as in-progress or completed as part of the ITC Application Portfolio. (A copy of the fingerprint clearance card must be submitted one month before start of program).
8. Have made an application to the ITC program. (See [ITC Program Application Deadlines](#).)

Note: Secondary Education students must complete a portion of their academic specialization before submitting application materials. See an advisor for more details.

Admission is a selective, competitive process and is not guaranteed to all who satisfy the minimum admission requirements. The ITC application is available online at coe.asu.edu/oss/admission before application deadlines.

Some ITC programs have additional admission requirements. Students should consult with an OSS academic advisor as they prepare to apply to the ITC program of their choice, to verify what additional requirements must be met. Students may also attend an Initial Advising Session (IAS) to learn more about the ITC application and admission process. To schedule an IAS appointment, call the OSS at 480/965-5555.

ITC Program Application Deadlines

The Mary Lou Fulton College of Education has two admission cycles. The spring cycle for fall admissions has a priority deadline of September 1. The fall cycle for spring admissions has a priority deadline of February 1. For more information regarding late deadlines, access the ITC admission Web site at coe.asu.edu/oss/admission.

Transfer Students

ASU Undergraduate Admissions should receive the application for admission to ASU, transcripts, and other required information at least five months before the ITC application deadline for the desired ITC admission semester.

To be considered for admission to the ITC program, transfer students must first be admitted to ASU. For more information, see [Transfer Students or Readmission Students](#).

Note: Once students receive notification of ASU admission, all education transfer students must attend an Initial Advising Session (IAS) as their first step in securing academic advising from the college. These sessions are conducted by academic advisors and are provided in groups according to the student's desired major (early childhood, elementary, secondary, or special education). During the IAS, students are given an overview of the various ITC programs available, application requirements are discussed, and individualized degree audits (through the Degree Audits Reporting System) are provided to each student. Course selection, degree requirements, and general education requirements are also covered during these sessions. To sign up for an IAS, call the Office of Student Services at 480/965-5555.

Students who are considering transferring to ASU and the Mary Lou Fulton College of Education, who are not yet

committed to ASU as their school of choice, may schedule an appointment with the transfer recruitment specialist by calling 480/965-5555.

Transfer students from Arizona institutions should access the ASU Education Transfer guides for optimal course selection on the Web at asu.edu/provost/articulation.

Postbaccalaureate Students

Postbaccalaureate programs prepare students for certification by the state and are designed for those students who hold a bachelor's degree. The college offers postbaccalaureate programs in early childhood education, elementary education, multilingual/multicultural education, secondary education, and special education. Information on postbaccalaureate programs is available through the Office of Student Services, EDB L1-13 (480/965-5555). The office provides academic advising and information regarding requirements, procedures, and deadline dates for traditional postbaccalaureate students.

A student who wishes to be considered for admission to ITC programs must meet the following Mary Lou Fulton College of Education admission requirements for postbaccalaureate traditional certification programs:

1. be admitted to ASU as a nondegree graduate student;
2. have earned a bachelor's degree from an accredited institution;
3. possess a junior/senior cumulative GPA of 2.50 or higher on a 4.00 scale; and
4. have submitted a completed application form and supporting materials by the appropriate deadline dates during the semester before admission.

Note: Students in the secondary education program must complete academic specialization requirements. Visit the Office of Student Services, EDB L1-13, for this form.

Admission is competitive and not guaranteed to all who satisfy the minimum admission criteria.

Some academic units have additional requirements. Students seeking admission to ITC programs should consult the Office of Student Services in the Mary Lou Fulton College of Education (480/965-5555) to determine if there are additional admission requirements for their teaching fields.

Information on deadline dates and applications can be downloaded via the Web at coe.asu.edu/oss/admission.

ADVISING

All new students are required to meet with an academic advisor before registering for their first semester. To further assist and support freshmen in their first year, these students are also required to meet with an advisor before registering for their second semester. Each fall, freshmen are notified of "Welcome Week." This is an opportunity to consult with advisors regarding academic difficulties, avenues for student involvement in campus activities, and preparation of spring schedules. Members of the fall 2007 freshman class have a new way to manage their academic experience; see [eAdvisor](#). To schedule an appointment with an advisor, call 480/965-5555.

DEGREES

Bachelor of Arts in Education

The Mary Lou Fulton College of Education offers four Bachelor of Arts in Education (BAE) degrees. See the [Mary Lou Fulton College of Education Baccalaureate Degrees and Majors](#) table below, for more information on these majors and their concentrations. Candidates for the BAE degree must complete an Initial Teacher Certification program in their major as outlined by the Mary Lou Fulton College of Education.

Mary Lou Fulton College of Education Baccalaureate Degrees and Majors			
Major	Degree	Concentration ¹	Administered By
Early Childhood Education	BAE	—	Division of Curriculum and Instruction
Elementary Education	BAE	Optional: indigenous teacher preparation program or multilingual/multicultural education ¹	Division of Curriculum and Instruction
Secondary Education	BAE	Academic specializations: biological sciences, business education, chemistry, transborder Chicana/o and Latina/o studies, ² earth and space sciences, economics, English, family and human development, ² French, geography, German, history, Japanese, mathematics, physics, political science, social studies, or Spanish	Division of Curriculum and Instruction
Selected Studies in Education ²	BAE	—	Mary Lou Fulton College of Education
Special Education	BAE	—	Division of Curriculum and Instruction

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.

Master of Education

The Mary Lou Fulton College of Education offers Master of Education (MEd) degrees with certification courses embedded in the curriculum. For more information, see [Integrated Certification in Teacher Education, Teacher](#)

[Education and Certification Highway+Masters in Education](#), [Teacher Education and Certification Highway+Masters in Education–Early Childhood Education](#), and [Teacher Education for Arizona Mathematics and Science](#). Additional information is also available through the Web site at coe.asu.edu/oss/postbac. Students must meet Division of Graduate Studies admission requirements.

Initial Teacher Certification Programs

Initial Teacher Certification (ITC) programs consist of majors in the following areas of academic study: early childhood education, elementary education, secondary education, and special education. Within these majors, multiple teacher preparation programs exist in order to meet the diverse interests and circumstances of students. Students apply to one of the ITC programs, based on their unique interests and needs. The ITC programs offered through the college are as follows:

Early Childhood Education Major

This major offers two programs.

1. Early Childhood Education Teacher Preparation Program (ECD); and
2. Teacher Education and Certification Highway plus Master of Education–Early Childhood (TEACH+ME ECD).

Elementary Education Major

This major offers six programs.

1. Apprentice Teacher Program (ATP);
2. Diné Teacher Education Program (DTEP);
3. Elementary Education Partnership Program (EPPP);
4. Indigenous Teacher Preparation Program (ITP);
5. Multilingual/Multicultural Education Program (MLMC); and
6. Teacher Education and Certification Highway plus Master of Education (TEACH+ME).

Secondary Education Major

This major offers four programs.

1. Integrated Certification in Teacher Education plus Master of Education option (INCITE);
2. Secondary Education (SED);
3. Summer Certification Institute in Secondary Mathematics (SCISM); and
4. Teacher Education for Arizona Mathematics and Science (TEAMS).

Special Education Major

This major offers the Special Education Program (SPE).

For more information about these ITC programs, call 480/965-5555, or access the Office of Student Services Web site at coe.asu.edu/oss.

Apprentice Teacher Program

Apprentice Teacher Program (ATP) is an immersion elementary education program that is completed in one calendar year, January through December, with all course work, field experiences, and student teaching based in participating schools. The program conforms to the public school calendar, thus extending the academic year for ASU students by eight weeks. Students are engaged in K–5 classroom experiences and ASU classes from 8 *a.m.* to 4 *p.m.*, Monday through Friday for 46 weeks. The theoretical premise that undergirds the ATP program might be called “practice informed by theory,” as students are immersed in both “school” and “teacher” cultures throughout the program. Admission is for spring semester only. For application deadline dates, access the Web site at coe.asu.edu/oss/admission.

Diné Teacher Education Program

The Diné Teacher Education Program (DTEP) is a collaborative effort between Diné College and the ASU Mary Lou Fulton College of Education. All course work is done at the Diné College campus (Tsaile, Arizona) and all field placements are in Navajo bilingual classrooms in Navajo schools. The program is designed to prepare Navajo teachers to teach in Navajo communities. This program meets the requirements for an initial teaching certificate for elementary education and an Arizona endorsement in bilingual education. For more information, call 928/724-6819.

Early Childhood Program (Birth–Grade 3)

The early childhood program (ECD) has a core focus on interprofessional education. Students work with members of other disciplines and collaborate between and across community programs and university departmental structures to promote broad-based professional preparation. Students participate in schools and community agencies that also operate cross-professionally. The early childhood faculty and its community partners work from a child-sensitive, or constructivist approach that emphasizes constructivist theory, multiple points of view, emergent learning, and a developmental, integrative approach to classroom practice. The program includes course work for a provisional English as a second language endorsement, and is a birth–grade 3 certification program. For course requirements, see [Course Requirements](#).

Elementary Education Partnership Program (K–8)

The College of Education Partnership Program is a four-semester field-based program that works closely with elementary schools to prepare certified teachers for teaching grades K–8. University and school faculty collaborate to develop and teach methods courses and supervise field experiences. Planned course “blocks” are scheduled each semester and methods courses are taught in partner schools for blocks one and two. The faculty includes work with children and classroom teachers during scheduled class times, and reading courses include a supervised practicum each semester. In the first semester preservice teachers subscribe to a web-based tool that is used across the program

for portfolio development and for assignments that are continued from one semester to the next. A summer semester option may be available. Consult with an academic advisor in the Office of Student Services for application deadlines and criteria. For course requirements, see [Course Requirements](#).

Indigenous Teacher Preparation Program

The Indigenous Teacher Preparation Program (ITP) meets the unique educational and culturally related academic needs of indigenous children. ITP has developed a program focusing on cultural knowledge and sensitivity; it emphasizes pedagogy and strategies that are most effective for indigenous learners. ITP strives to prepare high quality beginning teachers for elementary certification, provide a developmental and responsive curriculum focused on Indian education, foster knowledge and values of the indigenous community, and promote leadership in teaching and teacher education. The program benefits teaching candidates through a cohort for support, an apprentice model for field experiences, and numerous university resources.

Integrated Certification in Teacher Education

INCITE is a flexible program that prepares working adults to become secondary education teachers. All course work is offered during the evening and on weekends except for secondary education methods courses, which may be offered only during daytime hours depending on the corresponding college's schedule. Daytime field experience internship hours are required. INCITE is designed for postbaccalaureate students only. Students also participate in teaching experiences with a mentor teacher and children in designated urban schools.

Multilingual/Multicultural Program

The MLMC program is a four-semester sequence offered in "blocks" with focused field requirements in selected elementary schools that offer bilingual and/or ESL settings. The bilingual education option prepares teachers to teach elementary students whose primary language is Spanish or a Native American language spoken in Arizona. The ESL option prepares teachers to teach elementary school students from any language background who are still acquiring English as an additional language. Methods courses are often divided into BLE or ESL sections, although some course work is planned together to promote collaboration. The program meets Arizona requirements for an elementary education teaching certificate with an endorsement in bilingual education or English as a second language. For course requirements, see [Course Requirements](#).

Secondary Education (7–12)

In order to integrate teacher education preparation with the secondary education requirement for an academic specialization, the Mary Lou Fulton College of Education maintains connections with academic departments across the university. Each program semester requires an internship in the schools, and some courses are taught in the field. Graduates are eligible for secondary certification in grades 7–12 in one of 15 active academic specializations, and have the option of adding a middle school endorsement. In addition to these 15 active secondary education programs, three additional specializations are available through the Herberger College of Fine Arts, including Music Education (choral-general or instrumental music), Art Education, and Dance Education. Fine Arts majors receive a recommendation for a K–12 endorsement. Students with a major in Secondary Education have two academic advisors: one in the college and department of the academic specialization and one in the Office of Student Services in the Mary Lou Fulton College of Education. For course requirements, see [Course Requirements](#).

Special Education

The special education program (SPE) leads to the BAE degree in Special Education and to certification in K–12 special education for children with learning disabilities, mild mental retardation, or emotional/behavioral disorders. This program provides preparation in each of the three disability areas; however, the student only qualifies for a teaching certificate in one area, which is determined by the area of student teaching placement. A school internship is required for each semester. For course requirements, see [Course Requirements](#).

Summer Certification Institute for Secondary Mathematics

The Summer Certification Institute for Secondary Mathematics (SCISM) program is designed to increase the pool of secondary mathematics teachers defined as highly qualified under the No Child Left Behind legislation. This goal is accomplished by recruiting high performing mathematics majors in the spring of their junior year and making it possible for them to complete the requirements of a BA or BS in mathematics and a BAE with mathematics certification in a timely, convenient, and affordable manner. Field experience is offered in the Phoenix Union High School District. The program consists of six-week sessions of classroom and field experiences during the two summers surrounding the senior year, and an academic year field experience with a learning community. Students do their student teaching in the fall following their senior year.

Teacher Education and Certification Highway+Masters in Education

Teacher Education and Certification Highway + Masters in Education (TEACH+ME) is a self-paced postbaccalaureate program geared toward working adults interested in achieving elementary (K–8) teaching certification or current teaching professionals who do not possess elementary education certification. The program offers students an array of experiences. Students learn the most recent teaching strategies and become an interactive force in the development of a professional teacher education model. Students also participate in teaching experiences with a mentor teacher and children in designated urban schools.

Teacher Education and Certification Highway+Masters in Education–Early Childhood Education

Teacher Education and Certification Highway+Masters in Education (TEACH+ME ECD) is a self-paced postbaccalaureate program geared toward working adults interested in achieving early childhood (K–3) teaching certification or current teaching professionals who do not possess early childhood education certification. The

program offers students an array of experiences. Students learn the most recent teaching strategies and become an interactive force in the development of a professional teacher education model. Students also participate in teaching experiences with a mentor teacher and children in designated urban schools.

Teacher Education for Arizona Mathematics and Science

Teacher Education for Arizona Mathematics and Science (TEAMS) is a 10-month program, with course work leading to 7–12 certification and an optional middle school endorsement. It is a combined postbaccalaureate/master's program specializing in mathematics, science, and technology, and is based on technology, field-based experiences, internships, and course work. Students attend classes full-time during daytime hours.

UNIVERSITY GRADUATION REQUIREMENTS

In addition to fulfilling college and major requirements, students must meet all university graduation requirements. For more information, see [University Graduation Requirements](#).

DEGREE REQUIREMENTS

A minimum of 120 semester hours is required for the Bachelor of Arts in Education (BAE) degree. The BAE degree consists of four areas:

1. General Studies;
2. Mary Lou Fulton College of Education core requirements;
3. academic specialization (Secondary Education only); and
4. Initial Teacher Certification (ITC) program courses.

The Mary Lou Fulton College of Education requires degree candidates to meet individual course assessment standards, courses required for teacher certification, and other proficiency standards and performance criteria required to demonstrate knowledge and skill in the areas listed under [Bachelor of Arts in Education](#).

The degree program also includes courses and academic content required for teacher certification by the State of Arizona. Students seeking certification in one of the fine arts must complete degree requirements in the Katherine K. Herberger College of Fine Arts and specified courses through the ITC program.

General Studies Requirement

All students enrolled in a baccalaureate degree program must satisfy a university requirement of a minimum of 35 hours of approved course work as described in [General Studies](#). Note that all three General Studies awareness areas are required. General Studies courses are listed in the Online ASU Interactive Schedule of Classes and in the *Summer Sessions Bulletin*.

Preprofessional students should complete as many of the General Studies courses as possible before admission to the ITC program. Students are encouraged to consult with an academic advisor to ensure they comply with all necessary requirements.

Mary Lou Fulton College of Education Core Requirements

Initial Teacher Certification programs prepare students for teacher certification and require students to complete semester hours selected from core courses pertinent to the teaching area. Courses listed under this portion of the academic major are governed by the general ASU "Guidelines for Determination of Catalog Year."

For more information, see [Guidelines for Determination of Catalog Year](#).

Initial Teacher Certification Programs Courses

Initial Teacher Certification (ITC) programs are sequential programs consisting of 36 to 55 semester hours. Ranging from nine to 19 hours per semester, the courses for one semester must be completed before enrolling in the next semester. In other words, courses for one semester usually may not be taken at the same time as those scheduled for another semester. In addition to ITC courses, students generally continue completing the General Studies requirement and core requirements or academic specialization requirements through the third semester of the program (except for students applying to the Apprentice Teacher Program in Elementary Education). Courses listed under this portion of the academic major are governed under an alternative catalog year, and students should consult with an academic advisor before applying to the ITC program of their choice, to determine the ITC courses for their designated admission date.

Declaration of Graduation

Undergraduate students must file a declaration of graduation during the first semester of enrollment in the ITC program. Preprofessional students completing 87 hours (the university limit for registering without a program of study) who have not been admitted to the ITC program must meet with an advisor to obtain a registration waiver by the Mary Lou Fulton College of Education. See [University Graduation Requirements](#).

Field Experience Course Requirements

Students admitted to the ITC program are required to participate in a field experience during each semester of the program. These field experiences progress from observation and participation internships to long-term supervised student teaching. Students are required to obtain a fingerprint clearance card prior to their first internship.

Students should expect these field experiences to be above and beyond the class times listed in the Online ASU Interactive Schedule of Classes for each semester. Such field experiences typically take place in schools throughout the greater Phoenix area. Regular attendance is required during all field experiences. Students should plan extra travel time and expect to confer with placement teachers and field facilitators before or after scheduled field experiences. To meet field experience requirements, students must plan to have their own transportation and *be available during*

regular school hours.

Teaching is a highly demanding and extraordinarily complex profession. Students desiring to become teachers must maintain academic standards and demonstrate requisite qualifications for successful teaching, including effective interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance during field experience assignments.

Assignments in the schools during internship semesters are designed to prepare students for the highly demanding performance-based student teaching during the final semester.

Student Teaching

The capstone field experience, called *student teaching*, occurs in the final semester of each ITC program and is a full-day, full-semester obligation. Student teaching takes place only during fall or spring semesters.

Student teaching is a full-time, 15-week, commitment under the supervision of a mentor teacher. To be eligible for a student teaching placement, individuals must apply by the deadline determined each semester by the Office of Professional Field Experiences. Students must complete all program requirements before beginning a student teaching assignment. Student teachers must adhere to the calendar, regulations, and philosophy of the schools in which they are placed. Beginning and ending dates for student teaching are determined by the Office of Professional Field Experiences in cooperation with the participating school. Because student teaching is on a full-day schedule, 8 *a.m.* to 4 *p.m.* Monday through Friday for 15 consecutive weeks, student teachers are strongly encouraged to avoid extra activities and outside employment that would interfere with the heavy demands placed upon them while student teaching.

For course requirements for each academic specialization, refer to the location shown in the [Academic Specializations](#).

For approval to student teach, ITC students must

1. have attained a high level of professional standards in previous field experience assignments;
2. be in good standing as defined in the ITC Student Program and Continuation Policy;
3. not have an incomplete grade in any ITC course;
4. complete all ITC courses (with a "C" [2.00] or higher);
5. have all General Studies, Mary Lou Fulton College of Education, and academic specialization course work completed (If student teaching in fall, a student must complete all courses by the end of the first summer session; if in spring, by the end of the fall semester.); and
6. have an approved Declaration of Graduation (undergraduates) or Program Agreement (postbaccalaureates) on file.

Students may be provisionally approved to start the paperwork for a student teaching placement if final course work is in progress. Provisional approval is not given if courses are outstanding (not in progress). Students may not take any courses while student teaching unless approved by the Mary Lou Fulton College of Education Standards Committee. For more information, contact an academic advisor in the Office of Student Services.

MAJOR REQUIREMENTS

Early Childhood Education—BAE

Course Requirements

Many courses are held at local elementary schools during the school day. Field Experience requires a minimum commitment of six hours a week during the regular school day. Field-based courses are taken in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition (6)

General Studies (35-37)

Total 41-43

Electives 0-6

Mary Lou Fulton College of Education Requirements¹

ECD 210 The Developing Child: Theory into Practice: Birth-Pre-K (3)

ECD 214 The Developing Child: Theory into Practice: K-3 (3)

MCE 446 Understanding the Culturally Diverse Child C (3)

MTE 180 Theory of Elementary Mathematics (3)

MTE 181 Theory of Elementary Mathematics (3)

RDG 334 Children's Literature and Elementary School Curriculum (3)

SPE 311 Orientation to Education of Exceptional Children SB, C (3)

Fine arts requirements (6)

Total 27

¹ A minimum grade of "C" (2.00) is required in all courses.

² This course can be taken before beginning ECD ITC program or completed by start of Block 2.

ITC Program Courses¹

Semester I

ECD 220 Nutrition, Health, and Safety for Young Children² (2)

ECD 300 Principles of Interprofessional Collaboration (3)

ECD 301 Technology, Media, and Community-Based Education for Young Children (1)

ECD 315 Classroom Organization and Guidance in the Early Years (2)

ECD 400 Inquiry into Teaching and Learning (3)
ECD 496 Field Experience⁶ (1)
EDT 300 Computers in Education (1)
SPF 401 Theory and Practice in Education (1)
Total 14

Semester II

BLE 408 SEI for Linguistically Diverse Learners (3)
ECD 406 Assessment: Birth–Age 8 (3)
ECD 476 Integrated Curriculum: Birth–Pre-K (3)
ECD 477 Student Teaching: Pre-K or Infant/Toddler² (4)
Total 13

Semester III³

ECD 401 Integrated Curriculum and Assessment: Social Studies and Creative Arts (3)
ECD 404 Teaching Reading and Language Arts in Early Childhood (3)
ECD 420 Integrated Curriculum and Assessment: Science (3)
ECD 480 Integrated Curriculum and Assessment: Mathematics (3)
ECD 496 Field Experience⁷ (1)
Total 13

Semester IV

ECD 478 Student Teaching in Early Childhood K–3⁴ (8–10)
ECD 479 Early Childhood Education Student Teaching Seminar (1)
ECD 481 Issues and Practices in Early Childhood Education (1)
SPE 416 Quality Practices in the Collaborative Classroom⁵ (3)
Total 13–15

ITC program course total 52–54

¹ A minimum grade of “C” (2.00) is required in all courses.

² ECD 477: Student Teaching: Pre-K or Infant /Toddler is a nine-week experience, four half days per week.

³ These methods courses may be team-taught in pairs for seven weeks plus one Saturday session.

⁴ Student teaching, K–3, during Block 4, is for 12 weeks. Each week requires four full days per week, with the fifth day for course meetings.

⁵ SPE 416 may be taken before Block 4 and may be tailored for early childhood.

⁶ Field experience placement will be in the infant, toddler/pre-K setting.

⁷ Field experience will be in a K–3 setting.

Elementary Education (Partnership Program)—BAE

The Partnership program includes three semesters of field placement in classroom settings, drawing on the rich resources of the Phoenix metropolitan area. The fourth semester is a 15-week, full-time student teaching capstone experience. Course content is in place to qualify all students in this program for a provisional ESL endorsement.

Course Requirements

Many courses are held at local elementary schools during the school day. Field Experience requires a minimum commitment of six hours a week during the regular school day. Field-based courses are taken in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition (6)
General Studies (35–37)
Total 41–43

Electives 0–5

Mary Lou Fulton College of Education Requirements*

EDP 303 Human Development *L/SB* (3)
 or CDE 232 Human Development SB (3)
 or ECD 214 The Developing Child: Theory into Practice: K–3 (3)
 or EDP 313 Childhood and Adolescence (3)
EDP 310 Educational Psychology *SB* (3)
MCE 446 Understanding the Culturally Diverse Child *C* (3)
MTE 180 Theory of Elementary Mathematics (3)
MTE 181 Theory of Elementary Mathematics (3)
SPE 311 Orientation to Education of Exceptional Children *SB, C* (3)
Fine arts requirements (9)
Total 27

* A minimum grade of “C” (2.00) is required in all courses.

ITC Program Courses*

Semester I

EED 331 Integrated Children’s Literature (1)
EED 433 Language Arts Methods, Management, and Assessment in the Elementary School (3)
EED 496 Field Experience (1)
RDG 415 Teaching Phonics (3)
RDG 431 Teaching Reading/Practicum Grades K–3 (3)
SPE 416 Quality Practices in the Collaborative Classroom (1)

SPF 401 Theory and Practice in Education (1)

Total 13

Semester II

BLE 408 SEI for Linguistically Diverse Learners (3)

EDT 300 Computers in Education (1)

EED 332 Integrated Children's Literature (1)

EED 455 Social Studies Methods, Management, and Assessment in the Elementary School (3)

EED 496 Field Experience (1)

RDG 432 Teaching Reading/Practicum Grades 4–8 (3)

SPE 416 Quality Practices in the Collaborative Classroom (1)

Total 13

Semester III

EED 420 Science Methods, Management, and Assessment in the Elementary School (3)

EED 480 Mathematics Methods, Management, and Assessment in the Elementary School (3)

EED 496 Field Experience (2)

SPE 416 Quality Practices in the Collaborative Classroom (1)

SPF 301 Culture and Schooling *L* (3)

Total 12

Semester IV

EED 478 Student Teaching in the Elementary School (12)

ITC program course total 50

* A minimum grade of "C" (2.00) is required in all courses.

Elementary Education (Apprentice Teacher Program)—BAE

Offered jointly with local school districts, the Apprentice Teacher Program (ATP) is an immersion, full-time, daytime certification program option that is completed in one calendar year, with all course work based in the participating schools. This full-immersion program begins each January and leads to K–8 teacher certification.

Course Requirements

The Initial Teacher Certification (ITC) program is completed in one calendar year, spring admission only. All course work (General Studies and Mary Lou Fulton College of Education requirements) not included in the ATP program, must be completed before beginning the program. Additionally, undergraduate students must complete 70 semester hours by the start of the program. The program schedule conforms to the public school calendar rather than the ASU calendar, thereby extending the academic year by eight weeks. Students are actively engaged in classroom experiences or ASU course work for at least seven hours every day (Monday–Friday) for 46 weeks. Field-based courses are taken in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition (6)

General Studies (35–37)

Total 41–43

Electives 9–14

Mary Lou Fulton College of Education Requirements*

EDP 310 Educational Psychology *SB* (3)

MTE 180 Theory of Elementary Mathematics (3)

MTE 181 Theory of Elementary Mathematics (3)

SPE 311 Orientation to Education of Exceptional Children *SB, C* (3)

Fine arts requirements (9)

Total 21

* A minimum grade of "C" (2.00) is required in all courses.

ITC Program Courses*

Semester I: Spring

EDP 303 Human Development *L/SB* (3)

EDT 300 Computers in Education (1)

EED 433 Language Arts Methods, Management, and Assessment in the Elementary School (3)

EED 496 Field Experience (2)

RDG 414 Teaching Reading/Decoding (3)

RDG 415 Teaching Phonics (3)

SPF 301 Culture and Schooling *L* (3)

SPF 401 Theory and Practice in Education (1)

Total 19

Semester II: Summer

EED 420 Science Methods, Management, and Assessment in the Elementary School (3)

EED 444 Organizing the Classroom Culture (1)

EED 455 Social Studies Methods, Management, and Assessment in the Elementary School (3)

EED 480 Mathematics Methods, Management, and Assessment in the Elementary School (3)

EED 496 Field Experience (3)

SPE 416 Quality Practices in the Collaborative Classroom (3)

Total 16

Semester III: Fall

BLE 408 SEI for Linguistically Diverse Learners (3)

EED 478 Student Teaching in the Elementary School (12)

ITC program course total 50

* A minimum grade of "C" (2.00) is required in all courses.

Elementary Education (Multilingual/Multicultural Education Concentration)—BAE

Language Proficiency

Language proficiency requirements must be met for each endorsement before completing the Initial Teacher Certification (ITC) professional program.

Bilingual endorsement for Spanish.

Students are required to pass the Arizona Classroom Teacher Spanish Proficiency Exam administered through ASU's School of International Letters and Cultures. For more information, call 480/965-6281. The exam is administered at several colleges in Arizona.

Bilingual endorsement for an American Indian language.

Proficiency for this endorsement must be verified in writing by an official of the appropriate tribe.

English as a Second Language

Students admitted into the Multilingual/Multicultural Program who are pursuing the English as a Second Language Endorsement must fulfill a second language proficiency requirement. Students are required to submit proof of language proficiency to the Office of Student Services before an Institutional Recommendation is provided to the student. English as a Second Language guidelines are available on the Arizona Department of Education Web site.

Course Requirements

Many courses are held at local elementary schools during the school day. Field Experience requires a minimum commitment of six hours a week during the school day. Field-based courses are taken in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition (6)

General Studies (35-37)

Total 41-43

Electives 0-5

Mary Lou Fulton College of Education Requirements¹

EDP 310 Educational Psychology *SB* (3)

MTE 180 Theory of Elementary Mathematics (3)

MTE 181 Theory of Elementary Mathematics (3)

RDG 334 Children's Literature and Elementary School Curriculum (3)

SPE 311 Orientation to Education of Exceptional Children *SB, C* (3)

Fine arts requirements (6)

Language proficiency² (0-6)

Total 21-27

¹ A minimum grade of "C" (2.00) is required in all courses. MCE 446 Understanding the Culturally Diverse Child (3) is strongly recommended as an elective.

² For information on language proficiency, see [Language Proficiency](#).

ITC Program Courses¹

Semester I: Living the Scholarly Life of a Multicultural Citizen

BLE 400 Principles of Language Minority Education (3)

BLE 455 Social Studies Methods, Management, and Assessment in Elementary BLE/ESL Settings (3)

BLE 496 Field Experience (1)

MCE 447 Diversity in Families and Communities in Multicultural Settings (3)

SPF 401 Theory and Practice in Education (1)

Total 11

Semester II: Living the Scholarly Life of Science and Math

BLE 408 SEI for Linguistically Diverse Learners (3)

BLE 420 Science Methods, Management, and Assessment in BLE/ESL Settings (3)

BLE 480 Mathematics Methods, Management, and Assessment in Elementary BLE/ESL Settings (3)

BLE 496 Field Experience (1)

EDT 300 Computers in Education (1)

SPE 416 Quality Practices in the Collaborative Classroom (3)

Total 14

Semester III: Living the Scholarly Life of Literacy/Biliteracy

BLE 335 Language Diversity in Classrooms (3)

BLE 414 Reading Methods, Management, and Assessment in BLE/ESL Settings (3)

BLE 433 Language Arts Methods, Management, and Assessment in Elementary BLE/ESL Settings (3)

BLE 481 Reading Practicum (3)

BLE 496 Field Experience (1)

Total 13

Semester IV

BLE 478 Student Teaching in the Elementary School² (12)

ITC program course total 50

¹ A minimum grade of “C” (2.00) is required in all courses.

² Student teaching requires students to student teach in multicultural, multilingual school settings with a mentor teacher who holds a bilingual or ESL endorsement and teaches in a diverse setting—without exception.

Elementary Education (Indigenous Education)—BAE

Course Requirements

Many courses are held at local elementary schools during the school day. Field Experience requires a minimum commitment of six hours a week during the school day. Field-based courses are taken in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition (6)

General Studies (35–37)

Total 41–43

Electives 3–8

Mary Lou Fulton College of Education Requirements*

RDG 334 Children’s Literature and Elementary School Curriculum (3)

MCE 446 Understanding the Culturally Diverse Child C (3)

MTE 180 Theory of Elementary Mathematics (3)

MTE 181 Theory of Elementary Mathematics (3)

SPE 311 Orientation to Education of Exceptional Children SB, C (3)

Fine arts requirements (6)

Total 21

* A minimum grade of “C” (2.00) is required in all courses.

ITC Program Courses*

Semester I

EDP 310 Educational Psychology SB (3)

EDT 300 Computers in Education 1

IED 410 History of American Indian Education SB, C, H (3)

IED 455 Social Studies Methods, Management, and Assessment for Indigenous Classrooms C (3)

IED 496 Field Experience: Classroom Management and Organization (1)

SPF 301 Culture and Schooling L (3)

SPF 402 Teachers and the Law in Indigenous Communities (1)

Total 15

Semester II

IED 413 Language Arts Methods, Management, and Assessment for Indigenous Classrooms (3)

IED 414 Reading Methods, Management, and Assessment for Indigenous Classrooms (3)

IED 422 Methods of Teaching Indian Students C (3)

IED 496 Field Experience: Classroom Management and Organization (1)

SPE 418 Quality Practices in the Collaborative Indigenous Classroom (3)

Total 13

Semester III

BLE 408 SEI for Linguistically Diverse Learners (3)

IED 420 Science Methods, Management, and Assessment for Indigenous Classrooms (3)

IED 430 Issues in Language and Literacy of Indigenous Peoples HU/SB, C (3)

IED 480 Mathematics Methods, Management, and Assessment for Indigenous Classrooms (3)

IED 496 Field Experience: Classroom Management and Organization (1)

Total 13

Semester IV

BLE 478 Student Teaching in the Elementary School (12)

ITC program course total 53

* A minimum grade of “C” (2.00) is required in all courses.

Secondary Education—BAE

The Secondary Education major includes two areas of study: academic specialization and Initial Teacher Certification (ITC) professional education course work and experiences.

The academic specialization or teaching major requires 30 to 60 semester hours in a discipline. The ITC program in Secondary Education is a 36 to 38 semester hour sequential program that consists of pedagogical and theoretical education.

Academic Specializations		
Art education ¹	Biological sciences	Business Education
Chemistry	Dance education ¹	Earth and space science
Economics	English	French
Geography	German	History

Japanese	Mathematics	Music education ²
Physical education	Physics	Political science
Social studies	Spanish	Theatre ³

¹ Art education and dance education concentrations are under corresponding BFA majors.
² Students pursue a BM degree with a major in Music Education.
³ Theatre specialization for postbaccalaureate students.

Course Requirements

All methods courses (including SED 403) must be taken with a field experience. SED 403 must be taken during the first semester of ITC admission. Field Experience requires a minimum commitment of six hours a week during the school day. Fine Arts areas may follow a different sequence of ITC courses. Program courses and requirements are subject to change depending on the ITC admission date.

Required

First-Year Composition (6)

General Studies (35–37)

Total 41–43

Electives 0–13

Mary Lou Fulton College of Education Requirements¹

SPE 311 Orientation to Education of Exceptional Children *SB, C* (3)

Academic Specialization¹

Academic specialization² (30–60)

ITC Program Courses¹

BLE 407 SEI for Secondary Students (3)

EDP 303 Human Development *L/SB* (3)

or EDP 313 Childhood and Adolescence³ (3)

EDP 310 Educational Psychology *SB* (3)

EDT 300 Computers in Education (1)

RDG 301 Literacy and Instruction in the Content Areas (3)

SED 403 Middle and Secondary School Principles, Curricula, and Methods⁴ (3)

SED 478 Student Teaching in Secondary Schools (12)

SED 496 Field Experience (1)

SED 496 Field Experience (1)

SED 496 Field Experience (1)

SPE 417 Inclusion Practices at the Secondary Level (3)

SPF 301 Culture and Schooling *L* (3)

SPF 401 Theory and Practice in Education (1)

Methods in academic specialization I⁴ (3)

Methods in academic specialization II⁴ (3)

ITC program course total 44

¹ A minimum grade of “C” (2.00) is required in all courses.

² Refer to ASU curriculum checksheets for specific information about each concentration (www.asu.edu/provost/articulation/checksheets).

³ Students who take EDP 313 instead of EDP 303 and student teach in grades 7 to 9 qualify for a recommended middle grade endorsement.

⁴ This course must be taken with field experience.

Special Education—BAE

Course Requirements

Many courses are held at local elementary schools during the school day. Field Experience requires a minimum commitment of six hours a week during the school day. Field-based courses are taken in semester blocks in sequential order. Program courses and requirements are subject to change depending on the ITC admission date.

Required

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

General Studies (35–37)

Total 41–43

Electives 9–14

Mary Lou Fulton College of Education Requirements¹

BLE 407 SEI for Secondary Students (3)

or BLE 408 SEI for Linguistically Diverse Learners² (3)

MTE 180 Theory of Elementary Mathematics (3)

MTE 181 Theory of Elementary Mathematics (3)

Fine arts requirements (6)

Total 15

¹ A minimum grade of "C" (2.00) is required in all courses.

² Students may choose between the secondary or elementary version of SEI. BLE 407 and 408 can be taken in semester I, II, or III, but not with student teaching in semester IV.

ITC Program Courses¹

Semester I

SPE 309 Basic Special Education Curriculum² (3)

SPE 311 Orientation to Education of Exceptional Children² *SB, C* (3)

SPE 314 Introduction to Bilingual/Multicultural Special Education (3)

SPE 361 Introduction to Learning Disabilities (3)

SPE 496 Field Experience (1)

SPF 301 Culture and Schooling *L* (3)

Total 16

Semester II

EDT 300 Computers in Education (1)

SPE 312 Mental Retardation (3)

SPE 336 Behavioral and Emotional Problems in Children (3)

SPE 412 Evaluating Exceptional Children (3)

SPE 413 Methods in Language, Reading, and Arithmetic for Exceptional Children (3)

SPE 496 Field Experience (1)

Total 14

Semester III

SPE 411 Parent Involvement and Regulatory Issues (3)

SPE 414 Instructional Management and Strategies: Reading and Writing (3)

SPE 415 Classroom and Behavior Management (3)

SPE 419 Instruction in Content Areas: Science/Social Studies (3)

SPE 496 Field Experience (7.5 hours/week) (1)

Total 13

Semester IV

SPE 478 Student Teaching in Special Education (12)

ITC program course total 55

¹ A minimum grade of "C" (2.00) is required in all courses.

² This course may be taken before being admitted to the ITC.

ACADEMIC STANDARDS

Professional Program Status

Students admitted to ITC programs must maintain high academic standards and demonstrate the requisite qualifications for successful teaching, including sound physical and mental health, good interpersonal skills, basic communication skills, a positive attitude, appropriate professional conduct, and satisfactory performance in field experiences. Because ITC standards are higher than those for the university, a student who is suspended from an ITC program may still be eligible to enroll in other non-ITC courses.

A copy of the ITC Student Program Continuation Policy, which is part of the ITC handbook, may be obtained from the Office of Student Services, EDB L1-13.

Mary Lou Fulton College of Education faculty and placement teachers review preservice teachers' professional attributes and characteristics to determine if the student is making satisfactory progress at both midterm and final examinations. To maintain good standing, students must demonstrate appropriate professional demeanor in field placements and college classes.

Students demonstrating behaviors or characteristics that make it questionable as to whether they can succeed in the teaching profession are reviewed by the director of the Office of Professional Field Experiences and the assistant dean of the Office of Student Services. If necessary, a review panel composed of faculty members who have had direct involvement with the student is convened. Following this review, the student may be referred to the Division of Curriculum and Instruction Standards and Appeals Committee. The committee's review may result in a decision to disqualify the student or the specification of conditions under which continued participation is permitted, i.e., probation.

Students who wish to appeal decisions of the Division of Curriculum and Instruction Standards and Appeals Committee may do so in writing to the dean of the college. Any exceptions to the retention and disqualification policies and procedures must be approved by the committee and the dean.

Certification for Teaching

The curricula for both the undergraduate and postbaccalaureate Initial Teacher Certification programs meet the requirements for teacher certification in the state of Arizona.

In addition to the course requirements specified in this catalog, there are other requirements for teacher certification mandated by the state of Arizona, including the U.S. Constitution and Arizona Constitution requirement. Each student must pass the Arizona Educator Proficiency Assessment, which consists of professional knowledge and subject knowledge tests.

Because these requirements vary over program areas and may be changed at any time, students are encouraged to maintain close contact with the Office of Student Services regarding the most current state certification requirements.

The Mary Lou Fulton College of Education is approved by the Arizona Department of Education for the preparation of elementary, secondary, and special education teachers. The Office of Student Services maintains information about current certification requirements in Arizona and other states.

Independent Learning Course Work for Credit

It is the general policy of the Mary Lou Fulton College of Education not to accept course credit for *courses in education* taken through Independent Learning. Exceptions to this policy may be approved if the Independent Learning course work has been approved in advance of enrollment in the course by the student's advisor, respective program coordinator, and division director. In all such cases, an appropriate rationale must be submitted with the request to enroll.

BIS CONCENTRATION

A concentration in education is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

GRADUATE DEGREES

The Mary Lou Fulton College of Education offers numerous graduate degree programs. For more information, see the [Mary Lou Fulton College of Education Graduate Degrees and Majors](#) table, and the [Graduate Catalog](#).

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 Curriculum and Instruction

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ED 426

James Middleton, Director

Professors

Appleton, Artiles, Baker, Barone, Bitter, Cannella, Christie, Edelsky, Faltis, Flores, Garcia, Gryder, Guzzetti, Hudelson, Kozleski, Luft, Ovando, Rutherford, Santos de Barona, Stahl, Surbeck, Swadener, Tobin, Wiley, 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

Post Doctoral Research Associate

Malave

INITIAL TEACHER CERTIFICATION PROGRAMS

Early Childhood Education Major

This major offers two programs.

1. Early Childhood Education Teacher Preparation Program (ECD); and
2. Teacher Education and Certification Highway plus Master of Education–Early Childhood (TEACH+ME ECD).

Elementary Education Major

This major offers six programs.

1. Apprentice Teacher Program (ATP);
2. Diné Teacher Education Program (DTEP);
3. Elementary Education Partnership Program (EEPP);
4. Indigenous Teacher Preparation Program (ITP);
5. Multilingual/Multicultural Education Program (MLMC); and
6. Teacher Education and Certification Highway plus Master of Education (TEACH+ME).

Secondary Education Major

This major offers four programs.

1. Integrated Certification in Teacher Education plus Master of Education option (INCITE);
2. Secondary Education (SED);
3. Summer Certification Institute in Secondary Mathematics (SCISM); and
4. Teacher Education for Arizona Mathematics and Science (TEAMS).

Special Education Major

This major offers the Special Education Program (SPE).

Degrees: BAE, MA, MEd, EdD, PhD

BACHELOR OF ARTS IN EDUCATION—BAE

The faculty in the Division of Curriculum and Instruction offer four undergraduate academic majors designed to prepare persons to teach effectively in early childhood, elementary, secondary, and special education settings. Programs in special education lead to Arizona teacher certification working with mentally disabled, emotionally disabled, and learning disabled individuals. Programs of study leading to special endorsements by the Arizona Department of Education are bilingual education, ESL, middle school education, reading, and structured English immersion.

Graduate Programs

The faculty in the division offer graduate degrees in a number of majors. See the [Mary Lou Fulton College of Education Graduate Degrees and Majors](#), and the [Graduate Catalog](#).

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

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480/965-6357

ED 120

Nicholas R. Appleton, Interim Director

Regents' Professors

Berliner, Glass, Smith

Professors

Appleton, Barone, Beaulieu, Bernstein, González, McCarty, Molnar, Ovando, Swadener, Tobin, Turner, Valverde, Webb, Wiley

Associate Professors

Danzig, Hunnicutt, Margolis, Rund, Scott, Wilkinson

Assistant Professors

Begaye, Garcia, Powers

Clinical Assistant Professor

Ewing

Clinical Associate Professors

Jurs, Macey

Research Professor

De los Santos

Program Areas

Educational Administration and Supervision
Educational Leadership and Policy Studies
Higher and Postsecondary Education
Social and Philosophical Foundations

Degrees: MA, MEd, EdD, PhD

Graduate Programs

The faculty in the division offer several graduate degrees in a number of majors. For more information, see the [Mary Lou Fulton College of Education Graduate Degrees and Majors](#) table, and the [Graduate Catalog](#).

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 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

Clinical Associate Professors

Caterino, Glidden-Tracey, Homer, Legacy, Stamm

Program Areas

Counseling
Counseling Psychology
Counselor Education
Educational Psychology
Learning
Lifespan Developmental Psychology
Measurement, Statistics, and Methodological Studies
School Psychology
Educational Technology

Degrees: MA, MC, MEd, PhD**Graduate Programs**

The faculty in the Division of Psychology in Education offer graduate degrees in a number of majors. For more information, see the [Mary Lou Fulton College of Education Graduate Degrees and Majors](#), and the [Graduate Catalog](#).

COURSES

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New College of Interdisciplinary Arts and Sciences

www.west.asu.edu/newcollege

Elizabeth Langland, PhD, Dean

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[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 Program](#)

PURPOSE

The New College of Interdisciplinary Arts and Sciences offers academic programs that prepare students to take their places as active participants in a rapidly changing social, political, and natural environment. These programs seek to provide students with the skills necessary for independent thinking and effective expression; an understanding and appreciation of diverse cultures past and present; sensitivity to the aesthetic dimensions of human endeavor and the natural environment; and, an appreciation and understanding of scientific perspectives and methods as tools for understanding nature and society. The college's integrating principle or focus is social concern and community engagement.

The college has built a blend of interdisciplinary, integrative, and disciplinary programming that transcends academic boundaries while providing much of the general studies for the campus. The college's teaching and research are guided by a linkage of theory and practice, engaging the local community through service learning activities, internships, and arts programming.

ORGANIZATION

The New College of Interdisciplinary Arts and Sciences is organized into six interdisciplinary departments and two academic programs:

- 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
- Women's Studies Program

DEGREE PROGRAMS

See the [New College of Interdisciplinary Arts and Sciences Baccalaureate Degrees and Majors](#) table below.

The faculty of the New College of Interdisciplinary Arts and Sciences offer a 30-semester-hour Master of Arts degree in Interdisciplinary Studies. For more information, see the [Graduate Catalog](#).

MINORS AND CERTIFICATES

See [West Campus Minors](#) and [West Campus Certificates](#).

Admission

Any student who is admitted to the university and who wishes to major in an interdisciplinary or disciplinary field offered by the New College of Interdisciplinary Arts and Sciences is admitted to the degree program.

Degree Requirements

All candidates for graduation in the BA and BS degree curricula are required to present at least 120 semester hours, of which at least 50 semester hours must consist of upper-division courses. A minimum cumulative GPA of 2.00 is required for graduation.

In cooperation with their college and faculty advisors, students file a Declaration of Graduation in accordance with the degree requirements. It is the students' responsibility to be aware of the requirements for their degree program and to select courses accordingly.

To graduate, a student must satisfy separate requirements of three kinds:

1. college proficiency requirements for Language and Cultures and Mathematics;
2. university First-Year Composition and General Studies requirements; and
3. major requirements that involve concentrated course work in one program.

Proficiency Requirements

Each student is required to demonstrate proficiency in the analysis of language and cultures and mathematics by passing an examination or by completing the courses specified below with a grade of "C" (2.00) or higher in each course.

Students considering graduate work after completion of a bachelor's degree should consult with faculty advisors regarding language requirements in their intended areas of study.

Language and Cultures

This requirement may be satisfied through one of the following:

1. completion of secondary education at a school in which the language of instruction is not English;
2. completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV;
3. completion of upper-division course(s) taught in a foreign language, taken in the United States or the relevant country;
4. completion of six semester hours of upper-division courses that have a Global Awareness (G) or Cultural Diversity in the U.S. (C) designation, in addition to the courses used to meet the University General Studies requirements; or
5. completion of two sequential semesters of course work in a current computer language. Contact the college Advising Office for information on applicable course work.

Mathematics

MAT 142 or any MAT course for which MAT 117 or a higher level MAT course is a prerequisite.

Major Requirements

Each student is required to select a major from among the programs offered by the New College of Interdisciplinary Arts and Sciences. The requirements for completion of the major are described under department listings.

The major program may require up to 45 semester hours of course work. The minimum is 30 hours. A maximum of 18 additional hours may be required in related courses and prerequisites. No more than 63 semester hours of course work may be required to complete the major, related courses, and prerequisites. A minimum of 12 upper-division semester hours required for the major must be taken within the New College of Interdisciplinary Arts and Sciences.

No credit is granted toward fulfilling major or minor requirements in any upper-division course in the subject field of the major unless the grade in that course is at least a "C" (2.00). Normally a "Y" (satisfactory) grade needs confirmation that it is equivalent to a "C" (2.00) or higher.

General Electives

Once the three kinds of requirements have been satisfied, the remainder of the minimum of 120 semester hours required for graduation are general electives. Contact college advisors for assistance in selecting elective courses.

New College of Interdisciplinary Arts and Sciences Baccalaureate Degrees and Majors			
Major	Degree	Concentration*	Administered By
American Studies	BA	—	Department of Language, Cultures, and History
Applied Computing	BS	Database systems, digital media and graphic design, or network and distributed processing	Department of Mathematical Sciences and Applied Computing
Applied Science	BAS	Any minor available at the West campus or individualized concentration	Department of Integrative Studies
English	BA	—	Department of Language, Cultures, and History
Ethnicity, Race, and First Nations Studies	BA	—	Ethnic Studies Program
History	BA	—	Department of Language, Cultures, and History
Integrative Studies	BA	Any minor available at the West campus or individualized concentration	Department of Integrative Studies
Interdisciplinary Arts and Performance	BA	—	Department of Interdisciplinary Arts and Performance
Life Sciences	BS	—	Department of Integrated Natural Sciences

Political Science	BA, BS	—	Department of Social and Behavioral Sciences
Psychology	BA, BS	—	Department of Social and Behavioral Sciences
Social and Behavioral Sciences	BA, BS	—	Department of Social and Behavioral Sciences
Sociology	BA, BS	—	Department of Social and Behavioral Sciences
Spanish	BA	—	Department of Language, Cultures, and History
Women’s Studies	BA, BS	—	Women’s Studies Program
* If a major offers concentrations, one must be selected unless noted as optional.			

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Department of Integrated Natural Sciences

www.west.asu.edu/dins

602/543-6050

CLCC 217

Roger Berger, Chair

Professors

Dennis, Sullivan

Associate Professor

Deutch

Assistant Professors:

Boorse, Cahill, Freund, Harrington, Johnson, Jurutka, Marshall, Morse, Solis, Wagner

Lecturers

Savalli, Sweat

The Department of Integrated Natural Sciences offers an interdisciplinary Bachelor of Science degree and minor in Life Sciences. In addition, the department offers a strong prehealth/premedical curriculum for students who intend to pursue a career in the health professions.

LIFE SCIENCES—BS

Nature of Program

The intricate connections between biology, chemistry, geology, and physics form the basis of the Integrated Natural Sciences curriculum. The department is heavily invested in experiential learning and all required core courses have laboratories. Because of this focus on hands-on learning, students will find that they will be competitive in their career aspirations, whether it is in the health field, in an environmental discipline, or pursuing a graduate degree. Students will also find that by learning in an integrative environment that emphasizes the connectedness between disciplines, they will possess a better understanding of larger scientific concepts and will be able to view these concepts from multiple perspectives. The department emphasizes doing as a way of learning and supports undergraduates in conducting independent research under the mentorship of faculty members or in internships outside of the department. Students are encouraged to consider both of these opportunities.

Path to Health Field Careers

Medical colleges base admission decisions on a variety of factors, including GPA, the courses a student has taken, scores in required national exams, extracurricular activities, quality of letters of recommendation, and hands-on experience. All medical colleges in the United States have extensive science prerequisites, including lower-division courses in biology, chemistry, and physics. Many medical colleges have additional course requirements, often including courses in communication, math, or psychology as well as upper-division biochemistry or biology courses. The Health Professions Advisory Committee in the Integrated Natural Science department aids students in preparing for a career in the health field by informing them of the particular entrance requirements of each school. In addition, the committee guides students in the best strategies to strengthen their application and prepare for national exams. Students who are considering a health-related career that requires professional training are strongly urged to consult with the chair of the Health Professions Advisory Committee as soon as they enter the university.

Information on the committee and on applying to health professional schools can be found at the Integrated Natural Sciences Web site at www.west.asu.edu/dins.

Career Outlook

A degree in Life Sciences provides broad training in laboratory, data-gathering, writing, communication, quantitative, problem-solving, and critical thinking skills that prepare students for a wide variety of careers. Graduates may enter careers in laboratory or field research, business, scientific journalism, publishing, teaching, and medicine. Laboratory technician or research associate positions are available in university and government research laboratories, hospital and diagnostic laboratories, and pharmaceutical, biotechnology, agricultural, and food processing companies. Laboratory experience at the undergraduate level, available in laboratories on and off campus, will enhance employability in these areas. Students who emphasize field studies may prepare themselves for entry level positions in private companies as well as state and federal agencies. These positions include wildlife biologist, environmental

consultant, and conservation officer. Participation in internships in government agencies or private companies as an undergraduate will provide the student with experience valuable to potential employers. The Bachelor of Science in Life Sciences degree is appropriate for students who wish to enter master's and doctoral programs in basic or applied areas of biology.

Special Grading Options

The Department of Integrated Natural Sciences grades internships (484), peer mentoring (486), honors directed study (492), honors thesis (493), pro-seminars (498), and individualized instruction (499) on a satisfactory/fail basis. Students who successfully complete these experiences receive a "Y" grade. Such grades are acceptable for meeting program requirements, but these grades are not computed in the GPA.

Major Requirements

The Bachelor of Science in Life Sciences consists of 20 semester hours of core courses, 18 semester hours of distribution courses, and 31 to 32 semester hours of cognate courses. The cognate courses are integral for the understanding of biology, but are not biology courses. The core courses provide a firm foundation for further study in the discipline, while the distribution courses ensure that students maintain breadth in their upper-division studies.

A grade of "C" or higher is required for all course work taken to fulfill major requirements.

Core Courses

BIO 187 General Biology I *SG* (4)
 BIO 188 General Biology II *SQ* (4)
 LSC 320 Fundamentals of Ecology (3)
 LSC 322 Fundamentals of Ecology Laboratory (1)
 LSC 347 Fundamentals of Genetics (3)
 LSC 348 Fundamentals of Genetics Laboratory (1)
 LSC 353 Cell Biology (3)
 LSC 355 Cell Biology Laboratory (1)

Cognate Courses

CHM 113 General Chemistry *SQ* (4)
 CHM 116 General Chemistry II *SQ* (4)
 CHM 233 General Organic Chemistry I (3)
 CHM 237 General Organic Chemistry Laboratory I (1)
 CHM 234 General Organic Chemistry II (3)
 CHM 238 General Organic Chemistry Laboratory II (1)
 PHY 111 General Physics *SQ*¹ (3)
 PHY 113 General Physics Laboratory *SQ*¹ (1)
 PHY 112 General Physics *SQ*² (3)
 PHY 114 General Physics Laboratory *SQ*² (1)
 Choose one of the following combinations (7–8)
 MAT 270 Calculus with Analytic Geometry I *MA* (4)
 MAT 271 Calculus with Analytic Geometry II *MA* (4)
 --- or ---
 MAT 210 Brief Calculus *MA* (3)
 LSC 415 Biometry *CS* (4)

¹ Both PHY 111 and 113 must be taken to secure *SQ* credit.

² Both PHY 112 and 114 must be taken to secure *SQ* credit.

Distribution Courses

Students must take at least 18 semester hours from these courses. This includes a minimum of one course from each of the following groups: cellular, molecular, and physiological biology, organismal biology, and integrative systems ecology. No more than six semester hours of internship, peer mentoring, externship, pro-seminar, or individualized instruction may count toward the major (LSC 350, 450, 484, 486, 498, or 499).

Cellular, Molecular, and Physiological Biology

LSC 308 Plant Physiology (4)
 LSC 358 Animal Physiology (3)
 LSC 359 Animal Physiology Laboratory (1)
 LSC 366 Principles of Biochemistry (3)
 LSC 367 Elementary Biochemistry Laboratory (1)
 LSC 432 Basic Pharmacology (3)
 LSC 443 Molecular Genetics (3)

Organismal Biology

LSC 309 Flora of Arizona (4)
 LSC 370 Vertebrate Zoology (4)
 LSC 385 Invertebrate Zoology (4)
 LSC 444 Fundamentals of Microbiology (3)
 LSC 445 Fundamentals of Microbiology Laboratory (1)
 LSC 473 Ichthyology *L* (3)
 LSC 474 Herpetology (3)

Integrative Systems Ecology

LSC 307 Comparative Plant Diversity (4)
 LSC 345 Organic Evolution (3)
 LSC 408 Population Biology (3)
 LSC 410 Techniques in Wildlife Conservation Biology *L* (3)
 LSC 434 Marine Ecology (3)

Electives

LSC 350 Premedical Professional Seminar (3)
LSC 415 Biometry *CS** (4)
LSC 450 Premedical Externship (3)
LSC 484 Internship (1–6)
LSC 489 Capstone in Integrated Natural Sciences (1)
LSC 494 Special Topics (1–3)
LSC 498 Pro-Seminar (1–3)
LSC 499 Individualized Instruction (1–6)

Minimum program total 70

* BS students taking Biometry for the mathematics cognate requirement cannot also count it as an elective toward the major.

Minor in Life Sciences

A minor in Life Sciences can be a valuable asset particularly when paired with an appropriate major. For instance, a Biology minor paired with a Political Science major would provide a good background for someone who wanted to practice environmental law.

Minor Requirements

Required Courses

BIO 187 General Biology I *SG* (4)
BIO 188 General Biology II *SQ* (4)
CHM 113 General Chemistry I *SQ* (4)
CHM 116 General Chemistry II *SQ* (4)
LSC 320 Fundamentals of Ecology (3)
LSC 322 Fundamentals of Ecology Laboratory (1)
LSC 347 Fundamentals of Genetics (3)
LSC 348 Fundamentals of Genetics Laboratory (1)
LSC 353 Cell Biology (3)
LSC 355 Cell Biology Laboratory (1)

Total 28

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 Integrative Studies

www.west.asu.edu/ias

602/543-6003

FAB N279

Shari Collins-Chobanian, Chair

Professor

McGovern

Associate Professors

Collins-Chobanian, Pambuccian, Stryker

Assistant Professors

Anderson, Manninen, Sander-Staudt

Senior Lecturer

Schmidtke

Lecturers

Gately, Persau

The Department of Integrative Studies faculty offers an interdisciplinary Bachelor of Arts degree program in Integrative Studies, the Bachelor of Applied Science, minor in Philosophy, and courses in a number of areas that contribute to General Studies program requirements.

APPLIED SCIENCE—BAS

Nature of the Program

The Bachelor of Applied Science (BAS) is a flexible degree plan designed specifically to serve the additional education needs of students who have earned community college Associate of Applied Science (AAS) degrees. The AAS degree transfers as a block to the university as meeting all graduation requirements beyond the BAS requirements. BAS students then complete a 60-semester-hour capstone program.

To be admitted to the BAS, students must complete an AAS degree at a regionally accredited institution or an AAS equivalent to be determined by the BAS admissions committee. A student who is completing an AAS degree may be granted conditional admission into the BAS degree program. This conditional status is effective for one semester. An official transcript with the degree posted must be received by the BAS program coordinator in order to register for subsequent semesters.

Career Outlook

The BAS degree is primarily intended to assist in job progression rather than initial job qualification. Achievement of a bachelor's degree may remove promotional ceilings that can limit advancement. The degree may also be of use to those who wish to make mid-career changes. Most of the students for whom the BAS is designed have an occupational qualification by virtue of their AAS degrees, and most will be employed in related areas. The BAS curriculum can enhance the student's technical education and experience while providing the broader cognitive skills and perspective that are associated with baccalaureate education and are relevant in any working environment. With the assistance of an advisor, students will be able to tailor their programs to suit their personal or career objectives.

Admission

To be admitted to the BAS degree program, students must have completed an Associate of Applied Science (AAS) degree at a regionally accredited institution or an AAS equivalent to be determined by the BAS admissions committee.

Program Requirements

The BAS is composed of the AAS degree plus a 60-semester-hour capstone requirement. The 60 semester hours must all be in the upper division with the exception of the mathematics (MA) course if it is needed. The requirements are as follows:

1. BAS core, 21 semester hours;
2. General studies completion curriculum, 13 semester hours (minimum);
3. Concentration, 18 to 21 semester hours; and

4. Electives, zero to eight semester hours.

Core Requirements

The goals of the BAS core curriculum are

1. to provide an educational bridge between lower-division and upper-division programming,
2. to develop professional communication and quantitative skills, and
3. to hone critical and creative abilities.

BAS Core Courses

BAS Bridge

IAS 300 Adult Career Development *L/SB* (3)

Management Skills

GLB 303 Relationship Management (3)

Communication Skills

ENG 301 Writing for the Professions *L* (3)

Quantitative Skills

Choose one of the following courses (3)

EDT 321 Computer Literacy *CS* (3)

SBS 304 Social Statistics I *CS* (3)

Aesthetics/Creativity

Choose one of the following courses (3)

IAP 300 Introduction to Interdisciplinary Arts *HU* (3)

IAP 301 Energetic Systems of Art: Collaboration in the Arts (3)

THE 321 History of Theatre *HU, H* (3)

THE 400 Focus on Film (3)

Other approved arts course

Ethics

Choose one of the following courses (3)

PHI 306 Applied Ethics *HU* (3)

PHI 360 Business and Professional Ethics *HU* (3)

PHI 406 Moral Dilemmas *L/HU* (3)

PHI 407 Environmental Philosophy and Policy *L/HU* (3)

Exit Project

Choose one of the following courses (3)

IAS 484 Internship (3)

IAS 493 Honors Thesis (3)

IAS 499 Individualized Instruction (3)

Core total 21

General Studies Completion Curriculum (13 Semester Hours)

The BAS curriculum is based on the assumption that students have completed an AAS degree program with a general studies component of approximately 18 semester hours. To complete the remainder of their university requirements, students need to take one course in each of the following areas, in addition to any General Studies courses completed in the categories above:

1. cultural diversity in the U.S. (C);
2. global awareness (G);
3. historical awareness (H);
4. natural science—general core with lab (SG);
5. social and behavioral sciences (SB): students may complete the SB requirement in conjunction with one of the other program requirements; and
6. mathematics (MA): students may be required to take an MA course if the mathematics course included in the AAS degree does not meet the criteria for MA; this course may be taken in the lower division.

Concentration (18 to 21 Semester Hours)

In consultation with an advisor, the student completes the course work of a minor available at the West campus or develops an individualized concentration that has a coherent theme or purpose and fulfills intended learning outcomes. Specific requirements for the minor are described in this catalog under major field departments. The semester hours required in a minor vary by department. The courses taken to fulfill the concentration requirement may not be used to concurrently fulfill the requirements of a minor. A minimum of nine upper-division semester hours in the concentration area must be completed in residence at the West campus. Courses taken to fulfill the concentration requirement at the Tempe campus or the Polytechnic campus must be chosen in consultation with and approved by the department offering that course work.

Elective Credit (Zero to Eight Semester Hours)

Electives, if needed, are chosen to fulfill the 60-semester-hour requirement.

Other Requirements

No credit is granted toward fulfilling major or concentration requirements in any upper-division course unless the grade in that course is at least a "C" (2.00). Normally a "Y" (satisfactory) grade needs confirmation that it is equivalent to a "C" (2.00) or higher.

Candidates for the BAS degree program are not required to fulfill the New College of Interdisciplinary Arts and Sciences proficiency requirements.

INTEGRATIVE STUDIES—BA

Nature of Program

The Bachelor of Arts degree in Integrative Studies enables students to design individualized programs of study for their academic, personal, and professional pursuits. Integrative Studies emphasizes focused study in the liberal arts, the development of critical thinking skills, and the capacity to synthesize problem-solving strategies for life in the 21st century. In this program, students will work closely with dedicated faculty who have scholarly training and teaching interests in the arts, humanities, mathematics, sciences, and social sciences. Students learn from one another's life experiences and from the professional expertise of their faculty.

Career Outlook

The Integrative Studies curriculum emphasizes advanced, interdisciplinary study combined with a concentration in a traditional disciplinary or professional area (e.g. communication studies, English, gerontology, history, psychology, prelaw, or pre-MBA). Students can tailor their academic programs to meet their individualized career goals. A capstone internship program prepares students to make the transition smoothly to postbaccalaureate employment in business, cultural, educational, community, and human service settings, as well as to graduate school. Students planning graduate or professional degrees in law, business, helping professions, or in traditional disciplinary areas will benefit from the flexibility of this program for a broad range of future academic and career pursuits.

Major Requirements

The Integrative Studies major consists of 39 to 48 semester hours with a grade of "C" (2.00) or higher in each course. Program requirements include 21 semester hours of core courses and 18 to 27 semester hours in a concentration.

Core Courses

Select one course from each category.

Gateway Course

IAS 300 Adult Career Development *L/SB* (3)

Ethical Reflection

Choose one of the following courses (3)

IAS 340 Bioethics *HU* (3)

IAS 406 Moral Dilemmas *L/HU* (3)

IAS 407 Environmental Philosophy and Policy *L/HU* (3)

IAS 408 Feminist Ethics *HU* (3)

Diverse Identities

Choose one of the following courses (3)

IAS 305 Work and Identity *SB* (3)

IAS 420 Multicultural Autobiographies *L/HU, C* (3)

IAS 477 World Literature *L/HU, G* (3)

Scientific and Mathematical Perspectives

Choose one of the following courses (3)

IAS 410 Evolution of Ideas *L/HU* (3)

IAS 411 History and Philosophy of Mathematics *HU, H* (3)

IAS 415 Life in the Universe (3)

IAS 416 Black Holes and Beyond (3)

Secular and Sacred Worldviews

Choose one of the following courses (3)

IAS 220 Psychology, Multicultural Narratives and Religion *L/HU, C* (3)

IAS 430 Science and Religion *L/HU* (3)

Elective

IAS elective (3)

Capstone Course

Choose one of the following courses (3)

IAS 484 Internship (3)

IAS 494 ST: Research (3)

IAS 494 ST: Writing (3)

Program total 21

Concentration

Working with the Integrative Studies faculty advisor, students will complete the course work of a minor available at West campus or create an individualized concentration.

Approved Minor

Working with the Integrative Studies faculty advisor, students will select one of the minors available at West campus ([West Campus Minors](#)). Specific requirements for these minors are described in this catalog under the major field departments and are available from the IAS faculty advisor. The credits required in a minor vary by department. The courses taken to fulfill the concentration requirement may not be used to concurrently fulfill the requirements of a minor.

Individualized Concentration

Working with the Integrative Studies faculty advisor, students may construct an individualized concentration of 18 upper-division semester hours that has a coherent theme or purpose and fulfills intended general learning outcomes.

Other options are a concentration of six literacy and critical inquiry General Studies (L) courses and the Writing Certificate Program.

MINOR IN PHILOSOPHY

Nature of Program

The minor is designed to provide students with an understanding of central philosophical issues. The minor provides students with

1. a knowledge of the most important problems and ideas in the philosophical areas studied;
2. a capacity for critical thinking and analytical reasoning; and
3. the ability to present one's positions effectively through oral and written communication.

Program Requirements

The minor in Philosophy consists of 21 semester hours of philosophy course work, of which 15 must be upper-division hours. Fifteen semester hours of campus resident credit is required. Only courses in which the student earns a grade of "C" (2.00) or higher will fulfill requirements for the minor. Courses are to be selected from the following list in consultation with a philosophy advisor to create a coherent and complete program of study:

Minor in Philosophy Course List

- IAS 411 History and Philosophy of Mathematics *HU, H* (3)
or MAT 411 History and Philosophy of Mathematics *HU, H* (3)
- IAS 484 Internship (3)
- IAS 494 ST: Special Topics (3)
- PHI 101 Introduction to Philosophy *HU* (3)
- PHI 103 Principles of Sound Reasoning *L/HU* (3)
- PHI 306 Applied Ethics *HU* (3)
- PHI 340 Bioethics *HU* (3)
or IAS 340 Bioethics *HU* (3)
- PHI 360 Business and Professional Ethics *HU* (3)
- PHI 406 Moral Dilemmas *L/HU* (3)
or IAS 406 Moral Dilemmas *L/HU* (3)
- PHI 407 Environmental Philosophy and Policy *L/HU* (3)
or IAS 407 Environmental Philosophy and Policy *L/HU* (3)
- PHI 408 Feminist Ethics *HU* (3)
or IAS 408 Feminist Ethics *HU* (3)
- PHI 494 Special Topics (3)
- PHI 499 Individualized Instruction (1-3)
or IAS 499 Individualized Instruction (1-3)

MINOR IN RELIGIOUS STUDIES

The minor in Religious Studies consists of 21 semester hours of religious studies course work, of which 18 must be upper-division hours. Fifteen semester hours of campus resident credit is required. Only courses in which the student earns a minimum grade of "C" (2.00) can be counted toward the minor. Courses are to be selected in consultation with the religious studies director to create a coherent and complete program of study for the minor.

Requirements

- Choose one from the following courses (3)
 - AMS 417 Religious Traditions of the American Southwest *C* (3)
 - REL 320 Religion in America *HU, H* (3)
 - REL 321 Religion in America *L/HU, H* (3)
 - REL 420 Religion in American Life and Thought (3)
- Choose two from the following courses (6)
 - ENG 424 Milton *HU* (3)
 - HIS 363 Reformation (3)
 - REL 305 Ritual, Symbol, and Myth (3)
 - REL 390 Women and World Religions *L/SB, G* (3)
or WST 390 Women and World Religions *L/SB, G* (3)
 - REL 494 ST: Psychology of Religion (3)
or AMS 494 ST: Psychology of Religion (3)
 - REL 494 ST: Science and Religion (3)
or IAS 494 ST: Science and Religion (3)
- Choose at least one special topics course¹ (3)

Religious Studies Electives

Choose three additional religious studies courses² (9)

Program total 21

¹ Select from the following prefixes: AMS, CMN, IAS, REL, WST. Examples of topics may include Spiritual Narratives, Communication as Theology, Testimony in a Post-Metaphysical World, The Goddess Religions, and Gender and the Environment.

² These courses, or other approved courses, must be chosen in consultation with the director, and may include Internship (484) and/or Individual Instruction (499).

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 Interdisciplinary Arts and Performance

www.west.asu.edu/iap

602/543-6057

FAB N290A

Robert D. Taylor, Chair

Professor

Lerman

Associate Professors

Sabatini, Taylor

Assistant Professors

Clark, Kim, Moon

Senior Lecturer

Soto

Lecturer

Kennedy

Fine Arts Specialist

St. Clair

The Department of Interdisciplinary Arts and Performance (IAP) offers courses and program activities for practicing artists for the 21st century. It provides an interdisciplinary education in arts performance, media and technology for majors, courses on the arts for the general student body, and serves as a cultural resource for the core and community.

The department offers core and specialized IAP courses in the areas of digital media and technology, performance, visual art practices, and history and theory studies, plus a range of electives in music, theatre, visual art, and digital media and performance studies.

INTERDISCIPLINARY ARTS AND PERFORMANCE—BA

Nature of Program

The Bachelor of Arts in IAP focuses on an interdisciplinary study of the arts and media with an emphasis on 20th and 21st century art, performance, technology, and practice. It encourages practical application of theory and content-area knowledge with the integration of skills and performance. IAP courses highlight creativity, innovation, integration, and presentation.

Student Outcomes

The IAP program provides graduates with the knowledge and skills needed to

1. understand the interrelationship among the art forms of music, theater, visual art, performance, and media arts;
2. develop creative work independently;
3. illustrate practical knowledge of the collaborative process in the arts;
4. continue self-development in the arts beyond the program itself;
5. engage in current levels of technology in the arts;
6. exhibit a historical awareness of artistic works, particularly of the 20th century and contemporary practices; and
7. demonstrate an understanding of artistic practices within cultural contexts.

Career Outlook

This interdisciplinary training can be the basis for a variety of personal and career pursuits. Students who major in the program receive practical professional training and solid academic skills. They gain in-depth preparation necessary for careers as artists and performers and creative professionals. They also develop critical backgrounds useful for becoming future teachers and scholars. Graduates of the program are prepared for advanced study in the performing arts or arts-related professions in education, art and cultural journalism, government and community arts administration, media services, and production.

Gateway Requirement

As a gateway requirement for upper-division study, the Interdisciplinary Arts and Performance program requires completion of at least 15 semester hours of lower-division course work from any single or combination of arts

disciplines with a grade of “C” (2.00) or higher. Students with specialized practical training in a single art form may be admitted to the program based on portfolio assessment or audition and personal interview. All students are required to take IAP 201 Introduction to Interdisciplinary Arts as an additional gateway course to upper-division major courses.

Major Requirements

The Bachelor of Arts in Interdisciplinary Arts and Performance consists of at least 45 semester hours of Interdisciplinary Arts and Performance course work of which three semester hours may be at the lower-division level. Program requirements include

Required Core Courses

IAP 304 Traditions of the Avant-Garde and Experimental Art *L/HU* (3)
or IAP 305 20th/21st Century Art, Performance, and Media *L/HU* (3)
IAP 325 Sound Performance: Exploring Alternative Performance Groups¹ (3)
IAP 334 Conceptual Development in the Arts¹ (3)
IAP 354 Visual Representations¹ (3)
IAP 361 Digital Editing and Media Literacy¹ CS (3)
IAP 360 IAP Laboratory (3)

Socially Embedded Course

IAP 302 Cross-Cultural Perspectives on the Arts *L/HU* (3)
or IAP 464 Media and Diversity (3)

IAP Electives

Upper-division electives² (18)

Senior Project

IAP 480 Senior Project (3)

Program total 42

¹ A one-credit lab must be taken as a corequisite with three of the following core courses: IAP 325, 334, 354, and 361.

² Courses must be chosen in consultation with an academic advisor.

Senior Project

The goal of any senior project is to focus the body of course work undertaken in the IAP curriculum in an original creative work or comparable experience. This work may take the form of a performance (with the student as creator/producer and/or performer), or a written thesis, gallery exhibition, internship, media work, or some other acceptable format.

MINOR IN INTERDISCIPLINARY ARTS AND PERFORMANCE

The minor consists of 24 semester hours in the arts. Twelve of these must be at the upper division level (IAP prefix). Six of the 12 upper-division credits must be selected from IAP core courses. The other six credits must be from IAP courses selected with advisor approval. Twelve additional semester hours of approved electives are required.

MINOR/CERTIFICATE IN FILM AND VIDEO STUDIES

The minor and Certificate in Film and Video Studies explore theory and practice in the general field of the moving image. These interdisciplinary programs provide students the opportunity to develop interests, skills, and knowledge of the forms, channels, technologies, and histories of the media arts. Students may pursue focused interests in film studies or adopt a more generalized approach to visual media through television, film, and video. The minor or certificate program is useful to students who may pursue careers in broadcasting, writing, and public relations, as well as degrees in production, film studies, media studies, performance studies, and communication studies. Courses in the minor/certificate in Film and Video Studies are designed to

1. develop astute and discriminating critics and analysts of film and media arts;
2. strengthen critical thinking through an awareness of the philosophical, aesthetic, political, and technological debates in film, media, and video studies;
3. develop knowledge of the history of film, television, and the video arts as dynamic forces of social, cultural, and political expression; and
4. develop practical skills that enable students to be competitive in film, video, television, and media-related production industries.

MINOR IN FILM AND VIDEO STUDIES

For the minor, students select one of two areas of emphasis: film studies or media and video studies. The film studies emphasis focuses on the impact of film and video. The media and video studies emphasis is concerned with the rendering of film and video.

The minor consists of 21 semester hours, 15 of which must be at the upper-division level. A maximum of six semester hours of lower-division course work may be applied to nonfoundation course work. Both emphases identify foundational courses and available elective courses as listed below. Students are required to include courses drawn from two or more different prefixes and complete IAP 480, which requires a capstone experience.

Film Studies Emphasis

Course work requirements are as follows:

Foundational Courses

Choose two of the following courses (6)

- ENG 365 History of Film *HU* (3)
- IAP 351 Concept, Image, and Text (3)
- SOC 366 Film and Society *SB* (3)

Theoretical, Conceptual, or Historical Courses

Choose two of the following courses* (6)

- ENG 365 History of Film *HU* (3)
- IAP 351 Concept, Image, and Text (3)
- IAP 364 Documentaries (3)
- IAP 465 Media Technologies and the Arts (3)
- SOC 364 Popular Culture *SB* (3)
- SOC 365 Sociology of Mass Communication *SB* (3)
- SOC 366 Film and Society *SB* (3)
- THE 201 Film: The Creative Process *HU* (3)
- THE 400 Focus on Film (3)

Applied/Practical Courses

Choose two of the following courses* (6)

- CMN 329 Persuasion (3)
- CMN 421 Rhetoric of Social Issues *HU* (3)
- CMN 429 Semiotics and Visual Communication (3)
- ENG 365 History of Film *HU* (3)
- IAP 322 Multitrack Digital Recording (3)
- IAP 334 Conceptual Development in the Arts (3)
- IAP 361 Digital Editing and Media Literacy *CS* (3)
- IAP 363 Sound, Image, and Media (3)
- IAP 364 Documentaries (3)
- IAP 365 Digital Interactivity (3)
- IAP 465 Media Technologies and the Arts (3)
- IAP 466 Digital Interactivity, Advanced (3)
- IAP 467 Acoustic Ecology (3)
- IAP 474 Art and Film *L/HU* (3)
- SOC 364 Popular Culture *SB* (3)
- SOC 365 Sociology of Mass Communication *SB* (3)
- SOC 366 Film and Society *SB* (3)
- THE 201 Film: The Creative Process *HU* (3)
- THE 400 Focus on Film (3)
- THP 394 ST: Acting for the Camera (3)
- THP 394 ST: Television Production (3)

Capstone Project

IAP 480 Senior Project (3)

Program total 21

* Other approved courses may be used to meet this requirement.

Media and Video Studies Emphasis

Course work requirements are as follows:

Foundational Courses

Choose two of the following courses* (6)

- CMN 324 Rhetoric and Media Criticism (3)
- IAP 351 Concept, Image, and Text (3)
- IAP 465 Media Technologies and the Arts (3)
- SOC 365 Sociology of Mass Communication *SB* (3)

Theoretical, Critical, Performance, and/or Production Courses

Choose four of the following courses* (12)

- CMN 324 Rhetoric and Media Criticism (3)
- CMN 329 Persuasion (3)
- CMN 421 Rhetoric of Social Issues *HU* (3)
- CMN 429 Semiotics and Visual Communication (3)
- ENG 365 History of Film *HU* (3)
- IAP 322 Multitrack Digital Recording (3)
- IAP 334 Conceptual Development in the Arts (3)
- IAP 351 Concept, Image, and Text (3)
- IAP 361 Digital Editing and Media Literacy *CS* (3)
- IAP 363 Sound, Image, and Media (3)
- IAP 364 Documentaries (3)
- IAP 365 Digital Interactivity (3)
- IAP 465 Media Technologies and the Arts (3)
- IAP 466 Digital Interactivity, Advanced (3)
- IAP 467 Acoustic Ecology (3)
- IAP 474 Art and Film *L/HU* (3)
- SOC 364 Popular Culture *SB* (3)
- SOC 365 Sociology of Mass Communication *SB* (3)
- SOC 366 Film and Society *SB* (3)
- THE 201 Film: The Creative Process *HU* (3)
- THE 400 Focus on Film (3)
- THP 394 ST: Acting for the Camera (3)
- THP 394 ST: Television Production (3)
- WST 431 Women and Film *L, G* (3)

Capstone Project

IAP 480 Senior Project (3)

Emphasis total 21

* Other approved courses may be used to meet this requirement.

Senior Project

The project should reflect the integration of course work with creative initiative to generate a product that stands alone as a piece of original work. The project focuses on an intellectual analysis of some dimension of film, media or videos, reception, institutions, or economics. Projects are examined and evaluated by at least one faculty member involved in the Film and Video Studies minor.

CERTIFICATE IN FILM AND VIDEO STUDIES

The certificate program is recommended for graduate students, nondegree students, and students with majors in professional programs. A certificate of concentration in Film and Video Studies is awarded for the successful completion of the 21 semester hours required for the minor.

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 Language, Cultures, and History

www.west.asu.edu/lch

602/543-6090

FAB N220

Eduardo Obregón Pagán, Chair

Professor

Cutrer

Associate Professors

Anokye, Bredbenner, Cárdenas, Cuádras, Gilkeson, Hattenhauer, Pagán, Wertheimer

Assistant Professors

Bixby, Bjork, DeBacker, Dorsey, Friedrich, Lee, Stancliff, Toth, Ukpanah

Visiting Assistant Professor

Flynn

Lecturers

Cisler, Garcia, Raiser

The Department of Language, Cultures, and History faculty offer an interdisciplinary Bachelor of Arts degree program in American Studies, Bachelor of Arts degree programs in English, History, and Spanish, and courses in other disciplines represented in the program, such as Religious Studies and Art History.

AMERICAN STUDIES—BA

Nature of Program

The Bachelor of Arts in American Studies enables students to look at the experiences of North Americans and their environment from a variety of historical and contemporary perspectives. Courses are grouped into four emphases:

1. American systems, which deals with political, economic, religious, and legal institutions;
2. American cultures, which concentrates on systems of belief and their symbolic expression in literature, art, philosophy, and regional and popular cultures;
3. American lives, which explores the ways in which categories of race, ethnicity, class, and gender intersect with individual and community experience; and
4. writing, which stresses critical writing skills and helps train students to undertake careers in which writing is a major activity.

American Studies offers a flexible, interdisciplinary degree program that allows students to take courses in a number of areas. Students who have interests in American history, society, literature, or art, for example, but prefer not to major in a single discipline, such as English or History, are ideal candidates for the program. All students complete a core of American Studies courses (12 semester hours) that provides them with an overview of American history and society and introduces them to interdisciplinary study. In addition, each student designs, with the approval of the American Studies program advisor, a program of focused course work (21 semester hours) tailored to the student's interests and career goals. Students may choose to emphasize a particular area in American Studies, for example, or select other courses to develop a program focusing on a particular topic, such as the American West, the twentieth century, or American multiculturalism. Of the focused course work, at least four courses (12 semester hours) must be at the upper division.

Students conclude the program with an exit project, developed with an individual faculty member, and approved by the faculty advisor. Exit projects take a variety of forms; they can include internships, theses, or a similar kind of creative project. The purpose of the exit project is to help students integrate the knowledge and skills that they have gained in the program. It also provides students with a means of exploring career interests before graduation.

Career Outlook

The BA in American Studies teaches students to think and write critically, to conduct research, and to appreciate the changing and diverse nature of American life. American Studies graduates accordingly are well equipped to embark on a wide variety of careers in government, education, business, museum and foundation work, journalism and other forms of professional writing, and in other areas where these capabilities are highly valued and sought. The program also serves as excellent preparation for law school and for graduate programs in fields such as American

Studies, English, journalism, history, and art history. Most importantly, American Studies, by virtue of its interdisciplinary approach to the study of American cultures, systems, and lives, provides a rounded perspective, a chance to see issues and problems from a variety of angles. As such, it is ideally suited to careers in which research, analysis, and planning play a central role.

Major Requirements

A minimum of 36 semester hours (27 upper-division hours) with a grade of “C” (2.00) or higher is required.

Core Courses

AMS 301 Introduction to American Studies *L* (3)

Choose from the following combinations (6)

AMS 310 History of American Systems to 1865 *L, C, H* (3)

AMS 311 History of American Systems since 1865 *H* (3)

--- or ---

AMS 320 American Cultural History I *SB, H* (3)

AMS 321 American Cultural History II *SB, H* (3)

AMS 330 Introduction to American Lives *HU* (3)

Core total 12

Focused Course Work (21 Semester Hours)

Working with the American Studies program advisor, students designate appropriate lower-division course work (if applicable) and select upper-division course work to develop a coherent program or topic of study. The focused course work may be in a single American Studies area, or it may be spread across the areas of emphasis. Twelve semester hours must be from the upper division.

Exit Project (Three Semester Hours)

Thesis, internship, or research designed in consultation with a program advisor.

Minor in American Studies

The minor in American Studies offers students the opportunity to pursue an interest in the interdisciplinary study of American Culture. This interdisciplinary minor is particularly appropriate for students majoring in one of the humanities or social sciences disciplines. The minor consists of 18 semester hours, 12 of which must be upper-division hours.

AMS 301 Introduction to American Studies *L* (3)

Choose from the following combinations (6)

AMS 310 History of American Systems to 1865 *L, C, H* (3)

AMS 311 History of American Systems since 1865 *H* (3)

--- or ---

AMS 320 American Cultural History I *SB, H* (3)

AMS 321 American Cultural History II *SB, H* (3)

AMS 330 Introduction to American Lives *HU* (3)

Core total 12

Supporting Courses

Select two courses (six semester hours) with substantial American content that must be approved by the American Studies faculty advisor.

Total 18

ENGLISH—BA

Nature of Program

As part of the Department of Language, Cultures, and History, the English curriculum emphasizes the study of texts in context. Students study not only the forms of writing but also the history of those forms as well as read and analyze literature from a broad range of periods and genres. Students will learn to produce good expository prose.

The major allows students to emphasize particular genres, periods, regions, and themes through a mix of required courses and electives. Students determine appropriate programs of study in consultation with faculty advisors. Thus, each student is assured the general background that academia and business often require.

Career Outlook

The English curriculum prepares students for graduate and professional training (including law, business, teaching, and public policy) and because of its breadth and emphasis on the communication of ideas, serves as an excellent point of departure for careers in marketing, public relations, government, diplomacy, and community work.

Major Requirements

The program requires 45 semester hours in English, at least 24 of which must be in upper-division courses. A grade of “C” (2.00) or higher is required in all courses taken for the major.

Lower-Division Required Courses

ENG 221 Survey of English Literature *HU* (3)

ENG 222 Survey of English Literature *HU* (3)

ENG 241 Literatures of the United States to 1860 *HU* (3)

ENG 242 Literatures of the United States, 1860 to Present *HU* (3)

Upper-Division Required Courses

ENG 311 Persuasive Writing *L* (3)

ENG 323 Rhetoric and Grammar *L* (3)

ENG 400 History of Literary Criticism *L/HU, H* (3)

ENG 421 Shakespeare *HU* (3)

Literature of gender or ethnicity course¹ (3)

Electives² (18)

Total 45

¹ AMS or ENG upper division course approved by advisor.

² English electives must be selected in consultation with a program advisor.

Minor in English

The minor in English requires 21 semester hours in English, at least nine of which must be in upper-division courses.

Lower-Division Required Courses

ENG 221 Survey of English Literature *HU* (3)

ENG 222 Survey of English Literature *HU* (3)

ENG 241 Literatures of the United States to 1860 *HU* (3)

ENG 242 Literatures of the United States, 1860 to Present *HU* (3)

Upper-Division Required Courses

ENG 311 Persuasive Writing *L* (3)

ENG 323 Rhetoric and Grammar *L* (3)

ENG 421 Shakespeare *HU* (3)

Total 21

SECONDARY EDUCATION—BAE

English Specialization

The requirements for the Bachelor of Arts in Secondary Education with a specialization in English consist of the Professional Teacher Preparation Program for secondary majors (see [College of Teacher Education and Leadership](#)) and 39 semester hours in English, at least 24 of which must be in upper-division courses. The English major for teachers focuses on the skills, authors, periods, genres, regions, and themes that Arizona high schools teach most frequently: writing, Shakespeare, British and American classics, major recent texts, ethnicity, and gender. Students determine appropriate programs of study in consultation with program advisors. A grade of “C” (2.00) or higher is required in all courses taken for the major.

Lower-Division Required Courses

ENG 221 Survey of English Literature *HU* (3)

ENG 222 Survey of English Literature *HU* (3)

ENG 241 Literatures of the United States to 1860 *HU* (3)

ENG 242 Literatures of the United States, 1860 to Present *HU* (3)

Upper-Division Required Courses

ENG 311 Persuasive Writing *L* (3)

ENG 323 Rhetoric and Grammar *L* (3)

ENG 421 Shakespeare *HU* (3)

Literature of gender or ethnicity course¹ (3)

Elective² (15)

Total 39

¹ Choose course approved by advisor.

² English electives must be selected in consultation with a program advisor.

English Minor

The program requires 21 semester hours in English, at least 12 of which must be in upper-division courses. The minor focuses on material most frequently taught in Arizona high schools.

Lower-Division Required Courses

ENG 221 Survey of English Literature *HU* (3)

or ENG 241 Literatures of the United States to 1860 *HU* (3)

ENG 222 Survey of English Literature *HU* (3)

ENG 242 Literatures of the United States, 1860 to Present *HU* (3)

Upper-Division Required Courses

ENG 311 Persuasive Writing *L* (3)

ENG 323 Rhetoric and Grammar *L* (3)

ENG 421 Shakespeare *HU* (3)

Literature of gender or ethnicity course* (3)

Total 21

* English electives must be selected in consultation with a program advisor.

WRITING CERTIFICATE

Nature of the Program

The Department of Language, Cultures, and History offers a nonfiction writing certificate program for students enrolled in any college at Arizona State University. While taking writing certificate courses, students

1. learn and practice writing in the various styles and genres;
2. are introduced to computer technology relevant to writing and publishing;
3. discuss theoretical and pedagogical applications for classroom practices; and
4. are exposed to information about local and national markets for publishing their work.

One of the hallmarks of the program is that several of the classes offered are taught by professional writers.

Composed of 19 semester hours and only one required course, the program offers opportunity for customizing a

plan of study that reflects each student's interests and goals. Additionally, projects in the student's major and internship are optional elements of the certificate.

At the discretion of the director of the program, students may fulfill a maximum of nine semester hours of the requirements for the certificate with

1. courses taken before formal admission;
2. courses taken to fulfill requirements of other programs; or
3. courses taken at other institutions.

For more information on the certificate program, visit FAB N220C, call 602/543-6090, or access the Web site at www.west.asu.edu/lch/degrees/writing_certificate.htm.

Career Outlook

Certification of advanced writing skills opens the way to an array of opportunities, from journalism and publishing to public advocacy, military and government careers, elementary and secondary education, business management, economic development, legal/justice professions, and high-tech industry. Ability to communicate clearly and directly is a key to career advancement in all aspects of business, government, and community service.

Admission Requirements

To gain admission to the Writing Certificate program, students must demonstrate fundamental writing skills by submitting a portfolio of writing from lower-division courses or independent writing projects. A GPA of 3.00 in the prerequisite courses ENG 101 and 102, or ENG 107 and 108, or ENG 105 is required.

Program Requirements

The program requires a minimum of 19 semester hours of writing intensive and publication related course work, including at least 12 semester hours of upper-division courses. The Writing Certificate Portfolio (AMS 490) is mandatory for all students. A GPA of 3.00 or higher is required for course work taken for the Writing Certificate, with the exception of the exit portfolio, which is graded on a satisfactory/fail basis. Students will assemble a portfolio of writing that demonstrates their grasp of the skills presented during their program of study.

AMS 490 Writing Certificate Portfolio (1)
 Choose electives from the following* (18)
 AMS 219 Newspaper Production L (3)
 or ENG 219 Newspaper Production L (3)
 AMS 301 Introduction to American Studies L (3)
 AMS 342 Writing about American Culture (3)
 AMS 344 Creative Writing (3)
 AMS 345 Reporting (3)
 AMS 346 Editing (3)
 AMS 394 ST: Comedy Writing (1)
 or ENG 394 ST: Comedy Writing (1)
 AMS 394 ST: Desktop Publishing (1)
 or ENG 394 ST: Desktop Publishing (1)
 AMS 394 ST: Magazine Publication (1)
 or ENG 394 ST: Magazine Publication (1)
 AMS 394 ST: Scriptwriting (1)
 or ENG 394 ST: Scriptwriting (1)
 AMS 494 ST: Freelance Photography (1)
 AMS 494 ST: Writing Historical Fiction (1)
 AMS 494 ST: HTML Creating a Web Page (1)
 or ENG 494 ST: HTML Creating a Web Page (1)
 or IAP 494 ST: HTML Creating a Web Page (1)
 AMS 494 ST: Layout and Design (1)
 or ENG 494 ST: Layout and Design (1)
 AMS 494 ST: Selling Your Writing (1)
 or ENG 494 ST: Selling Your Writing (1)
 CMN 320 Communication and Consumerism SB (3)
 CMN 329 Persuasion (3)
 CMN 353 Professional Communication (3)
 CMN 414 Crisis Communication (3)
 CMN 484 Internship (1-3)
 ENG 210 Introduction to Creative Writing (3)
 ENG 301 Writing for the Professions L (3)
 ENG 311 Persuasive Writing L (3)
 ENG 316 Writing and Arguing Politics L (3)
 ENG 317 Cross-Cultural Writing L/HU, G (3)
 ENG 323 Rhetoric and Grammar L (3)
 ENG 394 ST: Research and Writing (3)
 ENG 412 Writing for Publication (3)
 IAP 351 Concept, Image, and Text (3)
 IAP 361 Digital Editing and Media Literacy CS (3)
 IAP 394 ST: Writing/Performance Seminar (3)
 IAP 465 Media Technologies and the Arts (3)

Program total 19

* These courses, or other courses offered under the ENG or AMS prefix or another prefix, must be selected in consultation with the director of the program.

Capstone Project (Optional)

An approved capstone experience from the student's major (or AMS 498) may fulfill one to three semester hours.

Internship (Optional)

Students may fulfill one to three semester hours through an internship with a company, agency, or publication related to the student's planned career.

HISTORY—BA

Nature of Program

The Bachelor of Arts in History trains students in the use of basic tools and methods of the historical discipline. It exposes students to a broad span of modern history, a wide range of historiographical perspectives and approaches, and such fundamental categories of historical analysis as race, class, gender, and ethnicity. Students in the history program develop habits of mind associated with history as a discipline, including an awareness of change over time, an ability to make reasoned arguments about historical events and developments, and a sensitivity to the varieties of historical experience.

The History major consists of several specific core courses and a range of electives and distributional requirements. It provides students with a solid foundation in historical methods while at the same time allowing them to tailor the major to their personal and professional interests. Students will develop their program of study in History in consultation with a program advisor.

Career Outlook

The History major serves as excellent preparation for study in graduate or professional degree programs and for careers in which critical thinking, research, and writing skills are highly valued. The History major provides a strong foundation for understanding the forces of change that shape contemporary society, the marketplace, and the lives of individuals and groups, thereby equipping students to negotiate the complex cultural, community, and business environments of the 21st century.

Major Requirements

The Bachelor of Arts degree in History requires a minimum of 45 semester hours with a grade of "C" (2.00) or higher. Program requirements include

1. 12 semester hours of core requirements in history;
2. 18 semester hours of history electives; and
3. 15 semester hours of supporting course work.

At least 21 semester hours in history courses and six semester hours in supporting courses must be taken at the upper division.

The major requires completion of HIS 300 Historical Methods, which should be scheduled early in the student's program of study, and HIS 498 History Pro-seminar, to be completed as an exit project during the student's final semester.

Core Requirements

Choose one of the following combinations (6)

A two-semester survey in U.S. history, European history, or world history (6)

--- or ---

AMS 310 History of American Systems to 1865 *L, C, H* (3)

or AMS 320 American Cultural History I *SB, H* (3)

or HIS 303 American Cultural History I *SB, H* (3)

or HIS 305 History of American Systems to 1865 *L, C, H* (3)

AMS 311 History of American Systems since 1865 II *H* (3)

or AMS 321 American Cultural History II *SB, H* (3)

or AMS 330 Introduction to American Lives *HU* (3)

or HIS 304 American Cultural History II *SB, H* (3)

or HIS 306 History of American Systems since 1865 *H* (3)

--- or ---

HIS 355 World History to 1500 *G, H* (3)

HIS 356 World History since 1500 *G, H* (3)

Upper-Division Requirements

HIS 300 Historical Methods *L, H* (3)

HIS 498 History Proseminar *L* (3)

Additional Course Work

History electives (18)

Supporting course work (15)

Total 45

History Electives

History majors are required to complete 18 semester hours of history electives, of which a maximum of three semester hours may be taken at the lower division. The 15 semester hours of upper-division course work must be distributed as follows: six semester hours in American history, six semester hours in European history, and three semester hours in comparative history.

Supporting Course Work

A minimum of 15 semester hours of supporting course work may be taken in American studies, ethnic studies, English and American literature, religious studies, foreign language courses, or in other related fields as approved by the history program advisor.

Language Proficiency (Optional)

Students considering graduate studies upon completion of the baccalaureate degree should prepare themselves with proficiency in a foreign language.

Minor in History

The minor in History consists of 18 semester hours of history course work with a grade of “C” (2.00) or higher, of which six semester hours may be lower division.

Choose one of the following combinations (6)

A two-semester survey in U.S. history, European history, or world history (6)

---- or ----

AMS 310 History of American Systems to 1865 *L, C, H* (3)

or AMS 320 American Cultural History I *SB, H* (3)

or HIS 303 American Cultural History I *SB, H* (3)

or HIS 305 History of American Systems to 1865 *L, C, H* (3)

AMS 311 History of American Systems since 1865 II *H* (3)

or AMS 321 American Cultural History II *SB, H* (3)

or AMS 330 Introduction to American Lives *HU* (3)

or HIS 304 American Cultural History II *SB, H* (3)

or HIS 306 History of American Systems since 1865 *H* (3)

---- or ----

HIS 355 World History to 1500 *G, H* (3)

HIS 356 World History since 1500 *G, H* (3)

Upper Division Requirements

HIS 300 Historical Methods *L, H* (3)

History Electives (9)

Total 18

SECONDARY EDUCATION, HISTORY SPECIALIZATION—BAE

The requirements for the Bachelor of Arts in Secondary Education with a specialization in history consist of the Professional Teacher Preparation Program for Secondary Education majors (see [College of Teacher Education and Leadership](#)) and 39 semester hours in the specialization area.

History Requirements

U.S. History Survey

Choose one of the following combinations (6)

HIS 103 The United States *SB, H* (3)

HIS 104 The United States *SB, H* (3)

---- or ----

HIS 303 American Cultural History I *SB, H* (3)

HIS 304 American Cultural History II *SB, H* (3)

---- or ----

HIS 305 History of American Systems to 1865 *L, C, H* (3)

HIS 306 History of American Systems since 1865 *H* (3)

HIS 300 Historical Methods *L, H* (3)

U.S. History Upper-Division Electives

Choose three from the following courses¹ (9)

HIS 303 American Cultural History I *SB, H* (3)

HIS 304 American Cultural History II *SB, H* (3)

HIS 305 History of American Systems to 1865 *L, C, H* (3)

HIS 306 History of American Systems since 1865 *H* (3)

HIS 300-level course (3)

HIS 300-level course (3)

Non-U.S. History electives² (9)

Total 27

Supporting Course Work³ 12

Program total 39

¹ Selected courses may be used to secure this credit, if not already taken.

² A minimum of six of the nine semester hours must be upper-division courses.

³ These course must be approved by the BAE history advisor, and a minimum of six of the semester hours must be upper-division courses.

SPANISH—BA

Nature of Program

The Spanish program consists of three emphases: language, literature, and cultures. These emphases are integrated within the discipline and with other disciplines within the New College of Interdisciplinary Arts and Sciences. Spanish classes are taught through an intensive language approach using the most recent electronic technologies, including videos, CD-ROMs, electronic chat groups, and news groups devoted to Hispanic literature and culture.

The program also offers credit for internships in social and business agencies. This school-to-work experience, in addition to offering the student possible entry-level job opportunities, provides stimulating linguistic and cultural rewards outside of the campus environment.

Career Outlook

The Spanish major serves as excellent preparation for graduate school or for employment as a teacher in either the elementary or secondary school system, especially in those districts where bilingual programs are integral to the

curricula. Outside the education system, students majoring in Spanish can find employment as translators and interpreters in social agencies, federal and state courts, the diplomatic corps, law enforcement agencies, and law firms. The business world also provides employment for those fluent in Spanish. This is especially true in the southwest, with its proximity to Mexico and through new outlets opened by the trinational NAFTA agreement.

Major Requirements

The Spanish major consists of a minimum of 45 semester hours, of which at least 30 semester hours are in Spanish (SPA) courses and 15 are in related courses to be selected in consultation with a program advisor. Of the 30 semester hours in Spanish, at least 24 upper division semester hours are required, with at least nine semester hours at the 400 level. A minimum grade of “C” (2.00) is required in all upper division courses in Spanish. First-year Spanish courses (SPA 101, 102) are not applicable to the major, but may be applied to the degree as electives.

Required Courses

- SPA 313 Spanish Conversation and Composition *G* (3)
or M SPA 315 Spanish Conversation and Composition for Bilinguals (3)
- SPA 314 Spanish Conversation and Composition *G* (3)
or M SPA 316 Spanish Conversation and Composition for Bilinguals (3)
- SPA 325 Introduction to Hispanic Literature (3)
- SPA 412 Advanced Conversation and Composition *G* (3)
- SPA 425 Spanish Literature (3)
- Choose two from the following courses (6)
 - SPA 426 Spanish Literature *HU* (3)
 - SPA 427 Spanish-American Literature (3)
 - SPA 428 Spanish-American Literature (3)
- Choose one from the following courses (3)
 - M SPA 471 Civilization of the Spanish Southwest *HU* (3)
 - SPA 472 Spanish-American Civilization *HU* (3)
- Spanish electives* (6)
- Related area course work* (15)

Total 45

* These courses must be chosen in consultation with a faculty advisor.

Minor in Spanish

The minor in Spanish consists of 20 semester hours of Spanish course work, of which 12 semester hours must be in the upper division. All Spanish course work must be completed with a minimum grade of “C” (2.00) or higher.

Minor Requirements

- Choose one of the following combinations (8)
 - SPA 201 Intermediate Spanish *G* (4)
 - SPA 202 Intermediate Spanish *G* (4)
 - or —
 - SPA 207 Spanish for International Professions II (8)
- Electives* (12)

Total 20

* These SPA elective courses must be at the 300 or 400 level and chosen in consultation with a faculty advisor.

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 Mathematical Sciences and Applied Computing

www.west.asu.edu/imsac

602/543-4223

CLCC 250

Roger Berger, Chair

Professor
Berger

Associate Professors
Borror, Dietrich

Assistant Professors
Wang, Zhang, Zhu

Lecturers
Inman, Vakilzadeh

Instructor
Ortega

The Department of Mathematical Sciences and Applied Computing has responsibility for mathematics, statistics, and the BS in Applied Computing. The department offers a minor in mathematics and the academic specialization in mathematics for Secondary Education majors.

APPLIED COMPUTING—BS

Nature of the Program

The information revolution, which has produced the fastest growing economic sector and related demand for jobs, has created the need for a new kind of professional: someone who is skilled in locating, creating, organizing, filtering, manipulating, presenting, and disseminating information. The mission of the BS in Applied Computing is to educate such knowledge-work professionals.

The program prepares students to understand how to collect and analyze data; allow for efficient, effective, and ethical user interaction with systems; employ management skills to direct the development and deployment of technology systems; engage in creative efforts; and develop and assure the quality of information and its value to those who will use it.

The Applied Computing program has both a technical component, concerned with the design and use of appropriate systems and technologies, and a social sciences component, concerned with understanding how people seek, obtain, evaluate, use, and categorize information. It rests on a solid foundation of work in mathematics, technology, and humanities and social sciences; and offers a choice of concentrations in database systems, digital media and graphic design, or network and distributed processing. Technical, communication, and creative skills couple with a significant internship to provide experience in applying technical expertise and creative abilities to information processes, systems, and contexts.

Career Outlook

Students who complete a BS in Applied Computing are prepared to integrate technology with human activities and to respond to global changes, solve problems, and create and manage the technological production of information and creative products. Core information technology industries are among the fastest growing sectors in the U.S. economy. Graduates of the Applied Computing program will find employment opportunities with corporations and businesses, nonprofit and government agencies, digital arts media industries, and in the academic world.

Major Requirements

The Applied Computing major consists of 60 to 61 semester hours with a grade of “C” (2.00) or higher.

Math Foundation/Core

MAT 210 Brief Calculus *MA* (3)

MAT 243 Discrete Mathematical Structures (3)

STP 300 Introduction to Probability (3)

Total 9

Applied Computing Foundation/Core

- ACO 101 Introduction to Computer Science *CS* (3)
- ACO 102 Principles of Computer Science *CS* (3)
- ACO 201 Data Structures and Algorithms *CS* (3)
- ACO 210 Introduction to Systems Programming *CS* (3)
- ACO 220 Introduction to Database Systems *CS* (3)

Total 15

Total foundation/core 24

Concentration

Select one of the following concentrations, and prepare a program of study in consultation with a program advisor.

Database Systems

- ACO 320 Database Systems and Transaction Processing (3)
- ACO 420 Object Databases (3)
- ACO 421 Data Mining and Warehousing (3)
- ACO 422 XML and Databases (3)
- ACO 484 Internship (6)
- or ACO 499 Individualized Instruction (6)
- GCU 373 Introduction to Geographic Information Science *SG* (4)

Total 22

Digital Media and Graphic Design

- IAP 361 Digital Editing and Media Literacy *CS* (3)
- IAP 365 Digital Interactivity (3)
- IAP 368 Digital Graphic Technologies (3)
- IAP 466 Digital Interactivity, Advanced (3)
- IAP 468 Digital Graphic Applications (3)
- IAP 484 Internship (6)

Total 21

Network and Distributed Processing

- ACO 330 Computer Networks (3)
- ACO 331 Network Design (3)
- ACO 430 Wireless Networks (3)
- ACO 431 Network Security (3)
- ACO 432 Distributed Systems (3)
- ACO 484 Internship (6)
- or ACO 499 Individualized Instruction (6)

Total 21

Liberal Arts Cluster

- Choose four liberal arts courses* (12)
- Choose one of the following ethics/diversity courses (3)
 - CMN 457 New Media (3)
 - IAP 464 Media and Diversity (3)
 - IAS 406 Moral Dilemmas *L/HU* (3)

Minimum program total 60

* The liberal arts courses must be chosen in consultation with the department advisor, and at least nine semester hours must be upper-division courses.

Internship and/or Individualized Instruction

The internship and/or individualized instruction experience is an integral component of the program. Six semester hours of Internship (484) and/or Individualized Instruction (499) is required. At the close of the program, the student must submit a significant paper documenting the experience and make a formal presentation.

MINOR IN MATHEMATICS

Nature of Program

The minor in Mathematics explores the study of higher mathematics. It is designed to enable the student to understand the mathematics most commonly used in business, economics, and science. It is expected that students in the minor will be able to reason, and to find creative solutions to problems that were either presented to them or meaningfully formulated by them. The minor is recommended for students who plan to major in integrative studies, life sciences, and business, as well as those who are preparing for further graduate study.

Requirements

The minor in Mathematics consists of a minimum of 27 semester hours, of which nine semester hours must be taken in the Mathematical Sciences and Applied Computing Department.

Required Courses:

- MAT 270 Calculus with Analytic Geometry I *MA* (4)
- MAT 271 Calculus with Analytic Geometry II *MA* (4)
- MAT 272 Calculus with Analytic Geometry III *MA* (4)
- MAT 300 Mathematical Structures (3)
- MAT 342 Linear Algebra (3)
- Choose three electives from the following courses* (9)
 - MAT 310 Introduction to Geometry (3)
 - MAT 371 Advanced Calculus I (3)
 - MAT 411 History and Philosophy of Mathematics *HU, H* (3)
 - MAT 443 Abstract Algebra (3)

MAT 445 Theory of Numbers (3)
STP 420 Introductory Applied Statistics CS (3)

Total 27

* Select three of these courses, or other approved course, in consultation with a departmental advisor.

SECONDARY EDUCATION—BAE

Mathematics Specialization

The requirements for the Bachelor of Arts in Secondary Education with a specialization in Mathematics consist of the Professional Teacher Preparation Program for secondary majors (see the “College of Teacher Education and Leadership” section of this catalog) and 36 semester hours in mathematics, of which 21 must be upper division.

Lower-Division Required Courses

Choose one of the following courses (3)

ACO 101 Introduction to Computer Science CS (3)
CIS 105 Computer Applications and Technology CS (3)
M CSE 110 Principles of Programming with Java CS (3)
M CSE 181 Applied Problem Solving with Visual BASIC CS (3)
EDT 180 Computer Literacy CS (3)

MAT 270 Calculus with Analytic Geometry I MA (4)
MAT 271 Calculus with Analytic Geometry II MA (4)
MAT 272 Calculus with Analytic Geometry III MA (4)

Total 15

Upper-Division Required Courses

MAT 300 Mathematical Structures (3)
MAT 310 Introduction to Geometry (3)
MAT 342 Linear Algebra (3)
MAT 371 Advanced Calculus I (3)
MAT 411 History and Philosophy of Mathematics HU, H (3)
MAT 443 Abstract Algebra (3)
or MAT 445 Theory of Numbers (3)

STP 420 Introductory Applied Statistics CS (3)

Total 21

Program total 36

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 Social and Behavioral Sciences

www.west.asu.edu/sbs

602/543-6058

FAB N251

Barbara J. Tinsley, Chair

Professors

Keil, Kirby, Mueller, Náñez, Tinsley

Associate Professors

Ávalos, Burleson, Coon, Gutierrez, Koptiuch, Miller, Murphy Erfani, Robles, Vaughan

Assistant Professors

Cabrera, Glavac, Guevarra, Juris, McQuiston-Surrett, Plascencia, Roberts, Simmons

Senior Lecturer

Wosinska

Lecturer

Ackroyd

The Department of Social and Behavioral Sciences offers students the opportunity to enroll in traditional social and behavioral science courses (anthropology, family studies, geography, political science, psychology, and sociology), as well as interdisciplinary courses. The faculty offers interdisciplinary Bachelor of Arts and Bachelor of Science degree programs in Social and Behavioral Sciences and Bachelor of Arts and Bachelor of Science degree programs in Political Science, Psychology, and Sociology.

SOCIAL AND BEHAVIORAL SCIENCES—BA AND BS

Nature of the Programs

The Bachelor of Arts and Bachelor of Science programs in Social and Behavioral Sciences provide an interdisciplinary foundation in the social and behavioral science disciplines. The objective of the Social and Behavioral Sciences degree program is to

1. provide a basic understanding of the assumptions underlying the social and behavioral sciences;
2. develop the research skills necessary for the analysis of complex social issues;
3. offer a flexible program tailored to the career goals of the individual student; and
4. offer both individual and group experiences in working with faculty on concrete intellectual and policy issues.

The interdisciplinary program is designed to provide students with a substantive understanding of the theoretical assumptions and methodological techniques underlying the latter. Students can choose either a social science (ISS) or a behavioral science (IBS) emphasis. Each contains a number of course clusters: in the ISS emphasis they are titled Identity/Difference, Power/Knowledge and Local/Global; in the IBS emphasis they are titled Biological Foundations, The Individual and the Family, and The Individual and the Group. All courses provide students with knowledge about the biological and/or social principles related to the behavior of individuals across multiple social contexts and institutions (family, community, society, and culture). For more information, contact the department.

Career Outlook

The interdisciplinary degrees are an excellent means of creating a degree program that matches the individual's interests and fulfills many employers' expectations of a baccalaureate degree, namely that it should expose the student to a variety of outlooks and challenges. Such a degree will be competitive in most situations where the disciplinary social and behavioral degrees are accepted and is advantageous when seeking entry to broad professional programs such as regional planning or urban studies.

Major Requirements

The Bachelor of Arts or Bachelor of Science in Social and Behavioral Sciences consists of 45 semester hours of required course work. Students must select one of two emphases: Interdisciplinary Social Sciences or Interdisciplinary Behavioral Sciences. Each emphasis consists of

1. required interdisciplinary core in theory and methodology;
2. cluster requirements; and
3. electives.

Interdisciplinary Social Sciences Emphasis for BA

Core Requirements for BA

SBS 300 Interdisciplinary Approaches to Social and Behavioral Sciences *SB* (3)

SBS 301 Cultural Diversity *L/SB, C* (3)

SBS 302 Qualitative Methods (3)

or SBS 303 Quantitative Methods (3)

SBS 304 Social Statistics I *CS* (3)

Total 12

Cluster Requirements for BA

Required Topics Courses

SBS 410 Topics in Identity/Difference (3)

SBS 430 Topics in Power/Knowledge *SB* (3)

SBS 450 Topics in Local/Global *SB, G* (3)

Choose courses from the following clusters (9)

Identity/Difference

Power/Knowledge

Local/Global

Electives* (15)

Total 45

* Choose elective courses with these prefixes: ASB, FAS, GCU, POL, PGS, SBS, or SOC.

Interdisciplinary Social Sciences Emphasis for BS

Core Requirements for BS

SBS 300 Interdisciplinary Approaches to Social and Behavioral Sciences *SB* (3)

SBS 301 Cultural Diversity *L/SB, C* (3)

SBS 302 Qualitative Methods (3)

SBS 303 Quantitative Methods (3)

SBS 304 Social Statistics I *CS* (3)

SBS 404 Social Statistics II: Multivariate Analysis *CS* (3)

Total 18

Cluster Requirements for BS

Required Topics Courses

SBS 410 Topics in Identity/Difference (3)

SBS 430 Topics in Power/Knowledge *SB* (3)

SBS 450 Topics in Local/Global *SB, G* (3)

Choose courses from the following clusters (9)

Identity/Difference

Power/Knowledge

Local/Global

Electives* (9)

Total 45

* Choose elective courses with these prefixes: ASB, FAS, GCU, POL, PGS, SBS, or SOC.

Interdisciplinary Behavioral Sciences Emphasis for BA

Core Requirements for BA

SBS 300 Interdisciplinary Approaches to Social and Behavioral Sciences *SB* (3)

SBS 302 Qualitative Methods (3)

SBS 303 Quantitative Methods (3)

SBS 304 Social Statistics I *CS* (3)

C or G awareness course¹ (3)

Cluster Requirements for BA

Required Topics Courses

Choose courses from each cluster as indicated (18)

Biological foundations (6)

The individual and the family (6)

The individual and the group (6)

Electives² (12)

Total 45

¹ Choose courses from the department.

² Choose elective courses with these prefixes: ASB, FAS, GCU, POL, PGS, SBS, or SOC.

Interdisciplinary Behavioral Sciences Emphasis for BS

Core Requirements for BS

SBS 300 Interdisciplinary Approaches to Social and Behavioral Sciences *SB* (3)

SBS 302 Qualitative Methods (3)

SBS 303 Quantitative Methods (3)

SBS 304 Social Statistics I *CS* (3)

SBS 404 Social Statistics II: Multivariate Analysis *CS* (3)

C or G awareness course¹ (3)

Cluster Requirements for BS

Required Topics Courses

Choose courses from each cluster as indicated (15)

- Biological foundations (9)
- The individual and the family (3)
- The individual and the group (3)

Electives² (12)

Total 45

¹ Choose courses from the department.

² Choose elective courses with these prefixes: ASB, FAS, GCU, POL, PGS, SBS, or SOC.

Alternative Options for Electives in Either Emphasis

All course substitutions must be appropriately related to the student's interdisciplinary program of study within the major, as determined in consultation with and approved by a faculty advisor. A grade of "C" (2.00) or higher is required of all substitutions. The student may elect to combine options (1) up to 12 semester hours of lower-division courses in any of the social sciences for the ISS emphasis, or the behavioral sciences for the IBS emphasis; or (2) up to six semester hours of upper-division courses taken in related fields outside the SBS department; or (3) Senior Thesis—a two-course sequence, six semester hours: SBS 490 and 491. Under the supervision of an SBS faculty member, students conduct research and write up the results as the Senior Thesis. The Senior Thesis is optional but strongly encouraged. For students who complete a thesis, the degree is posted on the transcript with the notation "with Senior thesis."

Minor in Social and Behavioral Sciences

The minor offers students an interdisciplinary focus across several fields of the social and behavioral sciences, including sociocultural anthropology, geography, political science, psychology, and sociology.

The minor consists of 18 semester hours, at least 12 semester hours of which must be in upper-division courses. All courses must be completed with a minimum grade of "C" (2.00). Students wishing to pursue a minor must meet with an SBS department advisor to construct a minor that reflects a particular area of specialty and interest.

Requirements

SBS 300 Interdisciplinary Approaches to Social and Behavioral Sciences *SB* (3)

SBS 302 Qualitative Methods (3)
or SBS 303 Quantitative Methods (3)

Electives* (12)

* Choose courses from at least two fields of social and behavioral sciences, including SBS and excluding internships or individualized instruction.

POLITICAL SCIENCE—BA AND BS

Nature of the Program

The Political Science degree program is designed to help students gain an understanding of theory, practice and policy underlying political processes locally, nationally and internationally, as well as to train students in research skills necessary for the analysis of complex sociopolitical issues locally and globally. The program strives to meet these goals by offering students learner-centered course work in political theory, American political institutions, and international relations and world affairs. These goals are accomplished by offering a flexible program of course work focusing on international, urban, and race/ethnic sociopolitical areas, internships, and service-learning/action research opportunities. Under the direction of faculty, students throughout the degree program focus on intellectual and concrete policy issues in the greater Phoenix metropolitan area, Arizona, the Arizona-Mexico borderlands, the Americas, and the world.

Career Outlook

The Political Science major provides students with the background and skills necessary to gain employment in a relevant profession or to continue their studies in graduate degree programs in political science, social science disciplines, urban planning, or in professional schools. The baccalaureate degree in Political Science is also a good precursor to staff, manager, or policy analyst positions in local, state, and federal government. Some graduates work in the U.S. Foreign Service; as policy analysts/aides in Congress or in state legislatures; some are elected to those bodies. Alternate careers can be found in linking business interests and legislators. In addition, a Political Science degree is a recognized qualification for many careers in business (for profit and nonprofit) and industry, particularly as firms become more global in scope. Some graduates may work in binational, cross-border positions linking U.S. and Mexican businesses, Arizona-Sonora local government, or local community groups on both sides of the border. Some students view a degree in Political Science as a valuable gateway to law school; many use the degree as a basis for further study in such applied fields as urban affairs/urban and regional planning, public administration, public policy, or community development.

Major Requirements

Bachelor of Arts

The Bachelor of Arts degree in Political Science consists of 42 semester hours, of which 12 are core requirements, 18 are political science electives, and 12 are electives in related fields or in POL internships. For the BA, at least 15 semester hours in political science must be in upper-division courses.

Required Core

POL 101 Political Ideologies *SB* (3)
or POL 340 Political Theory *SB/HU* (3)

POL 110 Government and Politics *SB* (3)
or POL 310 American National Government: Ideas and Institutions *SB, H* (3)

POL 160 Global Politics *SB, G* (3)
or POL 360 World Politics Theory *SB, G* (3)
SBS 302 Qualitative Methods (3)
or SBS 303 Quantitative Methods (3)

Political science electives¹ (18)

Electives in internships and related fields² (12)

¹ Electives exclude POL internships.

² Choices include POL 484 Internship (six semester hours maximum), or courses from anthropology, communication studies, criminal justice and criminology, economics, geography, history, psychology, social and behavioral sciences, sociology, and women's studies, or other courses approved by the departmental advisor.

Bachelor of Science

The Bachelor of Science degree in Political Science consists of 48 semester hours, including all of the core requirements and electives listed for the BA degree. Six additional semester hours are required for the BS degree, including three semester hours in political science and three semester hours in SBS 304 Social Statistics I (CS). For the BS, at least 21 semester hours in political science must be in upper-division courses.

Minor in Political Science

The minor in Political Science consists of 18 semester hours in POL courses, 12 of which must be in upper-division courses.

Minor Requirements

Core Courses (Minimum of Three Upper-Division Hours)

POL 101 Political Ideologies *SB* (3)
or POL 340 Political Theory *SB/HU* (3)
POL 110 Government and Politics *SB* (3)
or POL 310 American National Government: Ideas and Institutions *SB, H* (3)
POL 160 Global Politics *SB, G* (3)
or POL 360 World Politics Theory *SB, G* (3)
Political science electives* (9)

* A maximum of three semester hours of internship and three semester hours of individualized instruction may be used to fulfill requirements.

PSYCHOLOGY—BA AND BS

Nature of the Program

Psychology is the scientific study of the behavior and mental processes of individuals and groups. The study of psychology includes basic and applied courses in the subfields of clinical, developmental, organizational, cross-cultural, and social psychology, cognitive systems, and behavioral neuroscience. The psychology degree prepares students for immediate employment, as well as for admission to graduate and professional schools. The program emphasizes the development of wide-ranging skills in critical thinking and reasoning, quantitative and qualitative research methods, working collaboratively on teams, and presentation of information in oral and written form.

Career Outlook

Employers from many fields seek students with a broad arts and sciences background, and the Psychology major's emphasis on multiple and flexible skills gives graduates an advantage in the job market. According to the job survey research office of the American Psychological Association, the majority of graduates with a bachelor's degree in Psychology join the workforce immediately upon graduation. Most of these graduates can expect to find entry-level jobs in fields such as teaching and education, business and government, social services, and healthcare. Examples of specific jobs for which Psychology graduates have been hired are case worker, probation officer, personnel administrator, occupational analyst, marketing representative, substance abuse counselor, youth counselor, high school psychology teacher, public health administrator, parole officer, social-urban planner, community relations officer, industrial relations specialist, affirmative action officer, and marketing representative.

Undergraduate training in psychology also prepares students for seeking advanced degrees in psychology and in other social and behavioral sciences disciplines, and prepares students to apply to professional schools, such as law and business. A recent report from the U.S. Department of Labor, Bureau of Labor Statistics stated that employment of psychologists with advanced degrees (MS, PhD) is expected to grow faster than average for all occupations through 2014. This is due to the increased demand for psychological services in schools, hospitals, social service agencies, mental health centers, substance abuse treatment clinics, consulting firms, and private companies. Some specific examples are

1. school psychologists who deal with the growing awareness of how students' mental health and behavioral problems, such as bullying, affect a child's learning and peer relationships;
2. clinical and counseling psychologists who address the rising health care costs associated with unhealthy lifestyles such as smoking, alcoholism and obesity; and
3. industrial organizational psychologists who help companies deal with issues such as workplace diversity and antidiscrimination policies.

Major Requirements

The Bachelor of Arts and the Bachelor of Science programs in Psychology consist of 49 semester hours of psychology and interdisciplinary course work. Required course work in the major must be completed with a minimum grade of "C" (2.00) or higher. Psychology internships may not be used to fulfill psychology credit requirements; however, a maximum of six semester hours may be applied toward the interdisciplinary requirements. No more than a total of three semester hours in PGS 399 Supervised Research or PSY 499 Individualized Instruction may be used to

complete the major requirements.

Required Courses

Foundations of Psychological Science

PGS 101 Introduction to Psychology *SB* (3)
PSY 230 Introduction to Statistics *CS* (3)
PSY 290 Research Methods *SG* (4)

Social/Developmental Core

Choose one from the following courses (3)
PGS 315 Personality Theory and Research *SB* (3)
PGS 341 Developmental Psychology *SB* (3)
PGS 350 Social Psychology *SB* (3)

Neuroscience Core

Choose two from the following courses¹ (6)
PSY 323 Sensation and Perception (3)
PSY 324 Memory and Cognition (3)
PSY 325 Physiological Psychology (3)
PSY 330 Statistical Methods (3)
PSY 369 Biology of Human Sexuality (3)
PSY 470 Psychopharmacology (3)

* At least one choice must be PSY 323, 324, or 325.

Additional Psychology Courses

Choose two upper-division psychology courses² (6)
Choose two additional psychology courses³ (6)

Required courses total 31

¹ At least one choice must be PSY 323, 324, or 325.

² Choose from PGS or PSY courses from the Course Cluster List below.

³ Excluding PGS 270, choose from the Course Cluster List below.

Course Cluster List

Methodology and Critical Thinking Cluster

PGS 304 Effective Thinking (3)
PSY 330 Statistical Methods (3)

Biological/Learning Cluster

PSY 323 Sensation and Perception (3)
PSY 324 Memory and Cognition (3)
PSY 325 Physiological Psychology (3)
PSY 369 Biology of Human Sexuality (3)
PSY 425 Biological Bases of Behavior (3)
PSY 470 Psychopharmacology (3)

Life Span/Developmental Cluster

PGS 341 Developmental Psychology (3)
PGS 427 Psychology of Aging (3)
PGS 442 Life Span Development (3)
PGS 446 Social Development (3)

Social Influence Cluster

PGS 250 Psychology and Society (3)
PGS 306 Environmental Psychology (3)
PGS 350 Social Psychology (3)
PGS 370 Interpersonal Relationships (3)
PGS 385 Psychology of Gender (3)
M PGS 458 Group Dynamics (3)
PGS 473 Psychology and Politics of Child Maltreatment (3)
PGS 480 Cross-cultural Social Psychology (3)
PGS 481 Psychology of Social Issues (3)

Industrial/Organizational Cluster

PGS 430 Industrial Psychology (3)
PGS 453 Organizational Behavior (3)
PGS 468 Psychology and Law (3)
PGS 482 Social Influence and Consumer Behavior (3)

Clinical/Health Cluster

PGS 315 Personality Theory and Research (3)
PGS 443 Abnormal Child Psychology (3)
PGS 444 Adolescent Psychology and Psychopathology (3)
PGS 462 Health Psychology (3)
PGS 465 Psychology of Stress and Coping (3)
PGS 466 Abnormal Psychology (3)
PGS 472 Clinical Psychology (3)
PGS 473 Psychology and Politics of Child Maltreatment (3)

Experiential Cluster

PGS 344 Directed Child Study (3)
PGS 394 Special Topics (3)
PGS 399 Supervised Research (3)

PGS 484 Internship (3)
PGS 494 Special Topics (3)
PSY 394 Special Topics (3)
PSY 494 Special Topics (3)
PSY 499 Individualized Instruction (3)

Interdisciplinary Requirements

Choose courses related to psychology that are approved by an advisor and include one of the following courses (18)
M CSE 185 Internet and the World Wide Web (3)
W EDT 180 Computer Literacy CS (3)

For the Bachelor of Arts in Psychology

MAT 119 Finite Mathematics *MA* (3)
or higher-level math course

For the Bachelor of Science in Psychology*

MAT 210 Brief Calculus *MA* (3)
One life science lab course from biology, life sciences, microbiology, or zoology (3)
One physical science lab course from astronomy, chemistry, geology, or physics (3)

* The lab science courses are taken to satisfy the BA and the BS requirements (including PSY 290) are in addition to the lab science courses used to meet the University General Studies requirement.

Minor in Psychology

The minor consists of 22 semester hours in psychology, including the following:

Foundations of Psychological Science

PGS 101 Introduction to Psychology *SB* (3)
PSY 230 Introduction to Statistics *CS* (3)
PSY 290 Research Methods *SG* (4)

Social and Developmental Core

Choose one from the following courses (3)
PGS 315 Personality Theory and Research *SB* (3)
PGS 341 Developmental Psychology *SB* (3)
PGS 350 Social Psychology *SB* (3)

Neuroscience Core

Choose two from the following courses* (6)
PSY 323 Sensation and Perception (3)
PSY 324 Memory and Cognition (3)
PSY 325 Physiological Psychology (3)
PSY 330 Statistical Methods (3)
PSY 369 Biology of Human Sexuality (3)
PSY 470 Psychopharmacology (3)

PGS or PSY upper-division electives (3)

Total 22

* At least one choice must be PSY 323, 324, or 325.

A maximum of three semester hours of research (PGS 399 Supervised Research and PGS/PSY 499 Individualized Instruction) may be used to meet the minor requirements. PGS 484 Internship may be taken for elective credit only. All courses must be passed with a minimum grade of "C" (2.00) or higher.

SOCIOLOGY—BA AND BS

Nature of the Program

The Sociology program provides students with an understanding of theory, practice, and policy underlying issues of social change and of inequality and diversity from multiple perspectives, including race/ethnicity, gender, economic position, age, geographic location, and position in the global political economy. The student majoring in sociology will learn how it enhances one's understanding of social realities and institutions at local, national, and international levels, and how sociology contributes to the other social sciences and to the humanities. Students gain a basic understanding of the assumptions underlying the discipline of sociology and develop the research skills necessary for analysis of complex social issues. These objectives are met by offering a flexible program and by providing the student with individual and group experiences in working with faculty on concrete intellectual and policy issues.

Career Outlook

Graduates with a baccalaureate degree in sociology apply the sociological perspective to a wide variety of jobs in business, the health professions, the criminal justice system, social services, and government. The discipline also offers valuable preparation for careers in journalism, politics, public relations, or public administration, all fields that involve investigative skills and an ability to work with diverse groups. Graduates with an advanced degree in sociology may become research analysts, survey researchers, gerontologists, statisticians, urban planners, community developers, criminologists, or demographers.

Major Requirements

The Sociology major consists of 45 semester hours, of which 30 to 33 must be in SBS or SOC courses and 12 to 15 in closely related fields approved by the department advisor in consultation with the student. At least 18 semester hours must be in upper-division courses. The 30 semester hours must include:

BA in Sociology

Required Core for the BA

SBS 302 Qualitative Methods (3)

or SBS 303 Quantitative Methods (3)
SBS 304 Social Statistics I CS (3)
SOC 101 Introductory Sociology SB (3)
or SOC 301 Principles of Sociology SB (3)
SOC 486 Contemporary Theory SB (3)

Cluster Requirements for the BA

Choose from the following clusters¹ (18)
Culture and Power
Social Conflict and Change
Family, Work, and Community
Social Inequality: Race, Class, and Gender

Electives² (15)

Total 45

¹ Choose one course from three of four clusters for nine semester hours, and three additional courses for nine semester hours from any of the four clusters.

² Choose courses in sociology or related fields: anthropology, American studies, criminal justice and criminology, geography, integrative studies, political science, psychology, and women's studies.

BS in Sociology

Required Core for the BS

SBS 302 Qualitative Methods (3)
SBS 303 Quantitative Methods (3)
SBS 304 Social Statistics I CS (3)
SOC 101 Introductory Sociology SB (3)
or SOC 301 Principles of Sociology SB (3)
SOC 486 Contemporary Theory SB (3)

Cluster Requirements for the BS

Choose from the following clusters¹ (18)
Culture and Power
Social Conflict and Change
Family, Work, and Community
Social Inequality: Race, Class, and Gender

Electives² (12)

Total 45

¹ Choose one course from three of four clusters for nine semester hours, and three additional courses for nine semester hours from any of the four clusters.

² Choose courses in sociology or related fields: anthropology, American studies, criminal justice and criminology, geography, integrative studies, political science, psychology, and women's studies.

Minor in Sociology

The minor in Sociology requires 21 semester hours in sociology, nine of which must be upper division.

Required Core

SBS 303 Quantitative Methods (3)
SBS 304 Social Statistics I CS (3)
or SOC 486 Contemporary Theory SB (3)
SOC 101 Introductory Sociology SB (3)
or SOC 301 Principles of Sociology SB (3)
Sociology Electives* (12)

* These courses must be chosen in consultation with the student's advisor.

MINOR IN INTERDISCIPLINARY ORGANIZATIONAL STUDIES

Nature of the Program

The minor in Interdisciplinary Organizational Studies is designed to increase students' understanding of the behavior and the dynamics of individual, group, and organizational processes in the workplace. It incorporates perspectives from the behavioral and social sciences, communication studies, and management. The minor is learner-centered and allows students to select course work that matches their career and educational goals.

For more information, visit FAB N255, call 602/543-3011, or access the Web site at

www.west.asu.edu/sbs/aboutSBS/degrees/MIOS.htm.

Career Outlook

The minor is relevant to students who seek employment in corporate and small business, governmental agencies, and nonprofit organizations, such as in the health professions, social services, education, public relations, and community services. The minor is also good preparation for students who intend to pursue graduate studies in organizational psychology, human relations, industrial relations, or related fields in sociology and communication.

Minor Requirements

The minor in Interdisciplinary Organizational Studies is open to all undergraduate majors. However, students should consult with the advisors in the department of their major to determine if the minor is consistent with their educational goals. Students are encouraged to take courses outside their major and college. No more than six credits may be applied from major requirements toward completion of the minor. The minor consists of 21 semester hours, of which 18 must be upper-division course work.

Required Courses

Research methods course¹ (3)
ASB 440 Women in the Global Factory *SB, G* (3)
or POL 435 Women, Power, Politics *SB, C* (3)
PGS 430 Industrial Psychology (3)
or SBS 461 Program Evaluation and Policy Research (3)
PGS 453 Organizational Behavior *SB* (3)

Electives²

Cluster 1: Courses Focused on Organizations

Choose two from the following courses (6)

CMN 450 Theory and Research in Organizational Communication *SB*³ (3)
CMN 451 Employee Participation Processes in Organizations³ (3)
CMN 453 Communication Training and Development³ (3)
GLB 303 Relationship Management (3)
MGT 301 Principles of Management (3)
MGT 412 Managing Human Resources (4)
PGS 430 Industrial Psychology⁴ (3)
PGS 482 Social Influence and Consumer Behavior *SB* (3)
PHI 360 Business and Professional Ethics *HU* (3)
RTM 301 Leadership in Recreation and Tourism (3)
SBS 461 Program Evaluation and Policy Research⁴ (3)
SOC 324 Work and the Workplace *SB, H* (3)
SOC 419 Organizations and Technological Change *G* (3)
Internship in Organizations^{5, 6} (3)

Cluster 2: Courses Focused on Diversity Within Organizations

Choose one from the following courses (3)

CMN 463 Cultural and Intercultural Communication Theory and Research *SB, G*³ (3)
PGS 480 Cross-Cultural Social Psychology *SB, G* (3)
POL 435 Women, Power, and Politics *SB, C* (3)
SOC 270 Racial and Ethnic Minorities *SB, C* (3)
SOC 400 Perspectives on Aging *SB* (3)
SOC 426 Social Inequality *SB* (3)
WST 350 Race, Class, and Gender *SB, C* (3)
WST 487 Gender and International Development *SB, G* (3)

¹ SBS advisor's approval is required.

² Other approved courses may be used to secure credit.

³ Prerequisites CMN 308 and 309 may be waived for students not majoring in Communication Studies.

⁴ Course may be selected if not used to fulfill core requirements.

⁵ Intern course examples are PGS 484, CMN 484, or SOC 484.

⁶ The internship site must be approved by the SBS advisor.

Minor in Sociocultural Anthropology

The Sociocultural Anthropology minor focuses on sociocultural anthropology with an interdisciplinary social science component. The minor requires 18 semester hours, at least 12 of which must be in upper-division courses. Two courses, ASB 311 and SBS 302, are required. The remaining 12 semester hours may be drawn from ASB courses and from several key SBS courses in the interdisciplinary social science degree. All courses must be passed with a minimum grade of "C" (2.00) or higher.

Up to six semester hours of lower-division courses and three semester hours of ASB 499 Individualized Instruction may also be applied toward the minor.

Upper-Division Required Courses

ASB 311 Principles of Social Anthropology *SB, G, H* (3)

SBS 302 Qualitative Methods (3)

Choose four from the following* (12)

ASB Electives

SBS 205 Cybercultures *SB* (3)

SBS 301 Cultural Diversity *L/SB, C* (3)

SBS 410 Topics in Identity/Difference (3)

SBS 430 Topics in Power/Knowledge *SB* (3)

SBS 440 Family Studies *SB* (3)

SBS 450 Topics in Local/Global *SB, G* (3)

SBS 460 Urban Studies *SB* (3)

* Other approved courses may be selected.

SECONDARY EDUCATION—BAE

Social Studies Specialization

The requirements for the Bachelor of Arts in Secondary Education with a specialization in social studies consist of the Professional Teacher Preparation Programs for Secondary Education majors (see [College of Teacher Education and Leadership](#)) and 39 semester hours in social and behavioral sciences course work.

Required Courses

Economics

ECN 211 Macroeconomic Principles *SB* (3)

ECN 212 Microeconomic Principles *SB* (3)

History

HIS 300 Historical Methods *L, H* (3)

HIS 443 Constitutional History of the United States *SB, H* (3)

Choose one combination from the following* (6)

HIS 103 The United States *SB, H* (3)

HIS 104 The United States *SB, H* (3)

— or —

HIS 303 American Cultural History I *SB, H* (3)

HIS 304 American Cultural History II *SB, H* (3)

— or —

HIS 305 History of American Systems to 1865 *L, C, H* (3)

HIS 306 History of American Systems since 1865 *H* (3)

Choose two courses from the following* (6)

HIS 101 Western Civilization *SB, H* (3)

HIS 102 Western Civilization *SB, G, H* (3)

HIS 355 World History to 1500 *G, H* (3)

HIS 356 World History since 1500 *G, H* (3)

Political Science

Choose one course from the following (3)

POL 101 Political Ideologies *SB* (3)

POL 340 Political Theory *SB/HU* (3)

POL 446 Democracy *HU* (3)

POL 160 Global Politics *SB, G* (3)

or POL 360 World Politics Theory *SB, G* (3)

POL 460 Politics of Globalization *SB, G* (3)

or POL 486 Global Political Economy *SB, G* (3)

Anthropology, Geography, Sociology

Choose two courses from the following (6)

ASB 311 Principles of Anthropology *SB, G, H* (3)

ASB 340 Migration and Culture *SB, G* (3)

GCU 357 Social Geography *SB* (3)

SOC 352 Social Change *SB, G, H* (3)

SOC 456 Political Sociology (3)

Total 39

* A maximum of nine semester hours of history courses may be from the lower division.

COURSES

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

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Ethnic Studies Program

www.west.asu.edu/ethnic

602/543-6007

FAB N207

Gloria H. Cuádras, Director

ETHNICITY, RACE, AND FIRST NATIONS STUDIES—BA

Nature of the Program

The purpose of the Bachelor of Arts degree in Ethnicity, Race, and First Nations Studies is to provide an integrated comparative and comprehensive approach to the study of diversity among ethnic and racial groups and first nations. Most traditional ethnic studies programs offer degrees based on one major ethnic group, whereas the approach we provide fills a void by emphasizing interdisciplinary and comparative approaches to the study of ethnic and racial groups and first nations in one degree program.

Course work in the Ethnicity, Race, and First Nations Studies program incorporates a framework that fosters the study of ethnicity, race, and first nations across the curriculum. Both theoretical and applied perspectives are embedded in a curriculum that addresses how ethnicity, race, and first nations shape identities, literacies, public policies, and communities in local and transnational U.S. contexts.

Students will identify a career area that will enable them to integrate their knowledge in ethnicity, race, and first nations with specific course work tied to their career and advanced educational goals. The incorporation of research methods and information competency places graduates at a significant advantage in acquiring jobs in the state and local labor markets. Students participate in high quality community experiences where they apply skills and knowledge attained in the classroom to ethnically diverse public and private work settings.

Student Outcomes

The Ethnicity, Race, and First Nations Studies program prepares graduates with the following knowledge and skills:

1. an interdisciplinary and comparative understanding of ethnicity, race, and first nations in the U.S.;
2. knowledge of the various theoretical frameworks employed in the study of ethnicity, race, and first nations;
3. an understanding of how ethnicity, race, and first nations shape identities;
4. an understanding of how ethnicity, race, and first nations shape literacies and information competencies;
5. an understanding of how ethnicity, race, and first nations shape communities and public policies;
6. an understanding of how ethnicity, race, and first nations shape orientations to issues spanning local and transnational U.S. contexts;
7. effective skills in technological literacy and information competency;
8. effective critical writing;
9. an ability to marshal evidence and argue a central thesis effectively in written assignments;
10. effective oral communication; and
11. an ability to apply knowledge and understanding of ethnicity, race, and first nations to real world problems and issues.

Career Outlook

Rapid socioeconomic change, changing demographics, increased global competition, and rapid cultural diversification have created an increasing need for workers and citizens knowledgeable about diverse ethnic and racial groups. Graduates of the undergraduate program in Ethnicity, Race and First Nations Studies will be positioned to enter the workforce and function effectively and critically as informed citizens in a diverse and complex society.

Major Requirements

The degree program requires 45 semester hours. The major consists of

1. 12 semester hours of core requirements,
2. 24 semester hours of cluster requirements, and
3. nine semester hours in a career-focused area.

Core Requirements

ENG 317 Cross-Cultural Writing *L/HU, G* (3)

ETH 300 Principles of Ethnic Studies *C* (3)

ETH 310 Research Methods in Ethnic, Racial, and First Nations Populations *SB* (3)

ETH 484 Ethnic Studies Internship (3)

Cluster Requirements¹

Choose two of the following for identity matters credit (6)

- AMS 330 Introduction to American Lives *HU* (3)
- ENG 476 Folklore in Everyday Life *L/SB/HU, C* (3)
- ETH 100 Introduction to Ethnic Studies *SB, C* (3)
- IAS 220 Psychology, Multicultural Narratives, and Religion *L/HU, C* (3)
- IAS 420 Multicultural Autobiographies *L/HU, C* (3)
or ENG 420 Multicultural Autobiographies *L/HU, C* (3)
- SBS 301 Cultural Diversity *L/SB, C* (3)
- SBS 410 TIID: Introduction to Asian American Experiences (3)
- WST 370 Chronicling Women's Lives *HU, C* (3)
- WST 473 Latina/Chicana Representation *SB, C* (3)
- Other approved course (3)

Choose two of the following for literacy matters credit (6)

- ENG 353 African American Literature: Beginnings through the Harlem Renaissance *L/HU, C* (3)
- ENG 354 African American Literature: Harlem Renaissance to the Present *L/HU, C* (3)
- ENG 359 American Indian Literature *L/HU, C* (3)
- ENG 363 Chicano Literature *HU, C* (3)
- ENG 460 Ethnic Women Writers *L/HU, C* (3)
or WST 467 Ethnic Women Writers *L/HU, C* (3)
- ENG 462 Africana Literature *HU, G* (3)
- ENG 463 African-American Literature *HU, C* (3)
- IAP 464 Media and Diversity (3)
- Other approved course (3)

Choose two of the following for community and policy matters credit (6)

- AMS 327 Regional Cultures (3)
- AMS 428 Chicano Cultures in the Southwest *SB* (3)
- ASB 442 Urban Anthropology *SB* (3)
- HIS 331 American Indians (3)
- IAS 407 Environmental Philosophy and Policy *L/HU* (3)
or PHI 407 Environmental Philosophy and Policy *L/HU* (3)
- POL 320 Latino Politics *SB, C* (3)
- SOC 270 Racial and Ethnic Minorities *SB, C* (3)
- WST 300 Women in Contemporary Society *SB, C* (3)
- WST 350 Race, Class, and Gender *SB, C* (3)
- Other approved course (3)

Choose two of the following for transnational matters credit (6)

- ASB 340 Migration and Culture *SB, G* (3)
- ASB 440 Women in the Global Factory *SB, G* (3)
- HIS 454 History of Genocide *G, H* (3)
- HIS 462 The African Diaspora *G, H* (3)
- HIS 465 Origins of Racism *G, H* (3)
- POL 430 Race and Politics in the Americas *SB, C* (3)
- SOC 324 Work and the Workplace *SB, H* (3)
- WST 390 Women and World Religions *L/SB, G* (3)
- WST 475 Women of the Diaspora Across Cultures *HU, G* (3)
- Other approved course (3)

Career Focus

Choose courses from the following areas² (9)

- Arts and music
- Business
- Education and teaching
- Health
- Law
- Policy and public sector
- Spanish
- Science and technology
- Social entrepreneurship

Program total 45

¹ Select two courses from each cluster; one course from each cluster may be lower-division for a maximum of 12 semester hours of lower-division courses.

² These courses must be chosen in consultation with a faculty advisor.

Minor and Certificate in Ethnic Studies**Nature of the Programs**

The minor and certificate programs in Ethnic Studies explore the study of race and ethnicity in local and transnational contexts. Students take courses that introduce a general conceptual framework regarding race and ethnicity and how they intersect in the construction of social formations.

Students seeking the minor in Ethnic Studies complete an internship that is designed to give a hands-on experience working in community-based settings. With an emphasis on service learning that combines the acquisition of analytical skills from classroom instruction and work experience gained through internships, students are placed at a significant advantage to pursue their goals.

Courses in the Ethnic Studies minor and certificate are designed to

1. address theoretical, analytical, and practical issues relevant to understanding race, culture, and ethnicity in American society from a comparative and interdisciplinary perspective;
2. enhance the student's critical thinking and writing skills through the study of ethnicity in the U.S.;
3. develop more effective skills for working in diverse communities through integration of service-learning

experiences in course content; and

4. create collaborations among faculty, students, and community members to address concrete issues facing racial and ethnic groups in the United States.

This minor and certificate are designed for students who plan to work and live in ethnically diverse communities and seek to acquire the skills for understanding the complexities of race, class, and gender at a local or national level. It is expected that students in the minor and certificate programs will be able to think both analytically and creatively about ethnicity in the United States. The minor or certificate is strongly recommended for students who plan to enter a wide variety of jobs in business, the health professions, the criminal justice system, social services, education, public relations, community development, public policy, or government. It is also valuable for students preparing for further graduate study.

Minor in Ethnic Studies

The minor consists of 21 semester hours, 15 of which must be at the upper-division level. Students are encouraged to take courses that develop breadth rather than limiting their selection to courses in one particular discipline. Up to three semester hours of individualized instruction may be applied toward the minor. All courses must be passed with a minimum grade of “C” (2.00).

Required Courses

ETH 300 Principles of Ethnic Studies *C* (3)

ETH 484 Ethnic Studies Internship (3)

Electives* (15)

Total 21

* These courses must be chosen from the approved ethnic studies course list in consultation with the ethnic studies advisor.

Certificate in Ethnic Studies

The Certificate Program is recommended for graduate students, nondegree students, and students with majors in professional programs. A certificate in Ethnic Studies is awarded for successful completion of 21 semester hours, including ETH 300 and 18 semester hours of elective courses from the approved course list.

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's Studies Program

www.west.asu.edu/ws

602/543-3300

FAB N291

Astair Gebre Mariam Mengesha, Chair

Professor

Stage

Associate Professors

Elenes, Mengesha

Assistant Professors

Fahs, Tellez

Lecturer

Qureshi

Nature of the Program

Women's Studies is an interdisciplinary program with strong cross-cultural, national, and global perspectives at the center of the curriculum. Both curriculum transformation and social change are central to the program. The curriculum includes courses offered by the Women's Studies Program and by other academic programs and departments throughout the university. Women's Studies courses can be used to fulfill the requirements of the Bachelor of Arts, Bachelor of Science, minor, and certificate in Women's Studies. The courses also fulfill General Studies requirements and serve as electives. The goals of the Women's Studies Program are to

1. provide the university and the community with academic programs of study and research that place women at the center of the university curriculum;
2. provide a model for interdisciplinary teaching and research with cross-cultural, national, and global perspectives on women;
3. generate and facilitate research on women's experience and the social construction of gender; and
4. stand as a visible example of the university's commitment to improve the status of women.

The Women's Studies Program offers the BA and BS in Women's Studies, the Certificate in Women's Studies, and the Women's Studies Resource Center. As a multicomponent program of Women's Studies, the Women's Studies Resource Center supports research pertaining to local, national and global issues in Women's Studies.

Career Outlook

A student majoring in Women's Studies receives a valuable educational background that provides the knowledge and critical thinking skills needed to deal with changing gender roles in our society. A major, minor, or certificate in Women's Studies prepares students for opportunities in many settings: business, government, clinical psychology and counseling, student support services, social services, teaching, health, and health services.

In addition, many graduates are accepted to graduate and professional degree programs in various areas of study such as arts and humanities, interdisciplinary programs, education, social sciences, ethnic studies, women's studies, law, health services, and psychology.

WOMEN'S STUDIES—BA OR BS

Major Requirements

The major consists of 45 semester hours, 30 in Women's Studies and 15 in a coherent set of related courses. At least 30 of the 45 semester hours required for the major must be completed in upper-division courses. In addition, for the BS degree, students must complete six semester hours of statistics, computer science, or quantitative research methods. This sequence must be approved by the Women's Studies advisor.

Students must complete all course work in the major with a grade of "C" (2.00) or higher. No pass/fail credit may be used for major requirements.

Core Requirements¹

WST 100 Women and Society *SB, C* (3)

or WST 300 Women in Contemporary Society *SB, C* (3)

WST 350 Race, Class, and Gender *SB, C* (3)

WST 457 Women, Cultures, and Societies *SB, G* (3)

WST 498 PS: Theory and Method in Women's Studies *L* (3)
Choose one global perspective course from the following² (3)
WST 390 Women and World Religions *L/SB, G* (3)
WST 475 Women of the Diaspora Across Cultures *HU, G* (3)
WST 483 Contemporary Women Writers *HU, G* (3)
WST 487 Gender and International Development *SB, G* (3)
Choose one representation course from the following² (3)
WST 370 Chronicling Women's Lives *HU, C* (3)
WST 376 Feminist Theory *L, C* (3)
WST 467 Ethnic Women Writers *L/HU, C* (3)
WST 473 Latina/Chicana Representation *SB, C* (3)
Choose one culture studies course from the following² (3)
WST 320 Women in Popular Culture *HU, C* (3)
WST 431 Women and Film *L, G* (3)
Related course work³ (15)
WST electives (9)
Program total 45

¹ No course may be used to satisfy more than one of these seven core requirements.

² Other approved course may be used to meet this requirement.

³ The plan for completing the related courses requirement must be worked out with and approved in writing by the Women's Studies advisor.

Internships

Women's Studies offers internships with business and nonprofit organizations that are designed to enable students to balance theory with practice, to gain valuable training, and to serve as potential placement opportunities. Women's Studies students at their own initiative have the opportunity to work with organizations as varied as Planned Parenthood, the Women's Studies Resource Center at the West campus, the Center for New Directions, Motorola, Viad, and others.

Certificate in Women's Studies

A certificate in Women's Studies is awarded for the successful completion of all 21 semester hours of core requirements. The certificate program is recommended for graduate students, nondegree students, and students with majors in professional programs.

Minor in Women's Studies

The Women's Studies minor consists of 18 semester hours. Required courses consist of WST 100 (or WST 300), WST 350, WST 457, WST 498, and one course each in two of the following three areas: global, representation, and culture 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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School of Global Management and Leadership

sgml.asu.edu

Gary R. Waissi, PhD, Dean

[Accountancy, Department of Economics, Finance, Marketing, and Quantitative Business Analysis, Department of Management, Department 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 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 and the Institute for International Management:

Department of Accountancy
Department of Economics, Finance, Marketing, and Quantitative Business Analysis
Department of Management

DEGREE PROGRAMS

See the [School of Global Management and Leadership Baccalaureate Degrees and Majors](#). The faculty of the School of Global Management and Leadership offer the Master of Accountancy and Applied Leadership and Master of Applied Leadership and Management degree programs. For more information, see the Graduate Catalog, or access the school's Web site at west.asu.edu/sgml.

School of Global Management and Leadership Baccalaureate Degrees and Majors			
Major	Degree	Concentration*	Administered By
Accountancy	BS	—	Department of Accountancy
Global Business	BS	Financial management, leadership and management, or marketing	School of Global Management and Leadership
Leadership in International Management	BS	—	School of Global Management and Leadership

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

CERTIFICATES

See [West Campus Certificates](#).

BACCALAUREATE DEGREE PROGRAMS

The school offers baccalaureate programs in Accountancy, Global Business, and Leadership in International Management (LIM). The Accountancy program provides the foundational requirements for professional certification in accounting. The BS in Global Business and the BS in LIM provide two very different learning experiences for West campus students. Students in the new LIM program are drawn to the advantages of the foreign language component and international exposure for their career preparation. For other students, the flexibility of being able to attend part-time and not being away from family make the Global Business program a better match. The goal of the SGML is to provide programs that meet student needs as well as the demands of the industry.

Nature of Program

The undergraduate curriculum has been devised so that the student completes 50 percent of work in general education and other nonbusiness courses and 45 percent in courses offered by the School of Global Management and Leadership, with the remaining 5 percent selected from either area by the student in consultation with his or her advisor.

Admission to the Professional Programs

The School of Global Management and Leadership offers the upper-division level of the undergraduate curriculum. Admission is awarded to those applicants demonstrating the highest promise for professional success.

The admission requirements for the professional programs in Accountancy, Global Business, and Leadership in International Management are enumerated in each program section.

For more information, call the school's Undergraduate Program Advising Office at 602/543-6200.

To be accepted for credit as part of the academic program in business, all courses transferred from other institutions must carry prerequisites similar to those of the courses they are replacing at ASU.

Nondegree and Nonbusiness Students

Nondegree and nonbusiness students may be permitted to enroll in selected 300-level business courses only during online registration and only if, (1) the student has an ASU cumulative GPA of at least 2.50 and an ASU cumulative business GPA of at least 2.50 at the time of online registration, or (2) the student has never attended ASU, in which case he or she is given a one-semester period to register during online registration and to establish a GPA at ASU. Students must meet all prerequisites and course requirements as listed in the catalog. Course registration must be approved by a school representative.

Nondegree and nonbusiness students are limited to a maximum of 15 semester hours of selected upper-division business courses (excluding economics courses).

Transfer Credit

Freshman- and sophomore-level courses (numbered 100 to 299) at a community college or another four-year university will not be accepted as transfer credit in the upper-division program.

Professional business courses taught in the junior or senior year in the three state universities may not be completed at a two-year college for transfer credit in the business core or major. A maximum of nine semester hours of upper-division business credits may, upon approval, be transferred from the Tempe campus or from another AACSB-accredited four-year institution.

An Associate in Transfer Partnership Degree is available to Maricopa County Community College students who wish to complete their first two years of course work at a Maricopa County Community College and transfer to the School of Global Management and Leadership without loss of credit. The Arizona Associate in Business degree is also available for transfer to any business program at an Arizona state-funded university without loss of credit. A student should consult with an academic advisor in the School of Global Management and Leadership to assist in planning his or her program.

Degree Requirements

Students seeking a Bachelor of Science (BS) degree in the School of Global Management and Leadership must satisfactorily complete a curriculum of 120 semester hours.

Specific requirements for the BS degree in Accountancy, Global Business, and Leadership in International Management are explained under the respective academic program sections.

University General Studies Requirements

All students pursuing a baccalaureate at ASU must successfully complete a minimum of 35 semester hours of approved general studies courses. Courses completed in the business major, as well as selected courses required for admission to the BS degree program can be applied toward meeting the university General Studies requirement. Students should consult with their advisor when selecting courses to fulfill the General Studies requirement.

Additional Graduation Requirements

In addition to completion of the courses outlined above, to be eligible for a BS degree in the School of Global Management and Leadership, a student must have

1. attained a cumulative GPA of 2.00 or higher for all business courses taken at this university and for all courses for the concentration/major taken at this university;
2. earned at least 50 percent of the business semester hours required for the business degree in resident credit at the ASU; and
3. earned a grade of "C" (2.00) or higher in all upper-division business courses required for the major or concentration.

Pass/Fail

School of Global Management and Leadership undergraduate students may not include among the semester hours required for graduation any courses taken at this university on a pass/fail basis. This policy excludes some courses such as internship, which may be offered only for satisfactory/fail credit.

ACADEMIC STANDARDS

The following are minimum academic standards applicable to all degree and certificate programs offered by the School of Global Management and Leadership. Some programs may have more specific or more stringent requirements.

Probation

Students are placed on probation when their GPA for all courses taken at ASU drops below a 2.00 minimum.

Disqualification

Probationary students have at most the next two consecutive semesters to raise their ASU GPA to the minimum 2.00 or higher. In the first semester of probation the student must receive a grade of “C” (2.00) or higher in all courses and have a GPA of at least 2.50 for the semester. Immediate disqualification occurs if either of these conditions are not met. If both are satisfied but the GPA for ASU courses still remains below 2.00, then the student may be given a second semester under probation to raise the GPA to the minimum. The student is disqualified from the business program if the ASU GPA has not been restored to at least 2.00 after the two semesters.

Reinstatement

The School of Global Management and Leadership does not accept applications for reinstatement until the disqualified student has remained out of the college for at least a 12-month period. Merely remaining in a disqualified status for the above period of time does not, in itself, constitute a basis for reinstatement. Evidence of ability to do satisfactory academic work is required.

Students who have been academically disqualified are permitted to enroll in courses during summer sessions in order to raise their ASU GPA. Disqualified students may not enroll in upper-division business courses until they have been reinstated in a business program.

Academic Dishonesty

School of Global Management and Leadership students are expected to adhere to the ASU Academic Integrity Policy. A copy of the policy may be obtained from the school’s Advising Office.

GLOBAL BUSINESS—BS

Nature of Program

The Global Business degree program establishes the foundation for understanding the entire business enterprise operating in a global economy. The program emphasizes real-world skills, such as conflict management, team building, diversity awareness, and problem solving, by integrating innovative courses into its curriculum.

The Global Business curriculum is composed of a global business core, a business concentration, and focused liberal studies courses. The core courses integrate concepts to develop the understanding of how businesses operate and how to make decisions in the global marketplace.

Each student’s degree program includes courses in a specialized area of interest in business. The focused liberal studies courses are directly linked to global awareness, understanding diverse customers and markets, communication, and problem solving skills.

Career Outlook

The Global Business major is designed for students seeking careers in a variety of domestic business organizations as well as those focused on worldwide business activity. Opportunities for graduates exist with both large and small employers. Most career-related positions tend to be in private firms, followed by government agencies, and by non-profit organizations. The program emphasizes the analysis of business environments, and related business practices and issues. In addition, the global business program serves as an excellent foundation for graduate study in business and for the study of law.

To further enhance the program of study, the ASU Global Business major provides a professional career development component that is integrated into the degree program and requires each student to participate in several workshops/seminars each semester.

Admission

To be considered for admission to the Global Business program, the student must be admitted to the West campus and must have

1. completed a minimum of 57 semester hours of the lower-division requirements for the degree at ASU or a regionally accredited college or university, or the Arizona Associate of Business degree, or the Associate in Transfer Partnership degree;
2. attained a minimum cumulative GPA of 2.50; and
3. completed the following required courses with a grade of “C” (2.00) or higher in each course:
 - a. ACC 230 Uses of Accounting Information I or a Financial Accounting course (3 hours)
 - b. ACC 240 Uses of Accounting Information II or a Managerial Accounting course (3 hours)
 - c. ECN 211 Macroeconomic Principles SB
 - d. ECN 212 Microeconomic Principles SB
 - e. EDT 180 Computer Literacy CS
 - f. ENG 101, 102 First-Year Composition
 - g. MAT 210 Brief Calculus MA
 - h. MAT 212 Mathematics for Business Analysis MA
 - i. PGS 101 Introduction to Psychology SB
 - j. QBA 221 Statistical Analysis CS
 - k. SOC 101 Introductory Sociology SB
 1. two SQ laboratory science courses or an SQ and an SG laboratory science course (8 hours)
 - m. a course in oral communication (3 hours).

Major Requirements

Upper-Division Business Core

ACC 346 Information Systems Management (3)
FIN 301 Fundamentals of Finance (3)
GLB 301 Business in the Global Environment *G* (4)
GLB 302 Culture and Diversity Management (3)
GLB 303 Relationship Management (3)
GLB 401 Global Business Integration *L* (4)
MGT 301 Principles of Management (3)
MKT 301 Fundamentals of Marketing (3)
OPM 301 Operations Management (3)
Business elective or internship (4)

Total core 33

Focused Liberal Studies

Select 15 upper-division semester hours from the following areas.

Ethics

Choose one of these two (3)
PHI 306 Applied Ethics *HU* (3)
PHI 360 Business and Professional Ethics *HU* (3)

Creativity

Choose one of the following courses (3)
CMN 422 Argumentation, Critical Reasoning, and Public Communication *L* (3)
IAP 331 Performance, Acting, and the Individual (3)
IAP 335 Vocalization and Movement (3)
IAP 352 Seeing and Drawing (3)
IAP 442 Movement and Music (3)

Writing

Choose one of the following courses (3)
ENG 301 Writing for the Professions *L* (3)
ENG 311 Persuasive Writing *L* (3)
ENG 323 Rhetoric and Grammar *L* (3)

Global/Regional/American Studies

Choose one global/regional studies course and one American studies course from the following courses (6)
AMS 311 History of American Systems since 1865 *H* (3)
AMS 321 American Cultural History II *SB, H* (3)
AMS 330 Introduction to American Lives *HU* (3)
ASB 340 Migration and Culture *SB, G* (3)
or SOC 328 Migration *SB, G* (3)
ASB 440 Women in the Global Factory *SB, G* (3)
HIS 356 World History Since 1500 *G, H* (3)
HIS 394 ST: Japan (3)
HIS 423 Mexico *SB, H* (3)
LSC 330 Pollution vs. Protection: Counting the Cost *G* (3)
POL 350 Comparative Politics *SB, G* (3)
POL 360 World Politics Theory *SB, G* (3)
POL 361 American Foreign Policy *SB* (3)
POL 430 Race and Politics in the Americas *SB, C* (3)
POL 435 Women, Power, and Politics *SB, C* (3)
POL 453 Latin American Cities *SB, G* (3)
POL 454 Mexico: Politics, Economy, Cultures *SB, G* (3)
POL 460 Politics of Globalization *SB, G* (3)
or SOC 457 Social Movements and Social Change *SB, G* (3)
POL 464 Border Cities: Action Research on Globalization *SB, G* (3)
POL 486 Global Political Economy *SB, G* (3)
SBS 450 Topics in Local/Global *SB, G* (3)
SOC 352 Social Change *SB, G, H* (3)
SOC 364 Popular Culture *SB* (3)
WST 487 Gender and International Development *SB, G* (3)

Total focused liberal studies 15

Concentrations

Each student's degree program includes one of the following areas of concentration: financial management, leadership and management, or marketing. Each concentration consists of 12 semester hours.

Honors Thesis

With the approval of the thesis advisor, honors students may substitute the Honors Thesis for one course in the concentration.

Financial Management Concentration

The objective of the financial management concentration is to prepare students to enter a career in finance. Students will get an in-depth look at the quantitative and qualitative aspects of the analytical tools needed to make financial decisions. Emphasis is on domestic and global capital market institutions and securities.

The financial management concentration consists of four required courses as follows:

ACC 410 Contemporary Financial Reporting (3)
FIN 410 Investments (3)
FIN 411 International Finance (3)
FIN 412 Financial Management (3)

Total 12**Leadership and Management Concentration**

The leadership and management concentration provides students with a broad introduction to principles and practices relevant in today's complex business world. Emphasis is placed on leadership applications and development and on management of human resources in a domestic and global business environment. This concentration is designed for students who seek a challenging and rewarding management position.

MGT 411 Leading Organizations (4)

MGT 412 Managing Human Resources (4)

MGT 494 Special Topics in Leadership and Management (4)

Total 12**Marketing Concentration**

Study in the field of marketing involves analysis of how organizations design, distribute, price, and promote products and services that satisfy customer needs as well as meet organizational objectives. Marketing students prepare for careers in general marketing management, brand management, advertising, marketing research, international marketing, distribution, retail sales, and sales management.

The marketing concentration consists of three required courses as follows:

MKT 410 Consumer Behavior (4)

MKT 413 Marketing Research Concepts and Practice (4)

MKT 414 Global Strategic Marketing (4)

Total 12**LEADERSHIP IN INTERNATIONAL MANAGEMENT—BS****Nature of Program**

The Leadership in International Management (LIM) program offers a more extensive international curriculum and greater multicultural experiences than the Global Business program. The program requires a cohort learning experience for all upper-division core courses, a foreign language (Spanish), a semester of upper-division study at a university in Mexico, and a partnership with international exchange students who are in residence at ASU on the West campus. As a border state to Mexico, the number two global trading partner of the U.S., Arizona offers students a rich opportunity to learn the language while studying in a key trading partner country.

Career Outlook

The ultimate outcome of the LIM program is to develop graduates who possess the knowledge, skills and techniques necessary to significantly participate in international business operations. Trade with Central American countries is expected to increase in the near future. The Central American Free Trade Agreement (CAFTA), signed into law in August 2005, will create opportunities for U.S.-based businesses to export goods with reduced tariffs, and eventually many goods will become duty-free. To be successful in this new environment, businesses will need a workforce that understands the Central American business environment, its cultures, and how to communicate and develop relationships with such businesses. This program is helping to provide such a workforce.

Admission

Because of the cohort nature of the program, students are admitted to the program only for the fall semester. To be considered for admission to the LIM program, the student must be admitted to the West campus and must have

1. completed a minimum of 44 semester hours of the lower-division requirements for the degree (excluding language) at ASU or a regionally accredited college or university, or the Arizona Associate of Business degree, or the Associate in Transfer Partnership degree in Global Business;
2. attained a minimum cumulative GPA of 3.50 and completed the following required courses with a grade of "C" (2.00) or higher in each course:
 - a. ACC 230 Uses of Accounting Information I or a Financial Accounting course (3 hours)
 - b. ACC 240 Uses of Accounting Information II or a Managerial Accounting course (3 hours)
 - c. ECN 211 Macroeconomic Principles SB
 - d. ECN 212 Microeconomic Principles SB
 - e. EDT 180 Computer Literacy CS
 - f. ENG 101, 102 First-Year Composition
 - g. MAT 210 Brief Calculus MA
 - h. MAT 212 Mathematics for Business Analysis MA
 - i. PGS 101 Introduction to Psychology SB
 - j. QBA 221 Statistical Analysis CS
 - k. SOC 101 Introductory Sociology SB
 - l. two SQ laboratory science courses or an SQ and an SG laboratory science course (8 hours)
 - m. a course in oral communication (3 hours).
3. submitted an admission essay and participate in an on-campus interview. Out-of-state students may fulfill this with a phone interview.

Acceptance is contingent upon the fulfillment and assessment of these activities by a LIM program committee composed of two LIM faculty members, an academic advisor, and the SGML undergraduate program director.

Major Requirements

Upper-Division Business Core

- ACC 346 Information Systems Management (3)
- FIN 301 Fundamentals of Finance (3)
- GLB 301 Business in the Global Environment *G* (4)
- GLB 302 Culture and Diversity Management (3)
- GLB 401 Global Business Integration *L* (4)
- LIM 301 International Organizational Behavior (3)
- LIM 303 Negotiation and Conflict Resolution Strategies Across Cultures (3)
- LIM 401 Advanced Topics in International Leadership (3)
- LIM 494 Special Topics (5)
- MKT 301 Fundamentals of Marketing (3)
- OPM 301 Operations Management (3)
- Focused liberal studies (9)
- Semester of course work at a Mexican University (15)

Language Requirement

To enrich the experiences of the senior semester of study in a Latin American country, each student is required to demonstrate knowledge of Spanish at the intermediate level by the middle of the junior year. Although the students take their courses in English during their semester of study in Latin America, familiarity and comfort with Spanish enhances their out-of-class interactions and cultural experiences. This language requirement may be satisfied through one of the following:

1. completion of secondary education at a school in which the language of instruction is Spanish; or
2. completion of 16 semester hours of Spanish (through the second intermediate Spanish course, equivalent to SPA 202) or an equivalent score earned on a standardized proficiency exam, such as the CLEP test.

For more information, call 602/543-6200, or access the SGML Web site at sgml.asu.edu/a.

GRADUATE DEGREES

The faculty of the School of Global Management and Leadership offer the professional Master of Accountancy and Applied Leadership and the Master of Applied Leadership and Management. For more information, see the Graduate Catalog.

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Department of Accountancy

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602/543-6275

FAB S190

William A. Duncan, Chair

Professors

Lowe, Vickrey

Associate Professors

Duncan, Prosch, Swenson

Assistant Professors

Chen, Chung, McCall, Samuels

Senior Lecturer

Muller

Lecturers

Dallmus, Finger, Wood

Three accounting programs are available at the West campus. The BS degree in Accountancy is available for students pursuing an undergraduate degree. The Postbaccalaureate Certificate in Accountancy is available for those already possessing a bachelor's degree who seek a career change to accounting or upgraded accounting skills. The Postbaccalaureate Certificate in Professional Accountancy is designed to allow BS in Accountancy graduates to meet the educational requirements for CPA licensure.

Either certificate program can be used as a foundation to pursue professional certification as a Certified Public Accountant (CPA), Certified Management Accountant (CMA), or Certified Internal Auditor (CIA).

ACCOUNTANCY—BS

Nature of Program

The faculty of the Accountancy Program is dedicated to improving the quality of accounting practice. This objective is achieved primarily through offering rigorous and relevant educational experiences through the bachelor's program. The complexity of the modern business world and its growing interaction with social, political, and economic environments is reflected in the revised accountancy program with its emphasis on a solid foundation of accounting and business courses with a selection from a number of optional courses for specialized career development. Students who study accountancy aspire to enter a challenging professional environment. An accounting professional in today's environment must possess technical expertise and excellent communication, analytical, and interpersonal skills.

Career Outlook

Graduates of the Accountancy Program accept positions as accountants, auditors, and internal auditors, while some students pursue business careers outside traditional accounting roles. Students are recruited by CPA firms, banks, other financial institutions, manufacturing companies, utilities, and government agencies. The curriculum in the undergraduate accountancy program provides the foundational requirements for professional certification as a CPA, CMA, or CIA. Additional course work may be necessary for licensure.

Admission

To be considered for admission to the Accountancy program, the student must be admitted to the West campus and must have

1. completed a minimum of 57 semester hours of the lower-division requirements for the degree at ASU or a regionally accredited college or university, or the Arizona Associate of Business degree, or the Associate in Transfer Partnership degree;
2. attained a minimum cumulative GPA of 2.50;
3. completed the accounting core with a grade of "B" (3.00) or higher in each course:
 - a. ACC 230 Uses of Accounting Information I or a Financial Accounting course (3 hours)
 - b. ACC 240 Uses of Accounting Information II or a Managerial Accounting course (3 hours)
 - c. ACC 250 Introductory Accounting Lab (0-1 hour)*; and
4. completed the following required courses with a grade of "C" (2.00) or higher in each course:

- a. ECN 211 Macroeconomic Principles *SB*
- b. ECN 212 Microeconomic Principles *SB*
- c. EDT 180 Computer Literacy *CS*
- d. ENG 101, 102 First-Year Composition
- g. MAT 210 Brief Calculus *MA*
- h. MAT 212 Mathematics for Business Analysis *MA*
- g. PGS 101 Introduction to Psychology *SB*
- h. QBA 221 Statistical Analysis *CS*
- i. SOC 101 Introductory Sociology *SB*
- j. two SG laboratory science courses or an SQ and an SG laboratory science course (8 hours)
- k. a course in oral communication (3 hours).

* This course is required for those completing the ACC 230 and 240 sequence.

Major Requirements

Upper-Division Business Core

- ACC 346 Information Systems Management (3)
- FIN 301 Fundamentals of Finance (3)
- GLB 401 Global Business Integration *L* (4)
- MKT 301 Fundamentals of Marketing (3)
- OPM 301 Operations Management (3)
- Choose one of the following management courses (3-4)
 - GLB 303 Relationship Management (3)
 - MGT 301 Principles of Management (3)
 - MGT 412 Managing Human Resources (4)

Minimum upper-division business core total 19

Accounting Core

- ACC 326 External Financial Reporting I (3)
- ACC 327 External Financial Reporting II (3)
- ACC 336 Cost Management and Control (3)
- ACC 356 Income Tax Accounting (3)
- ACC 361 Accounting Technology (3)

Total accounting core 15

Career Focus

- Choose three from the following courses, at least two of which must be ACC (9)
- ACC 426 Advanced Reporting: Consolidation, International and Not-for-Profit Topics (3)
 - ACC 436 Advanced Topics in Cost Management (3)
 - ACC 456 Advanced Taxation (3)
 - ACC 476 External Auditing (3)
 - ACC 477 Internal Auditing (3)
 - ACC 478 Governmental and Not-for-Profit Accounting (3)
 - ACC 484 Accounting Internship (3)
 - FIN 410 Investments (3)
 - FIN 411 International Finance (3)
 - FIN 412 Financial Management (3)
 - LES 306 Business Law (3)

General Studies Requirements

- CMN 100 Introduction to Human Communication *SB* (3)
or CMN 230 Small Group Communication *SB* (3)
- CMN 259 Communication in Business and the Professions (3)
- ENG 301 Writing for the Professions *L* (3)
- PHI 306 Applied Ethics *HU* (3)
or PHI 360 Business and Professional Ethics *HU* (3)
- General Studies curriculum course* (3)

Total 15

Minimum major requirements total 58

* This course must be approved by a business advisor and must have subject matter in political science, government, or business and society.

Academic Good Standing

Accountancy majors must receive grades of "C" (2.00) or higher in the required upper-division accounting courses to be in good standing. If an Accountancy major receives a grade below "C" (2.00) in any required course, this course must be repeated before any other upper-division accounting course can be taken. If a second grade below "C" (2.00) is received in an upper-division accounting course already taken, the student is no longer eligible to take additional upper-division accounting courses.

POSTBACCALAUREATE CERTIFICATE IN ACCOUNTANCY

Nature of the Program

The Postbaccalaureate Certificate in Accountancy is a flexible 30-semester-hour program designed for students already possessing an undergraduate degree. The undergraduate degree may be in any field, business related or not.

The certificate program is particularly useful for persons seeking a career change to accounting or upgrading existing accounting skills. The program involves undergraduate course work in accounting and related fields and prepares a student to sit for the Certified Public Accountant examination or other professional accounting certification such as the Certified Management Accountant or Certified Internal Auditor.

The curriculum is designed to provide students with a solid foundation, teaching students the technical accounting

expertise they need while learning the communication, analytical, and interpersonal skills necessary to succeed in today's business world. Classes are conveniently offered during day and evening hours. Students also have the opportunity to receive work experience through internship programs with local firms and governmental agencies. Students who complete the certificate are highly sought after by employers because of their practical work experience and strong communication skills.

Admission

To be admitted to the Postbaccalaureate Certificate in Accountancy program, an individual must

1. possess a four-year baccalaureate degree with a minimum GPA of 2.50 from an accredited college or university;
2. be admitted to West campus as a nondegree graduate student; and
3. have completed Financial and Managerial Accounting (six semester hours) with a grade of "B" (3.00) or higher and the prerequisite Business core with a minimum GPA of 2.50 and a grade of "C" (2.00) or higher in each course:
 - a. Computers in Business (three hours)
 - b. Finite Mathematics (three hours)
 - c. Microeconomic Principles and Macroeconomic Principles (six hours)
 - d. Statistical Analysis (three hours).

Program Requirements

Accounting Core

W ACC 326 External Financial Reporting I (3)
 W ACC 327 External Financial Reporting II (3)
 W ACC 336 Cost Management and Control (3)
 W ACC 346 Information Systems Management (3)
 W ACC 356 Income Tax Accounting (3)
 W ACC 361 Accounting Technology (3)

Core total 18

Career Focus

Choose two from the following courses, at least one of which must be ACC (6)

W ACC 426 Advanced Reporting: Consolidation, International, and Not-for-Profit Topics (3)
 W ACC 436 Advanced Topics in Cost Management (3)
 W ACC 456 Advanced Taxation (3)
 W ACC 476 External Auditing (3)
 W ACC 477 Internal Auditing (3)
 W ACC 478 Governmental and Not-for-Profit Accounting (3)
 W ACC 484 Accounting Internship (3)
 W ACC 494 Special Topics (3)
 W FIN 410 Investments (3)
 W FIN 411 International Finance (3)
 W FIN 412 Financial Management (3)
 W LES 306 Business Law (3)

Business Electives

Choose two from the following courses (6)

W FIN 301 Fundamentals of Finance (3)
 W GLB 303 Relationship Management (3)
 or W MGT 301 Principles of Management (3)
 W MKT 301 Fundamentals of Marketing (3)
 W OPM 301 Operations Management (3)

Program minimum total 30

Students admitted to the Postbaccalaureate Certificate in Accountancy program are permitted to enroll in courses other than those listed above only with the written permission of the accountancy director.

At least 21 of the upper-division semester hours for the certificate and 18 of the upper-division semester hours in accounting must be taken in residence at West campus. Candidates must achieve a grade of "C" (2.00) or higher in each course presented for the postbaccalaureate certificate.

Academic Good Standing

Postbaccalaureate Certificate students must receive grades of "C" (2.00) or higher in the required upper-division accounting courses to be in good standing. If a postbaccalaureate certificate student receives a grade below "C" (2.00) in any required accounting course, this course must be repeated before any other upper-division accountancy course can be taken. If a second grade below "C" (2.00) is received in an upper-division accountancy course already taken, the student is no longer eligible to take additional upper-division accountancy courses.

POSTBACCALAUREATE CERTIFICATE IN PROFESSIONAL ACCOUNTANCY

Nature of the Program

The Postbaccalaureate Certificate in Professional Accountancy is designed for students who have earned a Bachelor of Science in Accountancy and need additional college course work to meet the educational requirements for Certified Public Accountant (CPA) licensure in the State of Arizona. Upon completion of the Postbaccalaureate Certificate in Professional Accountancy, students will have met the 150 semester hour requirement for CPA certification in Arizona that took effect June 30, 2004.

Admission

To be admitted to the Postbaccalaureate Certificate in Professional Accountancy program, an individual must possess a four-year baccalaureate degree in Accountancy with a minimum GPA of 2.50 from ASU or the equivalent from another regionally accredited university or college with a minimum of 120 semester hours.

Program Requirements

In consultation with a program advisor, students design individualized programs of study that enable them to meet the educational requirements for certification as CPAs in Arizona. Certificates are awarded to students who have completed at least 150 semester hours of college-level course work, including at least 36 semester hours of accounting courses, of which at least 30 semester hours must be in the upper division. Thirty semester hours of related business courses acceptable for certification must also be completed. All course work presented for the certificate must be completed with a minimum grade of "C" (2.00) and be earned at regionally accredited universities or colleges. At least 18 semester hours must be taken in residence at West campus.

Academic Good Standing

Postbaccalaureate certificate students must complete all courses used to fulfill the certificate requirements with a grade of "C" (2.00) or higher.

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 Economics, Finance, Marketing, and Quantitative Business Analysis

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602/543-6101

FAB N120A

Joseph A. Bellizzi, Chair

Professor
Bellizzi

Associate Professors
Anderson, Mizzi

Assistant Professors
Chi, Gonzalez, McCabe, Mola, Oke, Quayes, Zhang

Visiting Assistant Professor
Smith

Lecturers
Macfie, Olander, Rice

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 Management

www.west.asu.edu/sgml/glb

602/543-6204

FAB N120D

Leanne Atwater, Chair

Professors

G. Anders, Atwater, Nahavandi, Van Fleet, Waissi, Waldman

Associate Professors

Balthazard, Brett, Carey, Gopalakrishnan, Meznar

Assistant Professors

Mesquita, Mohan, Nemanich, Peterson, Printezis, Walumbwa

Visiting Associate Professor

Cabrera

Visiting Assistant Professor

Idiagbon-Oke

Lecturers

K. Anders, Goldman

COURSES

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

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OVERVIEW

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.

ACADEMIC SUCCESS AND ENGAGEMENT PROGRAMS

The mission of the Academic Success and Engagement Programs (ASEP) is to provide all ASU students avenues for increasing their level of academic performance and to enrich their university experience. Through its two components of Academic Success Programs and Academic Community Engagement Services, ASEP provides academic support and tutoring, numerous opportunities for community building, and various venues for experiential learning.

Academic Community Engagement Services

Academic Community Engagement Services (ACES) supports community-based learning activities appropriate for and beneficial to any ASU student and provides opportunities specifically for service learning and work-study eligible students. ACES programs offer an avenue for ASU students to enrich their education as they positively impact Phoenix-area communities. For more information, call 480/727-6382.

Service Learning Program

Students who enroll in the Service Learning Program credit-bearing internships participate in academically based service activities that

1. integrate and enhance academic curriculum and community experiences;
2. meet community-identified needs;
3. foster civic responsibility;
4. support reciprocal learning; and
5. include structured reflection time.

The Service Learning Program and associated departments offer all ASU students the opportunity to develop a sense of shared mission and community with their classmates as they provide educational support and enrichment to

diverse groups of Phoenix-area children and adults in structured, supervised environments. These service internships can be “linked” to many different discipline areas. Most service learning students provide after-school tutoring or lead children in hands-on science and math activities. Footnote 34 denotes service learning sections in the Online ASU Interactive Schedule of Classes.

America Reads and America Counts

Through the America Reads program, Federal Work-Study students are paid to work one-on-one with academically at-risk children in the community. The term at-risk describes children in grades 1 through 9 who live in low-income areas and are likely later to drop out of high school. The goal of the America Reads tutoring program is to increase each child’s literacy skills to grade level. In the after-school programs, tutors assist children with homework as well as create fun, hands-on activities to exercise academic skills. Tutors also assist preschool children in developing early literacy skills.

Through the America Counts program, Federal Work-Study students are paid to work with academically at-risk children (grades 1 through 3) in the community to increase math scores and comprehension. In these after-school programs, tutors assist children with homework and create hands-on activities to teach math concepts in fun ways.

Academic Success Programs

The Academic Success Programs are designed to help students succeed and excel in their course work and to assist them in developing the skills that will lead to their graduation from ASU.

Campus Match

Campus Match is a first-semester fall program that gives freshmen the opportunity to attend classes in small learning communities according to their academic interests. Students choose a cluster of classes from a wide variety of offerings. Each cluster is limited to 19 students who enroll in and attend classes together. All students attend a weekly seminar that facilitates their social and academic adjustment to the university.

Academic Success at the University Courses

The purpose of the UNI courses is to assist first-year, transfer, and reentry students in making a successful transition to the university. In these courses, students learn about university resources, policies and procedures, study skills, values and goal setting, human diversity, academic and career planning, and other skills.

UNI 100 is a comprehensive student success course designed to assist in the development of effective academic strategies and to promote an understanding of human diversity, values, and perspectives as they relate to overall student success at ASU. The course creates opportunities for students to understand themselves and others and become a successful part of the campus community. (For UNIVERSITY (UNI) course list, see [Courses](#) below.)

Student Success Center

The Student Success Center is located on the first floor of UCENT at the Downtown Phoenix campus. The center offers complementary and supplementary academic success programs and services to help students achieve academic excellence. These programs and services include the Academic Mentoring Program, Structured Learning Assistance, academic workshops, academic advising, and career development. These programs and services are provided at no additional cost to ASU students. Computers are located throughout the Student Success Center, where students can use a broad range of course-related, learning-style-based, and conventional software, which includes adaptive technology for students with disabilities. Students are encouraged to meet in one of our four small group meeting rooms. The center also has a large seminar room for workshops and other presentations.

Summer Bridge

Summer Bridge is a program designed to assist first-semester freshmen in making the transition from high school to university life. Summer Bridge is a five-week program that provides a full academic curriculum in conjunction with a rich student development experience. The program assists participants in acclimating to campus, accessing student support programs and services, and enhancing classroom and personal skills.

Writing Across the Curriculum

Writing Across the Curriculum (WAC) is designed to enhance the quality of writing and critical thinking skills of university students. WAC specialists consult with faculty on methods of developing and integrating writing assignments into course content. The specialists also provide customized, in-class writing workshops designed to assist students in researching and responding to writing assignments.

Writing Center

The Writing Center at the Tempe campus provides students with one-on-one and group tutoring in writing skills. Rather than proofreading or editing students’ writing, the Writing Center teaches students the skills they need to improve their writing processes and products.

UNIVERSITY COLLEGE ACADEMIC ADVISING

The mission of University College Academic Advising is to promote student development and success by helping students identify, clarify, and achieve their academic goals. Through individualized professional advising and teaching practices, University College academic advisors challenge and support students in their process of becoming self-directed, life-long learners.

University College center provides advising for a diverse group of students, with a primary focus on all exploratory/undeclared students, and students 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 process and its outcome. Good academic advising is the foundation for successfully completing a bachelor

degree.

Academic advisors assist students in selecting a major by suggesting complementary choices among the offerings in the ASU 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, and policies and procedures.

See the [University College Academic Advising](#) table below.

University College Academic Advising				
Campus	Location	Telephone	Fax	Web Address
Downtown Phoenix	UCENT 100	602/496-4278	602/496-0368	uc.asu.edu/advising
Polytechnic	CNTR 80	480/727-1452	480/727-1714	uc.asu.edu/advising
Tempe	UASB 129	480/965-4464	480/727-6156	uc.asu.edu/advising
Transfer Center and Alliance Advising	UCENT 164	602/496-4278	602/496-0368	uc.asu.edu/advising
West	UCB 201	602/543-9222	602/543-4221	uc.asu.edu/advising

Exploratory Major Students Critical Requirements

Beginning fall 2007 all incoming ASU freshmen participate in the critical requirements program. Critical requirements are designed to help students graduate in four years by clearly outlining course requirements and course progression and by placing critical courses in the early semesters to help students determine degree fit and suitability.

To that end, University College (UC) has developed major maps that support students exploring potential majors during their first few semesters at the university. Upon admission to University College, all first-year exploratory majors are required to declare a protomajor in one of four areas: exploratory social and behavioral sciences track, exploratory health and life sciences track, exploratory humanities and fine arts track, and exploratory math, physical science, and engineering track.

Each of these protomajors is designed to provide students with introductory courses in a field of choice (e.g., Introduction to Psychology, Introduction to Environmental Design), general studies education, and elective courses that reinforce current interests. By strategically selecting courses, students can make progress toward choosing a major with the appropriate fit. Each exploratory track is composed of a three-semester major map, with the end goal of having students declare their major by no later than completion of 45 semester hours. Students are required to maintain a GPA that keeps them in good academic standing with the university and allows them to declare the major of their choosing.

Major maps for each of these exploratory tracks are available at www.asu.edu/programs/majormaps.

University College Academic Advising

There are offices located on each ASU campus that provide general academic advising and resources to assist students in the process of declaring a traditional ASU major. Academic advising information is available at uc.asu.edu/advising.

University College Major and Career Exploration

Counselors are available for individual appointments to discuss career goals and objectives at all UC Academic Advising locations. Students are encouraged to access www.asu.edu/majorexploration to begin the major and career exploration process.

Helpful Tips

1. Use www.asu.edu/programs/majormaps to review three to five majors you are interested in and compare critical-requirement major maps for the first few semesters.
2. Choose courses wisely as some courses satisfy critical-requirement criteria for several majors concurrently.
3. Meet with academic advisors in colleges and/or departments of your interest.
4. Visit with a University College Career Counselor to review possible assessments and strategies for exploring major options.
5. Get involved in volunteer work, and join a student organization as these activities may spark new interests.

ACADEMIC GOOD STANDING

For purposes of retention, academic good standing for exploratory/undeclared majors is defined in the [Academic Good Standing](#) table below.

Academic Good Standing	
Total Hours Earned	Minimum Cumulative GPA
24 or fewer	1.60
25–55	1.75
56 or more	2.00

A student who does not maintain the minimum GPA standard after each fall or spring semester is placed on academic probation. A student placed on academic probation or continuing probation must meet with an academic advisor before registration for the subsequent semester. A student placed on academic probation has one semester to raise his or her cumulative or semester GPA to meet the academic good standing criteria; otherwise, the student is

disqualified. A student who has been disqualified is not permitted to enroll for the fall or spring semester.

Students who wish to choose exploratory major status must be in good academic standing as defined above. Students may remain designated as exploratory major status until they complete 45 semester hours. Students who have not declared a major by the time they have completed 45 semester hours are placed on hold, which prevents registration for future ASU semesters, until the student has declared a major.

UNIVERSITY SUPPORT SERVICES

Alliance Program with the Maricopa Community Colleges

The Alliance Program is a unique partnership between the Maricopa Community Colleges and ASU designed to increase the number of students who graduate with associate and bachelor's degrees. The Alliance Program strives toward collaboration in degree planning, seamless transitions for students throughout their academic careers, joint programs and services that are student-centered, and increased access to affordable and flexible education. The Alliance Program director has a dual reporting line to ASU and the Maricopa Community Colleges.

Academic Transfer Articulation Office

ATAO facilitates curriculum information related to the transfer of course work to ASU, articulation task forces in the state of Arizona, course equivalency guides, and Associate in Transfer Partnership degree articulations with the Maricopa Community Colleges. ATA0 strives to provide timely, relevant information to students, advisors, and faculty on matters related to the transfer and articulation of course work.

Degree Audit Reporting System

DARS is an online tool that provides students with current information regarding their degree requirements. Through this system, a degree audit is produced that matches a student's completed courses against degree program requirements. The audit allows students to assess their progress toward their degree or determine how their earned credits would apply to another 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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School of Extended Education
www.asu.edu/xed

480/965-9696

MERC 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.

Evening classes in English as a second language are offered at night at the Tempe campus. For details, see [English as a Second Language](#).

The Bachelor of Interdisciplinary Studies is offered at the Mercado (formerly known as the Downtown Center). Students may earn their entire degree in downtown Phoenix. For more information, see an advisor.

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

Undergraduate Certificates

All certificates offered by the School of Extended Education or in collaboration with the other ASU colleges are shown in the [ASU Certificates Offered Through or by the School of Extended Education](#) table below.

ASU Certificates Offered Through or by the School of Extended Education	
Certificate Program	Administered By
Accelerated Financial Planner*	School of Extended Education
ASU Skill Certificate*	School of Extended Education
Business English Certificate*	School of Extended Education
Certified Management Accountant*	School of Extended Education
Evidence-Based Practice in Nursing and Healthcare, Graduate Certificate in	College of Nursing & Healthcare Innovation
Fire Service Management, Certificate in	Department of Technology Management
Nurse Education in Academic and Practice Settings, Graduate Certificate in	College of Nursing & Healthcare Innovation
Supervisory and Management Skills Certificate*	School of Extended Education
* This certificate is not for academic credit.	

Fire Service Management Certificate

This online certificate program provides a robust educational experience that builds critical thinking, management, leadership, and communication skills.

The Fire Service Management Certificate is a one-year cohort-based program consisting of 18 semester hours of upper-division credit that can be transferred to an associate or bachelor degree. The program's core requirements focus on management, organization, professional communication, statistics, and computer competency.

Program faculty include highly respected fire service professionals and academics who have the appropriate credentials to teach at a Research Extensive university.

For complete program details, access the Web site at www.poly.asu.edu/ctas/imt/fire, or call 480/727-1321.

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 480/965-3244.

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 480/965-9200.

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 480/965-9200.

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 480/965-9200.

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 480/965-9200.

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 480/965-9200.

Income Tax Practitioners' Workshop

Each January, the School of Extended Education offers a two-day workshop for tax preparers, CPAs, and other income tax professionals. These professionals learn the latest information about federal tax legislation and new tax provisions, tax credits, capital gains, and technology changes that affect business and profitability. Participants also may be eligible for 15 CPE hours from the Arizona Board of Accountancy. This program is presented by the three state universities in cooperation with the U.S. Internal Revenue Service and the Arizona Department of Revenue.

For more information, call 480/965-9200, or access the Web site at www.asu.edu/xed/tax.

Real Estate Continuing Education

Arizona real estate agents and brokers, even in the most rural communities of the state, can obtain the 24 hours of continuing education credits they need for license renewal through a series of Web-based, continuing education courses. Courses are offered in the following categories: commissioner's standards, contract law, agency law, fair housing, real estate legal issues, and disclosure.

For more information and to register online, access the Web site at www.asu.edu/xed/renewal.

Wealth Management

This program is a series of six evening classes that help personal investors manage their investments like a business. The program offers a comprehensive study of the major advancements and practical application in portfolio theory and provides proven strategies in issues such as asset allocation, risk management, international markets, taxation, estate planning, and performance measurement. Classes are held throughout the valley and at other locations in the state.

For more information, call 480/965-9200, or access the Web site at www.asu.edu/xed/wealth.

LECTURES

A variety of special programs of academic and cultural interest as well as personal enrichment are provided to the general community. These lectures cover an array of topics and are offered in central Phoenix.

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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School of Interdisciplinary Studies

uc.asu.edu/sis

602/496-4747

UCENT 363

Frederick C. Corey, Director

The School of Interdisciplinary Studies in University College advances intellectual fusion through innovative curricular developments and degree offerings. Objectives of the school are to offer a Bachelor of Interdisciplinary Studies degree that is innovative and rigorous, to provide course offerings for degree programs and exploratory students on the Downtown Phoenix campus, to incubate new degree programs on the Downtown Phoenix campus, to develop new degree programs in interdisciplinary and individualized studies, and to partner with the School of Extended Education to offer a range of degree completion programs.

The School of Interdisciplinary Studies, located at the Downtown Phoenix campus, offers a wide range of courses in the natural sciences, mathematics, social sciences, fine arts, and humanities. The school is home to the Language Resource Lab and Integrated Science Lab, and the school hosts the W. P. Carey School of Business. The faculty of the school is composed of distinguished professors from school across ASU, professors from the Emeritus College, outstanding lecturers, graduate teaching associates, faculty associates, and visiting professors.

BACHELOR OF INTERDISCIPLINARY STUDIES

The Bachelor of Interdisciplinary Studies (BIS), the largest and one of the best recognized interdisciplinary studies degree programs in the nation, offers an innovative and rigorous degree to students whose academic and career interests are not satisfied by traditional majors. It provides students a remarkable freedom to choose from a rich menu of more than 100 disciplinary concentrations and to integrate multiple academic interests into a degree with interdisciplinary breadth and intellectual cohesion. An Interdisciplinary Studies student could, for example, choose to integrate biochemistry and psychology, small business and social welfare, communication and urban planning, international business and Chinese, or many other unique combinations.

Interdisciplinary studies is an approach to answering questions, solving problems, and addressing contemporary social issues from multiple perspectives. Students develop the intellectual tools needed to build bridges between academic disciplines and to apply their skills, innovations, and knowledge in various academic and practical settings. Students take an active role in creating their educational plans and defining their career goals. The degree emphasizes written communication, versatility, self-assessment, and critical thinking.

By engaging a breadth of knowledge and experience, and by acquiring the skills to integrate various domains of knowledge, students prepare themselves for a vast variety of careers. One student combined biology and chemistry in preparation for pharmacy school, and another prepared to own a small business by studying communication and small business. One integrated sociology and family studies to further his career as a police officer. Another studied philosophy and economics to prepare for law school.

Interdisciplinary Studies students apply the skills and knowledge they acquire in class through community engagement. As part of their applied experiences, students collectively spend more than 75,000 hours each year with local business, government, and nonprofit organizations. The faculty are actively engaged in the academic community. They hold doctoral degrees in anthropology, communication, comparative culture, educational psychology, English, interdisciplinary studies, Middle East history, political economy and public policy, political science, and psychology. They have authored academic books, the first interdisciplinary studies textbook, and academic articles in disciplinary and interdisciplinary journals.

Degree Requirements

To graduate with a BIS degree, a student must successfully complete all university and General Studies requirements (see [General Studies](#)), the four BIS core courses, and the requirements for two concentrations of their choice.

Admission

Students declare either premajor status or major status. Students seeking either status must be in academic good standing and must complete the Cyber Workshop (found on the Web at universitycollege.asu.edu/sis) before meeting with an advisor to declare major or premajor status. Students who do not satisfy the requirements for major status

outlined below should instead declare pre-major status while working to become eligible for major status.

To be eligible for major status, a student must meet all of the following requirements:

1. have completed at least 56 hours of university credit;
2. be in academic good standing;
3. have completed two courses in each concentration with a “C” or higher; and
4. have completed General Studies requirements for mathematics and English composition.

Core Courses

Students complete a series of four core courses that provide the knowledge and skills necessary to integrate their two concentrations into a cohesive and coherent degree. Throughout the core courses, the student assembles a portfolio, including self-assessment of progress toward career goals and an evaluation of key educational and cocurricular activities.

These core classes consist of BIS 301 (an introduction to concepts and theories of interdisciplinarity), BIS 302 (an exploration of interdisciplinary approaches to human inquiry), BIS 401 (an applied study, in which students bridge their academic work and an applied learning site), and BIS 402 (a capstone seminar).

BIS 301 is taken first and is the prerequisite to BIS 302. BIS 301 and BIS 302 are prerequisites to BIS 401 and BIS 402, which may be taken concurrently or in sequence. To enroll in BIS 401, a student must apply online. Access universitycollege.asu.edu/sis for application deadlines. Each core course must be completed with a grade of “C” or higher.

BIS 301 Foundations of Interdisciplinary Studies *L* (3)

BIS 302 Interdisciplinary Inquiry (3)

BIS 401 Applied Interdisciplinary Studies (3)

BIS 402 Senior Seminar *L* (3)

Total 12

Concentrations

Students complete requirements for two single concentrations or one double concentration. Students select their subject-area concentrations with consideration given to their academic interests and educational goals. To ensure interdisciplinarity, students may not use concentrations rooted in the same discipline. For concentrations, see the [BIS Concentrations](#) table below. Each concentration requires a minimum of 18 semester hours with grades of “C” or higher. At least 12 of those 18 hours must be in upper-division courses. Some concentrations have additional GPA and/or admission requirements.

Advising

With this degree comes the promise of outstanding academic advising. Each of the professional advisors in the School of Interdisciplinary Studies is committed to providing every student with the support needed to reach his or her academic goals. Early and periodic advising is recommended to facilitate selecting courses that best meet the graduation requirements.

For more information, visit UASB 203, or call 480/965-1970. For information about the program at the Polytechnic campus, see [Interdisciplinary Studies—BIS](#).

COURSES

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

BIS Concentrations		
Concentration	College	Campus
African and African American studies	College of Liberal Arts and Sciences	Tempe
American Indian studies	College of Liberal Arts and Sciences	Tempe
American studies	New College of Interdisciplinary Arts and Sciences	West
Anthropology	College of Liberal Arts and Sciences	Tempe
Applied biological sciences	College of Science and Technology	Polytechnic
Architectural studies	College of Design	Tempe
Art history	Katherine K. Herberger College of Fine Arts	Tempe
Asian Pacific American studies	College of Liberal Arts and Sciences	Tempe
Asian studies	College of Liberal Arts and Sciences	Tempe
Astronomy	College of Liberal Arts and Sciences	Tempe
Biology¹	College of Liberal Arts and Sciences	Tempe
Business	W. P. Carey School of Business	Tempe
Chemistry	College of Liberal Arts and Sciences	Tempe
Chinese	College of Liberal Arts and Sciences	Tempe
Classical studies—Greek	College of Liberal Arts and Sciences	Tempe
Classical studies—Latin	College of Liberal Arts and Sciences	Tempe

Communication	College of Liberal Arts and Sciences	Tempe
Communication studies	College of Human Services	West
Computational mathematical sciences	College of Liberal Arts and Sciences	Tempe
Dance	Katherine K. Herberger College of Fine Arts	Tempe
Design studies	College of Design	Tempe
Economics	College of Liberal Arts and Sciences	Tempe
Economics for students planning a career in law	College of Liberal Arts and Sciences	Tempe
Education	Mary Lou Fulton College of Education	Tempe
English—creative writing ²	College of Liberal Arts and Sciences	Tempe
English—linguistics concentration ²	College of Liberal Arts and Sciences	Tempe
English—literature concentration ²	College of Liberal Arts and Sciences	Tempe
English—writing certificate ²	College of Liberal Arts and Sciences	Tempe
English—writing certificate	New College of Interdisciplinary Arts and Sciences	West
Environmental science ^{3, 4}	—	—
Ethics	College of Liberal Arts and Sciences	Tempe
Ethnic studies	New College of Interdisciplinary Arts and Sciences	West
Exercise and wellness	East College	Polytechnic
Family studies/child development	College of Liberal Arts and Sciences	Tempe
Film and video studies: film studies	New College of Interdisciplinary Arts and Sciences	West
Film and video studies: media and video studies	New College of Interdisciplinary Arts and Sciences	West
Fire service management	East College	Polytechnic
French	College of Liberal Arts and Sciences	Tempe
Geography ⁵	College of Liberal Arts and Sciences	Tempe
Geography—environmental geography ⁵	College of Liberal Arts and Sciences	Tempe
Geography—geographical information science ⁵	College of Liberal Arts and Sciences	Tempe
Geography—geography for business ⁵	College of Liberal Arts and Sciences	Tempe
Geography—international geography ⁵	College of Liberal Arts and Sciences	Tempe
Geological sciences	College of Liberal Arts and Sciences	Tempe
German	College of Liberal Arts and Sciences	Tempe
Gerontology	College of Human Services	West
Global family ^{3, 4}	—	—
Hazardous materials and waste management	College of Science and Technology	Polytechnic
History	College of Liberal Arts and Sciences	Tempe
History	New College of Interdisciplinary Arts and Sciences	West
Interdisciplinary arts and performance	New College of Interdisciplinary Arts and Sciences	West
Interior design history	College of Design	Tempe
International business studies ³	W. P. Carey School of Business	Tempe
Islamic Studies	College of Liberal Arts and Sciences	Tempe
Italian	College of Liberal Arts and Sciences	Tempe
Japanese	College of Liberal Arts and Sciences	Tempe
Jewish studies	College of Liberal Arts and Sciences	Tempe
Justice studies	College of Liberal Arts and Sciences	Tempe
Kinesiology	College of Liberal Arts and Sciences	Tempe
Landscape studies	College of Design	Tempe
Latin American studies	College of Liberal Arts and Sciences	Tempe
Lesbian, gay, bisexual, and transgender studies	College of Public Programs	Downtown
Life sciences	New College of Interdisciplinary Arts and Sciences	West
Mass communication	Walter Cronkite School of Journalism and Mass Communication	Tempe
Mathematics	College of Liberal Arts and Sciences	Tempe

Mathematics	New College of Interdisciplinary Arts and Sciences	West
Medieval and Renaissance studies ³	College of Liberal Arts and Sciences	Tempe
Microbiology ¹	College of Liberal Arts and Sciences	Tempe
Multimedia writing and technical communication	East College	Polytechnic
Music	Katherine K. Herberger College of Fine Arts	Tempe
Nonprofit administration	College of Public Programs	Downtown
Nutrition—food and nutrition management	East College	Polytechnic
Nutrition—human nutrition	East College	Polytechnic
Organizational studies ⁴	—	—
Philosophy	College of Liberal Arts and Sciences	Tempe
Philosophy	New College of Interdisciplinary Arts and Sciences	West
Philosophy—history and philosophy of science	College of Liberal Arts and Sciences	Tempe
Philosophy—symbolic systems	College of Liberal Arts and Sciences	Tempe
Physics	College of Liberal Arts and Sciences	Tempe
Plant biology ¹	College of Liberal Arts and Sciences	Tempe
Plant biology—environmental science and ecology ¹	College of Liberal Arts and Sciences	Tempe
Plant biology—molecular biosciences/biotechnology ¹	College of Liberal Arts and Sciences	Tempe
Political science	College of Liberal Arts and Sciences	Tempe
Political science	New College of Interdisciplinary Arts and Sciences	West
Political science—international studies	College of Liberal Arts and Sciences	Tempe
Psychology	College of Liberal Arts and Sciences	Tempe
Psychology	New College of Interdisciplinary Arts and Sciences	West
Public administration	College of Public Programs	Downtown
Public relations and strategic communications	College of Human Services	West
Quality analysis	W. P. Carey School of Business	Tempe
Recreation management	College of Public Programs	Downtown
Religious studies	College of Liberal Arts and Sciences	Tempe
Religious studies	New College of Interdisciplinary Arts and Sciences	West
Russian	College of Liberal Arts and Sciences	Tempe
Russian and East European studies	College of Liberal Arts and Sciences	Tempe
Scandinavian studies	College of Liberal Arts and Sciences	Tempe
Small business	Morrison School of Management and Agribusiness	Polytechnic
Social and behavioral sciences	New College of Interdisciplinary Arts and Sciences	West
Social welfare	College of Public Programs	Downtown
Sociocultural anthropology	New College of Interdisciplinary Arts and Sciences	West
Sociology	College of Liberal Arts and Sciences	Tempe
Southeast Asian studies—area studies option	College of Liberal Arts and Sciences	Tempe
Southeast Asian studies—language option	College of Liberal Arts and Sciences	Tempe
Spanish	College of Liberal Arts and Sciences	Tempe
Spanish	New College of Interdisciplinary Arts and Sciences	West
Special events management	College of Human Services	West
Speech and hearing science	College of Liberal Arts and Sciences	Tempe
Statistics	College of Liberal Arts and Sciences	Tempe
Theatre	Katherine K. Herberger College of Fine Arts	Tempe
Tourism development and management	College of Public Programs	Downtown
Tourism management	College of Human Services	West
Transborder Chicana/o and Latina/o studies	College of Liberal Arts and Sciences	Tempe
Translation (Spanish/English)	College of Liberal Arts and Sciences	Tempe
Urban planning	College of Design	Tempe

Women and gender studies	College of Liberal Arts and Sciences	Tempe
Women's studies	New College of Interdisciplinary Arts and Sciences	West

¹ Students may not use more than one concentration in the life sciences: biology, microbiology, and plant biology.
² Students may not use more than one English concentration.
³ The program may award a certificate upon completion.
⁴ This is a double concentration offered through the School of Extended Education.
⁵ Students may not use more than one geography concentration.

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ARCHIVE:

2007–2008 GENERAL CATALOG

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 reflects a commitment to create knowledge and educate future business leaders in a world-class learning environment. These programs address issues of importance to future managers in a world characterized by demands for continuous improvements in quality; growing sophistication of information technology; globalized markets; racial, cultural, and gender diversity in the workforce; and a demand for managers with practical, realistic skills.

Students have many opportunities to supplement their academic experiences. The school offers an honors program for academically talented students, an international component to provide a variety of international opportunities, an internship program that provides related practical experience, and more than 30 cocurricular organizations to increase student interaction and learning.

The school is a member of AACSB International—The Association to Advance Collegiate Schools of Business, the official accrediting organization in the field of business. The undergraduate and graduate programs and the School of Accountancy are also accredited by this organization.

The school is host to a chapter of Beta Gamma Sigma, a national society that recognizes high academic achievement in AACSB International–accredited schools. Selection to Beta Gamma Sigma is the highest scholastic honor a student in business can earn. Students in the top seven percent of the junior class and the top ten percent of the senior class are invited for membership every spring. For more information about Beta Gamma Sigma, access the Web site at betagammasigma.org, or stop by BA 150.

In addition to the regular degree curricula, other programs of study in the school are designed to meet special needs. Selected majors are available in the evening, and continuing education courses are conducted for qualified persons who are regularly employed and who otherwise would be unable to enroll in college courses. Short courses and institutes on a noncredit basis are organized in cooperation with various business groups for the furtherance of in-service training of employed personnel.

The school works in partnership with the business community, and the board of the Dean's Council of 100 serves as a primary source of advice and counsel for the school. Through the various divisions of the L. William Seidman Research Institute, the school reaches out to the business community through research and executive education. For more information, access the school's Web site at wpcarey.asu.edu.

ORGANIZATION

The courses offered by the W. P. Carey School of Business are organized into groups so that a related sequence may be established for the various subject fields. For administrative purposes, these fields are organized into the following academic units:

- School of Accountancy
- Department of Economics
- Department of Finance
- School of Health Management and Policy
- Department of Information Systems
- Department of Management

Department of Marketing
Department of Supply Chain Management

ADMISSION

Each year there are more qualified applicants to the W. P. Carey School of Business than can adequately be instructed by the faculty or accommodated within existing facilities. To provide students with the best educational experience possible, the school must limit undergraduate admission. Therefore, admission to the school is extremely competitive, and school admission requirements are more stringent than those of the university. As a result, a student may be admitted to the university but denied admission to a degree program in the W. P. Carey School of Business. The school offers three admission options:

1. direct freshman admission,
2. internal transfer admission, and
3. external transfer admission.

Each student admitted to the W. P. Carey School of Business follows the critical requirements for the specific degree program located on the Web site at wpcarey.asu.edu/up. Students should follow the recommendations of an academic advisor in completing the prescribed critical-requirement courses and requirements.

Application Procedures for Freshman Admission

Students may apply for admission online through the Undergraduate Admissions Web site at www.asu.edu/admissions/howtoapply. To be considered for admission to the W. P. Carey School of Business, students should specify one of the following business majors as their first choice: accounting, business exploratory, economics, finance, computer information systems, management, marketing, or supply chain management. Students should specify as their second choice any other major offered at any ASU campus. For more information, access the Web site at business.asu.edu.

Internal Transfer Students

Students enrolled in another major at the university who meet the direct freshman admission requirements may transfer to a W. P. Carey School of Business degree program, if they satisfy all critical requirements for the degree program.

Students who do not meet the direct freshman admission requirements and who wish to enter a W. P. Carey School of Business degree program must submit an admission portfolio to the W. P. Carey School of Business Undergraduate Programs Office. Students should specify their first, second, and third choices for their major from the following business majors: accounting, economics, finance, computer information systems, management, marketing, or supply chain management. Due to resource limitations, admission to a business major is very competitive.

External Transfer Students

Students seeking to transfer to the W. P. Carey School of Business from another college or university must first be admitted to ASU as a degree-seeking undergraduate at the Tempe campus.

Students enrolled in another college or university who meet the direct freshman admission requirements may transfer to a W. P. Carey School of Business degree program if they satisfy all critical requirements.

Students seeking to transfer to the W. P. Carey School of Business from another college or university who do not meet the direct freshman admission requirements must submit an admission portfolio to the W. P. Carey School of Business Undergraduate Programs Office. Students should specify their first, second, and third choices for their major from the following business majors: accounting, economics, finance, computer information systems, management, marketing, or supply chain management. Due to resource limitations, admission to a business major is very competitive.

Nonbusiness Students.

A nonbusiness student is permitted to register for selected 300- and 400-level business courses only during online registration and only if, (1) at the time of registration, the student has junior standing (56 semester hours completed) and (2) the student has a minimum cumulative GPA of 2.50 at ASU and a minimum GPA of 2.50 for all business courses completed at ASU. Students who have 56 semester hours completed but have never attended ASU are given a one-semester period to register and to establish a GPA at ASU. Students must meet all prerequisites and course requirements as listed in the catalog. Economics courses have different prerequisites; see the individual economics courses for those requirements.

Nonbusiness majors are limited to a maximum of 15 semester hours of selected upper-division business courses (excluding ECN courses).

Bachelor of Interdisciplinary Studies.

The W. P. Carey School of Business participates in the Bachelor of Interdisciplinary Studies (BIS) degree. For details about the BIS degree, refer to [School of Interdisciplinary Studies](#).

Minors

Two minors are available to nonbusiness students: a minor in Business and a minor in Small Business. The Small Business minor is offered only at the Polytechnic campus.

A minor in Business is available to students across the university who have an interest in business courses but wish to pursue a major in another college. The courses available for the minor are designed to appeal to and inform the nonbusiness student while covering a broad range of topics important to modern managers. To complete the Business minor, students must obtain the requirements from the undergraduate programs office in the W. P. Carey School of

Business and complete the specified business courses with a grade of “C” (2.00) or higher.

Area I

Required Courses

Choose three from the following courses (9)

- ACC 394 Accounting and Financial Analysis¹ (3)
- ECN 382 Managerial Economics (3)
- FIN 380 Personal Financial Management (3)
- MGT 380 Management and Strategy for Nonmajors (3)
- MKT 382 Advertising and Marketing Communication² (3)
or MKT 394 Special Topics² (3)

Area II

Electives

Choose three from the following courses (9)

- CIS 300 Web Design and Development (3)
- REA 380 Real Estate Fundamentals³ (3)
- Any required course not taken to satisfy Area I requirements⁴ (3–6)

Area I and II total 18

¹ If ACC 230 has been taken, student must see a business advisor.

² Students cannot take both MKT 382 and 394 to meet area I requirements.

³ If credit has already been earned in LES 380 it may be substituted for REA 380. (LES 380 is no longer offered.)

⁴ Courses may not be double counted in areas I and II.

Students must complete 18 semester hours of the specified business courses with a grade of “C” (2.00) or higher in each course. The upper-division courses specified for the minor are restricted to students with 56 earned semester hours and good standing in the university (cumulative 2.00 ASU GPA). Other business courses may require 56 earned semester hours, a cumulative 2.50 ASU GPA and 2.50 business course GPA. Business students are not eligible to apply for the minor.

To complete the Small Business minor, students must obtain the requirements from the Polytechnic campus Business Administration program located in SUTON, third floor.

Courses used in a student’s major may not be used toward a minor. Students are advised to consult an advisor in the college of their major to ensure the proper selection of courses for the minor. The upper-division courses for the minor are restricted to students with 56 hours who are in good standing (a 2.00 ASU GPA or higher).

Additional course requirement may also be in place.

Nondegree Undergraduate and Graduate Students

A nondegree undergraduate or graduate student is permitted to enroll in selected 300- and 400-level business courses only during online registration and only if (1) the student has an ASU cumulative GPA of at least 2.50 and an ASU cumulative business GPA of at least 2.50 at the time of online registration or (2) the student has never attended ASU, in which case he or she is given a one-semester period to register during online registration and to establish a GPA at ASU. Students must meet all prerequisites and course requirements as listed in the catalog. Economics courses have different prerequisites; see the individual economics courses for those requirements.

Nondegree undergraduate and graduate students are limited to a maximum of 15 semester hours of selected upper-division business courses (excluding ECN courses).

SECONDARY EDUCATION—BAE

The Mary Lou Fulton College of Education offers a Bachelor of Arts in Education degree in Secondary Education with an academic specialization in business.

Academic Specialization ITC Admission Requirements

This degree is offered through the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. See [Initial Teacher Certification Programs Admission](#), for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

The following courses must be completed with a grade of “C” (2.00) or higher before applying to the ITC professional program:

- ECN 211 Macroeconomics Principles *SB* (3)
- ECN 212 Microeconomic Principles *SB* (3)

In addition, the following courses may be in progress when applying to the ITC but must be completed before starting the program:

- ACC 230 Uses of Accounting Information I (3)
- CIS 105 Computer Applications and Information Technology *CS* (3)

Business

The major teaching field consists of 46 semester hours and six additional hours in teaching methods. A grade of “C” (2.00) or higher is required in all academic specialization courses. Required major courses are as follows:

- ACC 230 Uses of Accounting Information I (3)
- ACC 240 Uses of Accounting Information II (3)
- CIS 105 Computer Applications and Information Technology CS (3)
- ECN 211 Macroeconomic Principles *SB* (3)
- ECN 212 Microeconomic Principles *SB* (3)
- ECN 221 Statistical Analysis *CS* (3)
- ENG 302 Business Writing (3)
- FIN 300 Fundamentals of Finance (3)
or FIN 380 Personal Financial Management (3)
- LES 305 Legal, Ethical, and Regulatory Issues in Business (3)
- MAT 211 Mathematics for Business Analysis (3)
- MGT 300 Organizational Management and Leadership (3)
- MGT 440 Small Business and Entrepreneurship (3)
- MKT 300 Principles of Marketing (3)
- MKT 310 Principles of Selling (3)
or MKT 424 Retail Management (3)
- SCM 300 Global Supply Operations (3)
- Typing/keyboarding (1)
- Total 46**

Teaching Methods

- BUE 480 Teaching Business Subjects (3)
- BUE 481 Technology in Business and Vocational Education (3)
- Total 6**

ADVISING

Students admitted as freshmen to a W. P. Carey School of Business major should follow the sequence of courses in the freshman critical-requirement document for their major and the recommendations of the academic advisor. For more information, access the Web site at wpcarey.asu.edu/up.

Internal and external transfer students wishing to change to a W. P. Carey School of Business major should follow the sequence of courses in the transfer student critical-requirement document for their intended major. For more information, access the Web site at wpcarey.asu.edu/up.

Transfer Credit

Credit from other institutions is accepted subject to the following guidelines. Students planning to take their first two years of work at a community college or another four-year college should take only those courses in business and economics that are offered as freshman- or sophomore-level courses at any of the state-supported Arizona universities. These lower-division courses are numbered 100 through 299. *A maximum of 30 hours of business and economics courses from community colleges are accepted toward a bachelor’s degree in business.*

Students may transfer a maximum of nine semester hours of approved upper-division business course work required for the business degree to the Tempe campus. Professional business courses taught in the junior or senior year in the state universities may not be completed at a two-year college for transfer credit in the business core or major. The introductory course in the legal, ethical, and regulatory issues in business is accepted as an exception to this policy, but only lower-division credit is granted. Such courses may be utilized in the free elective category subject to the 30-hour limitation. Courses taught as vocational or career classes at the community colleges that are not taught in the schools of business at any one of the state universities are not accepted for credit toward a bachelor’s degree. Courses taught in the upper-division business core at the state universities must be completed at the degree-granting institution unless transferred from an accredited four-year school. Normally, upper-division transfer credits are accepted only from AACSB International–accredited schools. To be accepted for credit as part of the professional program in business, all courses transferred from other institutions must carry prerequisites similar to those of the courses they are replacing at ASU.

An Associate in Transfer Partnership degree is available to Maricopa community college students who wish to complete their first two years of course work at a Maricopa community college and transfer to the W. P. Carey School of Business without loss of credit. An Associate of Business degree is available to students who wish to complete their first two years of course work at an Arizona community college and transfer to the W. P. Carey School of Business without loss of credit. Students should consult with an academic advisor in undergraduate programs to plan curriculum requirements and/or access Business Transfer Guides for optimal course selection at www.asu.edu/provost/articulation.

DEGREES

The faculty in the W. P. Carey School of Business offer the BS degree in Accountancy, Computer Information Systems, Economics, Finance, Management, Marketing, and Supply Chain Management upon successful completion of a four-year curriculum of 120 semester hours. Students may select one of the majors shown in the [W. P. Carey School of Business Baccalaureate Degrees and Majors](#) table below. Each major is administered by the academic unit indicated.

W. P. Carey School of Business Baccalaureate Degrees and Majors			
Major	Degree	Concentration ¹	Administered By
Accountancy	BS	—	School of Accountancy

Computer Information Systems	BS	—	Department of Information Systems
Economics ²	BS	—	Department of Economics
Finance	BS	—	Department of Finance
Management	BS	Optional: entrepreneurship ¹	Department of Management
Marketing	BS	—	Department of Marketing
Supply Chain Management	BS	—	Department of Supply Chain Management

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

² This major is offered by the College of Liberal Arts and Sciences as well, with different requirements.

GRADUATE PROGRAMS

The faculty in the W. P. Carey School of Business offer graduate degrees as shown in the [W. P. Carey School of Business Graduate Degrees and Majors](#) table. Students have the opportunity to obtain dual degrees in two years with several master's degree programs in the W. P. Carey School of Business, including these examples:

MBA/MAIS
MBA/MHSM
MBA/MS degree in Information Management
MBA/MTax

Other concurrent degrees available are as follows:

MBA/JD
MBA/MArch
MBA/MIM with Thunderbird, the Garvin School of International Management, Glendale, AZ; Graduate School of Business Administration (Peru); Graduate School of Commerce (France); Monterrey Institute for Technical and Superior Studies, Mexico State Campus (Mexico); and Carlos III University of Madrid (Spain)

Applicants to the MBA degree program must have significant work experience.

For more information about the W. P. Carey MBA program, see the [Graduate Catalog](#).

UNIVERSITY GRADUATION REQUIREMENTS

In addition to fulfilling school and major requirements, students must meet all university graduation requirements. For more information, see [University Graduation Requirements](#).

General Studies Requirement

All students enrolled in a baccalaureate degree program must satisfy a university requirement for a minimum of 35 hours of approved course work in General Studies, as described under [General Studies](#). Note that all three General Studies awareness areas are required.

General Studies courses are listed in the Online ASU Interactive Schedule of Classes and in the *Summer Sessions Bulletin*.

First-Year Composition Requirement

Completion of both ENG 101 and 102 or ENG 105 with a grade of "C" (2.00) or higher is required for graduation from ASU in any baccalaureate program.

SCHOOL DEGREE REQUIREMENTS

School degree requirements supplement the General Studies requirement with additional course work from the approved university general studies list or the W. P. Carey School of Business Policy Statement. Business courses may not be used to fulfill school degree requirements except for ECN 211, 212, and 221.

A well-planned program of study may enable students to complete many General Studies and school degree requirements concurrently. Students are encouraged to consult with an academic advisor in planning a program to ensure that they comply with all necessary requirements.

Specific courses from the following areas must be taken to fulfill the school degree requirements.

Social and Behavioral Sciences.

W. P. Carey School of Business students must complete ECN 211 and 212, one course with the PGS prefix, and one course with the SOC prefix and may include these courses toward the General Studies requirements.

Mathematical Studies

W. P. Carey School of Business students must complete ECN 221 and MAT 210 and MAT 211 (or more advanced MAT courses) and may include these courses toward the General Studies requirements.

Communication

All students in the W. P. Carey School of Business except Accountancy and Management majors must complete COM 100, 225, 230, or 259 and ENG 302. Accountancy majors must complete COM 230 (or 100) and 259. Management majors must complete COM 225 or 259.

Additional Courses.

Additional courses, as needed to complete 60 hours (54 hours for Accountancy majors), may be selected from the General Studies areas (see [General Studies](#)) or from the W. P. Carey School of Business Policy Statement. Students are encouraged to consult with an academic advisor to ensure that they comply with all necessary requirements.

Business courses may not be used to fulfill this requirement except for ECN 211, 212, and 221.

Additional Graduation Requirements

In addition to completion of courses outlined under [Major Requirements](#), to be eligible for the BS degree in the W. P. Carey School of Business, a student must

1. have attained a cumulative GPA of 2.00 or higher for all courses taken at this university, for all business courses taken at this university, and for all courses for the major taken at this university;
2. have earned a "C" (2.00) or higher in each lower-division core and skill course and each course in the major;
3. have earned a minimum of 51 semester hours in traditional courses that were designed primarily for junior or senior students and were completed in an accredited, four-year institution; and
4. have met all university degree requirements.

Exceptions

Any exception to these requirements must be approved by the Standards Committee of the W. P. Carey School of Business.

Declaration of Graduation

A student in a professional program must complete a Declaration of Graduation during the semester in which the student completes 87 semester hours. The Degree Audit Reporting System should be used to guide the student in successfully completing degree requirements in a timely manner. Students who have not met this requirement are prevented from further registration. Some students may be required to complete a Program of Study in place of the Declaration of Graduation. Students should consult their advisors for the proper procedure.

Pass/Fail

Business majors may not include among the credits required for graduation any courses taken at this university on a pass/fail basis. Pass/fail credits taken at another institution may be petitioned for use, but only if the student can demonstrate proof that the pass grade was equivalent to a "C" (2.00) or higher.

MAJOR REQUIREMENTS

Students seeking a BS degree in the W. P. Carey School of Business must satisfactorily complete a curriculum of 120 semester hours.

A major consists of a pattern of 18 to 24 semester hours in related courses falling primarily within a given subject field. Available majors are shown in the [W. P. Carey School of Business Baccalaureate Degrees and Majors](#).

All students seeking a Bachelor of Science degree in the W. P. Carey School of Business must complete a set of lower-division critical-requirement courses; a set of business core courses; a set of major courses; at least one international business course; and one business forum course. In addition, students must meet all associated critical requirements.

Lower-Division Critical-Requirement Courses

The lower-division critical-requirement courses introduce students to calculus, statistics, economics, accounting and information technology skills such as Microsoft Excel and Access. The courses provide the fundamental skills needed in upper-division business courses. Lower-division critical-requirement courses include the following:

- ACC 230 Uses of Accounting Information I (3)
- ACC 240 Uses of Accounting Information II¹ (3)
- CIS 105 Computer Applications and Information Technology CS^{2,3} (3)
- ECN 211 Macroeconomic Principles *SB* (3)
- ECN 212 Microeconomic Principles *SB* (3)
- ECN 221 Business Statistics *CS* (3)
- MAT 210 Brief Calculus (3)
 - or MAT 270 Calculus with Analytic Geometry I *MA* (4)
- MAT 211 Mathematics for Business Analysis (3)
 - or MAT 271 Calculus with Analytic Geometry II *MA* (4)

Total 24-26

¹ Students majoring in Accountancy and Finance must enroll in ACC 250 while enrolled in ACC 240.

² The accountancy major requires CIS 220 in lieu of CIS 105.

³ Students majoring in Computer Information Systems are also required to take CIS 235 and CSE 182.

Lower-division critical requirements vary by major and can be found on the Web at wpcarey.asu.edu/up. Students may be required to receive a minimum grade and a minimum GPA in specific courses. Any exceptions to these requirements must be approved by the W. P. Carey School of Business standards committee.

Business Core Courses

The business core is designed to provide an understanding of the fundamentals of business and to develop a broad business background. The business core consists of courses in finance, management, marketing, supply chain management, legal and ethical studies, and international business.

Business core critical requirements vary by major and can be found at wpcarey.asu.edu/up. Students may be required to receive a minimum grade and a minimum GPA in specific courses. Any exceptions to these requirements must be approved by the W. P. Carey School of Business standards committee. Students majoring in Accountancy, Computer Information Systems, and Finance should refer to their critical requirements for specific major variations.

Major Courses

Specific major courses and critical requirements can be found under each department heading below or at

wpcarey.asu.edu/up.

International Business Course

All students in the W. P. Carey School of Business must complete one international business course. Courses meeting this requirement are: ECN 306, 360, 436, and 438, and IBS 300. Accountancy majors are required to fulfill this requirement with ECN 306. Management students are required to fulfill this requirement with IBS 300.

Business Forum

All students in the W. P. Carey School of Business must complete WPC 301 Business Forum. This course is designed to introduce students in the W. P. Carey School of Business to the fundamentals of planning and organizing job search strategies. Emphasis is placed on identification of individual goals, assessment of interests, exploration of career options, analysis of skills needed in the job market, effective use of employment search tools (e.g., résumés, cover letters, interviewing, relationship management, and negotiation) and job search skills that will be useful throughout life.

Elective Courses

Sufficient elective courses are to be selected by the student to complete the total of 120 semester hours required for graduation.

ACADEMIC STANDARDS

Critical Requirements

All business students must meet the critical requirements for their intended majors. Students who do not comply with the critical requirements are off track and have holds placed on their records. These students have to meet with an advisor to have this hold removed. If the student still has not met all critical requirements in the following semester, then further registration in the intended major is not permitted. For more information, access the Web site at wpcarey.asu.edu/up.

Probation

All business students, freshman through senior, must maintain a minimum GPA of 2.00 for all courses completed at ASU. If this standard is not maintained, the student is placed on probation. Students on probation must see an advisor before further registration.

Students on probation must obtain a semester GPA of 2.50 with no grade lower than a “C” (2.00). If a student on probation meets this requirement, but the cumulative GPA remains below 2.00, the student is given an additional semester on continued probation. At the end of continued probation, the student must return to good standing (a minimum GPA of 2.00) to avoid disqualification.

Disqualification

Students who do not meet probation requirements are academically disqualified. Disqualified students should meet with an academic advisor. These students may attend ASU during summer and winter sessions; however, they are not eligible to enroll in upper-division business courses.

Reinstatement and Readmission

Students seeking reinstatement (after disqualification) or readmission (after an absence from the university) should contact the undergraduate programs office, in BA 109, regarding procedures and guidance for returning to good standing.

Academic Dishonesty

The faculty of the W. P. Carey School of Business follow the guidelines in the Student Academic Integrity Policy on academic dishonesty. A copy of the policy may be obtained in the undergraduate programs office, BA 109.

Student Appeal Procedure on Grades.

The faculty of the W. P. Carey School of Business have adopted a policy on the student appeal procedure on grades. A copy of the policy may be obtained in the undergraduate programs office, BA 109.

SPECIAL PROGRAMS

Certificate for Automotive Entrepreneurs and Leaders

The Certificate for Automotive Entrepreneurs and Leaders is available only to business majors at ASU. This certificate program provides students with the knowledge and basic skills necessary to enter careers in automotive management. These skills include hiring and managing personnel and teams, understanding consumers and human behavior, managing financing and cash flows, handling the demand chain for car inventory, managing customer service operations, and managing automobile marketing efforts.

Students are required to complete a bachelor’s degree from the ASU W. P. Carey School of Business and complete a minimum of 15 semester hours of approved course work, including the following six hours:

MGT 494 ST: Dealership Management (3)
or MKT 494 ST: Dealership Management (3)
WPC 494 Special Topics (3)

To complete the certificate the student selects at least nine additional hours of business courses, including a three-semester-hour internship. Courses must be approved in advance by the faculty advisor for the certificate program. The student must complete the 15 semester hours of course work with grades of “C” (2.00) or higher.

To assure students a quality experience, space in the Certificate for Automotive Entrepreneurs and Leaders program is limited and based on available resources. Students must submit an application. Admission criteria include GPA,

career goals, and application materials.

For more information, call 480/965-9640, visit BA 109, or access wpcarey.asu.edu.

Certificate in Small Business and Entrepreneurship

A certificate in Small Business and Entrepreneurship is available only to business majors at ASU. The certificate requires 15 semester hours of classes, of which the following six semester hours must be included:

MGT 440 Small Business and Entrepreneurship (3)

MGT 445 Business Plan Development (3)

The remaining nine semester hours consist of three additional upper-division courses relevant to small business. A copy of the approved electives for business majors pursuing the Certificate in Small Business and Entrepreneurship is available in the undergraduate programs office, BA 109. To receive the certificate, students must complete the specified business courses with a grade of “C” (2.00) or higher.

Certificate in Honors Business Modeling and Analysis

W. P. Carey School of Business honors students admitted to the professional program and College of Liberal Arts and Sciences honors students majoring in Economics may pursue the Certificate in Honors Business Modeling and Analysis, combining courses from the major with selected related field courses. This certificate is designed to enhance skills acquired in the student’s major, and add to the student’s understanding of the complexity of business strategy in the global community. The program of study prepares students for future leadership positions in a broad array of business environments. In particular, the certificate curriculum is designed to equip honors students with problem-solving skills and business judgement.

Problem-Solving Skills

Students who complete this certificate have an in-depth understanding of business modeling and advanced problem-solving skills essential to today’s business leaders. The certificate program prepares graduates to tackle a range of business problems effectively, to know how to break down complex problems, to ask the right questions, and to formulate solutions. Students are given an integrated view of business and an understanding of the linkages and interactions between the various functions of business.

Business Judgment

Students completing this certificate are trained on the analytic fundamentals necessary for addressing complex business issues. They learn to use modeling skills to produce testable hypotheses; and use innovative methods for fact-based decision making.

Certificate courses focus on

1. critical thinking skills;
2. advanced quantitative analysis; and
3. conceptualization and communication of strategic solutions.

Certificate Requirements

The program consists of at least 33 semester hours of course work distributed between economics and related fields as show below. Only courses in which a student receives a grade of “C” (2.00) or higher may be used to meet the certificate requirements. Students must meet all prerequisites and course requirements as listed in the catalog. At least 24 semester hours must be ASU credit.

Certificate in Honors Business Modeling and Analysis

Statistics

ECN 321 Intermediate Business Statistics (3)

or ECN 410 Applied Business Forecasting (3)

or ECN 425 Introduction to Econometrics (3)

Economic Theory

ECN 214 Honors Microeconomics (3)

or ECN 314 Intermediate Microeconomics (3)

Accounting

ACC 303 Honors Financial Accounting (3)

or ACC 315 Financial Accounting and Reporting (3)

or ACC 340 External Reporting I (3)

Honors Business Core

Choose from the following courses¹ (9)

ECN 303 Honors Managerial Economics (3)

FIN 303 Honors Finance (3)

MKT 303 Honors Marketing Theory and Practice (3)

MGT 303 Honors Organizational Strategies, Leadership, and Behavior (3)

Business Modeling and Analysis

Choose from the following courses² (12)

ECN 494 Game Theory and Economic Behavior (3)

ECN 413 Advanced Honors Macroeconomic Theory (3)

ECN 414 Advanced Honors Microeconomic Theory(3)

FIN 481 Honors Seminar in Finance (3)

MGT 460 Strategic Leadership (3)

Honors Thesis

Thesis (3)

Minimum certificate total 33

- 1 Students must complete at least nine semester hours of approved 300-level honors business courses, for which all prerequisites have been met. Approved courses are listed in the Honors Business Core, above.
- 2 Students must complete at least 12 semester hours of approved 400-level courses, for which all prerequisites have been met. Approved courses are listed in the Business Modeling and Analysis section, above.

Certificate in International Business Studies

See [Certificate in International Business Studies](#), for requirements.

Certificate in Quality Analysis

The program of study leading to the Certificate in Quality Analysis prepares students to perform technical analyses associated with quality measurement and improvement of manufacturing and service processes. Graduates with the ability to implement these analyses are in high demand in the marketplace. This program is not a substitute for the listed areas of business specialization; rather, the courses required for the certificate add quantitative strength and implementation skills for quality tools to the student's chosen field of specialization.

Students are required to complete a minimum of 15 semester hours of approved course work, including the following nine hours:

MGT 450 Changing Business Processes L (3)
ECN 410 Applied Business Forecasting (3)
or SCM 440 Quality Management and Measurement (3)
QBA 321 Intermediate Business Statistics (3)

To complete the certificate, the student selects at least six additional hours of course work related to quality analysis approved in advance by the advisor for the certificate program. The student must also complete the 15 hours of course work with a minimum GPA of 2.50.

BIS Concentration

A concentration in quality analysis is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

Business Honors

Business Honors provides opportunities for academically talented undergraduate business students to interact with other leading students, faculty, and business professionals inside and outside the classroom. The result is a challenging and enriched education experience that is valuable for professional or graduate work.

To participate in Business Honors, students must be enrolled in Barrett, the Honors College and have sufficient time to complete the honors requirements of the Business Honors program and Barrett, the Honors College.

All Business Honors students are required to complete at least 18 upper-division honors credits, including the honors thesis project, to graduate from the program. The honors curriculum normally allows students to complete all requirements within the 120 semester hours of credit required for graduation.

Honors course work consists of HON 171 and 172 The Human Event or HON 394 Special Topics and the following core business courses: FIN 303, MGT 303, MKT 303, and SCM 300 in addition to many other lower- and upper-division honors business course offerings.

Business Honors emphasizes activities beyond the normal classroom setting in order to broaden the educational experience. Such activities include special honors scholarships, student/faculty events, professional seminars and panel discussions.

A specific academic advisor is assigned to assist Business Honors students in course selection, to monitor progress toward honors recognition, and to be actively involved in career and educational guidance upon completion of the degree.

For more information, see [Barrett, the Honors College](#), visit Business Honors in BA 150, call 480/965-8710, or access the Business Honors Web site at wpcarey.asu.edu/hon. Faxes may be sent to 480/727-7277.

Internships.

The school strongly encourages students to complement their academic program with career-related work. This practical experience gives students a distinct advantage in the job market when seeking their first full-time professional positions. Additional benefits can include industry contacts, a deeper understanding of career options, and monetary compensation that helps students finance their education.

Formal internships and co-ops offer professional work experience and experiential learning opportunities that enrich the student's academic preparation. Students may undertake internships in the summer or part-time during semesters. Co-op positions are full-time and require a one-semester or longer break in school attendance. The school provides guidelines to companies and encourages them to sponsor internship and co-op positions that benefit the firm and the student. Both benefit because positions are built around projects and challenging responsibilities that enable students to apply learning acquired in advanced business classes.

ASU Career Services and the W. P. Carey School of Business work cooperatively to help students identify and obtain career-related work. The process of obtaining internships and co-ops is a learning opportunity. Students use the same job-search skills and resources used to obtain permanent career positions. Informational materials, workshops, and required class activities help students learn job-search and career-exploration skills and locate internship and co-op opportunities.

Some academic units within the school offer internship courses. Work assignments for these courses must be approved in advance by a designated faculty member, and all internship courses include an academic component. Limited numbers of international internship opportunities are available through the school's foreign partner institutions. Eligibility for these internships may require the student to participate in an exchange with the partner institutions or to pay additional fees.

For more information, visit BAC 119, or meet with faculty advisors in the departments or Career Services. Students interested in international internships should contact the W. P. Carey School of Business coordinator of international programs, in BA 109, or access wpcarey.asu.edu.

Latin American Studies

Students in the W. P. Carey School of Business may pursue a program with an emphasis in Latin American area studies. For more information, visit the Center for Latin American Research, in COOR 4450, or call 480/965-5127.

Prelaw Studies

Prelaw students may pursue a program of study in the W. P. Carey School of Business.

The admission requirements of colleges of law differ considerably. The student should communicate with the admissions office of the law school the student hopes to attend and should plan a program to meet the requirements of that school. Most law schools, including the Sandra Day O'Connor College of Law at ASU, require a baccalaureate degree and completion of the Law School Admission Test (LSAT) for admission.

Students who plan to complete a bachelor's degree before entering law school may follow any field of specialization in the W. P. Carey School of Business. In addition to a student's assigned advisor, a prelaw advisor is available in the undergraduate programs office, BA 109. More information is available on the prelaw Web site at clas.asu.edu/prelaw.

W. P. Carey School of Business Undergraduate Certificates		
Certificate	Administered By	Campus
Automotive Entrepreneurs and Leaders, Certificate for*	W. P. Carey School of Business	Tempe
International Business Studies, Certificate in	W. P. Carey School of Business	Tempe
Small Business and Entrepreneurship Certificate*	W. P. Carey School of Business	Tempe

* This certificate is only for students in the W. P. Carey School of Business.

RESEARCH CENTERS

L. William Seidman Research Institute

The school has six research centers operating under the umbrella of the L. William Seidman Research Institute. These centers provide support for faculty research, give opportunities for advanced graduate students' involvement with faculty, and provide information and assistance to the business community on a wide variety of subjects:

- Center for Advanced Purchasing Studies
- Center for Advancing Business through Information Technology
- Center for Competitiveness and Prosperity Research
- Center for Services Leadership
- JPMorgan Chase Economic Outlook Center
- The Spirit of Enterprise Center

The institute's mission is to encourage and support applied business research by serving as a public access point to the W. P. Carey School of Business, by supporting faculty and student research, by transferring new knowledge to the public, by encouraging the development of education programs grounded in applied business research, and by conducting high-quality, applied business research.

The institute increases the level of funded research by adding support services to facilitate grant preparation and assistance in grant administration and by facilitating the mission of research centers as liaisons between faculty and businesses. In addition, the institute provides desktop publishing services.

For more details, see [L. William Seidman Research Institute](http://wpcarey.asu.edu/seid). For more information, call 480/965-5362, access the institute's Web site at wpcarey.asu.edu/seid, or write

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

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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Department of Economics

wpcarey.asu.edu/ecn

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, Melvin, Méndez, Ormiston, Santos, Schlee, Zhou

Associate Professors

Ahn, Chade, Datta, Herrendorf, Reffett, Wilson

Assistant Professors

Bai, Chen

Senior Lecturer

Roberts

The Major in Economics provides students with an understanding of how households, firms, and governments make economic decisions and how the implications of those decisions affect the business environment, resource allocation, pricing, distribution of income, economic growth, and other macroeconomic variables. It provides students with the analytical and quantitative skills needed to prepare them for careers in business, government, or public policy. The program of study can also be tailored to prepare students for graduate programs in economics, business, or law. Students interested in pursuing a PhD in Economics are strongly encouraged to minor or major in Mathematics as well.

REQUIREMENTS FOR THE MAJOR

Course Requirements

In addition to W. P. Carey School of Business degree requirements and university General Studies Requirements, students majoring in Economics must complete the following courses:

1. lower-division critical requirement courses: ACC 230 and 240; CIS 105; ECN 211, 212, and 221; MAT 210 or 270, and MAT 211 or 271;
2. business core courses: FIN 300; LES 305; MGT 300; MKT 300; SCM 300 and an approved international business course. (ECN 306 or ECN 360 or ECN 436 or ECN 438 may be used for the major and to replace the international business course in the business core);
3. major courses: ECN 211, 212, 313, 314, 410 (or ECN 321 or 425 or STP 421), ECN 475 (or 493), and four upper-division economics electives, two of which must be at the 400 level or above. A maximum of three hours of ECN 484 can be used in the major. ECN 382 and 384 cannot be used for the major; and
4. additional course requirements: COM 100, 225, 230, or 259; ENG 302; WPC 301; one SOC course; and one PGS course.

Proficiency Requirements

Students majoring in Economics must receive a "C" (2.00) or higher in all business core and major courses and maintain a 2.00 or higher business core, major, and ASU GPA.

Critical Requirements

Students majoring in Economics must receive a grade of "C" (2.00) or higher in all business core and major courses. To remain on track, students majoring in Economics must maintain a 2.00 or higher business core, major, and ASU GPA, and meet all the additional critical-requirement criteria found at wpcarey.asu.edu/up.

SECONDARY EDUCATION—BAE

For more information, see [Secondary Education—BAE](#).

GRADUATION REQUIREMENTS

In addition to fulfilling major requirements, students must fulfill university requirements, see [University Graduation](#)

[Requirements](#) and [School Degree Requirements](#).

SPECIAL PROGRAMS

Latin American Studies Certificate or Emphasis.

Students majoring in Economics may elect to pursue a Latin American Studies Certificate or emphasis, combining courses from the major with selected courses of wholly Latin American content. For more information, see [Latin American Studies](#).

Certificate in International Business Studies.

Students majoring in Economics may elect to pursue a Certificate in International Business Studies, combining courses from the major with selected international business courses. For more information, see [International Business Studies](#).

Nonbusiness Students.

A nonbusiness student is eligible to register for upper-division economics courses if the student has met all prerequisites and course requirements as listed in the catalog.

Business Honors

Students admitted to Barrett, the Honors College may substitute ECN 213 Honors Macroeconomics for ECN 211 and 313 and ECN 214 Honors Microeconomics for ECN 212 and 314. These courses with grades of “C” (2.00) or higher satisfy the prerequisites and/or corequisites for all 400-level economics courses. Students majoring in Economics who earn credit in ECN 213 and 214 take six semester hours of other upper-division economics courses in place of ECN 313 and 314.

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 Finance
wpcarey.asu.edu/fin

480/965-3131

BAC 519

Jeffrey L. Coles, Chair**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

FINANCE—BS

The study of finance prepares students to understand the financial implications inherent in virtually all business decisions. Students majoring in Finance are prepared for entry-level careers in corporate management, depository institutions, investment management, and financial services. The finance curriculum emphasizes financial markets, evaluation of investments, and efficient allocation of resources.

REQUIREMENTS FOR THE MAJOR**Course Requirements**

In addition to school of W. P. Carey School of Business degree requirements and university General Studies Requirements, students majoring in finance must complete the following courses

1. lower-division critical-requirement courses: ACC 230, 240, and 250; CIS 105; ECN 211, 212, and 221; MAT 210 or 270, and MAT 211 or 271;
2. business core courses: FIN 300, LES 305, MGT 300, MKT 300, SCM 300, and an approved international business course;
3. major courses: ACC 315; FIN 331, 361, 421, 461, and one additional approved 400-level course; and
4. additional course requirements: COM 100, 225, 230, or 259; ENG 302; WPC 301; one SOC course; and one PGS course.

Proficiency Requirements

Students majoring in Finance must receive a “C” (2.00) or higher in all business core and major courses and maintain a 2.00 or higher business core, major, and ASU GPA.

Critical Requirements

Students majoring in Finance must receive a grade of “C” (2.00) or higher in all business core and major courses. To remain on track, Finance students must maintain a 3.00 or higher business core, major, and ASU GPA, and meet all the additional critical-requirement criteria found at wpcarey.asu.edu/up.

GRADUATION REQUIREMENTS

In addition to fulfilling major requirements, students seeking a degree must meet all university and school requirements. See [University Graduation Requirements](#) and [School Degree Requirements](#).

BUSINESS HONORS

Students admitted to Barrett, the Honors College, may substitute FIN 303 for FIN 300 and 361

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 Information Systems

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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

Senior Lecturers

Birney, Hayes, Shrednick

Lecturer

McCarthy

COMPUTER INFORMATION SYSTEMS—BS

Computer Information Systems (CIS) involves the design, development, and maintenance of information systems that support both business operations and managerial decision-making. Students majoring in Computer Information Systems develop familiarity with software application development, database development, and network deployment. Special emphasis is placed on business process workflows, systems integration, and project management. The focus throughout the program is on using information technology to add value to organizations. Specific skills include Java, Visual Basic, SQL, Oracle, Access, network security, and Web services. Students also acquire problem solving, critical thinking, communication, and team-building skills.

A degree in Computer Information Systems offers a diverse range of job opportunities in a variety of industries, including entertainment, national defense, transportation, education, healthcare, and finance. Information systems is also a key component in the success of other functional business areas such as accounting, supply chain, finance, and marketing.

Entry-level information systems positions include database administrator, systems analyst, network administrator, project manager, systems administrator, and consultant. Long-term career aspirations for a student with a CIS degree include chief information officer (CIO), chief technology officer (CTO), chief knowledge officer (CKO), chief security officer (CSO), and chief executive officer (CEO). The average beginning salary is in the mid to high \$40,000s.

U.S. News & World Report ranks the ASU CIS program among the nation's top 20 public and private programs.

REQUIREMENTS FOR THE MAJOR

Course Requirements

In addition to the W. P. Carey School of Business degree requirements and university General Studies Requirements, students majoring in Computer Information Systems must complete the following courses

1. lower-division critical-requirement courses: ACC 230 and 240; CIS 105 and 235; CSE 182; ECN 211, 212, and 221; MAT 210 or 270, and MAT 211 or 271;
2. business core courses: FIN 300; LES 305; MGT 300; MKT 300; SCM 300; and an approved international business course;
3. major courses: ACC 444, CIS 235, 340, 360, 425, 430, and 440; and CSE 182; and
4. additional course requirements: COM 100, 225, 230, or 259; ENG 302; WPC 301; one SOC course; and one PGS course.

Proficiency Requirements

Students majoring in Computer Information Systems must receive a grade of "C" (2.00) or higher in all business core and major courses and maintain a 2.00 or higher business core, major, and ASU GPA.

Critical Requirements

Students majoring in Computer Information Systems must receive a grade of "C" (2.00) or higher in all business core and major courses. To remain on track, Computer Information Systems students must maintain a 2.00 or higher

business core, major, and ASU GPA, and meet all the additional critical-requirement criteria found at wpcarey.asu.edu/up.

GRADUATION REQUIREMENTS

In addition to fulfilling major requirements, students seeking a degree must meet all university and school requirements. See [University Graduation Requirements](#) and [School Degree Requirements](#).

COURSES

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Department of Management

wpcarey.asu.edu/mgt

480/965-3431

BA 323

Albert Cannella, Chair

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

Senior Lecturers

Beer, Davila, Koretz

Lecturers

Kalika, Millikin

Faculty in the ASU Department of Management are widely recognized for their work in the areas of organizational behavior, human resource management, and strategic management. The faculty's research and instruction emphasize corporate governance, ethics, high-tech management, knowledge management, process and project management, strategic alliances, value chain analysis, sustainability, globalization, diversity, innovation and entrepreneurship, change management, organizational identity, and human resource management practices in their research, consulting, and teaching.

The W. P. Carey School of Business management major ranks 24th in the nation by *U.S. News and World Report* (September 2003). Nominated by deans and senior faculty of business schools around the country, the W. P. Carey BS degree in Management is recognized as one of the best programs in this specialty area.

Students at the undergraduate and graduate levels gain the most current and relevant knowledge of management practice and theory from esteemed faculty who are excellent scholars and teachers. ASU faculty rank first place internationally in the number of leading textbooks in all areas of management. In a recent update of a study originally published in the *Academy of Management Journal* (Dennis, et al., 2001), the ASU Department of Management climbed to third place internationally in research performance in top journals, up from 21st place. The department is also ranked third place internationally in the number of most cited management scholars. Faculty members have also won numerous local and international teaching awards, including citations in the prestigious *Business Week's* listing of the best MBA professors. For more information, access the department's Web site at wpcarey.asu.edu/mgt.

Department of Management faculty take great pride in their teaching excellence and have been very active in continuing to improve collaborative teaching techniques. Eleven management faculty members and teaching assistants have won recent school, university, and international awards for their excellence in teaching effectiveness.

Department of Management faculty excel at developing the latest materials to facilitate student learning. Teaching awards and student evaluations place faculty among the elite at ASU. Faculty members also have the distinction of publishing more leading textbooks on management topics than faculty at any other university worldwide.

Legal and Ethical Studies

The legal and ethical studies faculty offer the undergraduate and the Master of Business Administration core requirements in legal and ethical studies. In addition, the faculty offer specialized courses in law and ethics relating to healthcare, insurance, real estate, and professional sports.

MANAGEMENT—BS

Business in the 21st century calls for managers who are dynamic leaders and effective team builders. The leaders of companies that are succeeding in the new marketplace possess excellent written and oral communication skills and extensive experience in guiding collaborative teams. After analyzing surveys of students, graduates, and their employers and after many insightful discussions with executives and recruiters, the department concluded that the

Management major should have a strong emphasis on collaboration, leadership, communication, team building, and major group projects with the community in not-for-profit and for-profit business settings. The curriculum begins with the global supply operations course—an immersion in the fundamentals of the global economy, the world of e-business, and collaborative teams. Students are encouraged to concurrently enroll in the introductory courses on collaborative team skills and managing people in organizations during their first semester. Throughout the program, understanding of theory and concepts of management are enhanced by experiencing and testing these concepts in skill-based exercises, case discussions, and team-based project work in the classroom and in the community.

The Management major prepares men and women for managerial leadership in a world characterized by the fast pace of e-business; demands for continuous process improvements to enhance the value chain; growing technological sophistication; racial, cultural, and gender diversity in the workforce; and the need for skills in communicating and working with people, managing projects, and managing change. Graduates with these skills are likely to be recruited by management consulting firms, high-tech firms, service and manufacturing firms, for-profit and not-for-profit organizations, and large and small organizations. These employers recruit Management graduates for challenging trainee positions or entry-level management positions and immediately benefit from their preparation.

REQUIREMENTS FOR THE MAJOR

Course Requirements

In addition to W. P. Carey School of Business degree requirements and university General Studies Requirements, students majoring in Management must complete the following courses

1. lower-division critical-requirement courses: ACC 230 and 240; CIS 105; ECN 211, 212, and 221; MAT 210 or 270, and MAT 211 or 271;
2. business core courses: FIN 300; IBS 300; LES 305; MKT 300; and SCM 300;
3. major courses: MGT 310, 320, 410, 420, 450, 460, and two additional approved management elective courses; and
4. additional course requirements: COM 225 (which is recommended) or 259; ENG 302; WPC 301; one SOC course; and one PGS course.

Proficiency Requirements

Students majoring in Management must receive a grade of “C” (2.00) or higher in all business core and major courses and maintain a 2.00 or higher business core, major, and ASU GPA.

Critical Requirements

Students majoring in Management must receive a grade of “C” (2.00) or higher in all business core and major courses. To remain on track, Management students must maintain a 3.00 or higher business core, major, and ASU GPA, and meet all the additional critical-requirement criteria found at wpcarey.asu.edu/up.

Approved Electives for Management

The following electives have been approved for the management major.

ACC 316 Management Uses of Accounting (3)
 MGT 400 Cultural Factors in International Business C, G (3)
 MGT 440 Small Business and Entrepreneurship (3)
 MGT 445 Business Plan Development (3)
 MGT 459 International Management G (3)
 MGT 484 Management Internship (3)
 MGT 494 Special Topics (3)
 MKT 302 Fundamentals of Marketing Management L (3)

Concentration in Entrepreneurship

A concentration in entrepreneurship consists of the following:

MGT 320 Managing People in Organizations (3)
 MGT 440 Small Business and Entrepreneurship (3)
 MGT 445 Business Plan Development (3)
 MGT 394 ST: Entrepreneurship (2)
 Entrepreneurship electives* (10)

* Entrepreneurship electives must be selected from the approved list.

Approved Electives for Entrepreneurship Concentration

The following electives have been approved for the entrepreneurship concentration in the Management major.

MGT 294 ST: Automotive Entrepreneurship (5)
 MGT 464 Collaborative Design Development I (5)
 MGT 465 Collaborative Design Development II (5)
 MGT 484 I: Internship (3)
 or MGT 484 I: Automotive Entrepreneurship (3)
 MGT 494 ST: Dealership Management (3)
 WPC 494 ST: Finance in the Automotive Industry (1)
 WPC 494 ST: Customer Service in the Automotive Industry (1)
 WPC 494 ST: Human Resources and the Automotive Industry (1)

Undergraduate Internships in Management.

The Department of Management strongly supports the concept of student internships, believing all students can benefit from the experience. Undergraduate internships in management provide an opportunity for students to gain on-the-job work experience related to their academic preparation and to increase their employment potential at graduation. For more information about the management internship program and the application process, access the department internship Web site at www.wpcarey.asu.edu/mgt/internships.cfm. Management majors may use a

maximum of three semester hours of MGT 484 for the major. Any additional internship credits may be used for nonmanagement electives.

Certificates

The Department of Management also strongly supports certification in key areas that strengthen the Management degree and help to differentiate individual students for recruiters. The certificates allow students to gain particular analytical skills related to their education and to increase their employment prospects. These certificates are particularly relevant to students majoring in Management:

1. the Certificate for Automotive Entrepreneurs and Leaders (see wpcarey.asu.edu/up/current-students/academics/certificates/caell/);
2. the International Business Certificate (see wpcarey.asu.edu/up/current-students/academics/certificates/international.cfm); and
3. the Certificate in Small Business and Entrepreneurship (see wpcarey.asu.edu/up/current-students/academics/certificates/small_business.cfm).

Major in Management

More information, links to courses and faculty, and any updates on the undergraduate major in Management can be found on the Web at wpcarey.asu.edu/mgt.

Graduation Requirements

In addition to fulfilling major requirements, students seeking a degree must meet all university and school requirements. See [University Graduation Requirements](#) and [School Degree Requirements](#).

GRADUATE PROGRAMS

The Department of Management participates actively in several master's and PhD programs, particularly the technology MBA and executive MBA. For a detailed description of these programs, see the [Graduate Catalog](#).

The Department of Management has adopted a modular approach to PhD education to improve our ability to deliver focused, high-quality seminars, give students more flexibility in defining their areas of expertise, increase their rate of quality publications, and enhance the quality of PhD placements.

Graduate Programs

For additional information, links to courses and faculty, and general information about ASU MBA programs, access the Web at wpcarey.asu.edu/mba.

More information, application procedures, links to faculty, and any updates on the PhD program in Management can be found on the Web at wpcarey.asu.edu/mgt/degree/phd-program-description.cfm.

BUSINESS HONORS

Students admitted to Barrett, the Honors College, may substitute MGT 303 for MGT 320 (students majoring in Management) or MGT 300 (students not majoring in Management).

COURSES

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

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480/965-3621

BAC 460

Michael P. Mokwa, Chair**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

Senior Lecturer

Spiers

MARKETING—BS

Study in the field of marketing involves analysis of how organizations plan, organize, deploy, and control their resources to achieve market objectives. Focus is placed on market forces, growth, and the deployment of firms in competitive markets and on the marketing strategy and tactics of the firm. Through the proper selection of courses, a student may prepare for a career in

1. selling and sales management;
2. services and retail marketing;
3. promotion and advertising management;
4. business to business marketing;
5. international marketing;
6. market research and planning;
7. general marketing management; or
8. retail management.

REQUIREMENTS FOR THE MAJOR**Course Requirements**

In addition to W. P. Carey School of Business degree requirements and university General Studies Requirements, students majoring in Marketing must complete the following courses:

1. lower-division critical-requirement courses: ACC 230 and 240; CIS 105; ECN 211, 212, and 221; MAT 210 or 270, and 211 or 271;
2. business core courses: FIN 300; LES 305; MGT 300; SCM 300; and an approved international business course;
3. major courses: MKT 302, 352, 402, either MKT 442, 452 or 462, and three additional approved marketing elective courses; and
4. additional course requirements: COM 100, 225, 230, or 259; ENG 302; WPC 301; one SOC course; and one PGS course.

Proficiency Requirements

Students majoring in Marketing must receive a “C” (2.00) or higher in all business core and major courses and maintain a 2.00 or higher business core, major, and ASU GPA.

Critical Requirements

Students majoring in Marketing must receive a grade of “C” (2.00) or higher in all business core and major courses. To remain on track, Marketing students must maintain a 2.00 or higher business core, major, and ASU GPA, and meet all the additional critical-requirement criteria found at wpcarey.asu.edu/up.

Approved Electives for Marketing

To complete the major, students, in consultation with their faculty advisors, select six additional hours from among

the following list of courses:

MKT 301 Principles of Advertising (3)
MKT 310 Principles of Selling (3)
MKT 411 Sales Management (3)
MKT 412 Promotion Management (3)
MKT 424 Retail Management (3)
MKT 430 Marketing for Service Industries (3)
MKT 434 Business-to-Business Marketing (3)
MKT 435 International Marketing (3)
MKT 484 Internship (3)
MKT 494 Special Topics (1–4)
MKT 499 Individualized Instruction (1–3)

GRADUATION REQUIREMENTS

In addition to fulfilling major requirements, students seeking a degree must meet all university and school requirements. See [University Graduation Requirements](#) and [School Degree Requirements](#).

GRADUATE PROGRAMS

The department offers a distinctive MBA curriculum in services marketing and management. For more information, see the [Graduate Catalog](#).

BUSINESS HONORS

Students admitted to Barrett, the Honors College, may substitute MKT 303 for MKT 300 and 302.

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 GENERAL CATALOG****Department of Supply Chain Management**wpcarey.asu.edu/scm

480/965-6044

BA 446

Craig W. Kirkwood, Chair**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

Research Professor

Monczka

Senior Lecturer

Brown

SUPPLY CHAIN MANAGEMENT—BS

A “supply chain” consists of all of the entities necessary to transform ideas into delivered products and services. Supply chain management directs and transforms a firm’s resources in order to design, purchase, produce, and deliver high-quality goods and services. As goods and services flow from supplier to producer to customer to final user, supply chain management is particularly concerned with the interfaces between organizations. One way to view supply chain management is as managing linkages between organizations.

The competitive and global nature of today’s business environment dictates that this direction and transformation take place in a way that is as efficient and effective as possible. Continuing emphases on time, cost, and quality improvements have sharpened the need to coordinate and cooperate with trading partners around the world to achieve results that allow customers to be successful. Supply chain management focuses on the integration of activities across several companies to manage the flow of products, services, people, equipment, facilities, and other resources. Supply chain management is also concerned with recycling, reuse, and final disposal of products.

REQUIREMENTS FOR THE MAJOR**Course Requirements**

In addition to W. P. Carey School of Business degree requirements and university General Studies Requirements, students majoring in Supply Chain Management must complete the following courses:

1. lower-division critical requirement courses: ACC 230 and 240; CIS 105; ECN 211, 212, and 221; MAT 210 or 270, and 211 or 271;
2. business core courses: FIN 300; LES 305; MGT 300; MKT 300; SCM 300; and an approved international business course;
3. major courses: SCM 345, 355, 432, 440, 455, and 479; and
4. additional course requirements: COM 100, 225, 230, or 259; ENG 302; WPC 301; one SOC course; and one PGS course.

Proficiency Requirements

Students majoring Supply Chain Management must receive a “C” (2.00) or higher in all business core and major courses and maintain a 2.00 or higher business core, major, and ASU GPA.

Critical Requirements

Students majoring in Supply Chain Management must receive a grade of “C” (2.00) or higher in all business core and major courses. To remain on track, Supply Chain Management students must maintain a 2.00 or higher business core, major, and ASU GPA, and meet all the additional critical-requirement criteria found at wpcarey.asu.edu/up.

GRADUATION REQUIREMENTS

In addition to fulfilling major requirements, students seeking a degree must meet all university and school requirements. See [University Graduation Requirements](#) and [School Degree Requirements](#).

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School of Accountancy

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

Senior Lecturers

Geiger, Goldman, Maccracken, Munshi

Lecturers

Leshinski, Levendowski, West, Wigal

ACCOUNTANCY—BS

The major in Accountancy includes the essential academic preparation for students who are

1. pursuing professional careers in public, corporate, and governmental accounting;
2. seeking positions in personal financial planning and portfolio analysis;
3. seeking positions in consulting;
4. planning to operate their own businesses; or
5. planning to pursue a graduate degree or attend law school.

REQUIREMENTS FOR THE MAJOR

Course Requirements

In addition to W. P. Carey School of Business degree requirements and university General Studies Requirements, accountancy students must complete the following courses:

1. lower-division critical-requirement courses: ACC 230, 240, and 250; CIS 220; ECN 211, 212, and 221; MAT 210 and 211;
2. business core courses: ECN 306; FIN 300; LES 305; MGT 300; MKT 300; and SCM 300;
3. major courses: ACC 230, 240, 250, 340, 350, 430, 440, 444, and 450; and
4. additional course requirements: CIS 360; COM 100 or 230, which is recommended; COM 225 or 259, which is recommended; ENG 302; WPC 301; and nine hours of upper-division business electives selected from a list approved by the School of Accountancy, one SOC course, and one PGS course.

Proficiency Requirements

Students majoring in Accountancy must receive a “C” (2.00) or higher in all business core and major courses and maintain a 2.00 or higher business core, major, and ASU GPA.

Critical Requirements

To remain on track, students majoring in Accountancy must meet additional critical-requirement criteria that can be found at wpcarey.asu.edu/up.

GRADUATION REQUIREMENTS

In addition to fulfilling major requirements, students seeking a degree must meet all university and school requirements. See [University Graduation Requirements](#) and [School Degree Requirements](#).

BUSINESS HONORS

Students admitted to Barrett, the Honors College, who are majoring in Accountancy, may substitute ACC 303 for ACC 230 and 250. Students not majoring in Accountancy may substitute ACC 330 for ACC 230, 250, and 315.

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School of Health Management and Policy

wpcarey.asu.edu/hmp

480/965-7778

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

While the School of Health Management and Policy does not offer an undergraduate major, a number of courses at the 200 and 400 levels are available to students who have a strong interest in healthcare, public health, and health policy. Students may enroll in these courses regardless of their undergraduate major. Registration for courses at the 400 level is with permission of the instructor and subject to seat availability.

COURSES

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The mission of University Student Initiatives is to provide the highest quality programs and services that support undergraduate and graduate education of ASU students. In fostering student success, University Student Initiatives provides access for every student to a holistic living and learning environment in collaboration with the broader university community. To fulfill this mission, University Student Initiatives is fully committed to enhancing student persistence and graduation. For more information, call 480/965-2200, or access the Web site at www.asu.edu/studentaffairs.

The university is committed to the belief that an education involves more than attending class. While the acquisition of knowledge is a central part of the university experience, learning about others, about independence and leadership, and about living in a complex society are equally important. University Student Initiatives' services and developmental programs reflect this philosophy.

RESIDENTIAL LIFE

Living in one of the ASU residence halls provides students the opportunity to make the most of their university experience. Special residential communities for freshmen, honors students, students in particular academic areas, or students with special interests such as healthy living offer opportunities and activities that enrich the educational experience. For more information about these special living and learning communities, access asu.edu/llc.

Freshmen can take classes, get tutoring, mentoring, and academic advising in locations within or close to any residence hall on campus.

It is very important for students to submit an application for campus housing immediately after being admitted to ASU. Students should apply before February 1 of the same calendar year for the best chance of receiving a residence hall assignment. Requests for modified rooms for students with disabilities should be noted on the application.

Students will receive residence hall application information with their admission certificate. For more information, access the Web site at www.asu.edu/reslife, call 480/965-3515, or write to

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

Information about meal plans on the Tempe campus may be obtained by calling 480/965-3464 or writing
CAMPUS DINING

ARIZONA STATE UNIVERSITY
PO BOX 871101
TEMPE AZ 85287-1101

THE MEMORIAL UNION

ASU students experience success through active involvement in learning and within their community. Student development enhances student learning through academic support services and programs and encourages student involvement in the community through participation in cocurricular programs, clubs, employment, leadership opportunities, organizations, service, and the arts.

The Memorial Union (MU) serves as the campus community center for students, faculty, staff, and guests on the Tempe campus. Opportunities for student involvement are abundant with programs and services that enhance the ASU experience. Students can connect through activities, clubs, community service, organizations, student government, and the arts.

The building's features include an art café; computer lab and workroom; Internet stations; multipurpose meeting rooms; study and group work areas; Sparky's Den: a recreation center with bowling, billiards, and a video arcade; and tutoring and academic support.

Services provided in the MU include banking facilities and several ATMs, catering, food venues, a general store, a hair salon, a music store, a travel agency, a team shop, the SunCard office, and a copy center.

The MU also maintains a permanent art collection composed of paintings, fine art prints, photographs, sculptures, and tapestries. The collection, located throughout the four levels of the building, includes works of faculty, alumni, and students from the Katherine K. Herberger College of Fine Arts, as well as works of other recognized artists.

A variety of student employment opportunities are available at the MU. Some of the student positions include administrative clerk, building manager, computer lab attendant, event assistant, information desk associate, and Sparky's Den associate. The MU offers flexible work schedules to accommodate class schedules. Promotion from within the various work groups is encouraged.

For more information about any of these services or to explore employment, call the MU Information Desk at 480/965-5728, or access the Web site at www.asu.edu/mu.

Child and Family Services

Child and Family Services (CFS) provides resource and referral services to students, faculty, and staff. Information about the Campus Children's Center (480/921-2737), Child Development Laboratory (480/965-7257), Child Study Laboratory (480/965-5320), and the Mary Lou Fulton College of Education Preschool (480/965-2510) may be obtained at CFS or by calling the programs directly. CFS maintains a child care referral database and coordinates workshops and discussion groups on child and elder care issues. Educational materials and listings of additional on- and off-campus activities, programs, and services for children and their families are available at the CFS office, MU 14C.

For more information, call 480/965-9515, or access the Web site at www.asu.edu/mu/family.

Transition and Parent Programs

The Transition and Parent Programs office coordinates and directs transition activities and parent programs and services for new students and their families on behalf of University Student Initiatives. Additionally, Transition and Parent Programs engages parents and families in support of their students' educational and developmental experiences. The purpose of this office is to assimilate new students and their families to the services, resources, and campus culture at ASU and to provide resources, programs, and information for parents and families. Some of the programs coordinated by this office include Sun Devil 101/Welcome Week, More to Explore, Family Weekend, and Spring Welcome.

For more information, call Transition and Parent Programs at 480/965-4564, or access the Transition and Parent Programs Web site at www.asu.edu/mu/transitions.

Sun Devil Involvement Center

Located on the third floor of the MU, the Sun Devil Involvement Center (SDIC) provides opportunities for student involvement and leadership development through clubs, coalitions, community service, fraternities and sororities, student activities, student government, and cocurricular connections.

For more information, call 480/965-2255, or access the Web site at www.asu.edu/mu/sdic.

Associated Students of Arizona State University

Associated Students of Arizona State University (ASASU) is the student government of the university and the official representative of the undergraduate student government (USG) and graduate and professional student association (GPSA) in matters of university governance and budgeting. Through elected, volunteer, and paid positions, students can become active, contributing members of ASASU. Students can participate in a wide variety of activities and services, including College Councils, Student Senate, Graduate Assembly, and Safety Escort Service. Students interested in concerts, lectures, and Homecoming are encouraged to become involved with the Programming and Activities Board.

For more information, call 480/965-3161, or access the Web site at asasu.net.

Student Legal Assistance

Student Legal Assistance counsels and advises students regarding their legal rights and responsibilities. This service is offered free of charge to currently enrolled ASU students. Notary services are also available. Typical consultation topics include auto-related issues, criminal matters, debt, domestic relations, wills, towing and traffic violations,

landlord/tenant issues, and miscellaneous issues. Student Legal Assistance is located in the MU, Room 329.

For more information, call 480/965-6307, or access the Web site at www.asu.edu/mu/legal.

Memorial Union Programs and Activities

Co-Curricular Programs and Activities (CCPA) engages the ASU community in programs and activities that promote student learning and involvement. CCPA provides opportunities for students to become actively involved in the campus community through participation on the Memorial Union Advisory Board and the Faculty Recognition Committee. CCPA works closely with faculty to offer programs that foster dialogue, lead to the exchange of ideas, and provide out-of-class learning experiences for students. Each year, CCPA sponsors a number of annual events, such as the Student/Faculty Retreat and Last Lecture Series.

For more information on CCPA programs or student involvement opportunities, call 480/965-9600, or access the Web site at www.asu.edu/mu/partnerships.

Student Organization Resource Center

The Student Organization Resource Center (SORC) provides opportunities for students to get involved with established campus organizations and helps students start new organizations. The center maintains a list of all registered groups, assists with the coordination of major events, and provides a resource desk where students can access information on student activities and leadership opportunities. Members of REACH, a student paraprofessional organization, are available for outreach sessions.

For more information, call 480/965-2255, or access the Web site at www.asu.edu/clubs.

Community Service Program

The Community Service Program strives to engage students, faculty, and staff in meaningful cocurricular service. By engaging students in worthwhile service while promoting a lifelong commitment to citizenship and social justice, the Community Service Program affords students the key opportunity to turn learning into social action.

For more information, visit the Community Service Program, located at the Sun Devil Involvement Center on the third floor of the MU, access the Web site at www.asu.edu/mu/community, or call 480/965-0305.

Short-Term Service Projects

The Community Service Program collaborates with Valleywide agencies and campus entities to provide meaningful episodic service events, such as the Cesar Chavez Day of Service, the Fall Service Plunge, and the Martin Luther King Jr. Day of Service.

Community Service Opportunity Clearinghouse

A clearinghouse of information from more than 400 social service and nonprofit agencies across the Valley of the Sun offers information about internships, post-graduation opportunities, and long-term service. Students can use this resource to design a service experience that complements their academic, personal, and professional goals.

Greek Life

Fraternities and sororities have held a prominent place on the Tempe campus for the past 100 years. The Greek life community is a home away from home — a place that plays a critical role in enhancing a student's quality of life while developing his or her potential. Currently, the Greek life community is experiencing record growth and comprises more than 50 fraternities and sororities and approximately 2,800 undergraduate students. It is self-governing and represented by the following five councils: Interfraternity Council, Multicultural Greek Council, National Association of Latino Fraternal Organizations Council, National Pan-Hellenic Council, and Panhellenic Council.

For more information, call Greek Life at 480/965-5292, or access the Web site at www.asu.edu/mu/greeklife.

Student Risk Management

Student Risk Management assists student organization leaders, members, advisors, and University Student Initiatives staff to identify the potential and perceived risks involved with their activities. Guided by a philosophy of shared responsibility, the staff encourages the development of prudent judgment skills used to eliminate, limit, or accept these risks. Outreach efforts focus on the empowerment of students to make intelligent, fair, and reasonable choices within the boundaries established by state, federal, or local laws; the Arizona Board of Regents (ABOR) *Student Code of Conduct* and institutional policies; and the educational mission of ASU. Student leaders, faculty and staff advisors who wish to collaborate on the creation of student organization environments that support members and leaders in their decision-making processes are encouraged to access these services. Additionally, Student Risk Management works to provide information regarding institutional policies as well as information regarding trends in higher education that are related to risk management—while serving as a resource to assist staff with compliance needs when planning or facilitating events on behalf of University Student Initiatives.

For more information, call 480/965-9665, or access the Web site at www.asu.edu/studentaffairs/risk.

STUDENT LIFE

Student Life strives to enhance student learning and student achievement by fostering a positive, inclusive campus environment; providing services to meet the needs of a diverse student body; and empowering students to advocate for their needs and interests by developing leadership and life skills. Opportunities for leadership and community involvement help students prepare for their roles as responsible citizens. Students learn and sharpen their leadership skills through their involvement in student activities, workshops, and community service.

For more information, access the Web site at www.asu.edu/studentlife.

Community Outreach

The Community Outreach office strives to provide programs and services that enhance the community partnerships

that support the overall quality of life for both students and community members engaging, living, and serving at ASU and the surrounding communities by providing opportunities for involvement and by assisting students to develop a broader sense of community awareness, thereby fostering student learning and student success.

For more information, call 480/965-6547, or access the Web site at www.asu.edu/studentlife/outreach.

Danforth Chapel

Built in 1948 as a multifaith chapel and retreat for the university community to use for prayer, meditation, weddings, memorial services, baptisms, Bible study, and worship, Danforth Chapel continues to provide opportunities for those functions. The chapel is located on Cady Mall between the MU and Hayden Library.

For more information, call 480/965-6547, or access the Web site at www.asu.edu/studentlife/danforth.

Faith Communities

Various religious centers representing most major religious groups are available near the Tempe campus and provide students with opportunities to participate in programs of religious worship and to meet other students through social activities.

For more information, call the Campus Interfaith Council at 480/965-6547, or access the Web site at www.asu.edu/studentlife/interfaith.

Student Judicial Affairs

Student Judicial Affairs oversees the review of conduct issues, involving both students and student organizations, as set forth by the ABOR *Student Code of Conduct*. This code is designed to balance the rights and needs of the individual with the responsibility of the individual to meet the needs of the community. Outreach and education are provided to students, faculty, and staff in areas such as student rights and responsibilities, campus and community standards, and university policies. Referrals for student conduct issues are accepted from faculty, staff, students, or observers. The Student Judicial Affairs designee reviews all referrals. Students who are found to have violated the ABOR *Student Code of Conduct* are subject to appropriate sanctions for student misconduct. Student Judicial Affairs is located in Student Life, SSV 263.

For more information, call 480/965-6547, or access the Web site at www.asu.edu/studentlife/judicial.

MULTICULTURAL STUDENT SERVICES

Multicultural Student Service

The Multicultural Student Service supports the transition, retention, and graduation of multicultural students by engaging them in various support services and programs within a culturally affirming environment. One-on-one guidance, consultation, and referral are offered to address the academic, personal, and cultural needs of multicultural students. The African American Men of ASU program, the Hispanic Mother/Daughter Program, and the Native American Achievement program are specifically designed to increase the persistence and graduation rates of students within the African American, Hispanic, and American Indian communities. Summer opportunities, such as the MSC UNI 100 course, Sankofa African American Summer Leadership Institute, Latinos Interested in Networking and Knowledge (LINK @ ASU), and the Native American Summer Institute, assist students with the transition and adjustment to university life. The Asian Lead Academy and Black Youth Recognition Conference provide outreach to the community in an effort to help junior high and high school students develop academically, personally, and professionally. The student coalitions, as well as other multicultural student organizations, provide cultural programming and academic support to African American, American Indian, Asian, Pacific Islander, and Hispanic/Latino American student communities.

The MSS office is located in SSV 394. For more information, call 480/965-6060, or access the Web site at www.asu.edu/mss.

TRIO PROGRAMS

Upward Bound Program

Upward Bound is a college preparatory program designed to increase the academic skills and motivational levels of participants (low-income, potential first-generation college students) to encourage their completion of high school, as well as enrollment in and graduation from postsecondary institutions. The year-round program includes summer residential components funded by the U.S. Department of Education. The Upward Bound Program office is located in SSV 276.

For more information, call 480/965-6483, or access the Web site at asu.edu/trio/ub.

Veterans Upward Bound

Veterans Upward Bound is designed for low-income, first-generation veterans who wish to pursue postsecondary education but whose life experiences did not adequately prepare them for the educational requirements of today. College preparation instruction in writing, reading, mathematics, general science, study skills, and computer literacy are provided to suit each veteran's individual needs. Veterans lacking a high school diploma can also prepare for obtaining their General Education Development (GED) while participating in Veterans Upward Bound. Interest inventory assessments and career advising are also available. All services are free, funded by the U.S. Department of Education. The Veterans Upward Bound office is located at 1270 E. Broadway Rd., Suite 122, in Tempe.

For more information, call 480/965-3944, or access the Web site at asu.edu/studentaffairs/trio/vub.html.

EDUCATIONAL DEVELOPMENT

International Student Office

The International Student Office (ISO) supports student success by engaging students to maintain compliance with

visa regulations and by providing programming and advising that enrich their educational experiences. The ISO's principal responsibilities and services include administrative support, immigration information, initial orientation, visa administration, and campus and community activities that promote international awareness. The ISO is located in SSV 265.

For more information, call 480/965-7451, or access the Web site at www.asu.edu/iso.

Disability Resource Center

The Disability Resource Center (DRC) facilitates equal access to qualified ASU students with disabilities, ensuring they are provided with mandated reasonable and effective accommodations. Disability documentation is required and information regarding disabilities is confidential. A U.S. Department of Education TRiO Student Support Services Grant also allows DRC to incorporate a unique academic enhancement model into the disability support services program for 270 selected students with disabilities who meet TRiO eligibility requirements. DRC is located on the first floor of Matthews Center.

For more information, call 480/965-1234 (voice) or 480/965-9000 (TTY), send a fax to 480/965-0441, or access the Web site at www.asu.edu/drc.

LEARNING SUPPORT SERVICES

Adult Re-Entry Program

The Adult Re-Entry Program seeks to assist and support students age 25 and older who have been out of the educational system for a significant period of time. Services include preenrollment assistance, orientation, peer mentoring, resource and referral information, support groups, and scholarships. The Adult Re-Entry Center in MU 14 provides a welcoming environment for individual or group study.

For more information, call 480/965-2252, or access the Web site at www.asu.edu/reentry.

Living and Learning Communities

Living and learning communities offer students the opportunity to belong to a small community of students who share academic and personal interests. By choosing a living and learning community, the student is choosing a place that offers everything needed to become successful at ASU.

1. Opportunities to live and study with students who share interests;
2. upper-class tutors and mentors to show the student the ropes and connect him or her to ASU;
3. special programs that help the student transition to university life;
4. classes, tutoring, and college academic advising in the student's residence hall;
5. opportunities to interact with faculty in and out of the classroom;
6. activities and services that integrate academic and social experiences; and
7. personal development and support programs, with presentations from various departments, focusing on academic expectations, academic skills, freshman transition, major and career choice, and other related developmental issues.

For a current listing of living and learning communities and the criteria to join one, access the Web site at www.asu.edu/lc.

Learning Resource Center

The Learning Resource Center (LRC) provides comprehensive learning support services to ASU students, including tutoring, writing assistance, academic coaching, academic skills workshops, and software training. LRC services are designed to support student retention and improve academic performance and graduation rates. Recent research shows that ASU freshmen who engage in weekly tutoring at the LRC have a 0.50 higher cumulative GPA than nonusers at the end of the freshman year.

The LRC offers tutoring in a variety of locations and formats to serve different student needs. This includes free, scheduled, and drop-in small group tutoring; test review sessions; online tutoring (through the LRC Web site); and individual, fee-based tutoring by appointment. Tutoring is offered in approximately 100 courses, including mathematics, languages, business, chemistry, biology, engineering, and computer science. Writing tutoring is available at any stage of the writing process for any written assignments. Students can access daytime tutoring Monday through Friday in two locations: MU 14 and Palo Verde West Center. Evening tutoring is offered Sunday through Thursday in the MU and Palo Verde West and in residence hall tutoring sites located in Manzanita, Hassayampa, and Sonora residence halls. Residential and off-campus students are welcome to use tutoring in any of these locations.

The academic coaching program provides individual assistance to help students improve general academic skills, including time and stress management, organizational strategies, textbook reading, and test preparation. Students can schedule an appointment or walk-in to meet with a coach, and those who qualify can schedule weekly meetings throughout the semester. Academic coaches also present workshops on academic skills topics in LRC daytime and evening locations throughout the year.

The LRC offers two options for students who want to improve their software skills: individual tutoring and group workshops. Register online in advance for software workshops as needed. All software learning support is provided in the LRC. LRC instructional computer labs are located in the MU (Montgomery Instructional Lab) and in SSV 392.

Students can view tutoring schedules and workshops on the LRC Web site at www.asu.edu/lrc

For more information or to schedule an appointment, call the LRC at 480/965-6254 or 480/965-7728, or visit the LRC in Palo Verde West or MU 14.

DEAN OF STUDENTS OFFICE

Student Advocacy and Assistance

Student Advocacy and Assistance guides students in addressing educational, personal, and campus situations that may adversely affect successful completion of their academic goals. Student Advocacy and Assistance links students with appropriate university and community resources, agencies, and individuals; collaborates with faculty and staff in the best interest of the students; and follows through to bring efficient resolution to student concerns. Student Advocacy and Assistance is located in SSV 263.

For more information, call 480/965-5852, or access the Web site at

www.asu.edu/studentaffairs/deanofstudents/advocacy.

LIVING WELL NETWORK

ASU is dedicated to helping students lead healthy lives and reach their academic and personal goals by creating a healthy campus environment. Through the Living Well Network, ASU provides integrated medical, psychological, physical fitness, and wellness programs and services.

Counseling and Consultation

Services

Counseling and Consultation offers a range of confidential, time-limited counseling and psychiatric services for ASU students. Staff members are available to discuss any important personal concern a student may be facing, particularly issues related to the adjustment to university life. Professional help in the following areas is available: psychological issues, personal concerns, interpersonal issues, and crisis intervention. Counseling and Consultation staff members have a strong commitment to meeting the needs of students of color and nontraditional students. Counseling and Consultation staff consists of both male and female mental health professionals, including psychologists, counselors, psychiatric providers, and social workers. Students are initially seen by an individual counselor for assessment. Continuing services in the form of individual, couples, or group meetings are then offered on a time-limited basis depending upon the student's need and staff availability. Limited psychiatric services are available, if needed.

Counseling and Consultation offers group counseling to respond to issues such as women's and men's issues, eating disorders, substance abuse, stress management, multicultural/diversity issues, and interpersonal relationships. Other services available to the ASU community include consultation and outreach programming.

Crisis Intervention

Crisis intervention for students experiencing mental health emergencies is available. During normal working hours, students may call and request same-day appointments to discuss urgent situations. After office hours, EMPACT Suicide Prevention Center, Inc., is available for crisis consultation by calling 480/921-1006.

Confidentiality

Confidentiality is of utmost importance. Information about a student is not released without that student's written permission, except in the case of imminent danger to self or others, child/adult abuse, court order, or where otherwise required by law. Notations of counseling and psychiatric services are not a part of a student's academic record.

Appointments

ASU students may schedule an initial counseling appointment by phone (480/965-6146) or in person at SSV 334. There is no cost for the initial personal consultation. Fees are charged for additional sessions, career testing, and psychiatric services. Counseling and Consultation accepts Student Health Insurance and a limited number of other insurance policies. Fee reductions and waivers are available. Office hours are 8 *a.m.* to 5 *p.m.* Monday through Friday. Counseling and Consultation is located at SSV 334. Additional information is available on the Counseling and Consultation Web site at www.asu.edu/counseling.

Training Programs

Counseling and Consultation provides training for psychologists and other mental health professionals through postdoctoral, internship, residency, and practicum training programs.

Testprep@ASU

Testprep@ASU offers courses to help students prepare for the following graduate entrance exams: the Graduate Record Exam (GRE), the Graduate Management Admissions Test (GMAT), and the Law School Admission Test (LSAT).

The office is located in SSV 340 and is open 9 *a.m.* to 6 *p.m.* Monday through Thursday and 9 *a.m.* to 5 *p.m.* Friday.

For more information about test preparation workshops, call 480/965-6777, visit the office, or access the Web site at www.asu.edu/testprep.

CareerTest@ASU

Counseling and Consultation offers two separate Exploration Workshops through CareerTest@ASU. Both workshops are based upon well-established tests that are taken before attending each workshop. The Career Exploration Workshop focuses on career/major selection and uses the Strong Interest Inventory to help individuals find a major or career based upon interests. The Personal Styles Exploration Workshop focuses on personal style evaluation and uses the Myers-Briggs Type Indicator to help individuals understand their personality preferences. Career testing is available to students and nonstudents.

For more information about career testing workshop schedules and fees, call 480/965-6777, or access the Web site at www.asu.edu/cts

Campus Health Service

Services

Campus Health Service offers fully accredited outpatient healthcare to all students enrolled at ASU. The professional staff, consisting of physicians, nurse practitioners, registered nurses, dietitians, and health educators, has special interest and training in college healthcare. Consultant physicians in dermatology, orthopedics, and other specialties are on-site and are available by referral from a member of the Campus Health Service professional staff.

Additional services include comprehensive women's healthcare, immunizations, a travel clinic, and an allergy clinic for students needing periodic injections. The pharmacy at the Campus Health Service provides many prescription and over-the-counter medications at reasonable costs. Radiology and laboratory services are also available.

A parental "consent to treat" form is required before a student under 18 can receive treatment at Campus Health Service. A copy of the parental consent form may be obtained from the Campus Health Service Web site at www.asu.edu/health.

Hours

Students are strongly encouraged to schedule appointments to minimize waiting time and to allow students the opportunity to establish a relationship with one clinician. Appointments are available by calling 480/965-3349. Patients with urgent healthcare problems may be seen at the Campus Health Service Acute Care Clinic on a same-day basis. The clinic is open weekdays from 9 a.m. to 5:30 p.m.

Fees.

All students are charged for primary care visits at Campus Health Service and for consultant visits, radiological procedures, laboratory procedures, medications, certain special or surgical procedures, and certain health education services. Patients receiving medical treatment off campus, such as consultations, emergency care, and hospitalization, are responsible for any resulting charges. Campus Health Service bills all insurance companies.

Insurance

While Campus Health Service provides comprehensive ambulatory care, it is not a substitute for health insurance. Medical insurance coverage is strongly recommended for all students and is required for international students.

Eligible students and dependents may enroll in health insurance coverage arranged by ASU. Dependents must complete an application and may require underwriting approval by the insurance carrier. The coverage assists students in paying for laboratory and radiology procedures, off-campus consultations, hospitalization, surgery, and emergency and after-hours care. Students may purchase health insurance through SunDial, the ASU touch-tone telephone registration system, or at Campus Health Service.

For more information, call the Campus Health Service insurance office at 480/965-2411.

Bridge Discount Program

This discount program reduces the total healthcare costs for certain services rendered at Campus Health Service. Students enrolled in this program are charged copayments for specialist visits, basic x rays, and laboratory tests.

For more information, call 480/965-2411, or access the Web site at www.asu.edu/health.

Wellness and Health Promotion

ASU Wellness and Health Promotion advances wellness and fosters a healthy campus environment that supports academic, personal, and professional success. Relevant health information is provided to reduce risk and address critical issues that impact campus life. Information, support, and referral is available for alcohol and other drug abuse prevention, body image enhancement and eating disorders prevention, healthy eating, HIV/AIDS and sexually transmitted infection prevention, physical activity, sexual health promotion, sexual assault and relationship violence prevention, and stress management.

Wellness and Health Promotion offers presentations, special events, information booths, a resource room, workshops, Web and printed materials, and peer education programs.

The Home Safe Violence Prevention and Advocacy Center offers a 24-hour helpline for information, support, and referral. Peer advocates are trained to answer the helpline and assist other students.

Student organizations such as AIDS HOPE, V-Day Campaign, and Students Educating about Rape and Violence Everywhere offer excellent opportunities for students to address issues of personal interest.

Wellness and Health Promotion offers programs and services during and outside of regular business hours. Students are invited to visit, call, or connect via e-mail for information or to get involved in helping others.

For more health information, wellness calendar, and program information, call 480/965-4721, or access the Web site at www.asu.edu/wellness.

Student Recreation Complex and Campus Recreation

The Student Recreation Complex (SRC) is the place to become involved and meet people with similar interests in an active lifestyle. Opportunities for involvement are plentiful, as University Student Initiatives' Campus Recreation is one of the largest programs of its kind in the country, serving more than 27,000 students annually. Programs offered include intramural sports, informal recreation, fitness, aquatic and sports skills classes, outdoor recreation, children and family programs, sport clubs, adaptive recreation for individuals with long- or short-term disabilities, a wellness program, safety education, experiential learning, and special events.

A variety of student employment opportunities, with flexible work schedules, are available at the SRC. Student positions include facility managers, lifeguards, weight room supervisors, equipment room attendants, administrative assistants, personal trainers, group fitness instructors, Web developers, graphic designers, and front desk monitors.

The SRC is located on the south end of Palm Walk. Features include a variety of resistance and cardiorespiratory equipment, a 9,000-square-foot weight room, three large gymnasiums, 14 indoor racquetball courts, one squash court,

martial arts, group fitness and sport club rooms, outdoor equipment rental, and adaptive weight equipment. Outdoor facilities include a lighted, multiuse complex with four fields, a .43-mile perimeter walking and jogging path, four sand volleyball courts, 14 tennis courts, and a 70-meter swimming pool with two movable bulkheads that allow the pool to be divided into three parts for simultaneous multiuse programming. Any ASU student taking a class on any campus is an automatic member and can use the SRC on a drop-in basis.

For more information, call 480/965-8900, stop by for a tour, or access the Web site at www.asu.edu/src.

STUDENT MEDIA

Student Media offers the largest combined news products for the university, produced completely by student employees and volunteers.

The State Press campus newspaper, one of the largest daily newspapers in Arizona, is published five days a week by ASU students who make editorial decisions with the support of experienced university staff. It is distributed free of charge on the Downtown Phoenix, Polytechnic, Tempe, and West campuses, and in downtown Tempe.

The ASU Web Devil is Student Media's online news center and community guide, with ASU and local news and listings of restaurants, hotels, apartments, transportation, and interesting cultural and entertainment opportunities within the community surrounding ASU. Access the Web site at www.asuwebdevil.com or www.statepress.com.

Sun Devil Television (SDTV) broadcasts on Channel 2 to ASU residence halls, Greek housing, The Towers apartment building, the MU, the Student Recreation Center, and various departments that utilize the university cable system. Student employees and volunteers produce news and entertainment programs daily. Music videos and premium movies are also aired nightly.

All of these products provide students with on-the-job training in newswriting, photography, editing, broadcast reporting and production, online reporting, design, and advertising. They also address the many informational needs of the university community, not only through articles about the campus and local and national events, but through paid classified and display advertisements by area merchants, campus groups, and faculty, students, and staff.

Student Media provides complete prepress services, including graphics and design, to the university community.

For more information, call 480/965-7572.

CAREER SERVICES

Career Services provides advising for individual career planning concerns and offers information about numerous career fields and opportunities. Students are encouraged to use the Career Education Center throughout their academic careers. An online career planning system assists students in evaluating and making career choices. Career Services offers workshops and classroom presentations on career planning, interviewing skills, résumé writing, and a myriad of additional career-related topics. Advisors are available to assist students on an individual basis in career planning and employment.

Hundreds of employers from business, industry, government, social service agencies, health organizations, and educational institutions come to ASU to interview students seeking permanent positions and career-related summer, intern, and co-op employment. Career Services facilitates these interviews for both employers and students to meet each group's needs and interests. In addition, career and job fairs are scheduled throughout the year.

The agency's services support students' career development throughout their college experience, and Career Services encourages participation in programs as early as the student's freshman year. The Tempe campus office is located in SSV 329.

For more information, call 480/965-2350, or access the Web site at www.asu.edu/career.

ARIZONA PREVENTION RESOURCE CENTER

The Arizona Prevention Resource Center (APRC) serves as a centralized source for individuals, schools, and communities throughout Arizona to support, enhance, and initiate programs focused on the prevention of the use and abuse of alcohol and other drugs; gangs and violence; and other areas, such as health promotion, domestic violence, and dropout prevention. The APRC operates in the following program areas:

1. Clearinghouse—provides accurate, timely, and personalized prevention information and materials through an in-house library, access to national sources, and links with prevention programs in Arizona.
2. Training and Technical Assistance—provides high-quality, responsive training and technical assistance for organizations and individuals undertaking prevention programs in local communities and schools; focus is on research-based (promising and proven) practices.
3. Evaluation and Accountability—coordinates and provides leadership for a statewide evaluation strategy for accountability in alcohol and other drug prevention and treatment programs; produces an annual inventory of substance abuse and gang prevention and treatment programs in Arizona; designs and conducts contracted evaluations of community-based prevention programs; and promotes accountability in all aspects of APRC operations.
4. Strategic Initiatives and Planning—promotes effective collaboration between prevention and treatment program leadership; broadens the funding base for prevention programs; researches and develops strategies for comprehensive statewide systems and accountability.

For more information, call 480/727-2772 or toll-free at 1-800-432-2772, access the Web site at www.azprevention.org, or write

ARIZONA PREVENTION RESOURCE CENTER
ARIZONA STATE UNIVERSITY
PO BOX 872208
TEMPE AZ 85287-2208

Information can also be obtained by fax, at 480/727-5400, or at 542 East Monroe Street in Phoenix, Building D.

INTERCOLLEGIATE ATHLETICS

The university is a member of the National Collegiate Athletic Association, Division I, and the Pacific-10 Conference. The university has 22 varsity intercollegiate sports and more than 500 participants. Intercollegiate athletics at ASU are governed by a board of faculty, students, and staff under the regulations of the Arizona Board of Regents, the NCAA, the Pacific-10 Conference, and the university. Policies are administered by Intercollegiate Athletics. All athletic grants-in-aid and scholarships are administered in coordination with Intercollegiate Athletics.

OTHER OPPORTUNITIES FOR STUDENT INVOLVEMENT

Communication Activities: Interpreters Theater

Participants write, compile, and perform scripts for presentation in diverse on- and off-campus settings through the Hugh Downs School of Human Communication.

For more information, call 480/965-5061.

Dance

The Department of Dance presents six to eight faculty- and/or student-directed concerts a year. For more information, call 480/965-5029.

Forensics

The ASU Forensic squad, associated with Pi Kappa Delta national forensic honorary association, travels to trophy tournaments across the country.

For more information, access the Web site at asu.edu/clas/communication/undergraduate/forensics.

KASC Radio

At KASC, in the Walter Cronkite School of Journalism and Mass Communication, students work in programming, performance, news, production, promotion, sales, and management. The station, programmed entirely by students, offers a modern rock format as an alternative to other Valley radio stations. New music by national as well as local bands is the focus of the KASC format. The music is complemented by ASU news and sports features.

For more information, access the Web site at theblaze1260.com.

Music

Performing organizations within the School of Music provide opportunities for involvement and credit, including bands, Lyric Opera Theatre, symphony orchestra, and choral organizations.

For more information, call 480/965-3371.

Theatre

The School of Theatre and Film presents six to eight mainstage theatre productions and many student-generated productions each year. Auditions for roles in mainstage productions are open to all university students, regardless of major. Backstage production participation opportunities are also available to all students. Audition information is available from the School of Theatre and Film, GHALL 232, 480/965-5337. The school provides community engagement opportunities with elementary and secondary schools and connections with professional theatre companies.

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Bachelor of Arts in Design Studies

design.asu.edu/ba

480/965-7007

CDN 162

Jacques R. Giard, Director

PURPOSE

The purpose of the Bachelor of Arts (BA) degree in Design Studies is to provide design education—both general and specific—to a broader student population at the university. The program serves two principal intentions. First, the BA in Design Studies offers a program of general design education to the university at large. Second, it provides an alternative career path for undergraduate students presently enrolled in the majors of the college (architecture, graphic design, housing and community development, industrial design, interior design, landscape architecture, and planning).

ORGANIZATION

The degree program in Design Studies is organized by the faculty of the College of Design under the direction and administration of the director and standing committees of the faculty.

DEGREES

The faculty in the College of Design offer a BA in Design Studies.

DESIGN STUDIES—BA

The BA degree in Design Studies is a four-year program of study in design. Students can focus on specific areas in built environment, design history and culture, design management, design studies, digital visualization, and urban studies. All six areas of study provide a nonstudio education relevant to the practice and teaching of contemporary architecture, design, and planning.

Built Environment

This area of study helps students to recognize design as a collaborative and synthetic process that uses formal analysis, issues of sustainability and energy, historical precedent, and integration of landscape, built-form, and urbanism to help to define the work of architecture and landscape architecture in contemporary society. Students obtain a broad knowledge of architecture and landscape architecture, including history, culture, technology, and representation. Graduates are well prepared to enter into master's programs in Architecture and Landscape Architecture.

Design History and Culture

This area of study allows students to develop an expertise in design history and culture. Beginning with a core of design courses acquired in the first and second years of any of the college's majors, students pursue and refine their knowledge with additional courses in design history and culture in architecture, graphic design, industrial design, interior design, landscape architecture, and planning. This area of study provides students with a broad knowledge and theoretical framework of design history and culture in contemporary society.

Graduates are prepared to pursue a career in education, journalism, research and further studies at the graduate level.

Design Management

This area of study is intended to strategically prepare students for leadership in two areas of design management: management within design firms and management of design projects. Students focus on courses in economics, finance, management, marketing, operations, and ethics. This area of study provides the requisite management skills within the context of professional design practice.

Graduates are prepared to develop and manage strategic, financial, sales, and marketing plans for small and large firms in the design industry, as well as careers in government and nongovernmental agencies.

Design Studies

Students can elect to pursue a broad program of study in design in a nonstudio environment. This choice allows students to explore the many facets of design studies available in the College of Design, or focus on design as it relates to other fields with select courses from other colleges (see courses listed below under the areas of study).

Students selecting the broader program of study in design can expect to discover the myriad possibilities of design as a subject area and the flexibility that it provides for further exploration in either the professional programs or in graduate education.

Digital Visualization

This area of study is intended to meet the needs of design professionals with a unique skill set that combines knowledge of digital technology and design. Graduates of this area of study can aspire to be director or project manager of an information technology department of a large architecture, design, or planning firm.

Graduates develop competency in the applied use of computer programming and specialty software commonly used in architecture and design firms.

Urban Studies

This area of study helps students obtain a better understanding of planning principles and processes of the contemporary city and its relationship to the environment. The study of the principles of sustainable urban environment, urban history, transportation, global culture and society, and population will be pursued. Some courses include the use of simulation and gaming and first hand field studies to obtain a critical and grounded sense of city processes and systems—financial, social and physical; knowledge of city form and function; and understanding of design intervention to improve cities. Metropolitan Phoenix is the comparative context and the inspiration for the case study work. Students gain a broad knowledge of, and theoretical framework to analyze, the contemporary city and its region.

Graduates will pursue careers in governments, private sector, journalism, and other relevant employment sectors. They may also enter graduate programs such as planning, law, economics, and various social science disciplines.

ACADEMIC ADVISING

Academic advising is provided through a college academic advisor in CDS 115.

DEGREE REQUIREMENTS

The Bachelor of Arts in Design Studies degree requires a minimum of 120 semester hours of course work.

General Studies Requirement

The following curriculum includes sufficient approved course work to fulfill the General Studies requirement. See [General Studies](#) for requirements and a list of approved courses. Note that all three General Studies awareness areas are required. Consult an advisor for an approved list of courses.

Graduation Requirements

In addition to fulfilling college and major requirements for this degree, students must meet all university graduation and college degree requirements. See [University Graduation Requirements](#) and [College Degree Requirements](#).

Design Studies

Students must select a minimum of twelve core courses (36 semester hours) from among any of the 300- or 400-level courses offered in the College of Design.

BA in Design Studies Requirements

First Year

Fall

ENG 101 First-Year Composition (3)
or ENG 105 Advanced First-Year Composition if qualified (3)

Design elective* (3)
or Design Studio (3)

HU, G, H elective (3)

MA elective (3)

Other elective (3)

Total 15

Spring

ENG 102 First-Year Composition (3)

Design elective* (3)
or Design Studio (3)

SB elective (3)

Other electives (6)

Total 15

* Design electives may be selected from any course offered in the College of Design.

Second Year

Fall

C elective (3)

L elective (3)

SB elective (3)

SG, SQ elective (4)

Other elective (3)

Total 16

Spring

CS elective (computer or statistics course) (4)

HU elective (3)

SG, SQ elective (3)

Other electives (6)

Total 16

Third Year

Fall

Core courses (9)

Upper-division elective (3)

Other elective (3)

Total 15

Spring

Core courses (9)

Design upper-division elective (3)

HU, SB upper-division elective (3)

Total 15

Fourth Year

Fall

Core courses (9)

Design upper-division elective (3)

Professional seminar (1)

Total 13

Spring

Core courses (9)

Design upper-division elective (3)

Other elective (3)

Total 15

BA minimum total 120

Built Environment Area of Study

The following courses (six semester hours) are required courses in the built environment area of study:

Required Courses

ALA 200 Intro to Architecture (3)

PLA 311 Contemporary Landscape Architecture (3)

Students must also choose four courses (12 semester hours) from among the following list:

Choose four from the following courses (12)

ALA 236 Computer Modeling (3)

ALA 240 Architectural and Landscape Architectural Construction (3)

APH 313 History of Architecture I (3)

APH 314 History of Architecture II (3)

APH 446 20th-Century Architecture I (3)

APH 447 20th-Century Architecture II (3)

APH 598 ST: New Architecture in South America (3)

ATE 352 Passive Systems (3)

ATE 598 ST: Environmental Rating Systems for Buildings (3)

LNP 394 ST: GIS Design Applications (3)

LPH 310 History of Landscape Architecture (3)

LTC 494 ST: Plant Material (3)

In addition, two courses (six semester hours) must be selected from among the College of Design courses in the digital visualization area of study.

The remaining four courses (12 semester hours) must be selected from any 300- to 500-level courses offered in the College of Design to complete the course requirements for the BA degree.

Design Studies

Students must select a minimum of twelve core courses (36 semester hours) from among any of the 300- or 400-level courses offered in the College of Design.

Design History and Culture Area of Study

Area of study courses must be selected from the following:

Third Year Options

Choose six of the following courses (18)

APH 294 ST: Culture of Place¹(3)

APH 300 World Architecture I/Western Cultures (3)

APH 305 Contemporary Architecture (3)

APH 313 History of Architecture I (3)

APH 314 History of Architecture II (3)

GRA 394 ST: History of Graphic Design I² (3)

GRA 394 ST: History of Graphic Design II^{2,3} (3)

IND 316 20th Century Design I (3)

IND 317 20th Century Design II (3)

INT 111 Interior Design Issues and Theories (3)

INT 310 History of Interior Design I³ (3)

INT 311 History of Interior Design II³ (3)

INT 394 ST: Interior Design Issues and Theories (3)
LPH 310 History of Landscape Architecture (3)
LPH 311 Contemporary Landscape Architecture (3)

¹ If APH 294 is taken as a core course, one additional three-semester-hour elective must be taken at the 300- or 400-level.

² This is a special topics course cross-listed with a 100- or 200-level course number; when looking for this in the Online ASU Interactive Schedule of Classes, make sure the title matches.

³ This course has a prerequisite; check this catalog for eligibility.

Fourth Year Options*

Choose six of the following courses (18)

APH 446 20th Century Architecture I (3)
APH 447 20th Century Architecture II (3)
INT 412 History of Decorative Arts in Interiors (3)
INT 413 History of Textiles in Interior Design (3)
PUP 363 History of Planning (3)
PUP 412 History of the City (3)
PUP 420 Theory of Urban Design (3)
PUP 444 Preservation Planning (3)
PUP 445 Women and Environments (3)

* These courses have a prerequisite; check this catalog for eligibility.

Design Management Area of Study

The following six courses are required area of study courses for the Design Management area of study.

Required Courses

ECN 382 Managerial Economics (3)
GRA 440 Finding Purpose (3)
IND 344 Human Factors (3)
INT 394 ST: Introduction to Autocad* (3)
INT 394 ST: Design and Human Behavior* (3)
INT 471 Facilities Management (3)

Total 18

* This is a special topics course cross-listed with a 100- or 200-level course number; when looking for this in the Online ASU Interactive Schedule of Classes, make sure the title matches.

Students must also choose six courses (18 semester hours) from among those listed below to satisfy the remaining area of study course requirements: four courses (12 semester hours) must be 300- or 400-level.

Choose six of the following courses (18)

ACC 394 Accounting/Financial Analysis (3)
ALA 236 Introduction to Computer Modeling (3)
ANP 475 Computer Programming in Architecture (3)
ANP 561 Architecture Information Processing Systems (3)
COM 100 Introduction to Human Communication (3)
COM 225 Public Speaking (3)
COM 230 Small Group Communication (3)
COM 250 Introduction to Organization Communication (3)
COM 259 Communication in Business and the Professions (3)
COM 263 Elements of Intercultural Communication (3)
COM 312 Communication, Conflict, and Negotiation (3)
ENG 301 Writing for the Professions (3)
FIN 380 Personal Financial Management (3)
INT 121 Introduction to Computer Modeling (3)
MGT 380 Management and Strategy for Nonmajors (3)
MKT 382 Advertising and Marketing Communication (3)
PHI 103 Principles of Sound Reasoning (3)
PHI 105 Introduction to Ethics (3)
PHI 306 Applied Ethics (3)

Digital Visualization Area of Study

The following two courses are required courses in the digital visualization area of study.

Required Courses

GRA 225 Communication/Interaction Design Theory (3)
INT 394 ST: Design and Human Behavior* (3)

Students must select four courses (12 semester hours) from the following list:

Additional Courses

ANP 475 Computer Programming in Architecture (3)
ANP 561 Architecture Information Processing Systems (3)
ANP 598 ST: Advanced CG-1 with 3-D Max (3)
DSC 440 Finding Purpose (3)
GRA 225 Communication/Interaction Design Theory (3)
GRA 322 Technology for Design II (3)
GRA 423 Advanced Interaction Design (3)
INT 394 ST: Introduction to Computer Modeling* (3)
INT 394 ST: Introduction to Autocad* (3)
LNP 394 ST: GIS Design Applications* (3)

* This is a special topics course cross-listed with a 100- or 200-level course number; when looking for this in the Online ASU Interactive Schedule of Classes, make sure the title matches.

The remaining 18 semester hours for the area of study in digital visualization may be selected from the following list, but may also include any of the above course not already taken; students should check the General Catalog for prerequisites and eligibility and may need to seek approval from the department offering the courses to enroll. Although these courses are accepted as area of study courses, there is no prior arrangement with any of these departments to allow students to register for them:

Choose six from the following (18)

- ART 201 Photography I (3)
- ART 204 Photography II (3)
- ART 294 ST: Digital Art (3)
- ART 308 Digital Photographic Images I (3)
- ART 345 Visualization and Prototyping I (3)
- ART 346 3-D Computer Imaging and Animation (3)
- ART 348 Animation Motion Studies (3)
- ART 370 Computer Animation Portfolio (3)
- ART 394 ST: Digital Art (3)
- ART 449 Computer Animation and Video (3)
- ART 450 Computer Animation and Audio (3)
- CIS 200 Computer Applications and Information Technology (3)
- CIS 300 Computers in Business (3)
- CON 101 Construction and Culture: A Built Environment (3)
- CON 251 Microcomputers for Constructors (3)
- CON 455 Construction Project Management (3)
- GPH 491 Geographic Field Methods (3)
- GPH 598 ST: Geographic Information Science (3)
- MKT 300 Principles of Marketing (3)
- MKT 301 Principles of Advertising (3)

Students must complete a total of 45 semester hours of 300- or 400-level course work to meet university graduation requirements; this should be kept in mind when selecting courses from the area of study.

Urban Studies Area of Study

The following is a required core course in the urban studies area of study

Required Course

PUP 301 Introduction to Urban Planning (3)

Students must also choose five courses (15 semester hours) from the following list to satisfy the remaining area of study course requirements for the urban studies area of study; three courses (nine credit hours) must be 300- or 400-level; students must be junior level or higher to take 300- or 400-level planning courses:

Related Area of Study Courses

Choose five courses from the following (15)

- PUP 100 Introduction to Environmental Design (3)
- PUP 190 Sustainable Cities (3)
- PUP 200 The Planned Environment (3)
- PUP 412 History of the City (3)
- PUP 425 Urban Housing Analysis (3)
- PUP 430 Transportation Planning and the Environment (3)
- PUP 444 Preservation Planning (3)
- PUP 445 Women and the Environment (3)
- PUP 475 Environmental Impact Assessment (3)
- PUP 485 International Field Experience (3)
- PUP 494 Special Topics (3)*

* Requires instructor approval.

An additional six courses (18 semester hours) must be selected from among any upper-division (300- or 400-level) courses offered in the College of Design to complete the area of study course requirements for the BA degree.

INQUIRIES

For more information, call a college academic advisor at 480/965-3584 or write

ACADEMIC ADVISING/STUDENT SERVICES OFFICE
COLLEGE OF DESIGN
ARIZONA STATE UNIVERSITY
PO BOX 871905
TEMPE AZ 85287-1905

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Economics

ECONOMICS—BS

The program of study for the BS degree is designed for students planning to seek employment upon completion of their undergraduate studies or for students intending to go on to graduate school or law school. It provides students with the analytical and quantitative skills employers and graduate schools expect of individuals holding an economics degree. Students interested in pursuing a PhD in economics are strongly encouraged to minor or major in mathematics as well.

Requirements for the College of Liberal Arts and Sciences BS in Economics consist of three parts: the university requirements for all students at ASU, see [University Graduation Requirements](#); the requirements of the College of Liberal Arts and Sciences, see [College Graduation Requirements](#); and the requirements of the Department of Economics.

The W. P. Carey School of Business also offers a BS degree in Economics. Faculty listings, course descriptions, and the major requirements in the W. P. Carey School of Business are listed under [Department of Economics](#).

Requirements of the Department of Economics

The program consists of at least 45 semester hours of course work distributed between economics and related fields as shown below. Only courses in which a student receives a grade of “C” (2.00) or higher may be used to meet these requirements. Students must meet all prerequisites and course requirements as listed in this catalog. These include

- A. calculus and statistics: MAT 210 and 211; or MAT 270 and 271; or MAT 290 and 291; STP 226 or ECN 221;
- B. principles of economics: ECN 211 and 212;
- C. completion of 24 semester hours in economics courses and quantitative business analysis courses at the 300 level or above. At least four of these courses must be at the 400 level or above. These 24 hours must include
 1. economic theory: ECN 313 and 314;
 2. econometrics and statistics: ECN 410 or 425 or 321 or STP 421;
 3. a capstone course or honors thesis: ECN 475 or 493;
 4. economics electives at the 300 level or above to fill out the remaining hours, including a maximum of three hours of ECN 484 I: Economics Internship and excluding ECN 475 and 493, which cannot be used to satisfy this requirement; and
- D. electives chosen from the Approved List of Related Field Courses to fill out the remaining semester hours.

Latin American Studies Certificate or Emphasis

Students majoring in Economics may elect to pursue a Latin American Studies Certificate or emphasis, combining courses from the major with selected outside courses of wholly Latin American content. See [Latin American Studies Certificate](#) for more information.

Certificate in Honors Business Modeling and Analysis

W. P. Carey School of Business honors students admitted to the professional program and College of Liberal Arts and Sciences honors students majoring in Economics may elect to pursue the Certificate in Honors Business Modeling and Analysis, combining courses from the major with selected related field courses. This certificate is designed to enhance skills acquired in the student’s major and add to the student’s understanding of the complexity of business strategy in the global community.

The program of study prepares students for future leadership positions in a broad array of business environments. In particular, the certificate curriculum is designed to equip honors students with

1. Problem-solving skills. Students completing this certificate have an in-depth understanding of business modeling and advanced problem-solving skills essential to today’s business leaders. Graduates tackle a range of business problems effectively, knowing how to break down complex problems, ask the right questions, and formulate solutions. They have an integrated view of business and understand the linkages and interactions between the various functions of business.
2. Business judgement. Students completing this certificate have the analytic fundamentals necessary for addressing complex business issues. Graduates use modeling skills to produce testable hypotheses; and use innovative methods for fact-based decision making.

Certificate courses focus on critical thinking skills, advanced quantitative analysis, and conceptualization and communication of strategic solutions.

Certificate Requirements

The program consists of 33 semester hours of course work distributed between economics and related fields as

shown below. Only courses in which a student receives a grade of “C” (2.00) or higher may be used to meet the certificate requirements. Students must meet all prerequisites and course requirements as listed in the catalog. At least 24 semester hours must be ASU credit.

- a. statistics (three hours): ECN 321 Intermediate Business Statistics; or ECN 410 Applied Business Forecasting; or ECN 425 Introduction to Econometrics.
- b. economic theory (three hours): ECN 214 Honors Microeconomics; or ECN 314 Intermediate Microeconomics.
- c. accounting (three hours): ACC 303 Honors Financial Accounting; or ACC 315 Financial Accounting and Reporting; or ACC 340 External Reporting I.
- d. honors business core (nine hours): Completion of at least nine semester hours of approved 300-level honors business (footnote 19) courses for which all prerequisites have been met. Approved courses include ECN 303 Honors Managerial Economics; FIN 303 Honors Finance; MKT 303 Honors Marketing Theory and Practice; MGT 303 Honors Organizational Strategies, Leadership, and Behavior.
- e. business modeling and analysis (12 hours): Completion of at least 12 semester hours of approved 400-level courses for which all prerequisites have been met. Approved courses include ECN 494 Game Theory and Economic Behavior; ECN 413 Advanced Honors Macroeconomic Theory; ECN 414 Advanced Honors Microeconomic Theory; Fin 481 Honors Seminar in Finance; MGT 460 Strategic Leadership.
- f. honors thesis (three hours).

Certificate in International Business Studies

Students majoring in Economics may elect to pursue a Certificate in International Business Studies, combining courses from the major with selected international business courses. For more information see [Certificate in International Business Studies](#).

MINOR

Minor in General Economics

This minor (and BIS area of concentration) requires 18 semester hours of course work which includes ECN 211 and 212, and 12 hours of economics courses at the 300 level or above for which all prerequisites have been met. Only courses in which a student receives a grade of “C” (2.00) or higher may be used to meet these requirements.

Minor in Economics for Students Planning a Career in Law

This minor requires 18 semester hours of course work that includes ECN 211, 212, 314, 450, 453, and one additional economics course at the 300 level or above for which all prerequisites have been met. Only courses in which a student receives a grade of “C” (2.00) or higher may be used to meet these requirements.

Honors Students

Students admitted to Barrett, the Honors College may substitute ECN 213 Honors Macroeconomics for ECN 211 and 313, and ECN 214 Honors Microeconomics for ECN 212 and 314. These courses with grades of “C” (2.00) or higher satisfy the prerequisites and pre/corequisites for all upper-division economics courses.

BIS CONCENTRATIONS

Concentrations in (1) economics and (2) economics for students planning a career in law are available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary Studies](#).

SECONDARY EDUCATION—BAE

This degree is offered through the Initial Teacher Certification (ITC) program in the Mary Lou Fulton College of Education. Students pursuing a major in Secondary Education (Economics) have an advisor in the Mary Lou Fulton College of Education and an advisor within the Department of Economics.

See [Mary Lou Fulton College of Education](#), for information on admission eligibility requirements, admission deadlines, field experiences, and student teaching. For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

Academic Specialization ITC Admission Requirements

The following courses must be completed with a grade of “C” (2.00) or higher before applying to the ITC professional program:

- ECN 211 Macroeconomic Principles *SB* (3)
- ECN 212 Microeconomic Principles *SB* (3)
- ECN 313 Intermediate Macroeconomic Theory *SB* (3)
- ECN 314 Intermediate Microeconomic Theory *SB* (3)
- MAT 210 Brief Calculus *MA* (3)
- MAT 211 Mathematics for Business Analysis (3)

Economics

The major teaching field consists of 48 semester hours and six hours in teaching methods. A minimum grade of “C” (2.00) is required in all academic specialization courses. Required major courses are as follows:

- ECN 211 Macroeconomic Principles *SB* (3)
- ECN 212 Microeconomic Principles *SB* (3)
- ECN 313 Intermediate Macroeconomic Theory *SB* (3)
- ECN 314 Intermediate Microeconomic Theory *SB* (3)
- MAT 210 Brief Calculus *MA* (3)

MAT 211 Mathematics for Business Analysis (3)

Choose one of the following courses (3)

ECN 221 Business Statistics *CS* (3)

STP 226 Elements of Statistics *CS* (3)

Choose one of the following courses (3)

ECN 321 Intermediate Business Statistics (3)

ECN 410 Applied Business Forecasting (3)

ECN 425 Introduction to Econometrics *CS* (3)

Choose one of the following courses (3)

ECN 475 Capstone in Economics *L* (3)

ECN 493 Honors Thesis *L* (3)

Upper-division economics electives (12)

Related area course* (9)

Total 48

* Choose courses in consultation with an economics advisor.

Teaching Methods

SED 480 Special Methods of Teaching Social Studies (3)

Additional teaching methods course* (3)

Total 6

* Choose courses in consultation with an education advisor.

Social Studies

For more information, or to schedule an appointment with an advisor, call the Office of Student Services in the Mary Lou Fulton College of Education at 480/965-5555.

GRADUATE PROGRAMS

The faculty in the Department of Economics offer programs leading to the MS and PhD degrees. See the [Graduate Catalog](#) for requirements.

For faculty and course descriptions, see [Department of Economics](#).

COURSES

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

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Programs in Engineering Special Studies

The major of Engineering Special Studies accommodates students whose educational objectives require more intensity of concentration on a particular subject or more curricular flexibility within an engineering discipline than the traditional departmental majors generally permit. The major is a School of Engineering program. Unlike the departmental major areas, however, there is not a separate faculty. The faculty teaching and advising in these programs are from the various departments within the School of Engineering.

For many students, engineering studies form the basis of preparation for professional engineering work where proficiency in the application of science and the physical and social technologies is brought to bear on problems of a large scope. The necessary breadth that these students seek often is not obtainable in traditional engineering fields. Rather, specially designed programs of course work that merge the required principles and approaches drawn from all fields of engineering and other pertinent disciplines are desired.

ENGINEERING SPECIAL STUDIES—BSE

At the current time there is only one concentration available for this program—premedical engineering.

Premedical Engineering

In recent decades, the interrelation between engineering and medicine has become vigorous and exciting. Rapidly expanding technology dictates that engineering will continue to become increasingly involved in all branches of medicine. As this develops, so will the need for physicians trained in the engineering sciences—medical men and women with a knowledge of computer technology, transport phenomena, biomechanics, bioelectric phenomena, operations research, and cybernetics. This concentration is of special interest to students who desire entry into a medical college and who have medical interests in research, aerospace and undersea medicine, artificial organs, prostheses, biomedical engineering, or biophysics. Since both engineering and medicine have as their goal the well-being of humans, this program is compatible with any field of medical endeavor. This program is administered by the faculty of the Harrington Department of Bioengineering.

ADMISSION REQUIREMENTS

Freshman and Sophomore Courses

All students are admitted to the freshman and sophomore portion (formerly known as preprofessional) of the Engineering Special Studies program with a concentration in premedical engineering. Students will follow the sequence of first- and second-year courses shown in the Typical Four-Year Sequence for the concentration. Advancement to upper-division courses is not automatic and a separate request is required.

Students advance to the junior and senior portion of the program (formerly known as professional) based on performance in a collection of skill-set courses all of which are included in the typical first three semesters of the program.

Skill-Set Courses

BIO 188 General Biology II¹ SQ (4)
 BME 100 Introduction to Bioengineering CS (3)
 BME 200 Conservation Principles in Bioengineering (3)
 CHM 116 General Chemistry II SQ² (4)
 MAT 265 Calculus for Engineers I (3)
 MAT 266 Calculus for Engineers II (3)
 PHY 121 University Physics I: Mechanics SQ³ (3)
 PHY 122 University Physics Laboratory I SQ³ (1)
 PHY 131 University Physics II: Electricity and Magnetism SQ⁴ (3)
 PHY 132 University Physics Laboratory II SQ⁴ (1)
Skill-set course total 28

¹ Note that BIO 187 is required by many medical schools in addition to BIO 188. BIO 187 cannot be used as a technical elective.

² Note that CHM 113 is required by many medical schools in addition to CHM 116.

³ Both PHY 121 and 122 must be taken for SQ to secure credit.

⁴ Both PHY 131 and 132 must be taken for SQ to secure credit.

Advancement to Upper-Division Courses

Advancement to upper-division courses is competitive. Freshmen admitted to ASU starting fall 2007 semester use critical requirements to obtain advancement to upper-division courses. Students not following critical requirements must follow the procedure described in the Harrington Department of Bioengineering Web site. Advancement is granted to those students who have demonstrated high promise for professional success. Transfer students who have completed the equivalent required lower-division skill-set courses may also request advancement to upper-division courses. While only students who have been admitted to the bioengineering program are eligible to request advancement to upper-division courses, prior attendance at ASU is not required. Completion of the specified skill-set course work does not guarantee advancement to upper-division courses.

DEGREE REQUIREMENTS

A minimum of 120 semester hours is necessary for the BSE degree in Engineering Special Studies with a concentration in Premedical Engineering. A minimum of 45 upper-division hours is required. Students must attain a grade of at least "C" (2.00) for each course in Bioengineering.

GRADUATION REQUIREMENTS

In addition to fulfilling school and major requirements, majors must satisfy all university graduation requirements. See [University Graduation Requirements](#).

Note: To fulfill medical school admission requirements, BIO 187 General Biology is required in addition to the degree requirements and is best taken in summer session before the Medical College Admission Test.

COURSE REQUIREMENTS

The course work for the undergraduate degree can be classified into the following categories (in semester hours):

First-Year Composition¹

Choose among the course combinations below (6)

ENG 101 First-Year Composition (3)

ENG 102 First-Year Composition (3)

---or---

ENG 105 Advanced First-Year Composition (3)

Elective chosen with an advisor (3)

---or---

ENG 107 English for Foreign Students (3)

ENG 108 English for Foreign Students (3)

First-year composition subtotal (6)

General Studies/Program Requirements

Humanities and Fine Arts/Social and Behavioral Sciences

HU electives (6–9)

SB electives (6–9)

Humanities and fine arts/social and behavioral sciences subtotal 15

Literacy and Critical Inquiry

Six hours of literacy and critical inquiry credit is satisfied by courses in the major.

Natural Sciences

BIO 188 General Biology II *SQ*² (4)

CHM 113 General Chemistry I *SQ* (4)

CHM 116 General Chemistry II *SQ* (4)

CHM 233 General Organic Chemistry I (3)

CHM 237 General Organic Chemistry Laboratory I (1)

PHY 121 University Physics I: Mechanics *SQ*³ (3)

PHY 122 University Physics Laboratory I *SQ*³ (1)

PHY 131 University Physics II: Electricity and Magnetism *SQ*⁴ (3)

PHY 132 University Physics Laboratory II *SQ*⁴ (1)

Natural sciences subtotal 24

Mathematical Studies

CSE 100 Principles of Programming with C++ *CS* (3)

IEE 380 Probability and Statistics for Engineering Problem Solving *CS* (3)

MAT 265 Calculus for Engineers I (3)

MAT 266 Calculus for Engineers II (3)

MAT 274 Elementary Differential Equations *MA* (3)

MAT 343 Applied Linear Algebra (3)

Mathematical studies subtotal 18

General Studies/program requirements total 57

Lower-Division Courses

BME 100 Introduction to Bioengineering *CS* (3)

BME 200 Conservation Principles in Bioengineering (3)

BME 235 Physiology for Engineers (4)

EEE 202 Circuits I (4)

MAE 212 Engineering Mechanics (4)

Lower-division subtotal 18

Upper-Division Courses

BME 300 Bioengineering Product Design (3)

BME 318 Biomaterials (4)

BME 331 Bioengineering Transport Phenomena (3)
 BME 350 Signals and Systems for Bioengineers (3)
 BME 370 Microcomputer Applications in Bioengineering (3)
 BME 413 Biomedical Instrumentation *L*⁵ (3)
 BME 417 Biomedical Engineering Capstone Design I (4)
 BME 423 Biomedical Instrumentation Laboratory *L*⁵ (1)
 BME 434 Applications of Bioengineering Transport Phenomena (3)
 or BME 416 Biomechanics (3)
 or BME 419 Biocontrol Systems (3)
 BME 490 Biomedical Engineering Capstone Design II (4)
 CHM 234 General Organic Chemistry II (3)
 CHM 238 General Organic Chemistry Laboratory II (1)
 CHM 341 Elementary Physical Chemistry (3)
 Technical electives⁶ (1)
Upper-division courses in major subtotal 39

Program total 120

¹ A minimum grade of “C” (2.00) is required.

² Note that BIO 187 is required by many medical schools in addition to BIO 188. BIO 187 cannot be used as a technical elective.

³ Both PHY 121 and PHY 122 must be taken to secure SQ credit.

⁴ Both PHY 131 and PHY 132 must be taken to secure SQ credit.

⁵ Both BME 413 and BME 423 must be taken to secure L credit.

⁶ Acceptable courses require advisor approval.

Premedical Engineering**Program of Study****Typical Four-Year Sequence****First Year****First Semester**

BME 100 Introduction to Bioengineering *CS* (3)
 CHM 113 General Chemistry I *SQ* (4)
 ENG 101 First-Year Composition (3)
 MAT 265 Calculus for Engineers I (3)

Total 13**Second Semester**

BIO 188 General Biology II *SQ*¹ (4)
 CHM 116 General Chemistry II *SQ* (4)
 ENG 102 First-Year Composition (3)
 MAT 266 Calculus for Engineers II (3)
 PHY 121 University Physics I: Mechanics *SQ*² (3)
 PHY 122 University Physics Laboratory I *SQ*² (1)

Total 18**Second Year****First Semester**

BME 200 Conservation Principles in Bioengineering (3)
 CHM 233 General Organic Chemistry I (3)
 CHM 237 General Organic Chemistry Laboratory I (1)
 CSE 100 Principles of Programming with C++ *CS* (3)
 PHY 131 University Physics II: Electricity and Magnetism *SQ*³ (3)
 PHY 132 University Physics II Laboratory *SQ*³ (1)

Total 14**Second Semester**

BME 235 Physiology for Engineers (4)
 EEE 202 Circuits I (4)
 MAE 212 Engineering Mechanics (4)
 MAT 275 Modern Differential Equations *MA* (3)
 HU/SB elective⁴ (3)

Total 18**Third Year****First Semester**

BME 318 Biomaterials (4)
 CHM 341 Elementary Physical Chemistry (3)
 IEE 380 Probability and Statistics for Engineering Problem Solving (3)
 MAT 343 Applied Linear Algebra (3)
 HU/SB elective⁴ (3)

Total 16**Second Semester**

BME 300 Bioengineering Product Design (3)
 BME 331 Bioengineering Transport Phenomena (3)
 BME 350 Signals and Systems for Bioengineers (3)

BME 370 Microcomputer Applications in Bioengineering (3)

HU/SB elective⁴ (3)

Total 15

Fourth Year

First Semester

BME 413 Biomedical Instrumentation *L*⁵ (3)

BME 417 Biomedical Engineering Capstone Design I (4)

BME 423 Biomedical Instrumentation Laboratory *L*⁵ (1)

BME 434 Applications of Bioengineering Transport Phenomena (3)

or BME 416 Biomechanics (3)

or BME 419 Biocontrol Systems (3)

CHM 234 General Organic Chemistry II (3)

CHM 238 General Organic Chemistry Laboratory II (1)

Total 15

Second Semester

BME 490 Biomedical Engineering Capstone Design II (4)

HU/SB electives⁴ (6)

Technical elective (1)

Total 11

Total degree requirements 120

¹ Note that BIO 187 is required by many medical schools in addition to BIO 188. BIO 187 cannot be used as a technical elective.

² Both PHY 121 and PHY 122 must be taken to secure SQ credit.

³ Both PHY 131 and PHY 132 must be taken to secure SQ credit.

⁴ Engineering students may not use aerospace studies (AES) or military science (MIS) courses to fulfill HU or SB requirements.

⁵ Both BME 413 and BME 423 must be taken to secure L credit.

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480/965-6747

LL 641

Peter Lehman, Director

Professor
Sorensen

Associate Professors
Baker, Bernardi, Privateer

Lecturers
Cutrara, Rubinoff

Students interested in the BA in Film in the College of Liberal Arts and Sciences (CLAS) complete a concentration in film and media studies, and students accepted into the BA in Film in the Katherine K. Herberger College of Fine Arts complete a concentration in film and media production. The concentrations include core courses and electives in the areas of critical studies and film production.

The BA in Film with a concentration in film and media studies provides students with an opportunity for interdisciplinary study of film and media. The core faculty are nationally and internationally recognized scholars, with terminal degrees from the nation's top film and media programs. Their innovative curriculum focuses on teaching students to understand how film and media represent and influence our society, and prepares them for a variety of career opportunities as teachers, critics, and leaders within media entertainment industries.

Program Requirements (45 semester hours)**Core Requirements (24 semester hours)**

To provide students pursuing the BA in Film with a concentration in film and media studies with basic visual literacy and technical understanding, they take the following core courses:

FMP 201 Film: The Creative Process I (3)
FMP 294 ST: FOF: Sex, Violence, and Ethics in Entertainment (3)
FMS 100 Introduction to Film *HU* (3)
FMS 110 New Media and New Worlds *HU/L* (3)
FMS 200 Film History *HU* (3)
FMS 270 Race and Ethnicity in American Cinema *HU, C* (3)
FMS 490 Capstone Seminar *HU* (3)
THP 261 Introduction to Screenwriting (3)
Total 24

Film and Media Studies students select one area of emphasis (21 semester hours composed of 12 hours in one area of emphasis and three hours in each of the remaining areas). See an academic advisor for course lists within the following areas of emphasis:

1. **Digital and Interactive Media:** Courses in this area explore the sociohistorical effects on computer, information, media, and network-based digital technologies as they claim a greater dominance in human biological and cultural evolution.
2. **Media Literacy and Technology:** Courses in this area present students with the skills necessary to read and analyze media texts, with particular focus on how the technology they employ influences the meanings they offer.
3. **National and Global Media:** Courses in this area consider the historical, institutional, stylistic, and thematic aspects of media and coproduction in countries from around the world.
4. **Social Identities in the Media:** Students in these courses consider the complex ways that class, gender, race, sexuality, and other forms of social identity are represented and narrativized in film, television, and digital media.

For more information, call the College of Liberal Arts and Sciences Film and Media Studies office at 480/965-6747 or the Office of Undergraduate Programs in CLAS at 480/965-6506.

Students interested in the BA in Film with a concentration in film and media production take core courses and electives in that area. For more information, visit the Katherine K. Herberger College of Fine Arts, GHALL 132, or call 480/965-5337.

COURSES

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

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Bachelor of Science in Design Housing and Community Development

design.asu.edu/hud

480/965-3584

CDS 115

Richard N. Loope, Director

The Bachelor of Science in Design (BSD) degree with a major in Housing and Community Development (HCD) educates and prepares entry-level real estate development professionals for positions of leadership and influence in market rate and affordable housing developments; in creatively designed and thoughtfully planned neighborhoods and communities; in the revitalization of blighted communities; and in the exemplification of inclusiveness, sustainability, and environmental sensitivity found within responsible real estate developments. HCD graduates pursue careers in all facets of real estate development including private housing development, publicly sponsored housing and community redevelopment, nonprofit housing agencies, or in postgraduate housing and community development research and education. The BSD degree with a major in HCD is offered in conjunction with the School of Extended Education.

The BSD degree in Housing and Community Development requires a total of 120 semester hours of course work.

General Studies Requirements

The following curriculum includes sufficient approved course work to fulfill the General Studies requirement. See [General Studies](#) for requirements and a list of approved courses.

Graduation Requirements

In addition to fulfilling college and major requirements, students must meet all university graduation and college degree requirements. See [University Graduation Requirements](#) and [College Degree Requirements](#).

CRITICAL AND MILESTONE REQUIREMENTS

For more information about critical requirements, including the milestone, access design.asu.edu/students.

Bachelor of Science in Design

Housing and Community Development Requirements¹

First Year

Fall

ENG 101 First-Year Composition (3)
or ENG 105 Advanced First-Year Composition (3)
HUD 161 Graphic Communication (3)
or INT 123 Autocad (3)

MA elective (3)
SB elective (3)
Other elective (3)

Total 15

Spring

ENG 102 First-Year Composition (3)
HUD 201 Introduction to Housing and Urban Development (3)
HU, H elective (3)
SB elective (3)
SG or SQ elective (4)

Total 16

Second Year

Fall

ALA 200 Introduction to Architecture *HU, G* (3)
or any College of Design history course² (3)
CON 252 Building Construction Methods, Materials, and Equipment (3)
C elective (3)
CS statistics elective (3)
Other elective (3)

Total 15

Milestone

At the end of semester three, general academic and specific design performance are evaluated by faculty based on ASU and College of Design GPAs. The students with the best scores, as competitively ranked, may continue to take courses leading to the BSD.

Spring

ACC 394 ST: Financial Analysis for Nonmajors (3)

Free elective (1)

HU or SB 300- or 400-level elective (3)

L elective (3)

SQ elective (4)

Total 14

¹ Transfer credits are reviewed by the college and evaluated as admissible to this curriculum. To be admissible, transfer courses must be equivalent in both content and level of offering.

² See [College of Design History Courses](#) below. If the selected course does not also satisfy the G requirement, the student must select a course that does satisfy the G requirement either as an elective, or in conjunction with another General Studies course.

College of Design History Courses

These College of Design history courses also fulfill HU. See the course listings for prerequisites.

APH 300 World Architecture I/Western Cultures *HU, G* (3)

APH 305 Contemporary Architecture *HU, H* (3)

APH 313 History of Architecture I *L/HU, G, H* (3)

APH 446 20th-Century Architecture I *HU* (3)

DSC 101 Design Awareness *HU, G* (3)

GRA 111 Graphic Design History I *HU* (3)

GRA 112 Graphic Design History II (3)

IND 316 20th-Century Design I *HU, H* (3)

IND 317 20th-Century Design II *HU, H* (3)

INT 111 Interior Design Issues and Theories *HU* (3)

INT 310 History of Interior Design I *HU, H* (3)

INT 311 History of Interior Design II *HU, H* (3)

INT 412 History of Decorative Arts in Interiors *HU* (3)

PUP 200 The Planned Environment *HU, H* (3)

PUP 420 Theory of Urban Design *HU* (3)

Third Year**Fall**

CON 383 Construction Estimating (4)

HUD 301 Housing and Community Design and Development (3)

HUD 361 Housing and Urban Development Studio I: Residential Design and Development (2)

HUD 363 Housing and Urban Development Seminar I: Residential Design and Development (3)

REA elective course (3)

Total 15

Spring

CON 389 Construction Cost Accounting and Control *CS* (3)

HUD 302 Housing Production Process (3)

HUD 362 Housing and Urban Development Studio II: Community Design and Development (2)

HUD 364 Housing and Urban Development Seminar II: Community Design and Development (3)

HUD 403 Advanced Topics in Housing and Urban Development (3)

Elective (3)

Total 17

Fourth Year**Fall**

CON 495 Construction Planning and Scheduling *CS* (3)

HUD 401 Assisted Housing (3)

HUD 461 Housing and Urban Development Studio III: Comprehensive Housing Development Process (2)

HUD 463 Housing and Urban Development Seminar III: Comprehensive Housing Development Process (3)

PUP 452 Ethics and Theory in Planning *L* (3)

Total 14

Spring

HUD 402 Community Revitalization: Problems and Strategies (3)

HUD 462 Housing and Urban Development Studio IV: Neighborhood Revitalization Process (2)

HUD 464 Housing and Urban Development Seminar IV: Neighborhood Revitalization Process (3)

PUP 433 Zoning Ordinances, Subdivision Regulations, and Building Codes (3)

or PUP 432 Planning and Development Control Law (3)

Elective (3)

Total 14

Professional program total 60

BSD-HUD minimum total 120

INQUIRIES

For more information, call a college academic advisor at 480/965-3584 or write

ACADEMIC ADVISING/STUDENT SERVICES OFFICE

COLLEGE OF DESIGN
ARIZONA STATE UNIVERSITY
PO BOX 871905
TEMPE AZ 85287-1905

COURSES

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

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For a more current version of this section, see the [2007–2008 Graduate Catalog](#).

[Business, W. P. Carey School of Design, College of Education, Mary Lou Fulton College of Engineering, Ira A. Fulton School of Fine Arts, The Katherine K. Herberger College of Human Services, College 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 eight of the colleges, the Office of the Vice President for Research and Economic Affairs, the Polytechnic campus provost, and the West campus provost.

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

The Center for Research on Education in Science, Mathematics, Engineering, and Technology (CRESMET)—an alliance of the ASU 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 the CRESMET Web site at cresmet.asu.edu.

Arts, Media, and Engineering/Institute for Studies in the Arts

The Arts, Media, and Engineering (AME) program, that was started in 2003, is a joint initiative of the Katherine K. Herberger College of Fine Arts and the Ira A. Fulton School of Engineering. The goal of AME is transdisciplinary research and education applied to the integrated development of experiential media. To achieve this complex goal, AME combines knowledge and resources from 14 disciplines across ASU and has established a shared curriculum among nine departments. The Institute for Studies in the Arts (ISA) is an interdisciplinary research center within the Herberger College of Fine 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 the Web sites at ame.asu.edu or herbergercollege.asu.edu/ame.

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 the institute's Web site at wpcarey.asu.edu/seid, or write

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

Bank One Economic Outlook Center

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

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

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

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 the Web site at 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 Advancing Business Through Information Technology

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

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

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

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

Center for Competitiveness and Prosperity Research

The Center for Competitiveness and Prosperity Research has been a source of information on the Arizona and metropolitan Phoenix economies since 1951. A public service research unit of the L. William Seidman Research Institute, the center specializes in applied economic and demographic research. The center works cooperatively with other ASU units, particularly the Morrison Institute for Public Policy. In addition, the center conducts special research projects of a public service nature under sponsorship of private business and/or government agencies. Recent examples include a study on job quality and work on the Statewide Economic Study for the Arizona Department of Commerce.

For more information, call 480/965-3961, access the center's Web site at wpcarey.asu.edu/seid/ccpr, or write

CENTER FOR COMPETITIVENESS AND PROSPERITY RESEARCH
PO BOX 874011
TEMPE AZ 85287-4011

Center for Services Leadership

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

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

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

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

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

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 since 1994. The center enables students and existing small and medium-size businesses to participate, contribute, and compete in the global economy.

The center provides students from all disciplines with programs and resources that prepare them for leadership positions in small and medium-size businesses, and aids small and medium-size businesses in the continuous improvement of human resources and business practices. 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 the center's Web site at 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 ideas and experience, the HCDR seeks to create new partnerships that investigate alternatives and provide groundbreaking solutions for the many design challenges posed by the natural and built environments and their inhabitants.

The HCDR mission is evident through transdisciplinary research initiatives exploring 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 the Web site at design.asu.edu.

Phoenix Urban Research Laboratory

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. Finding options to urban issues through design helps communities make well-informed decisions about the physical form of their cities and can create a thriving, successful urban core that adds exuberance and quality to city life. Staffed by design professionals, PURL projects synthesize real-world situations to offer informed alternatives to actual design problems. PURL is a conduit through which applied research, public policy, and scholarly investigation flow to create practical applications and implement projects. Located in downtown Phoenix and using metropolitan Phoenix as a laboratory, PURL serves as a catalyst for progressive urbanism. For more information, call 480/727-9888, or access the PURL Web site at design.asu.edu.

The Community Design Studio (CDS), previously the Joint Urban Design Program, is based at PURL. The CDS is a community outreach program that facilitates interaction within the university and with the broader ASU community and promotes design as a way to further dialogues and to address urban issues. The CDS conducts intensive workshops (community-based charrettes) that help neighborhoods, groups, and other stakeholders focus on and respond to critical needs. For more information, call 480/965-1344 or access the Web site at design.asu.edu.

MARY LOU FULTON COLLEGE OF EDUCATION

Center for Indian Education

The Center for Indian Education is an interdisciplinary research and service center established in 1959. It promotes studies in American Indian policy and administration that contribute to scholarship and effective practices in education, professional training, and tribal capacity building. It is structured to foster relations between the university and sovereign tribes and to provide training and technical assistance for community programs. The center publishes the *Journal of American Indian Education* and sponsors workshops and colloquia that bring together scholars and tribal community leaders.

The center provides leadership through a group of American Indian faculty and is organized on the basis of scholarly expertise of the faculty. In addition to 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

See [Center for Research on Education in Science, Mathematics, Engineering, and Technology](#).

Education Policy Studies Laboratory

Located within the Division of Education Leadership and Policy Studies, the Education Policy Studies Laboratory (EPSL) disseminates policy research to policy makers, educators, the media, and the public. For more information, visit EDB L1-01, call 480/965-1886, or access the EPSL Web site at epsl.asu.edu.

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 serves the entire Mary Lou Fulton College of Education through a scope of work that focuses on these target areas and goals:

1. *Scholarly Inquiry*. Keeping abreast of and disseminating information on current research and policy issues regarding language diversity and educational equity affecting schools and society in the Southwestern states.
2. *Communication*. Facilitating dialogue and relations between American and Mexican educators and community groups to develop common educational goals for Latino students.
3. *Culturally Responsive Educational Policy*. Working to improve public education for all children, regardless of cultural, linguistic, or socioeconomic background.
4. *Collaboration and Partnership*. Developing and operating educational projects, which improve education for immigrant children in the U.S., with a special emphasis on the Latino population.

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 the center's Web site at sceed.asu.edu/blog.

IRA A. FULTON SCHOOL OF ENGINEERING

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](#).

Center for Low Power Electronics

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

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

For more information, visit the center in ENGRC 115, call 480/965-8654, or access the Engineering Research Services Web site at fulton.asu.edu/fulton/research.

CRESMET

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. New thrust areas include molecular electronics and MEMS.

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

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

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

Arts, Media, and Engineering

The Katherine K. Herberger College of Fine 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 Herberger College of Fine 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 the museum's Web site at asuartmuseum.asu.edu.

COLLEGE OF HUMAN SERVICES

Center for Applied Behavioral Health Policy

Housed within the College of Human Services, at the West campus, 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 the center's Web site at www.cabhp.asu.edu.

Center for Violence Prevention and Community Safety

In response to the growing need of Arizona's communities to improve public safety, ASU established the Center for Violence Prevention and Community Safety. Setting a course to address all forms of interpersonal violence, the center is forcefully 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, ASU's 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. The center specifically:

1. evaluates policies and programs;
2. analyzes and evaluates patterns and causes of violence;
3. develops strategies and programs;
4. develops a clearinghouse of research reports and "best practice" models;
5. educates, trains, and provides technical assistance; and
6. facilitates the development of and construction of databases.

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 the center's Web site at www.west.asu.edu/cvpcs.

SANDRA DAY O'CONNOR COLLEGE OF LAW

Center for the Study of Law, Science, and Technology

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

For more information, visit the center in LAW 120, or call 480/965-6606.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Arizona Center for Medieval and Renaissance Studies

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

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

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

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

ACMRS also partners with the Renaissance Society of America and the University of Toronto in *Iter*, a massive, retrospective, online medieval and renaissance bibliography covering all languages and disciplines, and is the official site of the Medieval Academy of America's online data project offering information on medieval centers, programs, committees, and regional associations in North America.

For more information, visit ACMRS in COOR 4429, call 480/965-5900, or access the ACMRS Web site at

www.asu.edu/clas/acmrs.

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 researches and explores the impact of transnational, environmental, political, and cultural trends on local societies and localized cultural production in 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. The center 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 for Asian Research offers competitive research funding in three categories: reading groups, research initiative clusters, and sustaining grants.

1. Reading group funding supports small groups of people who are interested in exploring the feasibility of establishing a research cluster. The center provides up to \$250 for books and provides space for groups to meet on a regular basis.
2. Research initiative clusters funding awards up to \$2,000 to support organized research clusters. These funds may be used for travel to libraries, for consultants, for materials directly related to the research, and for preparation of large grant proposals.
3. Sustaining grants award up to \$2,500 to support ongoing individual and joint research projects. These funds may be used for any direct costs associated with sustaining significant research, for travel to overseas libraries, archives, museums, or cultural and natural sites directly related to research, for publication of research, and for other justified costs.

The Center for Asian Research offers modest funding to help PhD students travel to conferences to present their work and for travel abroad for research. Key to the center's philosophy is the belief that research and graduate education are intimately connected. Preference is given to research requests that include advanced graduate students as peers.

The center houses graduate research resources. It also hosts research symposia, conferences, workshops, and other research-related activities.

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

Center for Biology and Society

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

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

Major research and outreach programs include

1. *History and Philosophy of Science*: Conceptual foundations of science; study of knowledge and evidence, including epistemology; decision theory; environmental history.
2. *Bioethics, environmental ethics, values and society*: Biotechnology and social values, professional conduct of science, intersections with law and justice.
3. (Bio)policy and Law: Biopolicy, politics and economics as 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 the Web site at sols.asu.edu/biosoc.

Center for Film and Media Research

The Center for Film and Media Research at Arizona State University 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. The center supports innovative and entrepreneurially driven research projects focused on the cultural, political, aesthetic, educational, global, and technological aspects of film and new media.
2. Given that film and media studies and film production at ASU are highly transdisciplinary and are located across many departments within the College of Liberal Arts and Sciences and the Herberger College of Fine Arts, the center supplies a central film and media culture space to bring faculty together for the purpose of collaborating

- on research and pedagogical projects.
3. The center serves the community with outreach projects such as film series organized around timely topics introduced by faculty with discussions led by faculty.
 4. The center builds 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.
 5. The center sponsors special projects such as conferences and festivals at ASU and in the community.

For more information, call 480/965-6747.

Center for Latin American Research

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

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

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

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

For more information, visit the center in COOR 4450, or call 480/965-5127, or access the center's Web site at www.asu.edu/clas/latin.

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 Solid State Science

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

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

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

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

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

CHREM

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

These facilities include

1. the Materials Facility (MF), which provides a wide range of synthesis and processing capabilities for preparation of specimen materials. MF also provides thermal analysis for study of solid-state reactions and Auger and X-ray photoelectron spectroscopy for analysis of surface compositions and electronic structure of surfaces;
2. the Materials Science Electron Microscopy Laboratory (MSEML), which provides state-of-the-art electron microscopes for analysis of microstructures, including imaging and diffraction, and high spatial resolution chemical analysis using energy dispersive x-ray and electron energy loss micro-spectroscopy;

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

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

For more information, visit the center in PS A213, call 480/965-4544, or access the Web site at

www.asu.edu/clas/csss/csss.

Center for the Study of Early Events in Photosynthesis

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

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

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

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

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

Center for the Study of Religion and Conflict

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

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

Major research interests include the following:

1. Conflicts at the borders of religion and the secular. Descriptive, analytic and normative investigations of the role of religion in public life in a global context; constructions of the religious-secular boundary as a focal point for

comparative studies of conflicts within and among nation-states.

2. Religion and conflict: Disrupting violence. Empirical and normative studies of the role of religion in fueling conflict, its potential to disrupt violence, and the applicability of group conflict and conflict resolution research to religious conflict.

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

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

For more information, visit ESRI in PEBE 159, or call 480/965-8279.

Hispanic Research Center

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

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

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

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

Institute 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.

The IHR promotes scholarship and collaboration in the humanities, and with scholars outside the humanities, through four major programs:

1. IHR Competitive Seed Grant Program,

2. IHR Distinguished Lecture Series,
3. IHR Fellows Program, and
4. Research Workshops.

For more information, call 480/965-3000, or access the Web site at 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 the Web site at issrweb.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 the IHO Web site at www.asu.edu/clas/iho.

Joan and David Lincoln Center for Applied Ethics

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

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

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

Russian and East European Studies Center

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

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

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

Virginia G. Piper Center for Creative Writing

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

The historic ASU President's House, located at Palm Walk and Tyler Mall on the Tempe campus, 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 the center's Web site at www.asu.edu/pipercenter.

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 & 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 & 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

Arizona Real Estate Center

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

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

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

Sustainable Technologies, Agribusiness, and Resources Center

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

COLLEGE OF PUBLIC PROGRAMS

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 provides information and selected technical assistance services pertaining to such topical concerns as philanthropy, effective board governance, and social enterprise. The center facilitates

relationships among students, faculty, and community organizations across the range of its research and outreach activities. In addition, the center convenes leaders and managers from the nonprofit, business, and government sectors on issues pertinent to building nonprofit capacity in the region. 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 the Web site at 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 the Morrison Institute's Web site at 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 is funded through competitive research grants and subcontracts awarded by the National Institute on Drug Abuse, the National Institutes of Health, the Centers for Disease Control and Prevention, and by ASU.

The mission of SIRC is to carry out interdisciplinary research in health disparities with populations of the Southwest, and increase the number and capacity of social work researchers working in the areas of substance abuse, HIV/AIDS, and mental health. The center's multidisciplinary and community-based research in these priority areas focuses on culturally-grounded prevention research, and culturally responsive and resiliency-focused services research.

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 the center's Web site at 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

VICE PRESIDENT FOR RESEARCH AND ECONOMIC AFFAIRS

Biodesign Institute at Arizona State University

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 Biodesign 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:

1. biological systems,
2. nanoscale systems,
3. cognitive systems, and
4. 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 the institute's Web site at www.biodesign.asu.edu.

Institute for Computing and Information Science and Engineering

The Institute for Computing and Information Science and Engineering (InCISE) fosters interdisciplinary research, education, and entrepreneurship in computing. A collection of basic research activities within the Department of Computer Science and Engineering (CSE) forms the inner core of InCISE, while the activities to which CSE contributes form the outer core of the institute. The three core research groups of InCISE are the Center for Cognitive Ubiquitous Computing, the Intelligent Information Integration core area, and the Information Assurance core area. InCISE also collaborates with five affiliated research groups: the Consortium for Embedded 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 the institute's Web site at incise.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 the center's Web site at www.asu.edu/stardust.

Decision Theater at Arizona State University

The Decision Theater (DT) at ASU is a world-class facility for science-based, informed analysis positioned to connect science, community, and practice. The primary mission of the Decision Theater is to serve as a home for policy makers and the community to participate together in a collaborative process using advanced decision-making tools.

DT research focuses on incorporating group facilitation and mediation services with visual documentation tools to create an integrated framework for supporting and studying decision-making processes. Scientists incorporate and integrate complex, multidimensional data from a variety of public sources, such as numeric and spatial data into models and simulations for display in an immersive 3-D environment. Individuals and groups are able to interact with this information in a truly immersive manner, creating opportunities to make informed decisions about issues facing their environments and communities.

The theater itself consists of an interactive, 3-D environment with computational resources built using state-of-the-art graphics technologies. The core component, called the Drum, is a 260-degree, faceted screen with seven rear projection passive stereo sources that can display panoramic computer graphics or 3-D screen video content. The Drum accommodates 20 people and includes tools for collecting participant input and interaction inside the Drum. The advanced visualization environment enables policy makers and others to see in detailed, 3-D representation the consequences of behavior, decisions, and policy to examine potential scenarios.

The fusion and integration of decision-making tools at the Decision Theater coupled with the vast knowledge network of ASU researchers provides emerging science and social decision makers an unparalleled resource.

Examples of projects for the DT include business forecasting; homeland security applications and simulations; tracking regional health issues; land use planning, transportation, and security analysis; food chain management; spatial analysis of service delivery; facility planning; environmental analysis; biomedical and bioengineering models; cognitive and behavioral outcomes.

The Decision Theater is located in the Orchid House in downtown Tempe. Public and group demonstrations can be scheduled by calling 480/965-4098 or 480/965-4808.

For more information, access the DT Web site at www.decisiontheater.org.

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 the school's Web site at 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 the CAP LTER Web site at 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 the IGERT Web site at 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 the DCDC Web site at 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 the Web site at www.scerp.org.

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

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Prelaw Minor

www.west.asu.edu/chs

602/543-6600

FAB S105

NATURE OF PROGRAM

The Prelaw minor is designed to explore the study of law from an interdisciplinary perspective. Students will take a core of classes that are reflective of courses taken by first-year law students and will enhance a student's critical thinking skills. In addition, students will select elective courses for the minor with assistance from the college's Human Services Advising Office and from a faculty member on the college's Prelaw Advising Committee. In general, the courses selected as prelaw minor electives are those that:

1. enhance the student's critical thinking and writing skills;
2. develop the student's knowledge of the law; and
3. enhance the student's understanding of the social, cultural, historical, economic and political development of the law in our society and the world.

The minor is designed for students who plan to attend law school or who contemplate careers in fields closely related to the legal profession. Students who exhibit exceptional critical thinking and writing skills are highly successful in their legal studies. It is expected that students in the minor will be able to think both logically and creatively about the law and its philosophical basis. In addition, students will be able to effectively apply legal principles to various factual problems, a rudimentary part of the case book method of legal study.

Minor Requirements

The 18-semester-hour minor in Prelaw consists of nine hours of required courses and nine hours of elective courses to be selected with an advisor. Students may not count classes toward both completion of their major and the Prelaw minor.

Core Classes

Choose three of the following courses (9)

CMN 422 Argumentation, Critical Reasoning, and Public Communication *L* (3)

CRJ 360 Substantive Criminal Law (3)

LES 306 Business Law (3)

POL 470 Law and the Political Order *SB* (3)

Electives (9)

Total 18

Electives

The nine hours of electives must be strategically assembled from courses that are either reflective of the different types of law they are interested in studying (e.g., business law, civil liberties, criminal law, environmental law, family law, international law, legal history and jurisprudence, and mental health law), or that enable them to develop critical thinking and writing skills. A list of elective courses that may be used toward completion of the minor is available from the College of Human Services Advising Office or from a member of the Prelaw Advising Committee.

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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 58,156 full-time and part-time students through ASU at the Tempe campus; the West campus in northwest Phoenix; a major educational center in downtown Phoenix; the 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. See the [Fall 2006 Enrollment](#) table below.

Fall 2006 Enrollment	
Type	Students
Undergraduate	50,755
Graduate	<u>12,523</u>
Total	63,278

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 the [Tempe Campus](#) listing.

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

The faculty and students of the university play an important role in educational policy, with an Academic Senate,

joint university committees and boards, and the Associated Students serving the needs of a large institution.

ACADEMIC ACCREDITATION AND AFFILIATION

See [Accreditation and Affiliation](#) section.

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. Trible 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 Fine 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 Fine 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.

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. To view all the campus maps access [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 the [Downtown Phoenix Campus](#) section.

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 the [Polytechnic Campus](#) section.

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 accountancy. 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 Hedgpath 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 first floor 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 Siqueiros, 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 Fine 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;
5. 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 file space 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/jtdocs.

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.

PROGRAM ASSESSMENT AND THE OFFICE OF UNIVERSITY EVALUATION

The Office of University Evaluation is a research and service facility that focuses on assessing and improving the effectiveness of the university's academic and support programs. The office conducts, coordinates, and manages

research designed to measure the degree to which courses, curricula, and academic programs impart knowledge and skills to students, as well as the quality of support provided to students. The results of these studies, or assessments, are used to enhance both the support provided to students and the intellectual integrity of an ASU education.

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

For more information, call the office at 480/965-9291, or contact them via e-mail at oue@asu.edu. The Office of University Evaluation's Web site is www.asu.edu/oue.

LEARNING AND TEACHING EXCELLENCE

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

Some of the center's goals are

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

For more information, call 480/965-9401.

Learning and Teaching Excellence Courses

Sections of LTE 598 are offered in the annual Summer Institute on College Teaching and Winter Institute on College Teaching, designed for faculty and teaching assistants who wish to develop diverse strategies for enhancing their students' learning.

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

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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

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 of Graduate Studies; BS, MS, University of New Mexico; PhD, University of Illinois

Alpers, Rojann R.

(1995), Associate Professor of Nursing and Healthcare Innovation; BSN, MS, Arizona State University; PhD, University of Iowa

Al-Yahya, Khalid

(2005), Assistant Professor of Public Affairs; BA, Imam University (Saudi Arabia); MBA, MPA, University of Hartford; PhD, University of Connecticut, Storrs

Anderson, Jonna

(2004), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, Lewis-Clark State College; MSN, Idaho State University

Arcoleo, Kim

(2006), Assistant Professor of Nursing and Healthcare Innovation; BA, State University of New York, Buffalo; MPH, PhD, University of Rochester School of Medicine and Dentistry

Armbruster, Charlotte

(1997), Clinical Associate Professor of Nursing and Healthcare Innovation; BSN, MS, Arizona State University

Ashcraft, Robert F.

(1995), Associate Professor of Community Resources and Development; Director, Center for Nonprofit Leadership and Management; BA, University of Arizona; MA, Northern Arizona University; PhD, Arizona State University

Ashford, Jose B.

(1984), Professor of Social Work; BA, Loyola University, New Orleans; MSW, Ohio State University; PhD, Bowling Green State University

Augsburg, Tanya

(1997), Senior Lecturer of Interdisciplinary Studies; BA, New York University; MA, PhD, Emory University

B

Bacchus, Denise N. A.

(2003), Assistant Professor of Social Work; BA, Ithaca College; MA, PhD, State University of New York, Albany

Bagwell, Marilyn

(1972), Professor Emerita of Nursing and Healthcare Innovation; BSN, University of California, Los Angeles; MA, Arizona State University; PhD, Texas Woman's University

Baldwin, Carol

(2004), Associate Professor of Nursing and Healthcare Innovation; BSN, MSN, University of Phoenix; PhD, University of Arizona

Bardewyck, Loretta A.

(1957), Professor Emerita of Nursing and Healthcare Innovation; Dean Emerita, College of Nursing and Healthcare Innovation; PHN, BS, University of Minnesota, Twin Cities; MS, Cornell University

Barry, Rebecca E.

(2002), Lecturer of Community Resources and Development; BA, University of Utah; MA, Middlebury College; PhD, University of Utah

Bauer, Richard

(2000), Senior Lecturer of Interdisciplinary Studies; BS, Saginaw Valley State University; MS, PhD, Purdue University

Beck, Lasca

(1984), Professor Emerita of Nursing and Healthcare Innovation; BSN, Texas Woman's University; MS, Texas A and M University, Commerce

Bell, Shirley

(1988), Clinical Professor of Nursing and Healthcare Innovation; BSN, University of Cincinnati; MSN, Wayne State University; EdD, West Virginia University

Belyea, Michael

(2005), Research Professor of Nursing and Healthcare Innovation; BA, MA, University of North Dakota; PhD, North Carolina State University, Chapel Hill

Bley, Patricia

(2002), Faculty Associate of Nursing and Healthcare Innovation; BSN, Arizona State University; MSN, University of Phoenix

Bortner, Peg

(1979), Associate Professor of Community Resources and Development; Director, Center for Urban Inquiry; BA, Edinboro State College; MA, Ohio University; PhD, Washington University

Bozzette, Maryann

(2005), Associate Professor of Nursing and Healthcare Innovation; BSN, D'Youville College; MN, PhD, University of Washington

Bradley, Eula D.

(1979), Academic Specialist Coordinator, College of Nursing and Healthcare Innovation; BMed, Southwest Baptist University

Bragg, Chris

(2006), Assistant Director, Special Programs, American English and Culture Program, School of Extended Education; BA, MTESL, Arizona State University; MA, University of Chicago

Branstetter, Ellamae

(1967), Professor Emerita of Nursing and Healthcare Innovation; BS, St. Louis University; MPH, University of Minnesota, Twin Cities; PhD, University of Chicago

Brewer, Melanie

(2006), Clinical Associate Professor of Nursing and Healthcare Innovation; BSN, University of New Mexico; MS, FNP, Arizona State University; DNSc, Johns Hopkins University

Brillhart, Barbara

(1996), Professor Emerita of Nursing and Healthcare Innovation; BSN, MSN, California State University, Los Angeles; PhD, Texas Woman's University

Brooks, Ruth

(2000), Manager, Learning Resource Center, College of Nursing and Healthcare Innovation; BS, University of Wyoming; MS, University of Colorado at Denver and Health Sciences Center

Brown, Brent W.

(1972), Professor Emeritus of Public Affairs; BA, Brigham Young University; MA, Arizona State University; PhD, University of Illinois

Brown, Gary L.

(2006), Clinical Assistant Professor of Nursing and Healthcare Innovation; BS, MS, Arizona State University

Bruner, May I.

(1961), Professor Emerita of Nursing and Healthcare Innovation; BS, University of Hawaii, Honolulu; MS, University of Colorado

Brydie, Shirley

(2006), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, MS, New Jersey City University; PhD, Clayton College of Natural Health

Brzuzy, Stephanie

(1995), Associate Professor of Social Work; BSW, Indiana University, Bloomington; MSW, University of Illinois, Urbana-Champaign; PhD, Ohio State University

Budruk, Megha

(2004), Assistant Professor of Community Resources and Development; BS, University of Poona (India); MS, Arizona State University; PhD, University of Vermont

C

Campbell, Heather E.

(1991), Associate Professor of Public Affairs; Director, Graduate Studies, School of Public Affairs; BA, University of California, San Diego; MPhil, PhD, Carnegie Mellon University

Camposino, Maureen

(2005), Assistant Professor of Nursing and Healthcare Innovation; BSN, Rutgers, The State University of New Jersey; MS, Arizona State University; PhD, University of Arizona

Candelaria, Cordelia Chávez

(1992), Regents' Professor of Transborder Chicana/o and Latina/o Studies and English; Vice Provost of Academic Affairs, ASU at the Downtown Phoenix campus; BA, Fort Lewis College; MA, PhD, University of Notre Dame

Catlaw, Thomas J.

(2004), Assistant Professor of Public Affairs; BA, Trinity College; MPA, PhD, George Washington University

Cayer, N. Joseph

(1980), Professor of Public Affairs; BA, MPA, University of Colorado; PhD, University of Massachusetts, Amherst

Cesarotti, Evelyn

(1992), Associate Professor of Nursing and Healthcare Innovation; Site Coordinator, West campus; BSN, University of West Florida; MS, PhD, University of Arizona

Chang, Mary

(2006), Assistant Director, American English and Culture Program, School of Extended Education; BA, Arizona State University; MA, Monterey Institute of International Studies

Chapman, Jeffrey

(1999), Professor of Public Affairs; AB, Occidental College; MA, PhD, University of California, Berkeley

Chen, Angela Chia-Chen

(2005), Assistant Professor of Nursing and Healthcare Innovation; BSN, National Taiwan University, Medical College; MS, PhD, University of Washington

Chhabra, Deepak

(2006), Assistant Professor of Community Resources and Development; BA, Jammu University (India); MA, Schiller International University (United Kingdom); PhD, North Carolina State University

Chhetri, Nalini

(2006), Lecturer of Interdisciplinary Studies; BS, MS, University of North Bengal (India); PhD, Pennsylvania State University

Chilton, Leslie Anne

(1998), Academic Associate, University College; Coordinator, Writing Center; BA, MA, PhD, Arizona State University

Cole, Tom

(1981), Lecturer, School of Extended Education; Associate Director, American English and Culture Program, School of Extended Education; BS, Northern Arizona University; MA, Arizona State University

Cook, Sue

(2004), Assistant Professor of Nursing and Healthcare Innovation; BSN, University of Phoenix; MS, Arizona State University; MEd, Northern Arizona University; PhD, University of Arizona

Cooke, Cheryl L.

(2004), Assistant Professor of Nursing and Healthcare Innovation; BSN, University of Washington, Bothell; MSN, PhD, University of Washington

Cooper, Janet

(2005), Faculty Associate of Nursing and Healthcare Innovation; BSN, California State University, Dominguez Hills; MSN, California State University, Long Beach

Coor, Lattie F.

(1990), Professor of Public Affairs; President Emeritus, Arizona State University; AB, Northern Arizona University; MA, PhD, Washington University

Corey, Frederick C.

(1987), Associate Professor of Communication; Senior Associate Dean, University College; Director, School of Interdisciplinary Studies; BS, Central Michigan University; MS, Southern Illinois University, Carbondale; PhD, University of Arizona

Corley, Elizabeth A.

(2003), Assistant Professor of Public Affairs; BSCE, MS, MSCE, PhD, Georgia Institute of Technology

Coudroglou, Alik

(1971), Professor Emerita of Social Work; BA, College of Saint Benedict; MSW, University of Minnesota, Twin Cities; DSW, Columbia University

Coursen, Cristi

(2006), Clinical Associate Professor of Nursing and Healthcare Innovation; Coordinator, Women's Health Nurse Practitioner Specialty-Track, College of Nursing and Healthcare Innovation; BSN, MSN, Arizona State University

Crocker, Nancy

(1996), Academic Associate, University College; Associate Director, Academic Community Engagement Services; BA, MA, PhD, Michigan State University

Crow, Michael M.

(2002), Professor of Public Affairs; President, Arizona State University; BA, Iowa State University; PhD, Syracuse University

D**Dahl, Jeannine**

(1989), Professor Emerita of Nursing and Healthcare Innovation; BS, University of Kansas; MA, EdD, University of Northern Colorado

Daley, J. Michael

(1978), Professor Emeritus of Social Work; BS, Spring Hill College; MSW, Saint Louis University; MS, University of Pittsburgh; PhD, Tulane University

Davidson, Sandra J.

(2005), Clinical Associate Professor of Nursing and Healthcare Innovation; BN, University of Lethbridge (Canada); MS, Gonzaga University

DeGraw, Bette F.

(1986), Administrative Professional Emerita of Public Affairs; Dean Emerita, School of Extended Education; BA, Thiel College; MSW, Rutgers, The State University of New Jersey; PhD, Arizona State University

Dehghanpisheh, Elaine

(1983), Lecturer, American English and Culture Program, School of Extended Education; BA, MA, Pahlavi University (Iran)

DeLusé, Stephanie R.

(1993), Lecturer of Interdisciplinary Studies; BS, MA, PhD, Arizona State University

Denhardt, Janet Vinzant

(1995), Professor of Public Affairs; Director, Doctoral Program, School of Public Affairs; BA, Washington State University; MPA, DPA, University of Southern California

Denhardt, Robert

(1999), Regents' Professor of Public Affairs; Director, School of Public Affairs; BA, Western Kentucky University; MA, PhD, University of Kentucky

Denny, Cathleen

(2006), Faculty Associate of Nursing and Healthcare Innovation; BSN, University of the State of New York; MS, Arizona State University

Di Mare, Lesley

(1992), Associate Professor, Department of Communication Studies; Associate Vice Provost, Undergraduate Initiatives and Academic Programs; Director, University College; BA, California State University, Chico; MA, California State University, Hayward; PhD, Indiana University, Bloomington

Dirksen, Shannon Ruff

(1996), Associate Professor of Nursing and Healthcare Innovation; BSN, Arizona State University; MS, PhD, University of Arizona

Duke, Joanna

(2006), Assistant Professor of Public Affairs; BA, University of Texas at Austin; MPA, PhD, University of Texas at Arlington

Durand, Barbara A.

(1992), Professor Emerita of Nursing and Healthcare Innovation; Dean Emerita, College of Nursing & Healthcare Innovation; BS, College of Saint Teresa; MS, University of California, San Francisco; EdD, University of San Francisco

E**Ellin, Nan**

(1998), Associate Professor of Public Affairs; Director, Urban and Metropolitan Studies; BA, Bryn Mawr College; MA, MPhil, PhD, Columbia University

Ellsworth, Kevin H.

(1995), Senior Lecturer of Interdisciplinary Studies; Director, Bachelor of Interdisciplinary Studies; BA, MA, Brigham Young University; PhD, Arizona State University

Evans, Bronwynne C.

(2004), Associate Professor of Nursing and Healthcare Innovation; BSN, Washington State University; MA, PhD, University of Washington

F**Fargotstein, Barbara P.**

(1988), Clinical Associate Professor of Nursing and Healthcare Innovation; BS, BSN, Arizona State University; MN, University of California, Los Angeles

Farley, Toni

(2006), Lecturer of Interdisciplinary Studies; BS, PhD, Arizona State University

Fasano, William

(2006), Assistant Professor of Public Affairs; BA, MPA, University of Delaware

Faulkner, Melissa Spezia

(2006), Professor of Nursing and Healthcare Innovation; Associate Dean, Research; BSN, Southern Illinois University, Edwardsville; MSN, University of Evansville; DSN, University of Alabama, Birmingham

Fausel, Donald F.

(1969), Professor Emeritus of Social Work; AB, STB, STL, Saint Mary's University; MSW, Fordham University; DSW, Columbia University

Fawcett, Jan L.

(2006), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, University of Windsor (Canada); MSN, Syracuse University

Feldman, Patricia A.

(1990), Associate Administrative Professional, School of Extended Education; Interim Executive Director, School of Extended Education; Executive Director, Academic and Professional Programs, School of Extended Education; BS, MEd, Colorado State University; EdD, Arizona State University

Fiery, Cecelia

(2001), Academic Specialist Coordinator of Nursing and Healthcare Innovation; BS, Greenville College; MA, Eastern Michigan University

Figueira-McDonough, Josephina

(1990), Professor Emerita of Justice and Social Inquiry and Social Work; BS, University of Lisbon (Portugal); MSW, PhD, University of Michigan

Finch, A. Joyce

(1965), Professor Emerita of Nursing and Healthcare Innovation; BSN, Augustana College; MS, University of Colorado; PhD, University of Texas at Austin

Fineout-Overholt, Ellen

(2004), Clinical Associate Professor of Nursing and Healthcare Innovation; Director, Center for the Advancement of Evidence-Based Practice; BSN, University of Texas Medical Branch; MSN, University of Alabama, Birmingham; PhD, University of Rochester

Fleury, Julie

(2001), Hanner Professor of Nursing and Healthcare Innovation; Director of DNS Program; BSN, Northern Arizona University; MS, PhD, University of Arizona

Fountaine, Steven

(1990), Lecturer, American English and Culture Program, School of Extended Education; BA, Shepherd College; MA, Temple University; PhD, Arizona State University

Friedman, Debra

(2005), Professor of Public Affairs; Dean, College of Public Programs; BA, Adelphi University; MA, PhD, University of Washington

G

Gale, Betty J.

(1982), Professor Emerita of Nursing and Healthcare Innovation; BSN, MS, Arizona State University; DNSc, University of San Diego

Gance-Cleveland, Bonnie

(2006), Associate Professor of Nursing and Healthcare Innovation; Director, Center for Improving Health Outcomes in Children, Teens, and Families; BSN, MS, PhD, University of Colorado Health Sciences Center

Garrison, Eleanor

(1973), Professor Emerita of Nursing and Healthcare Innovation; BSN, MSN, Wayne State University

Garrity, Marjorie L.

(1975), Professor Emerita of Nursing and Healthcare Innovation; BS, University of Bridgeport; MS, Case Western Reserve University

Gerdes, Karen E.

(1995), Associate Professor of Social Work; BS, Florida State University; MSW, Brigham Young University; PhD, Florida State University

Gillmore, Mary Rogers

(2006), Professor of Social Work; Director, School of Social Work; BS, DePaul University; MS, University of Michigan; MA, PhD, University of Washington

Gonzalez-Santin, Edwin

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

Greenberg, Edward A.

(1996), Associate Research Scientist for Nursing and Healthcare Innovation; Director, Data Management and Information Systems; BA, University of California, Los Angeles; PhD, Arizona State University

Guo, Chao

(2002), Assistant Professor of Community Resources and Development; BA, MA, Renmin University of China; PhD, University of Southern California

Gustavsson, Nora S.

(1994), Associate Professor of Social Work; AB, MSW, City University of New York; PhD, University of Southern California

H

Hackett, Gail

(1988), Professor of Counseling Psychology and Counselor Education; Vice Provost; Dean, University College; BA, MEd, PhD, Pennsylvania State University

Hagler, Debra

(1996), Clinical Associate Professor of Nursing and Healthcare Innovation; BSN, New Mexico State University; MS, University of Arizona; PhD, Arizona State University

Haley, Arthur J.

(1976), Professor Emeritus of Community Resources and Development; BA, Stonehill College; MEd, Springfield College; PhD, Texas A & M University

Hall, John S.

(1973), Professor of Public Affairs; BA, MA, San Diego State University; PhD, University of Oregon

Hanisch, Tyke Cheryllynn

(2003), Faculty Associate of Nursing and Healthcare Innovation; BSN, University of Wisconsin; MS, Arizona State University

Hepworth, Dean H.

(1990), Professor Emeritus of Social Work; BS, MSW, PhD, University of Utah

Herrera, Cheryl L.

(1989, 2005), Director, Student Services for Nursing and Healthcare Innovation; BA, MPA, California State University, Stanislaus

Hightower, Judy

(1999), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, University of Arizona; MEd, Northern Arizona University; MS, Arizona State University

Hill, Vanessa

(2002), Faculty Associate of Nursing and Healthcare Innovation; BSN, MS, Arizona State University

Hirshorn, Jessica

(2004), Lecturer of Interdisciplinary Studies; BA, Coe College; MIIM, The School for International Training; EdD, University of Houston

Holley, Lynn C.

(2000), Associate Professor of Social Work; BA, MSSW, University of Tennessee, Knoxville; PhD, University of Washington

Hollingsworth, Eleanor L.

(2005), Faculty Associate of Nursing and Healthcare Innovation; BSN, Northern Arizona University; MS, Arizona State University

Horns, Kimberly

(2005), Clinical Professor of Nursing and Healthcare Innovation; BSN, Montana State University; MSN, University of Arizona; PhD, University of Utah

Hrabe, David P.

(1991), Clinical Associate Professor of Nursing and Healthcare Innovation; Director, Academy for Continuing Education, College of Nursing & Healthcare Innovation; BSN, Fort Hays State University; MS, Arizona State University; PhD, University of Arizona

I

Ilchak, Debra Lorraine

(2004), Faculty Associate of Nursing and Healthcare Innovation; BSN, Arizona State University; MSN, Emory University

Ismeurt, Robert L.

(1989), Associate Professor of Nursing and Healthcare Innovation; BSN, Florida State University; MS, Arizona State University; PhD, University of Texas at Austin

J

Jarrell, Kay

(2002), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, West Virginia University; MS, Arizona State University

Jasper, Marcia A.

(1976 – 86; 1993), Clinical Associate Professor of Nursing and Healthcare Innovation; BSN, St. Olaf College; MS, Arizona State University

Johnson, Penelope M.

(1995), Professor Emerita of Nursing and Healthcare Innovation; BS, University of Colorado; MS, Arizona State University

Johnson, Wendee

(1990), Clinical Associate Professor of Nursing and Healthcare Innovation; BSN, Gustavus Adolphus College; MSN, University of Pennsylvania

Johnson, William S.

(1990), Executive Director Emeritus, Division of Undergraduate Academic Services; BA, Washington State University; MS, Iowa State University; PhD, University of Southern California

Johnson-Becker, Gayle

(1994), Lecturer, American English and Culture Program, School of Extended Education; BA, University of Colorado; MA, University of California, Los Angeles

Johnston, Hubert

(1986), Clinical Associate Professional of Social Work; BS, Cheyney State College; MA, Central Michigan University; PhD, Cornell University

Jones, Christopher D.

(2005), Assistant Professor of Community Resources and Development; BA, University of Tennessee; MS, Clemson University; PhD, West Virginia University

K

Kang, Suk-Young

(2003), Assistant Professor of Social Work; BA, Seoul National University College of Social Work (South Korea); MA, PhD, Columbia University

Kastenbaum, Beatrice

(1982), Clinical Associate Professor of Nursing and Healthcare Innovation; BSN, University of Michigan; MSN, Wayne State University

Katzman, Elaine Menter

(1983), Professor Emerita of Nursing and Healthcare Innovation; BS, MS, PhD, Syracuse University

Kegelman, Jan

(1978), Lecturer, School of Extended Education; Coordinator, International Teaching Assistants Program, American English and Culture Program; BS, University of Massachusetts; MA, Arizona State University

Keller, Colleen

(2005), Professor of Nursing and Healthcare Innovation; Director, Center for Healthy Outcomes in Aging; BSN, Arizona State University; MS, Ohio State University; PhD, University of New Mexico

Kettner, Peter M.

(1979), Professor Emeritus of Social Work; BA, Valparaiso University; MSW, Washington University; DSW, University of Southern California

Killeen, Mary

(1982 – 84; 1986), Associate Professor of Nursing and Healthcare Innovation; Associate Dean for Academic Affairs, College of Nursing and Healthcare Innovation; BSN, MS, Arizona State University; PhD, University of Texas at Austin

Knudsen, Frances S.

(1964), Professor Emerita of Nursing and Healthcare Innovation; BS, University of Arizona; MS, University of Colorado; PhD, Arizona State University

Knutson-Woods, Teri

(1997), Assistant Administrative Professional of Social Work; BA, Grand Canyon University; MSW, Arizona State University

Kommenich, Pauline

(1984), Professor of Nursing and Healthcare Innovation; Director, Center for Evaluation and Research; BS, Stanford University; MN, University of Washington; MA, PhD, University of Arizona

Krinsky, Charles

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

Krueger, Janelle

(1984), Professor Emerita of Nursing and Healthcare Innovation; Dean Emerita, College of Nursing and Healthcare Innovation; BS, MS, PhD, University of Colorado

Krysik, Judy

(2005), Associate Professor of Social Work; BSW, MSW, University of Calgary (Canada); PhD, Arizona State University

Kyselka, Christine K.

(1990), Associate Administrative Professional, School of Extended Education; Associate Director, Community Outreach Programs, School of Extended Education; BS, MPA, Arizona State University

L

Lafford, Barbara A.

(1980), Professor of Spanish and Interdisciplinary Studies; BA, Middlebury College; MA, PhD, Cornell University

Lafford, Peter A.

(1989), Associate Research Professional of Languages and Literatures; Director, Language Computing Laboratory and Language Resource Laboratory, School of Interdisciplinary Studies; BA, Cornell University; MA, Arizona State University; MA, Middlebury College

Lan, Zhiyong

(1991), Professor of Public Affairs; BA, Nanjing University (China); MPA, North Carolina State University, Raleigh; PhD, Syracuse University

Larson, Nancy C.

(1999), Assistant Professor of Social Work; BA, Western Washington University; MSW, PhD, University of Washington

Lattouf, Mirna

(1998), Lecturer of Interdisciplinary Studies; BA, Rutgers, The State University of New Jersey; MA, New York University; PhD, University of Arizona

LeCroy, Craig

(1984), Professor of Social Work; BSW, San Jose State University; MSW, Western Michigan University; PhD, University of Wisconsin

Leighninger, Leslie

(2000), Professor of Social Work; BA, Oberlin College; MSW, Syracuse University; DSW, University of California, Berkeley

Lewenstein, Suzanne

(1997), Academic Associate of Interdisciplinary Studies, University College; BA, University of Wisconsin, Madison; MA, Case Western Reserve University; PhD, Arizona State University

Leyba, Raul L.

(1970), Professor Emeritus of Social Work; BA, Western New Mexico University; MSW, University of Denver

Lindeman, Mary

(1988), Lecturer, American English and Culture Program, School of Extended Education; BA, St. Mary's University; MA, University of Houston

Lindquist, Barbara

(2001), Senior Lecturer of Interdisciplinary Studies; BSW, MSW, MA, PhD, University of Wisconsin, Milwaukee

Link, Denise

(2002), Clinical Associate Professor of Nursing and Healthcare Innovation; Director, Student Health at the Downtown Phoenix campus; BSN, Gwynedd-Mercy College; MSN, University of Pennsylvania; DNSc, Widener University

Lisenbee, Cayle S.

(2006), Lecturer of Interdisciplinary Studies; BS, University of Puget Sound; PhD, Arizona State University

Livingston, Mary

(1978), Lecturer, American English and Culture Program, School of Extended Education; BA, MA, Arizona State University

Ludemann, Ruth S.

(1984), Professor Emerita of Nursing and Healthcare Innovation; BSN, Columbia University; MSN, Wayne State University; PhD, Arizona State University

Ludlow, Elizabeth A.

(1972), Professor Emerita of Nursing and Healthcare Innovation; BSN, University of New Mexico; MS, Arizona State University

Lupone, Kathleen A.

(2004), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, MS, Arizona State University

M

MacEachron, Ann

(1984), Professor of Social Work; BA, Cornell University; MSW, University of Pittsburgh; PhD, Cornell University

Mankin, Lawrence D.

(1973), Professor Emeritus of Public Affairs; BBA, City College; MA, PhD, University of Illinois

Marsiglia, Flavio F.

(1994), Professor of Social Work; Director, Southwest Interdisciplinary Research Center; BLaw, SS, MSW, University of the Republic (Uruguay); PhD, Case Western Reserve University

Martinez-Brawley, Emilia E.

(1992), Professor of Social Work; BA, National University of Tucumán (Argentina); MSS, Bryn Mawr College; EdD, Temple University

Mattson, Susan

(1993), Professor of Nursing and Healthcare Innovation; BS, MA, MS, California State University, Los Angeles; PhD, Claremont Graduate University

Maxwell, Katherine Davis

(1996), Faculty Associate of Nursing and Healthcare Innovation; BS, University of Utah; MS, Arizona State University

Mays, Mary F.

(2005), Associate Professor of Nursing and Healthcare Innovation; BA, Trinity University; MS, PhD, University of Oklahoma

McCabe, Barbara

(1997), Associate Professor of Public Affairs; BA, MPA, Florida Atlantic University; PhD, Florida State University

McCarthy, Marianne

(1994), Associate Professor of Nursing and Healthcare Innovation; BSN, Mount Saint Mary College; MSN, Seton Hall University; PhD, University of California, San Francisco

McCormack, Brian

(2000), Senior Lecturer of Interdisciplinary Studies; BA, BS, University of Nebraska, Omaha; BA, Australian National University; MA, PhD, Arizona State University

McGaw, Dickinson L.

(1968), Professor Emeritus of Public Affairs; BA, MA, PhD, Indiana University, Bloomington

McLeod, Renee

(2006), Clinical Professor of Nursing and Healthcare Innovation; Director, Graduate Education and Advanced Practice Programs; BSN, University of Tennessee; MN, University of California, San Francisco; DNSc, Widener University

McMillen, Phyllis

(2000), Faculty Associate of Nursing and Healthcare Innovation; BSN, Union College, Lincoln; MSN, University of Nebraska Medical Center

Melendez, Ryan A.

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

Melnick, Robert

(1987), Senior Research Scientist for Public Affairs; Associate Vice President, Economic Affairs; Director, Morrison Institute for Public Policy; BA, Dartmouth College; MA, PhD, Arizona State University

Melnyk, Bernadette M.

(2005), Distinguished Foundation Professor of Nursing and Healthcare Innovation; Dean, College of Nursing and Healthcare Innovation; BS, West Virginia University; MS, University of Pittsburgh; PhD, University of Rochester

Miller, Barbara K.

(1976), Professor Emerita of Nursing and Healthcare Innovation; BSN, MEd, University of Akron; PhD, University of Texas at Austin

Mitchell, Linda C.

(2005), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, Immaculata University; MSN, University of Phoenix

Mitchell, Marie

(1980), Lecturer, American English and Culture Program, School of Extended Education; BA, Fort Hays State University; MA, School for International Training

Montero, Darrel

(1979), Associate Professor of Social Work; BA, California State University, Sacramento; MA, PhD, University of California, Los Angeles

Moore, Patricia

(1984), Professor Emerita of Nursing and Healthcare Innovation; BSN, Loyola University, Chicago; MS, Catholic University of America; MPH, DrPH, Johns Hopkins University

Moroney, Robert M.

(1981), Professor of Social Work; AB, MSW, Boston College; MPH, Harvard University; PhD, Brandeis University

Morris, Brenda C.

(1994), Clinical Associate Professor of Nursing and Healthcare Innovation; Director, Baccalaureate Program; BSN, MS, University of Arizona; EdD, Arizona State University

Murphy, Juanita F.

(1971), Professor Emerita of Nursing and Healthcare Innovation; Dean Emerita, College of Nursing and Healthcare Innovation; BA, Oklahoma Baptist University; MS, PhD, Case Western Reserve University

Murray, Kimberly Ann

(2005), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, Boston University; MS, Arizona State University

Muzyka, Diann M.

(2005), Clinical Associate Professor of Nursing and Healthcare Innovation; BSN, Youngstown State University; MSN, Capital University; PhD, Ohio University

N

Nagy, Sandra Griffiths

(1984), Academic Associate, University College; Assistant Director, Academic Success Programs; BEd, MA, PhD, Arizona State University

Nakagawa, Kathryn N.

(1997), Associate Professor of Psychology in Education and Interdisciplinary Studies; BA, University of Notre Dame; MA, PhD, Northwestern University

Napoli, Maria

(1996), Associate Professor of Social Work; BA, H.H. Lehman College; MSW, PhD, New York University

Navarrete, Carol

(1994), Lecturer, American English and Culture Program, School of Extended Education; BA, MA, University of Colorado

Nelson, Kelly

(1999), Senior Lecturer of Interdisciplinary Studies; BA, Michigan State University; MS, University of Southern Maine; PhD, Brandeis University

Nichols, Ann W.

(1970), Associate Professor of Social Work; AB, Stanford University; MSW, DSW, Columbia University

Niesel, Barbara

(2005), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, Loyola University; MN, University of Phoenix

Niles, Michael

(1994), Assistant Professor of Social Work; BA, University of Missouri, Columbia; MSW, Arizona State University; PhD, University of Wisconsin, Madison

Nu ez, Diane E.

(1995), Clinical Associate Professor of Nursing and Healthcare Innovation; BSN, MS, Arizona State University

Nyaupane, Gyan P.

(2005), Assistant Professor of Community Resources and Development; BS, Tribhuvan University, (Nepal); MS, Lincoln University (New Zealand); PhD, Pennsylvania State University

O

Olson, John

(2006), Lecturer of Interdisciplinary Studies; BS, Massachusetts Institute of Technology; PhD, Arizona State

University

P**Patterson, Shirley L.**

(1994), Professor Emerita of Social Work; BA, North Texas State University; MA, McCormick Theological Seminary; MSW, University of Kansas; PhD, University of Wisconsin, Madison

Paz, Juan J. Jr.

(1988), Associate Professor of Social Work; BA, University of Texas at El Paso; MS, University of Houston; DSW, Howard University

Peck, Laura

(2002), Assistant Professor of Public Affairs; BA, Arizona State University; MPA, MPhil, PhD, New York University

Peinhardt, Rebecca D.

(2005), Clinical Associate Professor of Nursing and Healthcare Innovation; BSN, Emory University; MSN, University of Alabama, Birmingham

Peluso, Christopher

(2005), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, Pennsylvania State University; MSN, University of Phoenix

Perry, Patsy

(1985), Professor Emerita of Nursing and Healthcare Innovation; BS, Columbia Union College; MS, University of Colorado; PhD, University of Michigan

Perry, Ronald W.

(1983), Professor of Public Affairs; BSc, MA, Arizona State University; PhD, University of Washington

Petrides, Maureen A.

(2005), Faculty Associate of Nursing and Healthcare Innovation; BSN, MSN, Molloy College

Pfister, A.J.

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

Pickens, Judith M.

(1987 – 99; 2000), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, Marymount College; MS, University of Missouri; PhD, Arizona State University

Polenz, G. Donald

(1967), Professor Emeritus of Social Work; BA, Wartburg College; MA, University of Iowa; DSW, University of Southern California

Porter-O'Grady, Tim

(2006), Associate Professor and Leadership Scholar of Nursing and Healthcare Innovation; BSN, Seattle University; MN, University of Washington; EdD, Nova Southeastern University

Priest, Janice L.

(2001), Clinical Assistant Professor of Nursing and Healthcare Innovation; BSN, Weber State University; MSN, University of Utah

Primas, Phyllis J. Krause

(1987), Professor Emerita of Nursing and Healthcare Innovation; BSN, University of Pennsylvania; MPH, PhD, University of Pittsburgh

R**Ramella, Kelly J.**

(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 and 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

Sehsted, 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 and 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 and 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

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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Administrative Personnel

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Regent, appointed to 2014	Anne Mariucci
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EXECUTIVE OFFICERS

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Senior Advisor to the President	James O'Brien
Executive Vice President and Provost of the University	Elizabeth D. Capaldi
Senior Vice President and Secretary of the University	Christine K. Wilkinson
Senior Vice President and University Planner	Richard Stanley
Senior Vice President for Academic Affairs	David A. Young
Executive Vice President and Chief Financial Officer	Carol N. Campbell
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Vice President for Research and Economic Affairs	Jonathan Fink
Vice President for University Administration and Legal Affairs	Paul J. Ward
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Vice President for University Student Initiatives	James A. Rund
Vice President and Executive Vice Provost, Downtown Phoenix Campus	Mernoy E. Harrison Jr.
Vice President, Polytechnic Campus	Albert L. McHenry
Vice President, West Campus	Elizabeth Langland
Senior Vice Provost	Arthur E. Blakemore
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PRESIDENT'S OFFICE

President	Michael M. Crow
Senior Vice President and Secretary of the University	Christine K. Wilkinson
Senior Vice President and University Planner	Richard Stanley
Deputy Senior Vice President and University Technology Officer	Adrian Sannier
Associate Vice President, Budget and Planning	Lisa Frace
Executive Director, Office of Budget and Planning	James Sliwicki
Assistant Vice President for Policy Affairs and Director, Federal Relations	Stuart Hadley
Senior Advisor to the President	James O'Brien
Director, Office of the President and Special Assistant to the President	Joyce Smitheran
Executive Director, Office of Sustainability and Special Advisor to the President	James Buizer
Special Advisor to the President	Kimberly Loui
Director, Office of Pan-American Initiatives and Special Advisor to the President	Jorge De Los Santos
Director, Strategic Projects and Special Assistant to the President	Mariko Silver
Special Advisor to the President on American Indian Affairs	Peterson Zah
ICA Faculty Athletic Representative	Myles Lynk

DEANS

Dean, Barrett, the Honors College	Mark Jacobs
Dean, College of Design	Wellington Reiter
Interim Dean, Mary Lou Fulton College of Education	Sarah Hudelson
Dean, College of Human Services	John R. Hepburn
Dean, Sandra Day O'Connor College of Law	Patricia D. White
Vice President and Dean, College of Liberal Arts and Sciences	Quentin Wheeler
Dean, College of Nursing & Healthcare Innovation	Bernadette M. Melnyk
Dean, College of Public Programs	Debra Friedman
Dean, College of Science and Technology	Timothy E. Lindquist
Dean, College of Teacher Education and Leadership	Mari E. Koerner
University Vice Provost and Dean of Graduate Studies	Maria T. Allison
Dean, East College	David E. Schwalm
Dean, Ira A. Fulton School of Engineering	Deirdre Meldrum
Dean, The Katherine K. Herberger College of Fine Arts	Kwang-Wu Kim
Dean, Morrison School of Management and Agribusiness	Paul M. Patterson
Dean, New College of Interdisciplinary Arts and Sciences	Elizabeth Langland
Dean, School of Global Management and Leadership	Gary R. Waissi
University Vice Provost and Dean of University College	Gail Hackett
Dean, W. P. Carey School of Business	Robert E. Mittelstaedt Jr.
Dean, Walter Cronkite School of Journalism and Mass Communication	Christopher Callahan

BUSINESS AND FINANCE

Executive Vice President and Chief Financial Officer	Carol N. Campbell
Associate Vice President, Financial Services, and Treasurer	Gerald E. Snyder
Director, Student Business Services	Joanne Wamsley
Director, Financial Services	Marilyn Mulhollan
Director, Financial Services (Systems and Capital Projects Accounting)	Terri Deasey
Associate Director, Financial Services	Laura James
Associate Director, Financial Services (Tax)	Kathleen Rogers
Assistant Director, Financial Services (Financial Controls)	Michael Kingery
Deputy Executive Vice President, University Services	Scott Cole
Assistant Vice President, Real Estate Development	Steve Nielsen
Interim Director, Capital Programs Management Group	David Brixen

Director, Administrative Services	Carrie McNamara-Segal
Interim Director, Facilities Management	Dean Hooks
Director, Environmental Health and Safety	Leon Igras
University Architect	Ronald McCoy
Associate Vice President, University Business Services	Ray Jensen
Director, Purchasing and Business Services	John Riley
Director, Auxiliary Business Services	Sam Wheeler

INTERCOLLEGIATE ATHLETICS

Vice President for University Athletics	Lisa Love
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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

PUBLIC AFFAIRS

Vice President for Public Affairs	Virgil Renzulli
Deputy Vice President for Public Affairs	Charles S. Miller
Associate Vice President for Community Development	Nancy Jordan
Assistant Vice President for Strategic Communication	Terri Schafer
Assistant Vice President for Cultural Affairs and Executive Director, Public Events	Colleen Jennings-Roggensack
Director, Community Outreach	Van Ornelas
Director, Constituent Relations	Wilma Mathews
Director, Local Government Relations	Paul Berumen
Director, Special Communications Projects	William Dabars
Director, Special Events	Tye Thede
Director, State Relations	Scott A. Smith
Executive Director, Community Development	Sandra Ferniza
General Manager, Television Station KAET	Greg Giczi

RESEARCH AND ECONOMIC AFFAIRS

Vice President for Research and Economic Affairs	Jonathan Fink
Associate Vice President, Economic Affairs	Robert Melnick
Associate Vice President for Research	Stephen Goodnick
Associate Vice President for Strategic Research	Rick Shangraw
Assistant Vice President, Economic Affairs	Julia Rosen

Assistant Vice President for Research	Kathleen Matt
Assistant to the Vice President	Cynthia Ryan
Executive Director, Financial Services	Jay Murphy
Director, Biodesign Institute at ASU	George H. Poste
Director, Office of Research and Sponsored Projects Administration	Cheryl Conover
Director, Center for the Study of Religion and Conflict	Linell E. Cady
Director, Decision Theater	Rick Shangraw
Director, Flexible Display Center	Gregory B. Raupp
Director, Office of Research Publications	Conrad Storad
Director, Global Institute of Sustainability	Charles L. Redman
Director, Animal Care and Technology	Michael McGarry
Director, Southwest Center for Environmental Research and Policy	Joseph A. Zehnder
UNIVERSITY ADMINISTRATION AND LEGAL AFFAIRS	
Vice President for University Administration and Legal Affairs	Paul J. Ward
Deputy Vice President, University Administration	LeEtta L. Overmyer
Director, Fiscal Business Services	Lynne Davis
Director, Information Technology Services	Sue Bishop
Associate Vice President, Human Resources	Matthew McElrath
Senior Director, Human Resources	Christine Cervantes
Director, Organizational Health and Development	Phillip Potter
Director, Environmental Health and Safety	Leon Igras
Interim Director, Equal Opportunity/Affirmative Action	Rachel Gem Lopez
Director, Internal Audit and Management Services	David DeStefano
Director/Chief of Police, Department of Public Safety	John Pickens
UNIVERSITY STUDENT INITIATIVES	
Vice President for University Student Initiatives	James A. Rund
Deputy Vice President and University Dean of Student Affairs	Patricia Arredondo
Senior Associate Vice President	Sally Ramage
Senior Associate Vice President	Bob Soza
Associate Vice President	Martha Dennis Christiansen
Associate Vice President and University Registrar	Lou Ann Denny
Assistant Vice President	Mistalene Calleroz
University Dean, Undergraduate Admissions	Martha Byrd
Executive Director, Student Financial Assistance	Craig Fennell
Executive Director, Memorial Union	Brett Perozzi
Executive Director, Residential Life	Michael Coakley
Director, Access ASU	Antonia Franco
Director, Arizona Prevention Resource Center	Gail Chadwick
Director, Campus Health Service	Allan Markus
Director, Campus Recreation	Tamra Garstka
Director, Career Services	Raymond I. Castillo
Director, Counseling and Consultation	Martha Dennis Christiansen
Director, Educational Development	Carol Takao
Director, Learning Support Services	<i>To Be Appointed</i>
Director, Multicultural Student Services	Alonzo Jones
Director, Outreach	Anita Verdugo Tarango
Director, Strategic Marketing and Communications	Gini Sater
Director, Student Life	Deborah Sullivan
Director, Student Media	<i>To Be Appointed</i>

Director, TRiO Programs	Irvin L. Coin
Director, University Student Initiatives Technology Services	<i>To Be Appointed</i>
Director, Wellness and Health Promotion	Karen Moses

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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
Vice Provost and Dean of Student Affairs	Kevin Cook
University Vice Provost and Dean of University College	Gail Hackett
Assistant Vice Provost for Curriculum	<i>To Be Appointed</i>
Dean, College of Nursing & Healthcare Innovation	Bernadette M. Melnyk
Dean, College of Public Programs	Debra Friedman
Director, Disability Resources Center	Debra Taska
Director, Enrollment Services	Dora Ayala
Director, External Affairs and Community Relations	Mary Hughes
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. Hrabe
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 Komnenich
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	Nancy Gwilliam
Director, Alumni and Media Relations	Debra Palka
Director, Center for Nonprofit Leadership and Management	Robert F. Ashcraft
Director, Development	Miriam Nickerson
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 <i>Appointed</i>
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

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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	<i>To Be Appointed</i>
Vice Provost, Planning and Budget	Sheila L. Ainlay
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, Research and Special Projects	Jean N. Humphries
Director, University College, Polytechnic Campus	Cynthia J. Boglin

EAST COLLEGE

Dean, East College	David E. Schwalm
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
Director and Associate Dean, School of Educational Innovation and Teacher Preparation	Bette S. Bergeron
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

COLLEGE OF SCIENCE AND TECHNOLOGY

Dean, College of Science and Technology	Timothy E. Lindquist
Associate Dean, College of Science and Technology	Dale E. Palmgren
Chair, Computing Studies	Ben M. Huey
Chair, Department of Aeronautical Management Technology	William K. McCurry
Chair, Department of Applied Biological Sciences	Ward W. Brady
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

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 Graduate Studies	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	<i>To Be Appointed</i>
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	Noel J. Stowe
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

DIVISION OF GRADUATE STUDIES

Vice Provost and Dean of the Division of Graduate Studies	Maria T. Allison
Associate Dean for Graduate Student Programs	Andrew N. Webber
Associate Dean for Graduate Academic Programs	Filiz Ozel
Assistant Dean for Graduate Academic Programs	Sarah B. Lindquist
Assistant Dean for Administrative Services and Information Systems	Kent D. Blaylock
Assistant Dean for Admissions and Student Academic Services	Michael A. Dickson

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 FINE ARTS

Dean, Katherine K. Herberger College of Fine 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	<i>To Be Appointed</i>
Chair, Department of Dance	<i>To Be Appointed</i>
Director, School of Music	<i>To Be Appointed</i>
Director, School of Theatre and Film	Linda Essig
Director, Communications	Stacey Shaw
Director, Community Engagement	<i>To Be Appointed</i>
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 Graduate Studies and Program Development	Gary L. Birnbaum
Associate Dean of Information Technology and Director, 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	Iлона 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
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.
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	<i>To Be Appointed</i>
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	<i>To Be Appointed</i>

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
Interim Chair, Department of Social Work	Wendy Z. Hultsman
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	Gloria H. Cuádriz
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 Global Business Program and Assessment	Jane Carey

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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 Studies	—	—	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/centers/aging
Improving Health Outcomes in Children, Teens, and Families Office, Center for	NHI 358A	602/496-2283	nursing.asu.edu/centers/families
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	asu.edu/downtownphoenix/parking
Phoenix Urban Research Laboratory	PURL	480/727-9880	design.asu.edu
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 550	602/496-0550	cdcr.asu.edu
Community Resources and Development, School of	UCENT 600	602/496-0600	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
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
East College	SUTON 101	480/727-1515	www.poly.asu.edu/ecollege/html
Advising	—	480/727-1333	—
Applied Psychology, Faculty of	SUTON third floor	480/727-1177	www.poly.asu.edu/ecollege/appliedpsych
Educational Innovation and Teacher Preparation, School of	SUTON 240	480/727-1103	www.poly.asu.edu/ecollege/appliedpsych www.poly.asu.edu/education
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
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	WANER 140	480/727-1585	www.poly.asu.edu/msma
Business Administration, Faculty of	WANER 140	480/727-1287	www.poly.asu.edu/msma/bua
Professional Golf Management	PGM	480/727-1180	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
Science and Technology, 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
Applied Biological Sciences, Department of	WANER third floor	480/727-1444	www.poly.asu.edu/technology/appliedbiologicalsciences
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,	BYENG 553	480/965-3190	fulton.asu.edu/cse

Department of			
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	480/965-2460	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 Studies, Division of	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/apa
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 Bookstore	480/965-6301	www.asu.edu/sbs
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^I)	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	west.asu.edu/adaff/auxs/copyservices
Disability Resource Center TTY	UCB 130 —	602/543-8145 602/543-4327	www.west.asu.edu/sa/drc —
Diversity and Social Justice, Office of	UCB 320	602/543-8148	www.west.asu.edu/sa/multicultural
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/grn
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/accountancy
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/mba
Management, Department of	FAB N120D	602/543-6204	www.west.asu.edu/sgml/glb
Graduate Studies	FAB S301	602/543-4567	www.west.asu.edu/provost/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/comm
Criminology and Criminal Justice, School of	FAB S323	602/543-6607	www.west.asu.edu/chs/aoj
Gerontology Program	FAB S117	602/543-6642	www.west.asu.edu/chs/grn
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/rtm
Social Work, Department of	FAB S126	602/543-6602	www.west.asu.edu/chs/sw
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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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, advanced practice nursing of neonates, community health advanced practice nursing, family nurse practitioner, nurse educator, nursing administration, ² pediatric nurse practitioner, psychiatric mental health nurse practitioner, or women's health nurse practitioner	College of Nursing & Healthcare Innovation
Nursing Science	DNS	—	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.

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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

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

Bergeron, Bette S.

(2000), Professor of Teacher Education and Administration; Associate Dean and Director, School of Educational Innovation and Teacher Preparation; BSEd, University of Maine, Orono; MSED, PhD, Purdue University

Biekert, Russell G.

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

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 and 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 and 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

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; LLM; 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, Humbolt 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

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**Jacott, Michelle K.**

(2006), Lecturer of Teacher Education and Administration; BS, MEd, Northern Arizona University

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), 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), Associate Professor 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; Chair, Department 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 amp; 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

Schmid, Maureen

(1990), Faculty Associate of Multimedia Writing and Technical Communication; BA, Saint Mary's College of Notre Dame; MA, University of Notre Dame; PhD, State University of New York, Buffalo

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, East College; 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 University

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

Watson, Emma J.

(1999), Lecturer of Business Administration; BA, Sonoma State University; MEd, Western Washington University

Welty, Ellen L.

(1996), Associate Librarian, Polytechnic campus Library Services; BA, University of Wyoming; MSLS, 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

(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

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 amp; 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; Associate Vice Provost for Research and Faculty Development; 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

Bredbenner, Candice D.

(1990), Associate Professor, Department of Language, Cultures, and History; Associate Dean, New College of Interdisciplinary Arts and Sciences; Director, Interdisciplinary Studies Program; BA, Russell Sage College; MA, PhD, University of Virginia

Brett, Joan F.

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

Broaddus, Dorothy C.

(1990), Professor Emerita of Language, Cultures, and History; BA, Eastern Kentucky University; MEd, PhD, University of Louisville

Buenker, Joe

(2000), Assistant Librarian, Fletcher Library; BA, University of Wisconsin-Parkside; MS, University of Illinois, Urbana

Burk, John E.

(2004), Lecturer, Department of Communication Studies; BA, Carroll College; MS, PhD, Southern Illinois University

Burleson, Mary H.

(1997), Associate Professor, Department of Social and Behavioral Sciences; BA, MS, New Mexico State University; PhD, Arizona State University

Buscher, Dick

(2002), Lecturer, Department of Elementary Education; BS, MS, Eastern Illinois University; EdD, Arizona State University

Bushfield, Suzanne Y.

(2002), Clinical Associate Professor, Department of Social Work; BM, Southern Methodist University; MSW, University of Southern Mississippi; PhD, University of Idaho

Buss, Ray R.

(1990), Associate Professor and Interim Chair, Department of Graduate Studies and Professional Development; Assistant Dean, College of Teacher Education and Leadership; BS, MS, PhD, University of Wisconsin, Madison

C

Cabrera, Elizabeth F.

(2005), Visiting Associate Professor, Department of Management; BA, Rhodes College; MS, PhD, Georgia Institute of Technology

Cabrera, Luis

(2002), Assistant Professor, Department of Social and Behavioral Sciences; BA, Western Washington University; MFA, Eastern Washington University; MA, PhD, University of Washington

Cahill, Thomas M.

(2006), Assistant Professor, Department of Integrated Natural Sciences; BS, MS, University of California, Davis; PhD, University of Nevada, Reno

Califano, Linda

(2005), Lecturer, Department of Elementary Education; BA, MS, City University of New York at Queens College; MA, EdD, Northern Arizona University

Cardelle-Elawar, Maria

(1987), Professor, Department of Graduate Studies and Professional Development; BA, Libertador Experimental Pedagogical University (Venezuela); MS, University of Southern California; PhD, Stanford University

Cárdenas, Lupe

(1986), Associate Professor, Department of Language, Cultures, and History; BA, MA, PhD, Arizona State University

Carey, Jane M.

(1988), Associate Professor, Department of Management; Director, Undergraduate Global Business Program and Assessment; BS, MBA, Eastern Illinois University; PhD, University of Mississippi

Carter, Heather Lynn

(2003), Lecturer, Department of Elementary Education; BS, Arizona State University; MEd, Arizona State University West

Chen, Huajing

(2005), Assistant Professor, Department of Accountancy; BE, Xiamen University (China); PhD, Temple University

Chi, Jianxin “Daniel”

(2006), Assistant Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, Qingdao University (China); MBA, Idaho State University; PhD, Texas A & M

Chisholm, Inés M.

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

Christie, Alice A.

(1995), President’s Professor, Department of Graduate Studies and Professional Development; BA, Denison University; MEd, Boston University; PhD, Arizona State University

Chung, Hyeeso

(2005), Assistant Professor, Department of Accountancy; BS, University of California, Davis; MSM, PhD, Purdue University

Cisler, Sherry A.

(2003), Lecturer, Department of Language, Cultures, and History; BA, MA, California State University, San Marcos

Clark, Patricia

(2003), Assistant Professor, Department of Interdisciplinary Arts and Performance; BFA, MFA, Arizona State University

Cleland, Jo Ann V.

(1991), Professor Emerita of Education; BA, Saint Olaf College; MA, EdD, Northern Arizona University

Cohen-Hogan, Laura

(2006), Lecturer, Department of Special Education; BFA, MA, Arizona State University

Collins-Chobanian, Shari

(1994), Associate Professor and Chair, Department of Integrative Studies; BA, Colorado State University; MA, PhD, Washington University

Coon, David W.

(2004), Associate Professor, Department of Social and Behavioral Sciences; BA (Foreign Service and Public Affairs), BA (Linguistics and Cross-Cultural Communication), MA, University of Oklahoma; PhD, Stanford University

Coulter, Cathy A.

(2004), Assistant Professor, Department of Elementary Education; BA, Lewis and Clark College; PhD, Arizona State University

Cuádriz, Gloria H.

(1994), Associate Professor, Department of Language, Cultures, and History; Director, Ethnic Studies Program; BA, University of California, Santa Cruz; MA, PhD, University of California, Berkeley

Cutrer, Emily F.

(1990), Professor Emerita of Language, Cultures, and History; Dean Emerita, New College of Interdisciplinary Arts and Sciences; BA, MA, PhD, University of Texas at Austin

Cutrer, Thomas W.

(1992), Professor, Department of Language, Cultures, and History; BA, MA, Louisiana State University; PhD, University of Texas at Austin

D

Dallmus, John T.

(2000), Lecturer, Department of Accountancy; BS, Towson University; MBA, Loyola College in Maryland

Davidson, Jackie

(2006), Lecturer, Department of Social Work; BS, MSW, Arizona State University

Davidson, Ronald

(1996), Professor Emeritus of Global Management and Leadership; BComm, University of Manitoba (Canada); MBA, York University (Canada); PhD, University of Arizona

DeBacker, Stephanie Fink

(2003), Assistant Professor, Department of Language, Cultures, and History; BSFS, Georgetown University; MA, Catholic University of America; PhD, University of Arizona

Decker, Scott

(2006), Professor and Director, School of Criminology and Criminal Justice; BA, DePauw University; MA, PhD, Florida State University

De La Cruz, Yolanda

(1991), Associate Professor, Department of Elementary Education; BA, MA, California State University, Northridge; EdD, University of California, Berkeley

Dennis, Douglas E.

(2003), Professor and Chair, Department of Integrated Natural Sciences; BA, Adrian College; PhD, University of Tennessee, Knoxville

Deutch, Charles E.

(2002), Associate Professor, Department of Integrated Natural Sciences; BA, Reed College; PhD, University of California, Riverside

Dietrich, Suzanne W.

(1988), Associate Professor, Department of Mathematical Sciences and Applied Computing; BS, MS, PhD, State University of New York, Stony Brook

Di Mare, Lesley

(1992), Associate Professor, Department of Communication Studies; Associate Vice Provost, Undergraduate Initiatives and Academic Programs; Director, University College; BA, California State University, Chico; MA, California State University, Hayward; PhD, Indiana University, Bloomington

Dorsey, Jennifer Hull

(2004), Assistant Professor, Department of Language, Cultures, and History; BA, Emory University; MA, Boston College; PhD, Georgetown University

Doyle, Jacqueline

(2005), Assistant Librarian, Fletcher Library; BS, California State University, Northridge; MS, California State University, Fullerton

Duarte, Marisa

(2004), Assistant Librarian, Fletcher Library; BA, University of Arizona; MSLIS, Catholic University America

Duncan, William A.

(1991), Associate Professor and Chair, Department of Accountancy; BS, Portland State University; PhD, University of Texas at Austin

E

Ealy, Sandra A.

(2002), Field Director and Lecturer, Department of Social Work; BSW, Temple University; MSW, University of Michigan, Ann Arbor

Elenes, C. Alejandra

(1992), Associate Professor, Women's Studies Program; Licenciada en Ciencias de la Información, University of Monterrey (Mexico); MA, PhD, University of Wisconsin, Madison

Elliott, Franklin J.

(2006), Lecturer of Elementary Education; BSEd, MEd, Northern Arizona University

Ewbank, Ann Dutton

(2006), Assistant Librarian, Fletcher Library; BS, Northern Arizona University; MA, University of Arizona; PhD, Arizona State University

F

Fahs, Breanne

(2006), Assistant Professor, Women's Studies Program; BA, Occidental College; MS, PhD, University of Michigan, Ann Arbor

farrelly, deg

(1991), Associate Librarian, Fletcher Library; BA, Illinois State University; MLS, Rutgers, The State University of New Jersey

Finger, Catherine A.

(2004), Lecturer, Department of Accountancy; BS, University of the Pacific; MBA, University of Southern California; PhD, University of California, Berkeley

Fitzpatrick, Tanya R.

(2000), Associate Professor, Department of Social Work; BA, Clark University; MSW, Simmons School of Social Work; PhD, Boston College

Flynn, Matthew J.

(2005), Visiting Assistant Professor, Department of Language, Cultures, and History; BA, Loyola Marymount University; MA, San Diego State University; PhD, Ohio University

Fornango, Robert J.

(2006), Instructor, School of Criminology and Criminal Justice; BS, MA, University of Missouri-St. Louis

Forster, Bruce A.

(2000), Professor Emeritus of Global Management and Leadership; BA, University of Guelph (Canada); PhD, Australian National University (Australia)

Foulger, Teresa S.

(2004), Assistant Professor, Department of Elementary Education; BS, University of Utah; MS, Arizona State University; EdD, Pepperdine University

French, Kathryn J.

(2004), Lecturer, Department of Communication Studies; BS, Northern Arizona State University; MA, Arizona State University; PhD, University of Southern California, Los Angeles

Freund, Ellen

(2007), Assistant Professor, Department of Integrated Natural Sciences; BA, Brown University; PhD, Stanford University

Friedrich, Patricia Marques

(2003), Assistant Professor, Department of Language, Cultures, and History; Director, Writing Certificate Program; BA, University of São Paulo (Brazil); MA, PhD, Purdue University

G

Gabbard, Ralph B.

(2006), Librarian and Director of Public Programs, Fletcher Library; BS, MA, Ohio University; MLS, Simmons College; PhD, Indiana University

Gable, Karla

(2003), Lecturer, Department of Graduate Studies and Professional Development; BA, MA, MC, Arizona State University

Gallegos, Bee

(1984), Librarian, Fletcher Library; BS, University of North Alabama; MLS, George Peabody College for Teachers

Garcia, James E.

(2005), Lecturer, Department of Language, Cultures, and History; BA, University of Texas at Austin; MFA, Arizona State University

Gately, Jacqueline

(2005), Lecturer, Department of Integrative Studies; AB, Bryn Mawr College; MA, PhD, Binghamton University

Gater, Helen L.

(1970), Dean Emerita of the Fletcher Library; BA, Fort Hays State University; MA, University of Denver

George, Peggy J.

(2001), Lecturer, Department of Elementary Education; BA, Arizona State University; MEd, EdD, University of Massachusetts, Amherst

Gilkeson, John S.

(1991), Associate Professor, Department of Language, Cultures, and History; AB, Amherst College; MA, University of Oklahoma; PhD, Brown University

Gitelson, Richard

(1994), Professor, Department of Recreation and Tourism Management; BA, MAT, MS, University of North Carolina at Chapel Hill; PhD, Texas A and M University

Glass, Ronald D.

(1996), Professor Emeritus of Teacher Education and Leadership; BA, Harvard College; MA, PhD, Stanford University; EdM, Harvard University; CPhil, University of California, Berkeley

Glavac, Sonya M.

(2004), Assistant Professor, Department of Social and Behavioral Sciences; BA, MA, University of Queensland (Australia); PhD, University of Arizona

Goldman, Alan

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

Gonzalez, Gabriel R.

(2006), Assistant Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BS, California State Polytechnic University, Pomona; MBA, Claremont Graduate University; PhD, Arizona State

University

Gonzalez-Jensen, Margaret

(1994), Professor Emerita of Education; BA, Our Lady of the Lake University; MA, EdD, Texas A & M University

Gopalakrishnan, Mohan

(1998), Associate Professor, Department of Management; BE, College of Engineering (India); MS, PhD, University of Alabama, Tuscaloosa

Greenhut, John G.

(1989), Professor Emeritus of Global Management and Leadership; BA, PhD, Texas A & M University

Griffin, Marie

(1997), Associate Professor, School of Criminology and Criminal Justice; BS, Santa Clara University; PhD, Arizona State University

Grijalva, Rebecca

(2006), Lecturer, Department of Elementary Education; BA, Arizona State University; MA, Northern Arizona University

Gruber, Diane

(1995), Lecturer, Department of Communication Studies; Director, Osher Lifelong Learning Institute; BA, Rutgers, The State University of New Jersey; MA, PhD, Purdue University

Guevarra, Anna Romina P.

(2004), Assistant Professor, Department of Social and Behavioral Sciences; BA, BS, University of California, Irvine; PhD, University of California, San Francisco

Gutierrez, Sara E.

(1990), Associate Professor, Department of Social and Behavioral Sciences; BS, MA, PhD, Arizona State University

H

Haas, Nancy S.

(1986), Associate Professor, Department of Graduate Studies and Professional Development; BA, MEd, PhD, Arizona State University

Haladyna, Thomas M.

(1986), Professor, Department of Elementary Education; BS, Illinois State University; MA, San Jose State University; PhD, Arizona State University

Hansen, Cory C.

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

Harken, Henry R. Jr.

(1986), Associate Librarian, Fletcher Library; BA, Hofstra University; MLS, Long Island University

Harrington, Gregory Nigel

(2004), Assistant Professor, Department of Integrated Natural Sciences; BSc (Biological Sciences), BSc (Plant Physiology), PhD, University of Newcastle (Australia)

Harris, Kathleen C.

(1990), Professor Emerita of Education; BA, MEd, Rutgers, The State University of New Jersey; PhD, Temple University

Hart, Victoria

(2006), Lecturer, Department of Elementary Education; BA, Colorado State University; MA, University of Colorado; EdD, Nova University; PhD, Arizona State University

Hattenhauer, Darryl

(1988), Associate Professor, Department of Language, Cultures, and History; BA, MA, California State University; PhD, University of Minnesota, Twin Cities

Henderson, Katherine Andrews

(2004), Assistant Librarian, Fletcher Library; BS, Arizona State University West; MLIS, University of Wisconsin, Milwaukee

Hepburn, John R.

(1984), Professor, School of Criminology and Criminal Justice; Dean, College of Human Services; BA, Butler University; MS, University of Kentucky; PhD, University of Iowa

Herold, Mariela E.

(2005), Assistant Professor, Department of Elementary Education; BA, Teacher College (Peru); MA, PhD, University of Arizona

Hess, Robert K.

(1990), Professor Emeritus of Secondary Education; BA, MEd, University of Georgia; PhD, University of South Carolina

Hinde, Elizabeth R.

(2004), Assistant Professor, Department of Elementary Education; BA, University of Arizona; MEd, PhD, Arizona State University

Ho, Ching-Hua

(2006), Assistant Professor, Department of Recreation and Tourism Management; BBA, Ming Chuan University, Taipei (Taiwan); MS, University of Missouri, Columbia; PhD, Pennsylvania State University, University Park

Hodge, David R.

(2005), Assistant Professor, Department of Social Work; MSW, New Mexico Highlands University; PhD, Washington University in St. Louis

Hultsman, Wendy Z.

(1990), Associate Professor and Chair, Department of Recreation and Tourism Management; Interim Chair, Department of Social Work; BSE, State University of New York, Cortland; MS, Indiana University, Bloomington; PhD, Pennsylvania State University

Humphreys, Alexandra

(2005), Assistant Librarian, Fletcher Library; BA, University of Kiril and Metodij (Macedonia); MILS, University of Arizona

Hurwitz, Sally

(2001), Senior Lecturer, Department of Elementary Education; Assistant Dean, College of Teacher Education and Leadership; BAE, MEd, PhD, Arizona State University

I

Idiagbon-Oke, Moronke

(2006), Visiting Assistant Professor, Department of Management; BSc, University of Ilorin (Nigeria); MBA, PhD, University of Wales (United Kingdom)

Inman, Thomas E.

(2002), Lecturer, Department of Mathematical Sciences and Applied Computing; BA, MA, Arizona State University

Irwin, Leslie H.

(1995), Associate Professor, Department of Elementary Education; BS, University of Wisconsin, Superior; BEd, MEd, University of Ottawa (Canada); EdD, Brigham Young University

Isbell, Dennis

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

J

Jimenez-Silva, Margarita

(2005), Assistant Professor, Department of Elementary Education; BA, Concordia University; MEd, EdD, Harvard University

Johnson, Carolyn R.

(1995), Librarian Emerita, Fletcher Library; BA, Montclair State College; MSLS, University of Illinois; MBA, University of Minnesota

Johnson, James Chadwick

(2006), Assistant Professor, Department of Integrated Natural Sciences; BA, Earlham College; MS, Illinois State University; PhD, University of Kentucky

Joshi, Smita

(2004), Assistant Librarian, Fletcher Library; BLIS, Gujarat University (India); MLIS, IGNOU (India); MA, University of Arizona

Juris, Jeffrey S.

(2005), Assistant Professor, Department of Social and Behavioral Sciences; BA, Wesleyan University; MA, PhD, University of California, Berkeley

Jurutka, Peter W.

(2004), Assistant Professor, Department of Integrated Natural Sciences; BS, University of Nevada, Las Vegas; PhD, University of Arizona

K

Kammerlocher, Lisa

(1988), Librarian, Fletcher Library; BS, MLS, University of Oklahoma

Kassing, Jeffrey W.

(1998), Associate Professor and Director of Graduate Studies and Interim Chair, Department of Communication Studies; BA, William Jewell College; MA, Murray State University; PhD, Kent State University

Katz, Charles

(1997), Associate Professor, School of Criminology and Criminal Justice; Interim Director, Center for Violence Prevention and Community Safety; BS, Truman State University; MA, PhD, University of Nebraska, Omaha

Keil, Thomas J.

(1999), Professor, Department of Social and Behavioral Sciences; BA, King's College; MA, PhD, Temple University

Kelley, Douglas L.

(1994), Associate Professor, Department of Communication Studies; BA, Westmont College; MC, Arizona State University; PhD, University of Arizona

Kelley, Michael F.

(1990), Associate Professor and Chair, Department of Elementary Education; BS, MS, Arizona State University; EdD, University of Georgia

Kennedy, Jeffrey T.

(2000), Lecturer, Department of Interdisciplinary Arts and Performance; BA, California State University, Fullerton; MA, New York University

Kim, Marianne

(2006), Assistant Professor, Department of Interdisciplinary Arts and Performance; BS, Northwestern University;

MFA, University of California, Los Angeles

Kirby, Andrew

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

Kirsch, Sharon J.

(2006), Lecturer, Department of Communication Studies; BA, MA, University of Nebraska, Lincoln; PhD, State University of New York, Buffalo

Klimek, Barbara G.

(2006), Lecturer, Department of Social Work; BS, MS, Main School of Planning and Statistics (Poland); MSW, Arizona State University; PhD, Warsaw University (Poland)

Knopf, Richard C.

(1986), Professor, Department of Recreation and Tourism Management; Associate Dean for Community Initiatives; BS, MS, PhD, University of Michigan

Kochanoff, Anita T.

(2005), Assistant Professor, Department of Elementary Education; BA, DePaul University; MA, PhD, George Mason University

Koerner, Mari E.

(2006), Professor, Department of Elementary Education; Dean, College of Teacher Education and Leadership; BA, MEd, PhD, University of Illinois, Chicago

Koptiuch, Kristin

(1992), Associate Professor, Department of Social and Behavioral Sciences; BA, State University of New York, Binghamton; MA, PhD, University of Texas at Austin

L

Larson, Susan E.

(2003), Lecturer, Department of Elementary Education; BS, Bucknell University; MS, Fitchburg State College

Lawton, Stephen B.

(2005), Professor, Department of Graduate Studies and Professional Development; BA, University of California, Santa Barbara; MA, PhD, University of California, Berkeley

Lee, Lloyd L.

(2004), Assistant Professor, Department of Language, Cultures, and History; BA, Dartmouth College; MA, Stanford University; PhD, University of New Mexico, Albuquerque

Leaming, Allison

(2006), Assistant Librarian, Fletcher Library; BA, MLIA, Dalhousie University; MPA, New York University

Lentz, Daniel

(1991), Professor Emeritus of Arts and Sciences; BA, Saint Vincent College; MFA, Ohio University, Athens

Lerman, Richard

(1995), Professor, Department of Interdisciplinary Arts and Performance; BA, MFA, Brandeis University

Lewallen, Gary

(2004), Lecturer, Department of Elementary Education; BA University of Northern Colorado; MEd, Arizona State University

Lietz, Cynthia A.

(2004), Assistant Professor, Department of Social Work; BA, Valparaiso University; MSW, University of Illinois, Chicago; PhD, Arizona State University

Linder, Angelia

(2006), Lecturer of Elementary Education; BAE, MEd, Arizona State University

Lowe, Jordan

(2003), Professor, Department of Accountancy; BS, MAcc, Brigham Young University; PhD, Arizona State University

M

Macfie, Brian P.

(2004), Lecturer, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, Seton Hall University; MBA, Monmouth College; MA (Economics), MS, MA (Political Economy), PhD, Rutgers, The State University of New Jersey

Malian, Ida M.

(1990), Professor and Chair, Department of Special Education; BA, Oakland University; MA, PhD, University of Michigan

Manninen, Bertha

(2006), Assistant Professor, Department of Integrative Studies; BA, Florida International University; MA, University of Wisconsin-Milwaukee; PhD, Purdue University

Marshall, Pamela A.

(2003), Assistant Professor, Department of Integrated Natural Sciences; BS, Southern Methodist University; PhD, University of Texas Southwestern Medical Center, Dallas

McCabe, Deborah Brown

(2004), Assistant Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, MA, California State University, Hayward; PhD, Arizona State University

McCall, Holli

(2006), Assistant Professor, Department of Accountancy; BBA, MS, Texas Tech University; PhD, University of Connecticut

McDonald, Joan

(2006), Lecturer, Department of Special Education; BA, Holy Family College; MS, Arizona State University

McGovern, Thomas V.

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

McKennon, Edward

(2000), Assistant Librarian, Fletcher Library; BA, Rutgers University; MA, University of Arizona

McQuiston-Surrett, Dawn E.

(2003), Assistant Professor, Department of Social and Behavioral Sciences; BS, Eastern New Mexico University; MA, PhD, University of Texas at El Paso

Me n, Lindsey J.

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

Mellacheruvu, Manjula

(2006), Assistant Research Technologist, Center for Applied Behavioral Health Policy; BEng, Osmania University (India); MS, MBA, Texas Tech University, Lubbock

Mengesha, Astair Gebre Mariam

(1991), Associate Professor and Chair, Women's Studies Program; BA, Purdue University; MA, Michigan State University; PhD, Iowa State University

Mesquita, Luiz F.

(2003), Assistant Professor, Department of Management; BS, University of S o Paulo (Brazil); MS, PhD, Purdue University

Messner, Kyle Ann

(2004), Lecturer, Department of Elementary Education; BA, Lycoming College; MEd, PhD, Arizona State University

Meznar, Martin

(1994), Associate Professor, Department of Management; BA, BS, Bryan College; MS, University of Texas at Dallas; PhD, University of South Carolina

Miller, Paul A.

(1988), Associate Professor, Department of Social and Behavioral Sciences; BS, Saint Vincent College; MS, North Carolina State University, Raleigh; MA, PhD, University of Texas at Austin

Mitchell-Kay, Sascha

(2005), Assistant Professor, Department of Elementary Education; BA, University of North Carolina at Chapel Hill; MA, PhD, University of California, Berkeley

Mizzi, Philip J.

(1988), Associate Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, Rockford College; PhD, Texas A amp; M University

Mohan, Srimathy

(1999), Assistant Professor, Department of Management; BS, MS, University of Alabama, Tuscaloosa; MS, Massachusetts Institute of Technology; PhD, University of Montreal (Canada)

Mola, Simona

(2005), Assistant Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, PhD, Bocconi University (Italy)

Monta o, Henry

(2000), Lecturer, Department of Social Work; BA, California State University, Northridge; MSW, University of California, Los Angeles

Moon, Barry

(2006), Assistant Professor, Department of Interdisciplinary Arts and Performance; BA, LaTrobe University (Australia); PhD, State University of New York at Buffalo

Moore, David W.

(1989), Professor, Department of Secondary Education; BA, MEd, University of Arizona; PhD, University of Georgia

Moore, Elsie G. J.

(1981), Professor of Psychology in Education; Vice Provost for Academic Affairs, ASU at the West campus; BA, Elmhurst College; MA, PhD, University of Chicago

Morris, Richard

(1999), Professor, Department of Communication Studies; BA, San Jose State University; MA, PhD, University of Wisconsin, Madison

Morse, Geoffrey

(2006), Assistant Professor, Department of Integrated Natural Sciences; BA, Carleton College; PhD, Harvard University

Mueller, Carol M.

(1988), Professor, Department of Social and Behavioral Sciences; BA, University of California, Berkeley; MA, Rutgers, The State University of New Jersey; PhD, Cornell University

Muller, Barbara J.

(1991), Senior Lecturer, Department of Accountancy; BS, MBA, Arizona State University

Murphy Erfani, Julie A.

(1989), Associate Professor, Department of Social and Behavioral Sciences; BA, Knox College; MA, PhD, University of Minnesota, Twin Cities

Myers, Marilyn

(1987), Librarian and Director, Fletcher Library; BA, MA, Kansas State University; MS, University of Illinois

N

Nadesan, Majia H.

(1994), Associate Professor, Department of Communication Studies; BA, MA, San Diego State University; PhD, Purdue University

Nadir, P. Aneesah

(1994), Assistant Professor, Department of Social Work; BSW, Adelphi University; MSW, PhD, Arizona State University

Nahavandi, Afsaneh

(1989), Professor, Department of Management; Associate Dean, University College; BA, University of Denver; MA, PhD, University of Utah

Ná ez, José E. Sr.

(1988), Professor, Department of Social and Behavioral Sciences; BA, MA, California State University; PhD, University of Minnesota, Twin Cities

Nemanich, Louise

(2006), Assistant Professor, Department of Management; BS, West Virginia University; MBA, PhD, University of Houston

Nevin, Ann

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

Noronha, Gregory M.

(1995), Professor Emeritus of Global Management and Leadership; BSE, University of Michigan; MBA, PhD, Virginia Polytechnic Institute and State University

O

Oke, Adegoke

(2006), Assistant Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BEng, Ahmadu Bello University (Nigeria); MBA, University of Wales (United Kingdom); PhD, Cranfield University (United Kingdom)

Olander, George A.

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

Olson, Kathryn

(2005), Assistant Professor, Department of Elementary Education; BA, College of William and Mary; MEd, PhD, University of California, Los Angeles

Ortega, Omayra Y.

(2006), Instructor, Department of Mathematical Sciences and Applied Computing; BA, Pomona College; MS, MPH, University of Iowa

Osborn-Popp, Sharon

(2004), Assistant Professor, Department of Elementary Education; BS, Rutgers, The State University of New Jersey; MA, PhD, Arizona State University

P

Pagán, Eduardo Obregón

(2004), Associate Professor and Chair, Department of Language, Cultures, and History; BA, Arizona State University; MA, University of Arizona; MA, PhD, Princeton University

Painter, Suzanne R.

(1995), Associate Professor, Department of Graduate Studies and Professional Development; BS, Eastern Oregon State College; MEd, PhD, University of Oregon

Pambuccian, Victor V.

(1994), Associate Professor, Department of Integrative Studies; Baccalaureat, German Lyceum (Romania); MS, University of Bucharest (Romania); PhD, University of Michigan

Perry, Eleanor A.

(1996), Professor Emerita, College of Teacher Education and Leadership; BA, Douglas College; MEd, Rutgers, The State University of New Jersey; PhD, University of Oregon

Perry, Nancy J.

(2005), Assistant Professor, Department of Elementary Education; BS, Madonna University; MEd, PhD, Arizona State University

Persau, Linda

(1999), Lecturer, Department of Integrative Studies; Department Coordinator of Internships and Fieldwork; BA, University of California, Davis; MA, Ottawa University

Peterson, Suzanne J.

(2005), Assistant Professor, Department of Management; BA, University of Southern California; MBA, PhD, University of Nebraska, Lincoln

Plascencia, Luis F. B.

(2005), Assistant Professor, Department of Social and Behavioral Sciences; BA, San Diego State University; MA, PhD, University of Texas at Austin

Printezis, Antonios

(2005), Assistant Professor, Department of Management; BS, MS, University of Patras (Greece); PhD, Case Western Reserve University

Prosch, Marilyn

(2000), Associate Professor, Department of Accountancy; BBA, University of Houston; PhD, Temple University

Puckett, Kathleen S.

(2004), Associate Professor, Department of Special Education; BS, MS, EdS, PhD, University of Tennessee

Q

Quayes, Shakil

(2006), Assistant Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BS, Dhaka University (Bangladesh); MS, PhD, University of Illinois

Qureshi, Saira

(2006), Lecturer, Women's Studies Program; BS, Arizona State University; MA, San Francisco State University

R

Raiser, Tiffany C.

(2002), Lecturer, Department of Language, Cultures, and History; BA, Fu-Jen Catholic University (Taiwan); MA, Sussex University (United Kingdom); MEd, PhD, Arizona State University

Ramsey, R. Eric

(1994), Associate Professor, Department of Communication Studies and Barrett, the Honors College; BA, Rutgers, The State University of New Jersey; MA, PhD, Purdue University

Renne, Diane

(2000), Professor Emerita, College of Teacher Education and Leadership; BS, MS, University of Kansas; EdD, University of Kentucky

Rice, Gillian

(2006), Lecturer, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BS, PhD, University of Bradford (United Kingdom)

Ridley, Dale Scott

(1990), Associate Professor, Department of Elementary Education; BS, New Mexico State University; MA, PhD, University of Texas at Austin

Rillero, Peter

(1994), Associate Professor and Chair, Department of Secondary Education; BA, State University of New York, Buffalo; MA, Columbia University; PhD, Ohio State University

Ritchie, Barry G.

(1984), Professor of Physics; BS, Appalachian State University; MS, PhD, University of South Carolina

Roberts, Nicole A.

(2006), Assistant Professor, Department of Social and Behavioral Sciences; BA, MA, PhD, University of California, Berkeley

Robles, Elias

(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; 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, 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)

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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College of Design Graduate Degrees and Major

Major	Degree Concentration*		Administered By
Architecture	MArch —		School of Architecture and Landscape Architecture
Building Design	MS	Design knowledge and computing, energy performance and climate-responsive architecture, or facilities development and management	School of Architecture and Landscape Architecture
Design	MSD	Arts, media and engineering; graphic design, industrial design; or interior design	College of Design
Environmental Design and Planning	PhD	Design; history, theory, and criticism; or planning	College of Design
Real Estate Development	MRED —		College of Design
Urban and Environmental Planning	MUEP	—	School of Planning

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

College of Human Services Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Communication Studies	MA	—	Department of Communication Studies
Criminal Justice	MA	—	School of Criminology and Criminal Justice
Recreation and Tourism Studies ²	MS	—	Department of Recreation and Tourism Management and the School of Community Resources and Development
Social Work	MSW	Advanced generalist practice	Department of Social Work

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

² This major is jointly offered with the School of Community Resources and Development at the Downtown Phoenix campus.

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Computational Biosciences

Professional Science Master's Degree

math.asu.edu/~cbs

480/965-9845

PSA 216

Rosemary Renaut, Director

GRADUATE PROGRAMS

The Professional Science Master's (PSM) degree in Computational Biosciences is administered by an interdisciplinary committee. The faculty participating in this PSM degree program are drawn from academic units that include Chemistry and Biochemistry, Computer Science Engineering, Health Management and Policy, Mathematics and Statistics, and the School of Life Sciences.

For more information, contact the program office or refer to the [Graduate Catalog](#).

COURSES

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

College of Liberal Arts and Sciences Baccalaureate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
African and African American Studies	BA	Humanities/arts; politics and society; or social and behavioral sciences	African and African American Studies Program
American Indian Studies	BS	—	American Indian Studies Program
Anthropology	BA	—	School of Human Evolution and Social Change
Asian Languages (Chinese/Japanese)	BA	—	School of International Letters and Cultures
Biochemistry	BA	—	Department of Chemistry and Biochemistry
	BS	Optional: medicinal chemistry ¹	Department of Chemistry and Biochemistry
Biological Sciences	BS	Optional: biology and society ¹	School of Life Sciences
Chemistry	BA	—	Department of Chemistry and Biochemistry
	BS	Optional: environmental chemistry ¹	Department of Chemistry and Biochemistry
Clinical Laboratory Sciences	BS	—	School of Life Sciences
Communication	BA, BS	—	Hugh Downs School of Human Communication

Computational Mathematical Sciences	BS	—	Department of Mathematics and Statistics
Earth and Space Exploration	BS	—	School of Earth and Space Exploration
Economics	BS	—	Department of Economics ²
English	BA	Creative writing, linguistics, or literature	Department of English
Family and Human Development	BS	Family studies/child development	School of Social and Family Dynamics
Film ³	BA	Film and media studies	College of Liberal Arts and Sciences
French	BA	—	School of International Letters and Cultures
Geography	BA, BS	Meteorology-climatology or urban studies	School of Geographical Sciences
Geological Sciences	BS	—	School of Earth and Space Exploration
German	BA	—	School of International Letters and Cultures
Global Studies	BA	—	School of Global Studies
History	BA	—	Department of History
Integrated Studies	BA, BS	—	College of Liberal Arts and Sciences
Italian	BA	—	School of International Letters and Cultures

Justice Studies	BS	—	School of Justice and Social Inquiry
Kinesiology	BS	Human physiology or kinesiology	Department of Kinesiology
Liberal Studies ⁴	BLS	—	College of Liberal Arts and Sciences
Materials Science and Engineering	BSE	—	School of Materials ⁵
Mathematics	BA	—	Department of Mathematics and Statistics
	BS	Optional: statistics ¹	Department of Mathematics and Statistics
Microbiology	BS	—	School of Life Sciences
Molecular Biosciences/Biotechnology	BS	—	School of Life Sciences
Philosophy	BA	—	Department of Philosophy
Physics	BS	—	Department of Physics
Political Science	BA, BS	—	Department of Political Science
Psychology	BA, BS	—	Department of Psychology
Religious Studies	BA	—	Department of Religious Studies
Russian	BA	—	School of International Letters and Cultures
Sociology	BA	—	School of Social and Family Dynamics

Spanish	BA	—	School of International Letters and Cultures
Speech and Hearing Science BS		—	Department of Speech and Hearing Science
Transborder Chicana/o and Latina/o Studies	BA	Media, literature, and arts; transborder community development, and health; and U.S. and Mexican regional immigration policy and economy	Department of Transborder Chicana/o and Latina/o Studies
Women and Gender Studies BA		—	Women and Gender Studies Program

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

² The department is in the W. P. Carey School of Business, which also offers this major, with different requirements.

³ This degree program is also offered through the Katherine K. Herberger College of Fine Arts.

⁴ This degree program has special eligibility requirements; for more information, contact the Office of Undergraduate Programs.

⁵ This degree program is offered by both the College of Liberal Arts and Sciences and the Ira A. Fulton School of Engineering.

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
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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
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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
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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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CLAS Certificates

Certificate Program	Administered By
College of Liberal Arts and Sciences Enriched Certificate	CLAS
African and African American Studies Certificate	African and African American Studies Program
African and African Diaspora Studies, Graduate Certificate in ¹	African and African American Studies Program
American Indian Studies Certificate	American Indian Studies Program
Arabic Studies Certificate	School of International Letters and Cultures
Asian Pacific American Studies, Certificate in	Asian Pacific American Studies Program
Asian Studies Certificate ²	Center for Asian Research
Asian Studies, Graduate Certificate in ¹	Center for Asian Research
Atmospheric Sciences, Graduate Certificate in ¹	CLAS and Ira A. Fulton School of Engineering
Civic Education Certificate	Department of Political Science
Classical Studies Certificate	School of International Letters and Cultures
Early Intervention Certificate	School of Social and Family Dynamics and School of Social Work
East Asian Studies Certificate	Center for Asian Research

Ethics Certificate	Department of Philosophy
Geographic Information Science Certificate	School of Geographical Sciences
Geographic Information Science, Interdisciplinary Certificate in ¹	CLAS and Division of Graduate Studies
Healthcare Organizations and Society, Certificate in	School of Life Sciences and the W. P. Carey School of Business
History and Philosophy of Science Certificate	School of Life Sciences
International Studies Certificate	Department of Political Science
Islamic Studies Certificate	Department of Religious Studies
Jewish Studies Certificate	Jewish Studies Committee
Latin American Studies Certificate²	Center for Latin American Research
Linguistics, Graduate Certificate in ¹	Committee on Linguistics
Medieval and Renaissance Studies Certificate	Arizona Center for Medieval and Renaissance Studies (ACMRS)
Medieval Studies Certificate ¹	ACMRS
Museum Studies Certificate ¹	School of Human Evolution and Social Change
Renaissance Studies Certificate ¹	ACMRS
Russian and East European Studies Certificate²	Russian and East European Studies Center
Scandinavian Studies Certificate	School of International Letters and Cultures

Scholarly Publishing Certificate ¹	Department of History
Southeast Asian Studies Certificate	Program for Southeast Asian Studies
Statistics, Certificate in ¹	Committee on Statistics and the Division of Graduate Studies
Symbolic Systems, Certificate in	Department of Philosophy
Translation Certificate	School of International Letters and Cultures
Women and Gender Studies Certificate	Women and Gender Studies Program
Writing Certificate	Department of English

¹ For more information, see the [Graduate Catalog](#).

² Emphases are also available in these programs.

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College of Public Programs Graduate Degrees and Major

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	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*.

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*.

East College Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Applied Psychology	MS	—	Faculty of Applied Psychology
Curriculum and Instruction	MEd	English as a second language, instructional media in K–12 schools, or professional studies	School of Educational Innovation and Teacher Preparation
	PhD ²	Exercise and wellness education	Division of Curriculum and Instruction (Tempe campus)
Educational Administration and Supervision	MEd	—	Department of Teacher Education and Administration
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
Physical Education	MPE	—	School of Educational Innovation and Teacher Preparation
Plant Biology ²	PhD	—	School of Life Sciences (Tempe campus)
Special Education	MEd	—	Department of Teacher 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.

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Engineering Programs

480/965-1726

Students studying engineering at ASU are expected to acquire a thorough understanding of the fundamentals of mathematics and the sciences and their applications to the solution of problems in the various engineering fields. The programs are designed to develop a balance between science and engineering and an understanding of the economic and social consequences of engineering activity. The goals of the programs include the promotion of the general welfare of the engineering profession.

The courses offered are designed to meet the needs of the following students:

1. those who wish to pursue a career in engineering;
2. those who wish to do graduate work in engineering;
3. those who plan to pursue a nonengineering career but want the technical background associated with a BS or BSE; and
4. those who wish to take certain electives in engineering while pursuing another program in the university.

ADMISSION TO ENGINEERING PROGRAMS

All engineering and computer science programs are divided into two parts: a freshman and sophomore portion (formerly known as preprofessional) and the junior and senior portion of the program (formerly known as professional). Students are admitted into the freshman and sophomore portions of a program. For information regarding requirements for admission, transfer, retention, disqualification, and reinstatement in the Fulton School of Engineering, see [Admission](#) and [Academic Standards](#). For information regarding the junior and senior portion of the program, see [Advancement to Upper-Division Courses](#), or departmental material.

Students who are beginning their initial college work in engineering should have completed a rigorous university preparation curriculum in secondary school. Such a curriculum would generally consist of four years of English; four years of mathematics through at least precalculus, including a course with trigonometry; and three years of lab science, including chemistry and physics. Biology, calculus, and computer programming are recommended. Students who do not meet subject matter requirements may be required to complete additional university course work to meet the prerequisites for required courses. One or more of the following courses may be required to satisfy omissions or deficiencies upon admission: CHM 113 General Chemistry, CSE 180 Computer Literacy, CSE 181 Applied Problem Solving with Visual BASIC, MAT 170 Precalculus, and PHY 105 Basic Physics.

DEGREES

The Bachelor of Science in Engineering (BSE) degree and the BS degree in Computer Science consist of two parts: (1) university requirements (e.g., General Studies, First-Year Composition) and (2) a major.

The courses identified for each of these parts are intended to meet requirements imposed by the university and by the professional accrediting agency, Accreditation Board for Engineering and Technology, Inc. (ABET), for programs in engineering and computing science, respectively.

In addition to First-Year Composition, the university requires, through the General Studies requirement, courses in literacy and critical inquiry; humanities, fine arts and design; social and behavioral sciences; mathematical studies; and natural sciences (see [General Studies](#)). There are also requirements for historical awareness, global awareness, and cultural diversity in the United States. ABET imposes additional requirements, particularly in mathematics, the basic sciences, and in the courses for the major.

The majors available are of two program types: (1) those associated with a particular program (for example, Electrical Engineering and Civil Engineering) and (2) those offered as concentrations in Engineering Special Studies (for example, premedical engineering). Some of the credits in the major are reserved for the student's use as an area of study. These credits are traditionally referred to as *technical electives*.

Majors and areas of study are offered by the engineering programs within the Fulton School of Engineering:

- Department of Chemical Engineering
- Department of Civil and Environmental Engineering
- Department of Computer Science and Engineering
- Department of Electrical Engineering
- Department of Industrial Engineering
- Department of Mechanical and Aerospace Engineering
- Harrington Department of Bioengineering

School of Materials

The major in Engineering Special Studies is administered by the Office of Academic Affairs. Engineering Special Studies makes use of the general structure of the engineering curricula noted above and provides students with an opportunity for study in engineering concentrations not available in the traditional engineering curricula at ASU.

The first two years of engineering and computer science study are intended to develop the foundation upon which the upper-division program is built. The freshman and sophomore courses include a number of the university general studies courses as well as the skill-set courses that are used to help determine if a student can be advanced to upper-division courses. The final two years of the program are the professional years during which depth and breadth in the major is achieved.

The semester-by-semester selection of courses varies from one field to another and is determined by the student in consultation with a faculty or professional advisor. See the “Typical Four-Year Sequence” tables in each of the department sections of this catalog for example courses for a full-time student.

Well-prepared students who have no outside commitments can usually complete the program of study leading to an undergraduate degree in engineering in four years (eight semesters at 15 semester hours per semester). Many students, however, find it advantageous or necessary to devote more than four years to the undergraduate program by pursuing, in any semester, fewer courses than are regularly prescribed. Where omissions or deficiencies exist—e.g., in chemistry, computer programming, English, mathematics, and physics—the student must complete more than the minimum of 120 semester hours. Therefore, in cases of inadequate secondary preparation, poor health, or financial necessity requiring considerable time for outside work, the undergraduate program is extended beyond four years.

DEGREE REQUIREMENTS

The degree programs in engineering and computer science at ASU are intended to develop habits of quantitative thought having equal utility for both the practice of engineering and other professional fields. In response to the opportunities provided by changing technology, educational research, and industrial input, possible improvements of various aspects of these programs are routinely considered. It is the intent of the faculty that all students be appropriately prepared in the four areas described below.

1. *Oral and written English.* Communication skills are an essential component of an engineering education. All engineering students must complete the university First-Year Composition requirement (see [University Graduation Requirements](#)), and the literacy and critical inquiry component (see [Five Core Areas](#)) of the university General Studies requirement, which involves two courses beyond First-Year Composition.
2. *Selected nonengineering topics.* This area ensures that the engineering student acquires a satisfactory level of basic knowledge in the humanities and fine arts, social and behavioral sciences, mathematical studies, and the natural sciences. Courses in these subjects give engineers an increased awareness of their social responsibilities, provide an understanding of related factors in the decision-making process, and also provide a foundation for the study of engineering. Required courses go toward fulfilling the university General Studies requirement. Additional courses in mathematics and the basic sciences are selected to meet ABET requirements.
Because of accreditation requirements, aerospace studies (AES) and military science (MIS) courses are not acceptable for engineering degree credit in fulfilling the humanities and fine arts and social and behavioral science portions of the General Studies requirement.
3. *Fulton School of Engineering requirements.* To help ensure students achieve the school's aspirations for its graduates (see [Fulton School of Engineering Aspirations](#)) all engineering programs are required to have an Introduction to Engineering course; a course with significant biological content, and a course that exposes students to current business practice. Each program uses a different selection of courses that are scattered throughout the four years. In addition to these three specific courses, the programs have included leadership development modules within some of their courses.
4. *Specific engineering discipline.* This area provides a depth of understanding of a definitive body of knowledge that is appropriate for a specific engineering discipline. Courses build upon the background provided by the earlier completed portions of the curriculum and include a major design experience as well as technical electives that may be selected by the student with the assistance of an advisor.

The catalog material for the individual engineering majors describes specific departmental requirements.

GRADUATION REQUIREMENTS

To qualify for graduation, a student must have a minimum cumulative ASU GPA of 2.00 in addition to having a GPA of at least 2.00 for the courses in the major field.

PROFESSIONAL ACCREDITATION

The undergraduate programs in Aerospace Engineering, Bioengineering, Chemical Engineering, Civil Engineering, Computer Systems Engineering, Electrical Engineering, Industrial Engineering, Materials Science and Engineering, and Mechanical Engineering are accredited by the

ENGINEERING ACCREDITATION COMMISSION OF ABET
111 MARKET PLACE, SUITE 1050
BALTIMORE MD 21202-4012

The commission may be called at 410/347-7700.

The BS program in Computer Science is accredited by the Computer Science Accreditation Commission of ABET.

COURSES

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

Ira A. Fulton School of Engineering Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Aerospace Engineering	MS, MSE, — PhD		Department of Mechanical and Aerospace Engineering
Bioengineering	MS, PhD	—	Harrington Department of Bioengineering
Chemical Engineering	MS, MSE, — PhD		Department of Chemical 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	MS2	—	Ira A. Fulton School of Engineering
	MSE	Executive embedded systems	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	PhD3	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 Fine Arts Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Art	MA	Art education or art history	School of Art
	MFA	Ceramics, digital technology, drawing, fibers, intermedia, metals, painting, photography, printmaking, sculpture, or wood	School of Art
Composition	MM	Optional: interdisciplinary digital media and performance ¹	School of Music
Creative Writing	MFA ²	—	Creative Writing Committee
Curriculum and Instruction	PhD ³	Art education	School of Art
Dance	MFA	Optional: interdisciplinary digital media and performance ¹	Department of Dance
History and Theory of Art ⁴	PhD	—	School of Art
Music	MA	Ethnomusicology, music history and literature, or music theory	School of Music
	DMA	Conducting, interdisciplinary digital media and performance, music composition, music education, or performance	School of Music
Music Education	MM	Choral music, general music, instrumental music, or jazz studies	School of Music
Music Therapy	MM	—	School of Music

Performance	MM	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 Division of Graduate Studies.

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.

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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 and Supervision	MEd, EdD	—	Division of Educational Leadership and Policy Studies
Educational Leadership and Policy Studies	PhD	—	Division of Educational Leadership and Policy Studies
Educational Psychology	MA, MEd	—	Division of Psychology in Education
	PhD	Learning; lifespan developmental psychology; measurement, statistics, and methodological studies; or school psychology	Division of Psychology in Education
Educational Technology	MEd, PhD	—	Division of Psychology in Education
Higher and Postsecondary Education	MEd, EdD	Optional: higher education ¹	Division of Educational Leadership and Policy Studies
Social and Philosophical Foundations of Education	MA	—	Division of Educational Leadership and Policy Studies
Special Education	MA	—	Division of Curriculum and Instruction
	MEd	Gifted, mildly disabled, multicultural exceptional, or severely/multiply disabled	Division of Curriculum and Instruction

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

² Applications are not being accepted at this time.

³ This concentration is administered in collaboration with the Katherine K. Herberger College of Fine Arts.

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480/965-0596

BA 109

Josef C. Brada, Director

Adela Gasca, Coordinator

Certificate in International Business Studies

The Certificate in International Business Studies is designed to prepare students for positions with multinational firms, banks, government agencies, and international organizations. The certificate is not a substitute for the listed areas of business specialization; rather, the program of study for the certificate enables students to apply business skills in a global environment.

Requirements for the certificate are designed to provide an understanding of international business environments, principles, and operations; to provide an awareness of global social processes and a sensitivity to foreign cultures; and to develop competence in a foreign language. These objectives are met in the following ways: international business principles and operations, global and area studies, foreign language, and GPA proficiency. Students seeking the certificate are strongly encouraged to obtain some international experience through study in a foreign country.

International Business Principles and Operations.

At least nine semester hours of approved courses in international business are required. Students must take either IBS 300 Principles of International Business or ECN/IBS 306 Survey of International Economics. Other international business courses from which the remaining hours are selected include

- ECN 306 Survey of International Economics *SB, G** (3)
or IBS 306 Survey of International Economics *SB, G** (3)
- ECN 331 Alternative Economic Systems *SB, G** (3)
- ECN 360 Economic Development *SB, G** (3)
- ECN 365 Economics of Russia and Eastern Europe *SB, G** (3)
- ECN 436 International Trade Theory *SB, G** (3)
- ECN 438 International Monetary Economics *SB, G** (3)
- FIN 456 International Financial Management *G** (3)
- IBS 300 Principles of International Business *G** (3)
- IBS 394 ST: Economics of Latin America (3)
- IBS 394 ST: Regional Business Environment of Southeast Asia (3)
or IBS 494 ST: Regional Business Environment of Southeast Asia (3)
- IBS 400 Cultural Factors in International Business *C, G** (3)
or MGT 400: Cultural Factors in International Business *C, G* (3)
- IBS 459 International Management *G* (3)
or MGT 459 International Management *G* (3)
- IBS 484 I: International Business Internship (3)
- IBS 493 International Honors Thesis *L** (3)
- IBS 494 ST: Economics of the European Union (3)
- IBS 499 Individualized Instruction of International Business (3)
- MGT 459 International Management *G* (3)
or IBS 459: International Management *G* (3)
- MGT 494 ST: Applied International Management (3)
- MKT 394 ST: Global Markets (3)
- MKT 435 International Marketing (3)
- MKT 494 ST: Applied International Marketing (3)
- SCM 463 Global Supply Chain Management (3)

* W. P. Carey School of Business students may not use this course to fulfill the 60 semester hours in school degree requirements.

Honors students who select an international business topic for their thesis may use that as part of the 9 hours of international business course work for the certificate.

Global and Area Studies

The global and areas studies requirement can be satisfied either by means of course work or through participation in programs the W. P. Carey School of Business has with foreign schools of business, or by some combination of the two. The course work option requires at least nine semester hours of approved credits in international and area

studies.

The W. P. Carey School of Business has academic agreements with universities throughout Europe, Latin America, and Asia. Students who participate and are successful in one of these approved programs abroad for one semester are deemed to have fulfilled the global and area studies requirements of the Certificate in International Business. Students who participate in an approved W. P. Carey School of Business program may satisfy some of the nine semester hours of international and area studies credit.

The requirements for the international business studies concentration in the Bachelor of Interdisciplinary Studies degree are slightly different from those for the certificate. For more information, call 480/965-0596.

Foreign Language

Evidence of competency in a foreign language equivalent to one year of college study is required.

Additional Requirements

Applicants for the Certificate in International Business must earn a “C” (2.00) or higher in each of the courses selected for the certificate, have at least a 2.50 GPA for all course work applied to the certificate, and have completed all of the business course work at the Tempe campus.

Advising

When planning and selecting courses to meet the requirements for the certificate and to take advantage of opportunities for participation in exchanges with foreign schools of business, students should call 480/965-0596, or access wpcarey.asu.edu.

BIS CONCENTRATION

A concentration in international business studies is available under the Bachelor of Interdisciplinary Studies (BIS) degree, a program intended for the student who has academic interests that might not be satisfied with existing majors. Building on two academic concentrations (or one double concentration) and an interdisciplinary core, students in the BIS program take active roles in creating their educational plans and defining their career goals. For more information, see [School of Interdisciplinary 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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Business Engineering Concurrent Degree

The business engineering concurrent degree (BECD) is a collaborative effort between the W. P. Carey School of Business and the Ira A. Fulton School of Engineering. The program is designed for business students who desire a technical foundation in engineering.

Students completing this four-year program graduate from ASU with a Bachelor of Science in one of seven majors from the W. P. Carey School and a Bachelor of Science in Engineering degree in Interdisciplinary Studies with a concentration in engineering business. They are prepared to enter the corporate world with a strong technical background.

The BECD has been designed for business students who are looking for a technical engineering foundation. The curriculum requires 133 to 149 semester hours of course work, depending on the business major, which includes

1. no fewer than 52 semester hours of business or business-related courses;
2. 33 semester hours of engineering or engineering-related courses;
3. 27 semester hours of mathematics and lab sciences; and
4. an interdisciplinary capstone course.

Students may apply to the BECD upon application to ASU or when they apply to either of the colleges' professional programs. Students must be accepted into both colleges' professional programs to continue with the program. For more information on the BECD program, call 480/965-8710.

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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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

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)

Armendt, 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, Hélène

(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 amp; 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.

(1966), Professor Emeritus of Curriculum and Instruction; BA, Washburn University of Topeka; MEd, EdD, University of Kansas

Bell, John E.

(1965), Professor Emeritus of Curriculum and Instruction; BS, University of Nebraska, Lincoln; MA, EdD, University of Wyoming

Bell, Mary E.

(1970), Professor Emerita of Curriculum and Instruction; BS, Indiana State Teachers College; MS, Butler University; EdD, Indiana University, Bloomington

Bell, Shana

(2000), Lecturer of German; BA, MA, Arizona State University

Bellamy, Lynn

(1976), Professor Emeritus of Chemical Engineering; BS, Texas A and M University; MS, PhD, Tulane University

Belok, Michael V.

(1959), Professor Emeritus of Curriculum and Instruction; BS, Indiana University, Bloomington; MA, Arizona State University; PhD, University of Southern California

Bender, Bert A.

(1971), Professor Emeritus of English; BA, University of Washington; PhD, University of California, Irvine

Bender, Diane

(2002), Assistant Professor of Interior Design; BA, MA, PhD, Michigan State University

Bender, Gordon L.

(1953), Professor Emeritus of Life Sciences; BS, Iowa State College; MS, University of Wisconsin; PhD, University of Illinois

Bender, Paul

(1984), Professor Emeritus of Law; Dean Emeritus, Sandra Day O'Connor College of Law; AB, LLB, Harvard University

Benin, David B.

(1970), Professor Emeritus of Physics; AB, Cornell University; MA, PhD, University of Rochester

Benin, Mary B.

(1979), Associate Professor of Sociology; BA, Vanderbilt University; MA, PhD, University of Nebraska, Lincoln

Bennett, Peter A.

(1984), Professor of Physics and Materials; BA, University of Minnesota, Duluth; PhD, University of Wisconsin, Madison

Benzinger, Robert P.

(1970), Professor Emeritus of Industrial Design; BSME, University of Wisconsin, Madison; MAE, Chrysler Institute of Engineering

Berch, Michael A.

(1969), Professor of Law; BA, JD, Columbia University

Berens, Michael E.

(1995), Adjunct Professor of Life Sciences; BS, Arizona State University; PhD, University of Arizona

Berliner, David C.

(1987), Regents' Professor of Educational Leadership and Policy Studies and Psychology in Education; BA, University of California, Los Angeles; MA, California State University, Los Angeles; PhD, Stanford University

Berman, David R.

(1966), Professor Emeritus of Political Science; BA, Rockford College; MA, PhD, American University

Berman, Neil S.

(1964), Professor Emeritus of Chemical Engineering; BS, University of Wisconsin; MS, MA, PhD, University of Texas

Bernardi, Daniel

(2004), Associate Professor of Transborder Chicana/o and Latina/o Studies; BA, MA, University of Arizona; PhD, University of California, Los Angeles

Bernardi, Jose

(1995), Associate Professor of Interior Design; BArch, National University of Cordoba (Spain); MS, University of Cincinnati

Bernick, Philip A.

(2004), Assistant Professor of English; BS, New Mexico Institute of Mining and Technology; MA, PhD, New Mexico State University

Bernstein, Bianca L.

(1987), Professor of Psychology in Education and Educational Leadership and Policy Studies; BA, University of California, Berkeley; MEd, PhD, University of California, Santa Barbara

Bertelsen, Wendle R.

(1964), Professor Emeritus of Architecture and Landscape Architecture; BArch, University of Michigan; MArch, University of Arizona

Betz, M. Austin

(1974), Professor Emeritus of Psychology in Education; BS, Lock Haven State College; MEd, Pennsylvania State University; MAT, Brown University; MA, PhD, University of Illinois

Betz, Mathew J. III

(1961), Professor Emeritus of Civil Engineering; BS, MS, PhD, Northwestern University

Bian, Lin

(2005), Assistant Professor of Speech and Hearing Science; MD, Peking University School of Medicine; PhD, University of Kansas

Biblarz, Dora

(1980), Librarian Emerita; BA, MLS, University of California, Los Angeles; MA, University of California, Davis

Bickford, William B.

(1966), Professor Emeritus of Engineering; BS, MS, Kansas State University; PhD, University of Illinois

Bieber, Allen L.

(1963), Professor Emeritus of Chemistry and Biochemistry; Director, Interdisciplinary Committee on Molecular and Cellular Biology; BS, MS, North Dakota State University; PhD, Oregon State University

Bimonte-Nelson, Heather

(2005), Assistant Professor of Psychology; PhD, University of Connecticut

Bingham, Scott

(1989), Senior Research Scientist of Life Sciences; BS, Brown University; PhD, Brandeis University

Birchfield, David

(2003), Assistant Professor of Arts, Media, and Engineering; BM, University of Cincinnati; MA, DMA, Columbia University

Birge, Edward A.

(1972), Professor Emeritus of Life Sciences; BA, PhD, University of Wisconsin, Madison

Birk, James P.

(1973), Professor Emeritus of Chemistry and Biochemistry; BA, Saint John's University; PhD, Iowa State University

Birnbaum, Gary L.

(2006), Professor of Law; Associate Dean for Graduate Studies and Program Development; BA, State University of New York, Binghamton; JD, Indiana University

Birney, Rick

(1990), Senior Lecturer of Information Systems; BA, Arizona State University; MS, University of Maryland

Birtcher, Craig R.

(1987), Associate Research Professional of Electrical Engineering; BSE, MS, Arizona State University

Bitner, Mary Jo

(1987), Professor of Marketing; PETsMART Chair of Services Leadership; BA, MBA, PhD, University of Washington

Bitter, Gary G.

(1970), Professor of Curriculum and Instruction and Psychology in Education; BS, Kansas State University; MA, Kansas State Teachers College; PhD, University of Denver

Bivona, Daniel

(1996), Associate Professor of English; Divisional Dean of Undergraduate Programs, College of Liberal Arts and Sciences; BA, University of Connecticut; MA, Northeastern University; PhD, Brown University

Bjork, Robert E.

(1983), Professor of English; Director, Arizona Center for Medieval and Renaissance Studies; BA, Pomona College; MA, PhD, University of California, Los Angeles

Blackham, Garth J.

(1962), Professor Emeritus of Psychology in Education; BS, MS, Utah State University; PhD, Cornell University

Blackledge, Vernon O.

(1969), Professor Emeritus of Computer Science and Engineering; BSEE, University of Illinois; MSEE, University of Santa Clara; PhD, Arizona State University

Blackman, William C.

(1988), Research Professional Emeritus, Global Institute of Sustainability; BS, MS, University of Missouri; MPA, University of Southern California; DPA, University of Colorado

Blackson, Thomas

(1995), Associate Professor of Philosophy; BA, DePauw University; PhD, University of Massachusetts

Blakemore, Arthur E.

(1979), Professor of Economics; Chair, Department of Economics; Senior Vice Provost; BS, MA, University of Detroit; PhD, Southern Illinois University, Carbondale

Blanchard, Jay S.

(1988), Professor of Psychology in Education; BA, Drake University; MST, Drake University; PhD, University of Georgia

Blankenship, Robert E.

(1985), Professor Emeritus of Chemistry and Biochemistry; BS, Nebraska Wesleyan College; PhD, University of California, Berkeley

Blasingame, James B. Jr.

(2000), Associate Professor of English; BA, University of Northern Iowa; MEd, Drake University; PhD, University of Kansas, Lawrence

Blasko, Vincent J.

(1980), Associate Professor of Marketing; BS, MBA, Arizona State University; PhD, University of Texas at Austin

Bletzer, Keith

(2004), Adjunct Professor of Anthropology; BA, University of South Florida; MA, New York University; MPH, University of Arizona; PhD, Michigan State University

Bloom, Irene

(1997), Assistant Research Professional, Center for Research on Education in Science, Mathematics, Engineering, and Technology; BA, MS, University of Miami

Blouin, Deborah K.

(1971), Librarian Emerita, Hayden Reference Services; BA, Cedar Crest College; MLS, State University of New York, Albany

Blount, Douglas J.

(1990), Associate Professor of Mathematics and Statistics; BS, MS, PhD, University of Wisconsin, Madison

Blumenfeld-Jones, Donald

(1990), Associate Professor of Curriculum and Instruction; BA, Rutgers, The State University of New Jersey; MFA, EdD, University of North Carolina at Greensboro

Blumenfeld-Jones, Kathryn

(2006), Adjunct Professor of Anthropology; BS, University of Kentucky; MA, Arizona State University

Boatsman, James R.

(1986), Professor of Accountancy; KPMG Professor of Accounting; BS, MS, Oklahoma State University; PhD, University of Texas at Austin

Bodman, Denise

(1996), Senior Lecturer of Social and Family Dynamics; BS, MS, Arizona State University

Bogardus, Clifton

(1992), Adjunct Professor of Life Sciences; MD, University of Rochester

Bogart, Quentin J.

(1970), Professor Emeritus of Educational Leadership and Policy Studies; BA, MS, Fort Hayes State College; PhD, University of Texas at Austin

Boggs, Lohnie J.

(1959 – 65; 1966), Professor Emeritus of Supply Chain Management; BS, MS, PhD, Ohio State University

Bohlander, George W.

(1977), Professor Emeritus of Management; BA, San Francisco State College; MBA, University of Southern California; PhD, University of California, Los Angeles

Bohlman, Herbert M.

(1964), Professor Emeritus of Supply Chain Management; BA, BS, Drake University; MBA, JD, Indiana University

Bolin, Robert

(1997), Professor of Sociology; BA, PhD, University of Colorado

Bolton, Cynthia J.

(1997), Senior Lecturer of Philosophy; BGS, University of Michigan; MA, PhD, Michigan State University

Bolton, Ruth N.

(2004), Professor of Marketing; BComm, Queen's University; MSc, PhD, Carnegie-Mellon University

Bonanni, Domenico

(1997), Associate Librarian, Library Information Systems and Technology, University Libraries; BA, University of Alberta (Canada); BA, Arizona State University; MLIS, Dalhousie University (Canada)

Bond-Robinson, Janet

(2005), Associate Professor of Chemistry and Biochemistry; BS, Texas Lutheran College; MA, University of Texas; PhD, University of Iowa

Bontemps, Arna Alexander

(2001), Associate Professor of African and African American Studies; BA, Fisk University; MA, Atlanta University; PhD, University of Illinois

Boone, Christopher G.

(2006), Associate Professor of Anthropology; BA, Queen's University (Canada); MA, PhD, University of Toronto

(Canada)

Booth, James R.

(1980), Professor of Finance; BS, MA, PhD, University of Alabama

Boozer, James L.

(1996), Faculty Associate of Planning

Boradkar, Prasad

(2000), Associate Professor of Industrial Design; BE, Maharaja Sayajirao University, Baroda (India); MDes, Industrial Design Centre, Bombay (India); MA, Ohio State University, Columbus

Borgo, Philip E.

(1967), Professor Emeritus of Civil Engineering; BSCE, University of Cincinnati; MS, Ohio State University

Borovansky, Vladimir R.

(1968), Librarian Emeritus, Collection Development; MLS, PhD, Charles University, Prague (Czechoslovakia)

Borushko, Mark

(1996), Faculty Associate of Planning; BS, Michigan State University; MBA, Arizona State University

Bossone, Michael

(2004), Assistant Dean, Student Life and Development, Sandra Day O'Connor College of Law; BA, University of Notre Dame; JD, New York University

Boulin Johnson, Leanor

(1987), Professor of African and African American Studies; BS, East Tennessee State University; MS, PhD, Purdue University

Bowditch, Rachel

(2006), Assistant Professor of Theatre; BA, Skidmore College; MA, New York University

Bowen, Benjamin

(2003), Assistant Research Scientist of Bioengineering; BS, University of Arkansas; PhD, Arizona State University

Bowers, Charles O.

(1948), Professor Emeritus of Music; BS, Southeast Missouri State College; MM, DMA, University of Rochester

Boyd, Brian

(1996), Associate Professor of Management; BS, Suffolk University; MA, University of Connecticut; PhD, University of Southern California

Boyd, James H.

(1976), Professor Emeritus of Accountancy; BBA, Texas Christian University; MS, Northeastern University; PhD, University of Texas at Austin; CPA, Texas

Boyer, Don L.

(1988), Professor of Mechanical and Aerospace Engineering; BS, Rensselaer Polytechnic Institute; PhD, Johns Hopkins University

Boyer, Jay M.

(1976), Professor of English; BA, Saint Louis University; MA, PhD, State University of New York, Buffalo

Boyes, William J.

(1974), Professor of Economics; BS, Idaho State University; PhD, Claremont Graduate School

Boyle, Bernard M.

(1969), Professor Emeritus of Architecture and Landscape Architecture; BArch, University of Sydney (Australia); MArch, MA, PhD, Yale University

Brack, O M Jr.

(1973), Professor of English; BA, MA, Baylor University; PhD, University of Texas at Austin

Brada, Josef C.

(1978), Professor of Economics; Director, International Business Studies; BS, MA, Tufts University; PhD, University of Minnesota, Twin Cities

Bramlett-Solomon, Sharon

(1986), Associate Professor of Journalism and Mass Communication; BA, MA, Memphis State University; PhD, Indiana University, Bloomington

Brandon, Tedd A.

(1981), Senior Research Professional of Bioengineering; Director, Animal Care Facility; BS, University of California, Davis

Brandt, Beverly K.

(1987), Professor of Interior Design; BFA, University of Michigan; MA, Michigan State University; PhD, Boston University

Brandt, Elizabeth A.

(1974), Professor of Anthropology; BA, Florida State University; MA, PhD, Southern Methodist University

Braun, J. Jay

(1973), Professor Emeritus of Psychology; BA, University of Oregon; MA, PhD, Ohio State University

Braver, Sanford L.

(1970), Professor of Psychology; BA, Wayne State University; PhD, University of Michigan

Bray, Sandra

(1987), Librarian Emerita, Technical Services Department; BA, Ottawa University; MLS, Indiana University,

Bloomington

Brazel, Anthony J.

(1974), Professor of Geography; Acting Director, School of Geographical Sciences; Codirector, Executive Committee, Atmospheric Science; BA, MA, Rutgers, The State University of New Jersey; PhD, University of Michigan

Breckenridge, Jack D.

(1962), Professor Emeritus of Art; BS, University of Wisconsin, Milwaukee; MFA, University of Iowa

Brem, Sarah Kate

(1999), Associate Professor of Psychology in Education; Academic Program Leader, Educational Psychology; AB, University of Chicago; MS, PhD, Northwestern University

Bremner, Andrew

(1984), Professor of Mathematics and Statistics; BA, MA, University of Oxford (United Kingdom); PhD, University of Cambridge (United Kingdom)

Brenenstuhl, Daniel C.

(1978), Professor Emeritus of Management; BS, MBA, Ohio University; MS, St. Bonaventure University; DBA, Indiana University

Brennan, Dean

(2002), Faculty Associate of Planning; BS, Iowa State University; MPA, Arizona State University

Brewer, Naala

(2004), Lecturer of Mathematics and Statistics; BS, College of Charleston; MS, Georgia Institute of Technology

Brewis, Alexandra A.

(2006), Professor of Anthropology; BA, MA, University of Auckland (New Zealand); PhD, University of Arizona

Briggs, John M.

(1999), Professor of Life Sciences; Director, Executive Committee, Geographic Information Science; BS, MSc, Pittsburg State University; PhD, University of Arkansas

Briggs, Ron D.

(2004), Senior Lecturer of Chemistry and Biochemistry; BS, University of California, San Diego; MA, San Diego State University; PhD, University of California, San Diego, and San Diego State University

Briley, Lane D.

(1970), Associate Research Professional of Chemistry and Biochemistry; BA, Arizona State University

Brink, Jean R.

(1974), Professor Emerita of English; BA, Northwestern University; MA, Harvard University; PhD, University of Wisconsin, Madison

Britton, Daniel R.

(1976), Professor of Art; BFA, MFA, University of Colorado

Britton, David

(1987), Professor of Music; BM, North Texas State University

Broman, Tannah

(2003), Lecturer of Kinesiology; BA, New Mexico State University; MS, Arizona State University

Brooks, Daniel G.

(1981), Associate Professor of Supply Chain Management; BS, MS, Colorado School of Mines; MBA, PhD, Indiana University, Bloomington

Brooks, Kenneth R.

(2004), Professor of Landscape Architecture; Associate Dean for Academic Affairs, College of Design; BS, Colorado State University; MLA, Utah State University

Broome, Benjamin J.

(1999), Professor of Communication; BA, University of Georgia; MA, PhD, University of Kansas

Brophy, Colleen

(2000), Research Professor of Bioengineering and Kinesiology; BS, MD, University of Utah

Brouwer, Daniel C.

(2000), Associate Professor of Communication; BSc, Ohio University; MA, PhD, Northwestern University

Brown, Alan R.

(1968), Associate Professor of Education; BA, MA, California State University, Los Angeles; PhD, University of Texas at Austin

Brown, Claudia

(1998), Professor of Art and History; BA, MA, MPhil, PhD, University of Kansas

Brown, David E.

(1993), Adjunct Professor of Life Sciences; BA, San Jose State College

Brown, Duane

(1950), Professor Emeritus of Chemistry and Biochemistry; BS, Brigham Young University; PhD, Cornell University

Brown, Eddie F.

(2004), Professor of American Indian Studies; Director, American Indian Studies Program; BS, Brigham Young University; MSW, DSW, University of Utah

Brown, Jean C.

(1991), Clinical Associate Professor of Speech and Hearing Science; BS, University of Montevallo; MA, University

of Tennessee; MSW, PhD, Arizona State University

Brown, Stephen W.

(1974), Professor of Marketing; Edward M. Carson Chair of Services Marketing; Executive Director, Center for Services Leadership; BS, MBA, PhD, Arizona State University

Brown, Steven

(2003), Senior Lecturer of Supply Chain Management; BS, Trinity University; MBA, Abilene Christian University at Dallas

Brown, Theodore M.

(1963), Professor Emeritus of Chemistry and Biochemistry; BS, MS, University of Toledo; PhD, Iowa State University

Bruhn, Karen

(1998), Lecturer, Barrett, the Honors College; BA, City University of New York; MA, PhD, University of North Carolina at Chapel Hill

Burleson, Winslow

(2006), Assistant Professor of Arts, Media, and Engineering and Computer Science and Engineering; BS, Rice University; MSE, Stanford University; PhD, Massachusetts Institute of Technology

Brune, Daniel C.

(1986), Senior Research Professional of Chemistry and Biochemistry; BA, University of Kansas; PhD, Indiana University, Bloomington

Brungart, Jennifer

(2002), Assistant Professor of Visual Communication Design; BS, University of Cincinnati; MGD, North Carolina State University

Brunning, Dennis R.

(1984), Librarian, Humanities Services, University Libraries; BA, University of Iowa; MA, MLS, University of Illinois

Bryan, Harvey

(1999), Professor of Architecture and Landscape Architecture; BArch, Arizona State University; MArch, MSc, PhD, University of California, Berkeley

Bryan, Karen M.

(1997), Assistant Professor of Music; Associate Director, Undergraduate Studies, School of Music; BM, Georgia State University, Atlanta; MA, University of Georgia, Atlanta; PhD, Indiana University, Bloomington

Bryan, Tanis

(1992), Adjunct Professor of Speech and Hearing Science; BS, MA, PhD, Northwestern University

Bryant, Edwin H.

(2000), Adjunct Professor of Life Sciences; AB, California State University; PhD, University of Kansas

Bryant, Fred O.

(1950), Professor Emeritus of Kinesiology; BS, Springfield College; MS, University of Illinois; EdD, Arizona State University

Buck, Elizabeth

(2000), Associate Professor of Flute; BA, MM, The Juilliard School; DMA, Rice University

Buck, Nancy

(2002), Associate Professor of Music; BM, Oberlin College; MM, The Cleveland Institute of Music

Buckingham, Willis J.

(1969), Professor Emeritus of English; AB, Harvard University; MS, University of Wisconsin, Madison; PhD, Indiana University

Buikstra, Jane E.

(2005), Professor of Anthropology; BA, Depauw University; MA, PhD, University of Chicago

Buley, Jerry L.

(1973), Professor Emeritus of Communication; BA, University of Colorado; MA, Michigan State University; PhD, Florida State University

Buneo, Christopher A.

(2005), Assistant Professor of Bioengineering; BS, MS, Long Island University; PhD, University of Minnesota

Burdick, Richard K.

(1976), Professor Emeritus of Economics; BS, University of Wyoming; MS, PhD, Texas A & M University

Burg, B. Richard

(1967), Professor of History; BA, University of Colorado; MA, Western State College of Colorado; PhD, University of Colorado

Burgess, Paul L.

(1969), Professor of Economics; BA, PhD, University of Colorado

Burke, Janet M.

(1996), Assistant Administrative Professional, Barrett, the Honors College; Associate Dean, National Scholarship Advisement and Student Internships, Barrett, the Honors College; BA, Wells College; MA, Syracuse University; PhD, Arizona State University

Burke, Rebecca J.

(1981), Librarian Emerita; BA, San Jose State University; MLS, University of Arizona

Burke, William F. Jr.

(1977), Professor of Life Sciences; BA, University of Dallas; MS, North Texas State University; PhD, Arizona State University

Burnett, Scott E.

(2006), Adjunct Professor of Anthropology; BA, Texas A & M University; MA, PhD, Arizona State University

Burnette, Wendell

(2000), Assistant Professor of Architecture and Landscape Architecture

Burns, Elizabeth K.

(1983), Professor Emerita of Geography; BA, Smith College; MA, PhD, University of California, Berkeley

Burrows, Veronica

(1986), Associate Professor of Chemical Engineering; BS, Drexel University; PhD, Princeton University

Burstein, David

(1982), Professor of Astronomy; BA, Wesleyan University; PhD, University of California, Santa Cruz

Burt, Donald M.

(1974), Professor of Geological Sciences; AB, Princeton University; AM, PhD, Harvard University

Burton, Dora

(1976), Professor Emerita of Russian; MD, First Leningrad and Kazan Medical Institute (Russia); MA, PhD, University of Washington

Burton, Foster M.

(1969), Professor Emeritus of Construction; BSCE, BS, Carnegie Institute of Technology; MBA, New York University; PhD, University of Pittsburgh

Buseck, Peter R.

(1963), Regents' Professor of Chemistry and Biochemistry and Geological Sciences; BA, Antioch College; MA, PhD, Columbia University

Bush, Jeffrey E.

(1997), Associate Professor of Music Education; BM, MM, Northern Illinois University, De Kalb; PhD, University of Arizona

Butterworth, Charles A.

(2005), Adjunct Professor of Life Sciences; BS, Reading University (United Kingdom); PhD, Iowa State University

C

Cabana, Graciela S.

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

Cabianca, William A.

(1967), Professor Emeritus of Psychology in Education; BEd, Gonzaga University; MEd, PhD, Washington State University

Cady, Linell E.

(1983), Professor of Religious Studies; Director, Center for the Study of Religion and Conflict; BA, Newton College; MTS, ThD, Harvard University

Calder, James Kent

(2006), Professor of Practice of History; BA, University of Texas at Arlington; MA, Butler University

Calhoun, Ronald J.

(2001), Assistant Professor of Mechanical and Aerospace Engineering; BS, MS, PhD, Stanford University

Calkins, Jerry M.

(1992), Adjunct Professor of Bioengineering; BSChE, MSChE, University of Wyoming; PhD, University of Maryland, College Park; MD, University of Arizona

Callahan, Christopher

(2005), Professor of Journalism and Mass Communication; Dean, Walter Cronkite School of Journalism and Mass Communication; BS, Boston University; MPA, Harvard University

Callarman, Thomas E.

(1980), Associate Professor of Supply Chain Management; BBA, West Texas State University; MBA, Arizona State University; PhD, Purdue University

Calleros, Charles R.

(1980), Professor of Law; BA, University of California, Santa Cruz; JD, University of California, Davis

Calliss, Debra

(2004), Lecturer of Computer Science and Engineering; BS, MS, PhD, Arizona State University

Cam, Hasan

(2001), Assistant Professor of Computer Science and Engineering; BS, MS, Istanbul Technical University (Turkey); PhD, Purdue University

Cameron, Theresa

(1997), Associate Professor of Planning; BA, State University of New York, Buffalo; MUP, University of Michigan; DDes, Harvard University

Campana, Ellen

(2006), Assistant Professor of Arts, Media, and Engineering and Psychology; BA, University of Wisconsin, Madison; MA, University of Rochester

Campbell, Andrew

(2002), Assistant Professor of Music; BA, BM, Oberlin College; MM, Indiana University; DMA, University of Michigan

Canary, Daniel J.

(1999), Professor of Communication; BA, MA, California State University, Fullerton; MA, PhD, University of Southern California

Candan, Kasim Selcuk

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

Candela, Giuseppe

(1995), Associate Professor of Italian; MA, PhD, University of Wisconsin

Candelaria, Cordelia Chávez

(1992), Regents' Professor of Transborder Chicana/o and Latina/o Studies and English; Vice Provost for Academic Affairs, ASU at the Downtown Phoenix campus; BA, Fort Lewis College; MA, PhD, University of Notre Dame

Cannella, Albert

(2004), The Hahnco Companies Professor of Management; Chair, Department of Management; BS, Tennessee Technological University; MBA, University of Northern Iowa; PhD, Columbia University

Cannella, Gaile

(2004), Professor of Curriculum and Instruction; BS, MA, Tennessee Technological University; EdD, University of Georgia

Canovas, Frédéric

(1999), Associate Professor of French; Diplôme d'études Universitaires Générales de Lettres Modernes, Ma trise de Lettres Modernes, Diplôme d'études Approfondies de Lettres Modernes, Lyon University (France); PhD, University of Oregon

Canright, James E.

(1964), Professor Emeritus of Life Sciences; BA, Miami University; AM, PhD, Harvard University

Cao, Yu (Kevin)

(2004), Assistant Professor of Electrical Engineering; BS, Peking University (China); MA, PhD, University of California, Berkeley

Capaldi, Elizabeth D.

(2006), Professor of Psychology; Executive Vice President and Provost of the University; BA, University of Rochester; PhD, University of Texas at Austin

Capco, David G.

(1984), Professor of Life Sciences; BS, Edinboro State College; MS, University of Houston; PhD, University of Texas at Austin

Caplan, Michael R.

(2002), Assistant Professor of Bioengineering; BA, BS, University of Texas at Austin; PhD, Massachusetts Institute of Technology

Cardineau, Guy A.

(2003), Research Professor of Life Sciences and Center Faculty Fellow of Law; BS, Auburn University; PhD, University of Alabama, Birmingham

Cardy, Robert L.

(1988), Professor Emeritus of Management; BS, Central Michigan University; PhD, Virginia Polytechnic Institute and State University

Carlson, A. Cheree

(1988), Professor of Communication; BA, MA, Colorado State University; PhD, University of Southern California

Carlson, Ingeborg L.

(1964), Professor Emerita of German; Abitur, Hölderlin School (Germany); Vorsemester and cand.phil., University of Heidelberg (Germany); Dr. phil., University of Erlangen-Nuremberg (Germany)

Carlson, John

(2005), Assistant Professor of Religious Studies; BA, Vanderbilt University; AM, PhD, University of Chicago

Carlson, Marilyn P.

(1995), Professor of Mathematics and Statistics; Director, Center for Research on Education in Science, Mathematics, Engineering, and Technology; BS, Central Missouri State University; MS, PhD, University of Kansas

Carlson, Ron

(1986), Regents' Professor Emeritus of English; BA, MA, University of Utah

Carney, James D.

(1967), Professor Emeritus of Philosophy; BA equivalent, Northern Baptist Theological Seminary; MA, Roosevelt University; PhD, University of Nebraska, Lincoln

Carpenter, Ellon D.

(1988), Associate Professor of Music; BA, Denison University; MA, Kent State University; PhD, University of Pennsylvania

Carpenter, R. W.

(1980), Professor of Materials and Solid State Science; BS, MS, PhD, University of California, Berkeley

Carr, Christopher

(1985), Professor of Anthropology; BA, University of Illinois; MA, PhD, University of Michigan

Carroll, Steven

(1985), Professor Emeritus of Life Sciences; BS, Tulane University; MS, Oregon State University; PhD, University of Oregon

Carter, Joseph R.

(1991), Avnet Professor of Supply Chain Management; BS, MBA, Northeastern University; PhD, Boston University

Carter, Phillip L.

(1995), Professor of Supply Chain Management; Harold E. Fearon Chair, Purchasing Management; Director, CAPS: Center for Strategic Supply Research; BSEE, Rose-Hulman Institute of Technology; MBA, DBA, Indiana University

Carver, George L.

(1965), Professor Emeritus of Classical Languages; BA, MA, University of Texas at Austin; STB, Saint Mary's Seminary; PhD, Saint Louis University

Caryl, James, Major

(2003), Assistant Professor of Military Science; Operations Officer, Department of Military Science; BS, Arizona State University

Casanova, Ursula

(1987), Professor Emerita of Educational Leadership and Policy Studies; BA, Hunter College; MS, State University of New York, Brockport; PhD, Arizona State University

Casavantes, Michael D.

(1990), Lecturer of Journalism and Mass Communication; BA, University of Texas at El Paso; MA, New Mexico State University

Cashman, Holly

(2001), Assistant Professor of Spanish; BA, Hood College; MA, PhD, University of Michigan, Ann Arbor

Cassidy, Virginia L.

(1988), Librarian Emerita; AB, Oberlin College; MLS, Pratt Institute

Casta eda, Eddie

(1990), Associate Professor of Psychology; BS, MA, University of Texas at El Paso; PhD, University of Michigan

Castillo-Chavez, Carlos

(2004), Regents' Professor of Mathematics and Statistics; BS, University of Wisconsin, Stevens Point; MS, University of Wisconsin, Milwaukee; PhD, University of Wisconsin, Madison

Castle, Gregory

(1992), Associate Professor of English; BA, California State University, Fresno; MA, PhD, University of California, Los Angeles

Castro, Felipe G.

(1991), Professor of Psychology; BA, University of California, Santa Barbara; MSW, University of California, Los Angeles; PhD, University of Washington

Cataldo, Donna

(2005), Lecturer of Kinesiology; BS, University of Utah; MS, PhD, University of New Mexico

Caterino, Linda C.

(2005), Clinical Associate Professor of Psychology in Education; Interim Training Director, School Psychology Program; BA, Fordham University; MA, PhD, Arizona State University

Cavanaugh, Carolyn J.

(1996), Academic Associate of Psychology; AB, Duke University; PhD, Arizona State University

Cavender, Gray

(1977), Professor of Justice and Social Inquiry; BS, University of Tennessee; MS, Middle Tennessee State University; PhD, Florida State University; JD, University of Tennessee, Knoxville

Cervený, Randall S.

(1986), President's Professor of Geography; BS, MA, PhD, University of Nebraska, Lincoln

Cesta, John R.

(1975), Associate Professor of Finance; BS, Capital University; MBA, PhD, Florida State University

Cevette, Michael J.

(1989), Adjunct Professor of Speech and Hearing Science; BA, University of Nevada, Las Vegas; MS, Utah State University; PhD, University of Utah

Chade, Hector

(1997), Associate Professor of Economics; Licenciado en Economía, National University of Cuyo (Argentina); MS, PhD, University of Illinois, Urbana-Champaign

Chae, Junseok

(2005), Assistant Professor of Electrical Engineering; BS, Korea University (South Korea); MS, PhD, University of Michigan

Chakrabarti, Chaitali

(1990), Professor of Electrical Engineering; BTech, Indian Institute of Technology (India); MS, PhD, University of Maryland, College Park

Chamberlin, Ralph V.

(1986), Professor of Physics; BS, University of Utah; MS, PhD, University of California, Los Angeles

Chambers, Anthony

(1998), Professor of Japanese; BA, Pomona College; MA, Stanford University; PhD, University of Michigan

Chance, John K.

(1987), Professor of Anthropology; AB, University of Pennsylvania; AM, PhD, University of Illinois

Chandler, Douglas E.

(1980), Professor of Life Sciences; BS, University of Rochester; MA, Johns Hopkins University; PhD, University of California, San Francisco

Chang, Yung

(1996), Associate Professor of Life Sciences; MD, Beijing Medical College (China); PhD, University of Iowa

Chapis, Jean-Charles

(1991), Senior Research Professional, Center for Cancer Research; BS, PhD, University of Lausanne (Switzerland)

Chaput, John

(2004), Assistant Professor of Chemistry and Biochemistry; BS, Creighton University; MS, PhD, University of California, Riverside

Chartier, George M.

(1971), Professor Emeritus of Psychology; BS, University of Illinois; MA, PhD, University of Oregon

Chasey, Allan D.

(1995), Associate Professor of Construction; BS, Arizona State University; MS, Air Force Institute of Technology; PhD, Virginia Polytechnic Institute and State University

Chasey, Eugene F.

(1965), Professor Emeritus of Curriculum and Instruction; BS, Northwestern State College; MA, Colorado State College; EdD, University of Wyoming

Chassin, Laurie

(1979), Regents' Professor of Psychology; BA, Brown University; MS, PhD, Columbia University

Chatha, Karamvir

(2001), Assistant Professor of Computer Science and Engineering; BSE, University of Bombay (India); MS, PhD, University of Cincinnati

Chattin, Linda L.

(2005), Lecturer of Industrial Engineering; BS, State University of New York, Buffalo; MS, University of Southern California; PhD, State University of New York, Buffalo

Chattopadhyay, Aditi

(1990), Professor of Mechanical and Aerospace Engineering; MS, PhD, Georgia Institute of Technology

Chaudhuri, Joyotpaul

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

Chawla, Nikhilesh

(2000), Professor of Materials Engineering; BS, New Mexico Institute of Mining and Technology; MS, University of Tennessee, Knoxville; PhD, University of Michigan, Ann Arbor

Chen, Hui

(2003), Lecturer of Chemical Engineering; PhD, Michigan Technological University

Chen, Jiunn-Liang

(2004), Assistant Professor of Chemistry and Biochemistry and Life Sciences; BS, National Cheng-Kung University (China); PhD, Indiana University, Bloomington

Chen, Kang Ping

(1991), Associate Professor of Engineering; BS, Peking University (China); PhD, University of Minnesota, Twin Cities

Chen, Shu-Chuan "Grace"

(2004), Assistant Professor of Biomedical Informatics and Mathematics and Statistics; BS, National Chung-Hsing University (Taiwan); MS, National Donghwa University (Taiwan); PhD, Pennsylvania State University

Chen, Stanley S.

(1967), Professor Emeritus of Engineering; Diploma, Taipei Institute of Technology (Taiwan); MS, Ohio University; PhD, University of Wisconsin, Madison

Chen, Yi

(2005), Assistant Professor of Computer Science and Engineering; BS, Central South University (China); MS, PhD, University of Pennsylvania

Chen, Ying

(2005), Assistant Professor of Economics; BA, Beijing University (China); MA, PhD, Yale University

Chen, Yinong

(2001), Lecturer of Computer Science and Engineering; BS, MS, Chongqing University (China); PhD, University of Karlsruhe (Germany)

Chen, Yongsheng

(2003), Associate Research Professor of Civil and Environmental Engineering; BSE, Northern China Institute of Technology; MS, PhD, Nankai University (China)

Childress, Nancy

(1991), Associate Professor of Mathematics and Statistics; BS, BSEd, MS, PhD, Ohio State University

Chizmeshya, Andrew V. G.

(1994), Associate Professor of Chemistry and Biochemistry; BSc, University of Toronto (Canada); MSc, PhD,

Queen's University, Kingston (Canada)

Chlistowa, Xenia

(1980), Professor Emerita of Dance

Chodorow, Adam

(2004), Associate Professor of Law; BA, Yale College; MA, JD, University of Virginia; LLM, New York University

Choi, Hyaewool

(1998), Associate Professor of Korean; BA, MA, Yonsei University (South Korea); PhD, State University of New York, Buffalo

Choi, Thomas

(1998), John G. and Barbara A. Bebbling Professor of Supply Chain Management; AB, University of California, Berkeley; PhD, University of Michigan

Chou, Ju-Hsi

(1975), Professor Emeritus of Art; BA, University of Kentucky; MA, PhD, Princeton University

Christensen, Philip R.

(1987), Regents' Professor of Geological Sciences; Edgar and Helen Korrick Presidential Professor; BS, MS, PhD, University of California, Los Angeles

Christian, Charles W.

(1985), Professor of Accountancy; Director, School of Accountancy; BBA, University of Georgia; JD, University of Virginia; PhD, University of Georgia

Christie, James F.

(1988), Professor of Curriculum and Instruction; BA, University of California, Berkeley; MA, Syracuse University; PhD, Claremont Graduate School

Christine, Carol J.

(1998), Clinical Assistant Professor of Curriculum and Instruction; Associate Division Director, Initial Teacher Certification; BA, MA, Arizona State University; PhD, University of Arizona

Christopher, F. Scott

(1986), Professor of Social and Family Dynamics; BS, MS, University of Nebraska; PhD, Oregon State University

Chubrich, Robert E.

(1971), Professor Emeritus of Speech and Hearing Science; BA, Grinnell College; MA, Indiana University, Bloomington; PhD, State University of New York, Buffalo

Church, Kathleen K.

(1969), Professor of Life Sciences; BS, MA, University of Utah; PhD, University of California, Berkeley

Cialdini, Robert B.

(1971), Regents' Professor of Psychology; BS, University of Wisconsin, Milwaukee; MA, PhD, University of North Carolina at Chapel Hill

Claiborn, Charles D.

(1990), Professor of Psychology in Education; AB, University of Missouri; MA, Ohio State University; PhD, University of Missouri

Clark, Caroline

(1999), Faculty Associate of Visual Communication Design; BFA, Arizona State University

Clark, Doug

(2002), Assistant Professor of Curriculum and Instruction; BA, University of North Carolina at Chapel Hill; MA, Stanford University; PhD, University of California, Berkeley

Clark, Geoffrey A.

(1971), Regents' Professor of Anthropology; BA, MA, University of Arizona; PhD, University of Chicago

Clark, Lawrence T.

(2004), Associate Professor of Electrical Engineering; BS, Northern Arizona University; MS, PhD, Arizona State University

Clark, Robert C.

(1981), Professor Emeritus of Music; BMus, Central Methodist College; SMM, Union Theological Seminary

Clark-Curtiss, Josephine

(2004), Professor of Life Sciences; BS, St. Mary's College; PhD, Medical College of Georgia

Clarke, Amanda B.

(2003), Assistant Professor of Geological Sciences; BS, BA, University of Notre Dame; PhD, The Pennsylvania State University

Clay, J. Eugene

(1993), Associate Professor of Religious Studies; AB, AM, PhD, University of Chicago

Clinton, Robert N.

(2001), Professor of Law; BA, University of Michigan; JD, University of Chicago

Clothier, Ronald R.

(1955), Professor Emeritus of Life Sciences; AB, Fresno State College; MA, Montana State University; PhD, University of New Mexico

Cobas, José A.

(1975), Professor of Sociology; BA, Maryville College; MA, University of Tennessee, Knoxville; PhD, University of Texas at Austin

Cocchiarella, Martha

(1998), Senior Lecturer of Curriculum and Instruction; BA, MEd, PhD, Arizona State University

Cochran, Douglas

(1989), Associate Professor of Electrical Engineering; Assistant Dean, Research; MA, University of California, San Diego; PhD, Harvard University

Cochran, Jeffery K.

(1984), Professor of Industrial Engineering; BSE, MSNE, MSIE, PhD, Purdue University

Cocke, Robert D.

(1983), Professor Emeritus of Art; BFA, University of Arizona; MFA, University of Iowa

Codell, Julie F.

(1991), Professor of Art History and English; AB, Vassar College; MA, University of Michigan; MA, PhD, Indiana University

Coffman, David

(2005), Clinical Assistant Professor of Theatre; Production Manager, School of Theatre and Film; BA, University of Arizona; MFA, University of Iowa

Coghlan, William A.

(1990), Adjunct Professor of Chemical Engineering; BS, Montana College of Mineral Science and Technology; MS, PhD, Stanford University

Cogswell, James W.

(2006), Adjunct Professor of Anthropology; BA, MA, Western Michigan University; PhD, University of Missouri

Cohen, Adam

(2006), Assistant Professor of Psychology; PhD, University of Pennsylvania

Cohen, Stewart M.

(1989), Professor of Philosophy; BA, Wayne State University; MA, University of California, Santa Barbara; PhD, University of Arizona

Cohn, Sanford J.

(1979), Associate Professor of Curriculum and Instruction; BA, MEd, PhD, Johns Hopkins University

Colbert, Charles R.

(1998), Academic Associate of American Indian Studies; BS, Northeastern Oklahoma State University; MA, EdD, Arizona State University

Colbourn, Charles

(2001), Professor of Computer Science and Engineering; BSc, University of Toronto (Canada); MMath, University of Waterloo (Canada); PhD, University of Toronto (Canada)

Colby, Arthur L.

(1965), Professor Emeritus of English; BA, University of Massachusetts, Amherst; MA, PhD, University of North Carolina at Chapel Hill

Colby, Barbara F.

(1973), Director, Academic Services; BA, University of Massachusetts, Amherst; MA, Arizona State University

Coleman, Vicki

(2004), Associate University Librarian; BS, North Carolina Agricultural and Technical State University; MILS, University of Michigan

Coles, Jeffrey L.

(1994), Professor of Finance; Chair, Department of Finance; BA, Pomona College; PhD, Stanford University

Collins, Daniel L.

(1989), Professor of Art; BA, University of California, Davis; MA, Stanford University; MFA, University of California, Los Angeles

Collins, James P.

(1975), Virginia M. Ullman Professor of Natural History and the Environment; Professor of Life Sciences; BS, Manhattan College; MS, PhD, University of Michigan

Collins, Scott L.

(2001), Adjunct Professor of Life Sciences; BA, Wittenberg University; MS, Miami University; PhD, University of Oklahoma

Collofello, James S.

(1979), Professor of Computer Science and Engineering; Associate Chair for Undergraduate Programs, Department of Computer Science and Engineering; Associate Dean, Academic Affairs, Ira A. Fulton School of Engineering; BS, MS, Northern Illinois University; PhD, Northwestern University

Comeaux, Malcolm L.

(1969), Professor Emeritus of Geography; BA, University of Southwestern Louisiana; MA, Southern Illinois University, Carbondale; PhD, Louisiana State University, Baton Rouge

Comfort, Joseph R.

(1981), Professor of Physics; AB, Ripon College; MS, PhD, Yale University

Comprix, Joseph

(2000), Assistant Professor of Accountancy; BS, Ohio State University; PhD, University of Illinois, Urbana-Champaign

Conrad, Cheryl D.

(1997), Associate Professor of Psychology; BS, University of California, Irvine; PhD, University of Illinois, Urbana-Champaign

Conrow, Jane A.

(1968), Associate Dean Emerita, Library Services; BA, MLS, Indiana University, Bloomington

Cook, Edward A.

(1985), Associate Professor of Architecture and Landscape Architecture; BSLA, Washington State University; MLA, Utah State University; PhD, Wageningen University (Netherlands)

Cook, Paul

(1987), Senior Lecturer of English; BA, Northern Arizona University; MA, Arizona State University; PhD, University of Utah

Cook, Phil A.

(1963), Professor Emeritus of Curriculum and Instruction; BA, Southwestern Oklahoma State College; MA, Colorado State College; EdD, University of Kansas

Cook, Suzanne M.

(1974), Professor Emerita of Management; BBA, MBA, DBA, Texas Tech University

Coombs, Toni

(2002), Lecturer of Mathematics and Statistics; BS, MS, Arizona State University

Corder, Brice W.

(1971), Professor Emeritus of Kinesiology; BA, Lynchburg College; MEd, EdD, Temple University

Corey, Constance H.

(1973), Librarian Emerita; BA, Denison University; MLS, University of Arizona; MBA, Arizona State University

Corley, Kevin G.

(2005), Assistant Professor of Management; BS, Miami University; PhD, Pennsylvania State University

Corman, Steven R.

(1987), Professor of Communication; BS, Illinois State University; MA, PhD, University of Illinois

Cornuelle, Julia Muccino

(1997), Associate Professor of Civil and Environmental Engineering; BCE, Villanova University; MS, PhD, University of Notre Dame

Corral, Karen

(1996), Assistant Professor of Information Systems; BA, University of Michigan; MS, PhD, Arizona State University

Corse, Taylor

(1989), Associate Professor of English; BA, Florida State University; MA, University of Michigan; PhD, University of Florida

Cosand, Walter A.

(1976), Professor of Music; BM, MM, University of Rochester

Cota-Cárdenas, Margarita

(1981), Professor Emerita of Spanish; BA, California State University, Turlock; MA, University of California, Davis; PhD, University of Arizona

Couch, Sanford C.

(1962), Professor Emeritus of Russian; BA, MA, PhD, University of Wisconsin, Madison

Coudart, Anick

(2004), Adjunct Professor of Anthropology; BA, University of Paris, Sorbonne (France); MA, PhD, University of Paris I, Panthéon-Sorbonne (France)

Coursen, Jerry

(1987), Senior Lecturer of Bioengineering; BS, MS, Arizona State University; PhD, University of Arizona

Cowgill, George L.

(1990), Professor Emeritus of Anthropology; AM, University of Chicago; PhD, Harvard University

Cowley, Anne P.

(1983), Professor Emerita of Astronomy; BA, Wellesley College; MS, PhD, University of Michigan

Cox, Ronnie R.

(1987), Clinical Associate Professor of African and African American Studies; BS, Fayetteville University; MS, University of North Carolina; PhD, University of Tennessee

Craft, Emalee

(2004), Assistant Librarian, Science and Engineering Services, University Libraries; BA, MLS, University of Alabama

Craft, John E.

(1973), Professor of Journalism and Mass Communication; BFA, MA, PhD, Ohio University

Crafts-Brandner, Steven

(1996), Adjunct Professor of Life Sciences; BS, Western Kentucky University; MS, PhD, University of Illinois

Crawford, John E.

(1980), Professor Emeritus of Communication; BA, Nebraska Wesleyan University; MA, Sacramento State College; PhD, University of Southern California

Crawford, Neil

(1997), Adjunct Professor of Bioengineering; BS, University of California, Berkeley; MS, PhD, Arizona State

University

Creath, J. Richard

(1974), Professor of Life Sciences and Philosophy; BA, Knox College; MA (Philosophy), MA (History and Philosophy of Science), PhD, University of Pittsburgh

Creighton, Judith M.

(1967), Professor Emerita of Social and Family Dynamics; BS, University of Arizona; MS, MC, Arizona State University; PhD, University of Arizona

Crewe, Katherine

(1998), Associate Professor of Planning; BA, Rhodes University (South Africa); MLA, University of California, Berkeley; PhD, University of Massachusetts, Amherst

Crittenden, John C.

(2004), Richard Snell Presidential Chair Professor of Civil and Environmental Engineering; BSE, MSE, PhD, University of Michigan, Ann Arbor

Crittenden, W. Jackson

(1988), Associate Professor of Political Science; BA, Tufts University; MEd, Harvard University; DPhil, University of Oxford (United Kingdom)

Crnic, Keith A.

(2004), Foundation Professor of Psychology; Chair, Department of Psychology; BA, University of Southern California; PhD, University of Washington

Croft, Lee B.

(1973), Professor of Russian; BS, Arizona State University; MA, University of Arizona; PhD, Cornell University

Cromarty, Ross

(1998), Faculty Associate of Planning; BA, C.W. Post College of Long Island University; MEP, PhD, Arizona State University

Cronin, John R.

(1966), Professor Emeritus of Chemistry and Biochemistry; BA, College of Wooster; PhD, University of Colorado

Cronkite, Walter

(1986), Professor of Journalism and Mass Communication

Crook, Sharon

(2004), Assistant Professor of Life Sciences and Mathematics and Statistics; BS, University of Southern Mississippi; MA, PhD, University of Maryland, College Park

Cross, James

(1986), Adjunct Professor of Art; BA, University of California, Los Angeles

Crotty, Mike

(2004), Senior Lecturer of Music; BM, Berklee College of Music

Crouch, Peter E.

(1985), Professor of Electrical Engineering; Dean, Ira A. Fulton School of Engineering; BS, MS, University of Warwick (United Kingdom); PhD, Harvard University

Crowder, Troy F.

(1970), Professor Emeritus of Journalism and Mass Communication; BA, University of South Dakota; MA, University of Iowa

Crowe, Barbara J.

(1981), Professor of Music; Director, Music Therapy; BM, MM, Michigan State University

Crowley, Sharon

(1998), Professor of English; BA, MA, University of Nebraska, Lincoln; PhD, University of Northern Colorado

Crozier, Peter A.

(1987), Senior Research Scientist, Center for Solid State Science; BSc, PhD, University of Glasgow (United Kingdom)

Cruse, Markus

(2005), Assistant Professor of French; BA, Amherst College; MA, PhD, New York University

Cruz, Evelyn Haydee

(2005), Clinical Associate Professor of Law; Director, Immigration Clinic; BA, University of California, Santa Cruz; JD, Santa Clara University School of Law

Cruz-Torres, Maria L.

(2005), Associate Professor of Global Studies and Women and Gender Studies; BS, University of Puerto Rico, Humacao; MA, PhD, Rutgers, The State University of New Jersey

Culbertson, Robert J.

(1991), Associate Professor of Physics; BS, Kent State University; PhD, Pennsylvania State University, University Park

Curran, Mark

(1968), Professor Emeritus of Spanish and Portuguese; BS, Rockhurst College; PhD, Saint Louis University

Curtiss, Roy III

(2004), Professor of Life Sciences; BS, Cornell University; PhD, University of Chicago

Cutler, Lorraine M.

(1991), Associate Professor of Interior Design; Chair, School of Interior Design; BA, BFA, Arizona State University;

MA, University of Phoenix

Cutrara, Dan

(2005), Lecturer of English; BA, University of Florida; MFA, University of Southern California

Cutter, Robert Joe

(2005), Professor of Chinese Studies; Chair, Department of Languages and Literatures; BA, MA, University of Arizona; PhD, University of Washington

Czygrinow, Andrzej M.

(1999), Assistant Professor of Mathematics and Statistics; MS, Adam Mickiewicz University (Poland); MS, PhD, Emory University

D

D'Alesandro, Anthony J.

(2004), Lecturer of Mathematics and Statistics; BA, MS, Rutgers, The State University of New Jersey; MS, University of Cincinnati

D'Angelo, Frank J.

(1970), Professor Emeritus of English; BS, Loyola University, New Orleans; MA, Tulane University; PhD, University of Nebraska, Lincoln

Daane, Calvin J.

(1963), Professor Emeritus of Psychology in Education; BS, University of Wisconsin, Madison; MA, Columbia University; EdD, Indiana University, Bloomington

Dagger, Richard K.

(1976), Professor of Political Science; BA, University of Missouri, St. Louis; PhD, University of Minnesota, Twin Cities

Dahl, Richard C.

(1966), Professor Emeritus of Law; BA, BLS, University of California, Berkeley; JD, Catholic University of America

Dahlen, Paul

(2006), Assistant Research Professor of Civil and Environmental Engineering; BS, University of Arizona; BS, Northern Arizona University; MS, PhD, Arizona State University

Daley, Timothy

(2005), Adjunct Professor of Life Sciences; BS, MD, University of Nebraska Medical Center

Dalgleish, Donald D.

(1962), Professor Emeritus of Military Science; BA, Carleton College; MA, Columbia University; PhD, University of Colorado

Dallyn, Selwyn L.

(1983), Clinical Professor of Law; BA, Graceland College; JD, University of Iowa

Dalton, Kevin Andrew

(1994), Lecturer, Barrett, the Honors College; BA, Columbia University; MPhil, University of Oxford (United Kingdom); PhD, University of Virginia

Damgaard, Anni

(1995), Instructor of Sociology; BS, California State University, Long Beach; MA, PhD, Arizona State University

Dandekar, Hemalata

(2002), Professor of Planning; Director, School of Planning; BArch, University of Bombay (India); MArch, University of Michigan; PhD, University of California, Los Angeles

Daniel, Norman E.

(1970), Professor Emeritus of Supply Chain Management; BS, MS, University of Tennessee, Knoxville; PhD, Indiana University

Danielson, Marivel

(2004), Assistant Professor of Transborder Chicana/o and Latina/o Studies; BA, Minnesota State University; MA, PhD, University of Michigan

Dantico, Marilyn

(1981), Associate Professor of Political Science; BA, University of Illinois; MA, PhD, Florida State University

Danzig, Arnold B.

(2001), Associate Professor of Educational Leadership and Policy Studies; Interim Associate Director, Division of Educational Leadership and Policy Studies; Academic Program Coordinator, DELTA Doctorate and EdD in Educational Administration and Supervision; BA, State University of New York; MA, PhD, University of Maryland

Darling, J. Andrew

(2001), Adjunct Professor of Anthropology; BA, Swarthmore College; MA, PhD, University of Michigan

Dasgupta, Partha

(1991), Associate Professor of Computer Science and Engineering; BTech, MTech, Indian Institute of Technology (India); PhD, State University of New York, Stony Brook

Datta, Manjira

(1995), Associate Professor of Economics; BA, MA, Jadavpur University (India); PhD, Cornell University

Dauber, M. Robert

(1990), Clinical Professor of Law; BA, University of California, Berkeley; JD, Arizona State University

Dauten, Joel J.

(1960), Professor Emeritus of Finance; BS, MS, Washington University; PhD, University of Iowa

Davey, William G.

(1976), Associate Professor of Communication; Director, International Programs; BA, Pennsylvania State University; MA, Columbia University; PhD, Indiana University, Bloomington

David, Julie Smith

(1995), Associate Professor of Information Systems; BA, MBA, PhD, Michigan State University

Davidson, Elizabeth T.

(1986), Research Professor of Life Sciences; BS, Mount Union College; MS, PhD, Ohio State University

Davidson, Joseph K.

(1973), Professor of Engineering; BME, MSc, PhD, Ohio State University

Davila, Eduardo

(1995), Senior Lecturer of Management; BS, University of Illinois, Urbana-Champaign; MBA, Arizona State University

Davis, Frank S.

(1978), Senior Research Professional of Chemistry and Biochemistry; BSE, Arizona State University

Davis, George R.

(1980), Professor Emeritus of Electrical Engineering; BSEE, MS, University of Illinois; PhD, University of Arizona

Davis, Joseph M.

(1975), Associate Professor of Finance; BS, University of South Carolina; MBA, Texas A & M University; PhD, University of Georgia

Davis, Kirsten

(2001), Legal Writing Professor; BA, JD, Ohio State University

Davis, Mary C.

(1994), Associate Professor of Psychology; BS, University of Idaho; MS, PhD, University of Pittsburgh

Davis, Olga Idriss

(1998), Associate Professor of Communication; BS, University of Redlands; MA, PhD, University of Nebraska, Lincoln

Davis, Robert E.

(1959), Professor Emeritus of Communication; BA, MA, PhD, University of Illinois

Davis, Thomas J.

(1996), Professor of History; AB, Fordham University; MA, Ball State University; MA, PhD, Columbia University; JD, State University of New York, Buffalo

Davulcu, Hasan

(2002), Assistant Professor of Computer Science and Engineering; BS, Middle East Technical University (Turkey); MS, PhD, State University of New York, Stony Brook

Day, Thomas

(1995), Professor of Life Sciences; BS, Colorado State University; MS, University of Idaho; PhD, Colorado State University

De la Garza, Sarah Amira

(2002), Associate Professor of Communication; BS, North Texas State University; MA, State University of New York, Buffalo; PhD, University of Texas at Austin

de los Santos, Alfredo

(1999), Research Professor, Division of Educational Leadership and Policy Studies; BA, MLS, PhD, University of Texas at Austin

de Marneffe, Peter

(1989), Associate Professor of Philosophy; BA, University of Massachusetts, Amherst; PhD, Harvard University

Deal, Clarice

(1996), Lecturer of Portuguese; BA, Saint Marense Organization of Education and Culture, S o Paulo (Brazil); MEd, Arizona State University

Dean, Arthur G.

(1971), Professor Emeritus of Industrial Engineering; BA, MS, Texas Tech University; PhD, Texas A & M University

Debenport, Sylvia

(1978), Professor Emerita of Music; BME, BM, MM, Indiana University, Bloomington

Decker, Lance

(2005), Faculty Associate of Planning; BS, MPA, The Ohio State University

DeFato, Rosalinda

(1970), Librarian, Humanities Services, University Libraries; BA, Saint John's University; MLS, University of California, Los Angeles

Deli, Daniel N.

(2001), Assistant Professor of Finance; BA, MS, University of Illinois; PhD, Arizona State University

DeLiberio, Joseph

(1996), Senior Lecturer of Computer Science and Engineering; BS, Iona College; MS, Purdue University

Dellheim, Charles J.

(1980), Professor Emeritus of History; BA, Harpur College; MA, PhD, Yale University

Demaine, Linda

(2004), Associate Professor of Law; BA, Arizona State University; JD, University of Arizona; PhD, Arizona State University

DeMars, James R.

(1981), Professor of Music; BA, Macalester College; MA, PhD, University of Minnesota, Twin Cities

Demirkan, Haluk

(2002), Assistant Professor of Information Systems; BS, Istanbul Technical University (Turkey); MS, PhD, University of Florida

DeNardo, Dale

(1998), Assistant Professor of Life Sciences; BS, DVM, University of California, Davis; PhD, University of California, Berkeley

Desch, Steven

(2003), Assistant Professor of Astronomy; BS, MS, Rensselaer Polytechnic Institute; MS, University of Chicago; PhD, University of Illinois, Urbana-Champaign

DeSerpa, Allan C.

(1975), Professor of Economics; BA, University of Santa Clara; PhD, University of California, Santa Barbara

Destailats, Hugo

(2006), Assistant Research Professor of Civil and Environmental Engineering; Licenciado, PhD, University of Buenos Aires (Argentina)

Detrie, Thomas

(1984), Professor Emeritus of Visual Communication Design; BFA, MFA, Louisiana Tech University

Deviche, Pierre

(1999), Professor of Life Sciences; BS, PhD, University of Liege (Belgium)

Devitt, Daniel

(2005), Lecturer of Languages and Literatures; BA, MA, PhD, State University of New York, Buffalo

Dezelsky, Thomas L.

(1968), Professor Emeritus of Kinesiology; BS, Central Michigan University; MA, University of Michigan; HSD, Indiana University, Bloomington

Diaz, Rodolfo E.

(2001), Associate Professor of Electrical Engineering; BS, Yale University; MS, PhD, University of California, Los Angeles

Dieckmann, Stephan

(2004), Assistant Professor of Finance; Diplom Betriebswirt, Business School of Finance and Management (Germany); MS, PhD, Carnegie Mellon University

Dierig, David A.

(1996), Adjunct Professor of Life Sciences; BS, MS, Arizona State University; PhD, University of Arizona

Di Felice, Beth

(2000), Associate Law Librarian; Assistant Director, Ross-Blakley Law Library; BA, Centenary College; MLS, JD, University of Washington

Di Gangi, Samuel

(1990), Associate Professor of Curriculum and Instruction; Assistant Vice Provost for Information Technology; BA, University of Pittsburgh; MEd, PhD, Arizona State University

Ditsworth, Richard L.

(1959), Professor Emeritus of Engineering; BS, MS, Iowa State College; PhD, Michigan State University

Doak, R. Bruce

(1991), Professor of Physics and Materials; BS, Cornell University; MS, PhD, Massachusetts Institute of Technology

Doan, Jerry

(1979), Professor of Music; BME, MM, North Texas State University; DMA, University of Michigan

Doane, Winifred W.

(1977), Professor Emerita of Life Sciences; BS, Hunter College; MS, University of Wisconsin; PhD, Yale University

Doebler, Bettie Anne

(1971), Professor Emerita of English; BA, MA, Duke University; PhD, University of Wisconsin, Madison

Doig, Stephen K.

(1996), Professor of Journalism and Mass Communication; BA, Dartmouth

Dollin, Michael

(1989), Faculty Associate of Planning; Coordinator, Community Design Studio; BLA, University of Arizona

Donelson, Kenneth L.

(1965), Professor Emeritus of English; BA, MA, PhD, University of Iowa

Dooley, Kevin

(1997), Professor of Supply Chain Management; BS, MS, PhD, University of Illinois, Urbana-Champaign

Dorman, Michael F.

(1976), Professor of Speech and Hearing Science; BS, University of Washington; MA, Hollins College; PhD, University of Connecticut

Dorn, Ronald I.

(1988), Professor of Geography; AB, MA, University of California, Berkeley; PhD, University of California, Los Angeles

Doty, Roxanne L.

(1990), Associate Professor of Political Science; BS, MA, Arizona State University; PhD, University of Minnesota, Twin Cities

Dounskaia, Natalia

(2005), Assistant Professor of Kinesiology; Diploma, Moscow Institute of Electronic Engineering (Russia); Candidate of Science, Russian Academy of Sciences

Dow, John

(1990), Professor of Physics; BS, University of Notre Dame; PhD, University of Rochester

Dowling, Thomas E.

(1988), Professor of Life Sciences; BS, University of Michigan; PhD, Wayne State University

Downs, Catherine A.

(1983), Clinical Professor of Life Sciences; BS, Arizona State University; MA, Central Michigan University

Downs, Floyd L.

(1988), Lecturer of Mathematics and Statistics; AB, Harvard University; MA, Columbia University

Doyel, David E.

(1985), Adjunct Professor of Anthropology; BA, University of Arizona; MA, PhD, California State University, Chico

Doyle, Donald P.

(1962), Professor Emeritus of Theatre; BA, Arizona State University; MA, Northwestern University; PhD, University of Minnesota, Twin Cities

Drake, Jackson M.

(1974), Professor Emeritus of Curriculum and Instruction; BS, MS, Southern Illinois University, Carbondale; EdD, Columbia University

Drake, Philip

(2006), Clinical Associate Professor of Accountancy; BS, University of Alabama; MA, PhD, Ohio State University

Dreyfoos, Dale

(1994), Professor of Music; BM, Florida State University; MM, University of Texas at Austin

Driscoll, Michael F.

(1971), Professor Emeritus of Mathematics and Statistics; BA, Saint John's University; MS, PhD, University of Arizona

Drucker, Jeffery S.

(2000), Associate Professor of Physics and Materials; BA, University of California, Irvine; PhD, University of California, Santa Barbara; PhD, University of Texas at Austin

Duane, Drake D.

(1987), Adjunct Professor of Speech and Hearing Science; AB, University of Michigan; MD, Wayne State University

Dubie, Norman

(1978), Regents' Professor of English; BA, Goddard College; MFA, University of Iowa

Duch, Carsten

(2006), Associate Professor of Life Sciences; PhD, Free University, Berlin (Germany)

Duckworth, William C.

(1999), Adjunct Professor of Life Sciences; BS, University of Tennessee, Knoxville; MD, University of Tennessee, Memphis

Duerden, Sarah J.

(1998), Senior Lecturer of English; BA, University of Sheffield (United Kingdom); MA, PhD, Arizona State University

Duffy, Dennis M.

(1977), Professor Emeritus of Construction; BS, MS, PhD, University of Arizona

Dugan, Jeanne

(1994), Senior Lecturer of English; BA, University of Michigan; MA, PhD, Arizona State University

Duman, Tolga

(1998), Associate Professor of Electrical Engineering; BS, Bilkent University (Turkey); MS, PhD, Northeastern University

Dumka, Larry E.

(1991), Associate Professor of Social and Family Dynamics; BA, University of Manitoba (Canada); MA, Simon Fraser University (Canada); PhD, Purdue University

Duncan, Christopher

(2005), Assistant Professor of Global Studies and Religious Studies; BA, Vanderbilt University; MPhil, PhD, Yale University

Duncan, Kate C.

(1991), Professor of Art; BA, MA, University of New Mexico; PhD, University of Washington

Dundas, Mary Jane

(1975), Professor Emerita of Legal and Ethical Studies; BA, California State University, Long Beach; JD, Loyola Marymount University

Durfee, Alesha

(2005), Assistant Professor of Women and Gender Studies; BA, Seattle Pacific University; BA, University of Oregon; MA, PhD, University of Washington;

Durrenberger, Robert W.

(1971), Professor Emeritus of Geography; BS, Moorhead State College; BS, California Institute of Technology; MS, University of Wisconsin, Madison; PhD, University of California, Los Angeles

Duttagupta, Chitralekha

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

Duvernay, Jennifer

(2000), Associate Librarian, Instruction, Outreach and Marketing Services; BS, Carroll College; MLS, University of North Carolina at Chapel Hill

Dworkin, Judith

(2003), Faculty Associate of Planning; MA, PhD, Clark University; JD, Arizona State University

Dwyer, Karen

(1994), Senior Lecturer of English; BA, Lamar University; MA, PhD, Purdue University

Dybvig-Pawelko, Kristin

(1999), Lecturer of Human Communication; BA, Arizona State University; MS, Cornell University

Dyer, Becky

(2005), Assistant Professor of Dance; BA, Brigham Young University; MS, University of Oregon; MFA, Texas Woman's University

E

Eaton, John

(2006), Clinical Associate Professor of Marketing; BA, University of Michigan; MBA, University of Toledo; PhD, Arizona State University

Eck, Roger

(1970), Professor Emeritus of Information Systems; BSChE, Clarkson College of Technology; MBA, University of New Mexico; PhD, Tulane University

Eckard, Bonnie

(1996), Professor of Theatre; BFA, University of Illinois; MA, University of Arizona; PhD, University of Denver

Eckert, Thomas W.

(1971), Professor of Art; BA, MFA, Arizona State University

Edelsky, Carol

(1976), Professor of Curriculum and Instruction; BS, University of Cincinnati; PhD, University of New Mexico

Eder, James F. Jr.

(1975), Professor of Anthropology; Director, Program for Southeast Asian Studies; BS, California Institute of Technology; MA, PhD, University of California, Santa Barbara

Edsall, Robert M.

(2000), Assistant Professor of Geography; BA, Kenyon College; MS, PhD, Pennsylvania State University

Edson, Belle

(1994), Assistant Instructional Professional of Human Communication; BA, Moorhead State University; MS, Kansas State University; PhD, University of Denver

Edwards, Gus

(1988), Professor of Theatre

Edwards, John L.

(1964), Professor Emeritus of Curriculum and Instruction; BA, Ball State University; MA, EdD, Arizona State University

Edwin, Mark

(2005), Adjunct Professor of Life Sciences; BA, Carroll College; MDCM, McGill University (Canada)

Eeds, Maryann H.

(1975), Professor Emerita of Curriculum and Instruction; BA, California State University, Sacramento; PhD, University of Oregon

Ehteshami, Gholam

(2000), Research Scientist of Bioengineering; BS, University of Tehran (Iran); MS, Oregon State University; PhD, University of Arizona

Eisenberg, Nancy H.

(1976), Regents' Professor of Psychology; BA, University of Michigan; MA, PhD, University of California, Berkeley

Ekmanis, Rolfs

(1963), Professor Emeritus of Russian; BA, MA, University of Wisconsin, Madison; PhD, Indiana University, Bloomington

El-Basyouny, Mohammed

(1996), Assistant Research Professor of Civil and Environmental Engineering; BS, Cairo University (Egypt); MS, PhD, Arizona State University

El Hamel, Chouki

(2002), Associate Professor of History; BA, University of Muhammad I of Oujda (Morocco); MA, PhD, University of

Paris Pantheon-Sorbonne (France)

Elliott, Charles S.

(1989), Professor Emeritus of Industrial Engineering; BME, General Motors Institute; MS, Indiana University, Bloomington; PhD, Michigan State University

Elliott, Steve

(2006), Professor of Practice of Journalism and Mass Communication; Director, Print News Bureau; BA, University of Arizona; MBA, Arizona State University

Ellis, Andrew W.

(1998), Associate Professor of Geography; BA, MS, PhD, University of Delaware

Ellis, Larry

(2005), Lecturer of English; BA, MA, PhD, Arizona State University

Ellis, Robert H.

(1962), Professor Emeritus of Journalism and Mass Communication; BA, Arizona State University; MA, Case Western Reserve University

Ellman, Ira Mark

(1978), Professor of Law; BA, Reed College; MA, University of Illinois; JD, University of California, Berkeley

Ellsworth, Angela

(2005), Assistant Professor of Art; BA, Hampshire College; MFA, Rutgers, The State University of New Jersey

Elman, Colin

(1998), Associate Professor of Political Science; BA, Nottingham University (United Kingdom); MA, PhD, Columbia University

Elman, Miriam Fendius

(1995), Associate Professor of Political Science; BA, MA, Hebrew University (Israel); PhD, Columbia University

Elmore, James W.

(1949), Professor Emeritus of Planning; AB, University of Nebraska; MS, Columbia University

Elorrieta, Jabier

(2006), Senior Lecturer of Languages and Literatures; BA University of Deusto (Spain); MA, PhD, University of Texas at Austin

Elser, James J.

(1990), Professor of Life Sciences; Associate Director, Research and Training Initiation; BS, University of Notre Dame; MS, University of Tennessee, Knoxville; PhD, University of California, Davis

Elser, Monica M.

(1996), Academic Associate, Educational Liaison, Global Institute of Sustainability; BS, University of Notre Dame; MS, University of Tennessee, Knoxville; MEd, Arizona State University

Elsharawy, Elbadawy

(1989), Professor Emeritus of Electrical Engineering; BSE, MSE, Mansoura University (Egypt); PhD, University of Massachusetts, Amherst

Enders, Craig

(2005), Assistant Professor of Psychology; BA, PhD, University of Nebraska

Enz, Billie J.

(1990), Administrative Professional of Curriculum and Instruction; Associate Director for Professional Development and Induction, Division of Curriculum and Instruction; BA, MA, PhD, Arizona State University

Erber, Joachim

(2005), Adjunct Professor of Life Sciences; DSC, Technical University Darmstadt (Germany)

Erickson, Mary L.

(1990), Professor of Art; BFA, University of Illinois; MA, PhD, Ohio State University

Ericson, John Q.

(2001), Assistant Professor of Music; BM, Emporia State University; MM, Eastman School of Music; DMA, Indiana University

Ernzen, James J.

(1996), Associate Professor of Construction; Director, Del E. Webb School of Construction; BS, MS, University of Notre Dame; PhD, University of Texas at Austin

Escalante, Ananias

(2005), Associate Professor of Life Sciences; Licenciado, MSc, Simón Bolívar University (Venezuela); PhD, University of California, Irvine

Esch, Mark

(2003), Lecturer of Curriculum and Instruction; BA, Goshen College; MA, University of Phoenix

Escobar, Edward J.

(1993), Associate Professor of Transborder Chicana/o and Latina/o Studies; BA, California State University, Dominguez Hills; MA, PhD, University of California, Riverside

Espino, Rodolfo

(2004), Assistant Professor of Political Science; BA, Luther College; MA, PhD, University of Wisconsin, Madison

Espinosa, Aurelio

(2005), Assistant Professor of Religious Studies; BA, MA, PhD, University of Arizona

Espinosa, Paul T.

(2004), Professor of Transborder Chicana/o and Latina/o Studies; BA, Brown University; MA, PhD, Stanford University

Essig, Linda

(2004), Professor of Theatre; Director, School of Theatre and Film; BFA, MFA, New York University

Etter, Patricia A.

(1988), Archivist Emerita, University Libraries; BA, California State University, Long Beach; MLS, University of Arizona

Eubank, Randall L.

(2005), Professor of Mathematics and Statistics; BS, MS, New Mexico State University; MS, PhD, Texas A and M University

Evans, Donovan L.

(1966), Professor Emeritus of Engineering; BSME, University of Cincinnati; PhD, Northwestern University

Evans, John X.

(1964), Professor Emeritus of English; BA, Holy Cross College; MA, PhD, Yale University

Eveland, Charles

(1974), Professor Emeritus of Health Management and Policy; BS, University of Maryland; MS, Baylor University; PhD, University of Michigan

Ewan, Joseph

(1994), Associate Professor of Architecture and Landscape Architecture; BSD, Arizona State University; MLA, University of California, Berkeley

Ewing, Alison

(1993), Law Librarian, Circulation/Reference; BA, MLS, University of Michigan

Ewing, Kris M.

(2006), Clinical Assistant Professor of Educational Leadership and Policy Studies; BS, Arizona State University; MA, University of Iowa; EdD, Arizona State University

F

Faas, Larry A.

(1967), Professor Emeritus of Curriculum and Instruction; BS, Iowa State University; MA, Colorado State College; EdD, Utah State University

Fabes, Richard A.

(1983), Professor of Social and Family Dynamics; Chair, Department of Social and Family Dynamics; BA, University of Colorado; MS, PhD, Oklahoma State University

Fabregas Valcarce, Ramón M.

(2006), Adjunct Professor of Anthropology; BA, Autonomous University of Barcelona (Spain); MA, PhD, National University of Distance Education (Spain)

Fabricius, William

(1990), Associate Professor of Psychology; BA, Boston College; MS, Wheelock College; PhD, University of Michigan

Facinelli, Diane A.

(1993), Senior Lecturer, Barrett, the Honors College; BA, MA, PhD, Arizona State University

Faeth, Stanley H.

(1980), Professor of Life Sciences; BS, MS, University of Cincinnati; PhD, Florida State University

Fafitis, Apostolos

(1984), Associate Professor of Civil and Environmental Engineering; BSE, Aristotelion University of Thessaloniki (Greece); MEng, South Dakota School of Mines and Technology; PhD, Northwestern University

Fahlman, Betsy

(1988), Professor of Art; BA, Mount Holyoke College; MA, PhD, University of Delaware

Fain, Jeanne

(2004), Senior Lecturer of Curriculum and Instruction; BS, Grand Canyon University; MEd, Arizona State University; PhD, University of Arizona

Falce-Robinson, Juliet

(2006), Senior Lecturer of Languages and Literatures; BA, MA, PhD, University of California, Irvine

Falconer, Steven E.

(1989), Professor of Anthropology; BA, Washington State University; MA, PhD, University of Arizona

Fall, Patricia L.

(1989), Associate Professor of Geography; BA, Prescott College; MS, PhD, University of Arizona

Faltis, Christian J.

(1991), Professor of Curriculum and Instruction; BA, San Francisco State University; MA, San Jose State University; MA, PhD, Stanford University

Faltz, Leonard M.

(1979), Professor Emeritus of Computer Science and Engineering; BS, City University of New York; MS, Harvard University; PhD, University of California, Berkeley

Farin, Gerald

(1987), Professor of Computer Science and Engineering; BA, MA, PhD, University of Braunschweig (Germany)

Farmer, Frank D.

(1970), Associate Professor of Mathematics and Statistics; BA, MA, University of California, Riverside; PhD, University of Washington

Farmer, Jack D.

(1998), Professor of Geological Sciences; BA, California State University, Chico; MS, University of Kansas; PhD, University of California, Davis

Farmer, Richard

(1976), Research Professor of Electrical Engineering; BS, Colorado State University; MS, Arizona State University

Fay, Jennifer R.

(2005), Lecturer of Kinesiology; BA, MS, Arizona State University

Fearon, Harold E.

(1961), Professor Emeritus of Supply Chain Management; BS, MBA, Indiana University; PhD, Michigan State University

Feigal, Ellen

(2005), Adjunct Professor of Life Sciences; BS, MS, University of California, Irvine; MD, University of California, Davis

Feisst, Sabine

(2002), Assistant Professor of Music; MM, Conservatory of Music, Frankfurt (Germany); PhD, Free University of Berlin (Germany)

Felder, Mark

(2002), Faculty Associate of Construction; BA, Dartmouth College; MEd, Northern Arizona University

Feldhaus, Anne

(1981), Professor of Religious Studies; BA, Manhattanville College; PhD, University of Pennsylvania

Feldstein, Alan

(1970), Professor Emeritus of Mathematics and Statistics; BA, Arizona State University; PhD, University of California, Los Angeles

Feller, Joseph M.

(1987), Professor of Law; BA, Harvard University; PhD, University of California, Berkeley; JD, Harvard University

Fellmeth, Aaron

(2004), Associate Professor of Law; AB, University of California, Berkeley; MA, JD, Yale University

Fenske, Robert H.

(1974), Professor Emeritus of Educational Leadership and Policy Studies; BS, MS, PhD, University of Wisconsin, Madison

Fernando, Harindra

(1984), Professor of Mechanical and Aerospace Engineering; Director, Center for Environmental Fluid Dynamics; BSc, University of Sri Lanka; MA, PhD, Johns Hopkins University

Ferrall, J. Eleanor

(1969), Librarian Emerita, Reference Service; AB, Heidelberg College; MA, Arizona State University

Ferris, Jean

(1985), Professor Emerita of Music; BM, University of Michigan; MA, Arizona State University

Ferry, David K.

(1983), Regents' Professor of Electrical Engineering; BSEE, MSEE, Texas Technological College; PhD, University of Texas at Austin

Fessenden, Tracy

(1994), Associate Professor of Religious Studies; BA, Yale University; PhD, University of Virginia

Fewell, Jennifer H.

(1993), Associate Professor of Life Sciences; BA, Cornell University; MA, PhD, University of Colorado

Fey, Richard

(2005), Lecturer of Sociology; BS, MS, Portland State University; PhD, Arizona State University

Fidel, Noel

(2002), Associate Dean of Students, Sandra Day O'Connor College of Law; AB, Dartmouth College; JD, Harvard University; LLM, University of Virginia

Findler, Nicholas V.

(1982), Professor Emeritus of Computer Science and Engineering; BEng, PhD, Budapest University for Technical Sciences (Hungary)

Fine, Robert

(1997), Senior Lecturer of Sociology; BA, Boston University; MA, University of Chicago; PhD, New York University

Fink, Jonathan

(1982), Professor of Geological Sciences; Vice President for Research and Economic Affairs; BA, Colby College; PhD, Stanford University

Firestone, Melvin M.

(1968), Professor Emeritus of Anthropology; BA, University of New Mexico; MA, PhD, University of Washington

Firozzaman, M.

(2002), Lecturer of Mathematics and Statistics; BS, MS, Jahangirnagar University (Bangladesh); MS, University of Kaiserslautern (Germany)

Fischman, Gustavo E.

(1999), Associate Professor of Curriculum and Instruction; BA, University of Buenos Aires (Argentina); MA, PhD, University of California, Los Angeles

Fish Ewan, Rebecca

(1994), Associate Professor of Architecture and Landscape Architecture; BA, MLA, University of California, Berkeley

Fishel, Susanna

(2007), Assistant Professor of Mathematics and Statistics; BA, Oberlin College; PhD, University of Minnesota

Fisher, Jill

(2005), Assistant Professor of Women and Gender Studies; BA, Connecticut College; MS, PhD, Rensselaer Polytechnic Institute

Fisher, Marvin M.

(1958), Professor Emeritus of English; AB, AM, Wayne University; PhD, University of Minnesota, Twin Cities

Fisher, Stuart G.

(1976), Professor of Life Sciences; BS, MA, Wake Forest College; PhD, Dartmouth College

Fisk, R. Leighton

(1979), Adjunct Professor of Bioengineering; BS, MS, PhD, University of Alberta (Canada)

Fitch, Frank W.

(1997), Adjunct Professor of Life Sciences; MS, MD, PhD, University of Chicago

Fitch, Gregory W.

(1974), Professor of Philosophy; BA, Western Washington State College; MA, PhD, University of Massachusetts, Amherst

Fitzgerald, Mary

(1998), Assistant Professor of Dance; BA, University of Maine; MFA, Arizona State University

FitzPatrick, Carole

(2005), Assistant Professor of Music; BM, University of Texas at Austin; MM, MMA, Yale University

Fixico, Donald

(2004), Distinguished Foundation Professor of History; BA, MA, PhD, University of Oklahoma

Flaherty, Richard E.

(1978), Professor Emeritus of Accountancy; BS, MS, PhD, University of Kansas; CPA, Kansas

Fleming, Robert C.

(1974), Professor Emeritus of Music; Director Emeritus, Sun Devil Marching Band; BS, Indiana University of Pennsylvania; MFA, Carnegie Mellon University; PhD, Southern Illinois University, Carbondale

Flores, Alfinio

(1992), Professor of Curriculum and Instruction; BS, MS, National University of Mexico; PhD, Ohio State University

Florschuetz, Leon W.

(1964), Professor Emeritus of Engineering; BS, MS, PhD, University of Illinois

Floyd, Kory

(2000), Associate Professor of Communication; Director, Master's Program, Hugh Downs School of Human Communication; BA, Western Washington University; MA, University of Washington; PhD, University of Arizona

Flys, Michael

(1975), Professor Emeritus of Spanish; Licenciado en Filosofía y Letras, Doctor en Filosofía y Letras, University of Madrid (Spain)

Foard, Fumiko

(1990), Senior Lecturer of Japanese; BA, Keio Gijuku University (Japan); MA, Arizona State University

Foard, James

(1977), Professor of Religious Studies; BA, College of Wooster; MA, PhD, Stanford University

Fonow, Mary Margaret

(2004), Professor of Women and Gender Studies; Director, Women and Gender Studies Program; BA, Ohio University; MA, PhD, Ohio State University

Forsyth, Ben R.

(1992), Professor Emeritus of Health Management and Policy; MD, New York University

Foster, David William

(1964), Regents' Professor of Languages and Literatures; BA, MA, PhD, University of Washington

Foster, Joyce

(1972), Professor Emerita of Life Sciences; BA, MA, DePauw University; PhD, Arizona State University

Foster, Michael S.

(2001), Adjunct Professor of Anthropology; BA, Colorado State University; MA, PhD, University of Colorado, Boulder

Fouch, Matthew

(2001), Assistant Professor of Geological Sciences; BA, Pomona College; ScM, PhD, Brown University

Fouquette, Martin J. Jr.

(1965), Professor Emeritus of Life Sciences; BA, MA, PhD, University of Texas at Austin

Fowler, John W.

(1995), Professor of Industrial Engineering; Associate Chair, Department of Industrial Engineering; BS, MS, PhD, Texas A & M University

Fox, Cora V.

(2001), Assistant Professor of English; BA, Grinnell College; MA, PhD, University of Wisconsin, Madison

Fox, Peter

(1990), Professor of Civil and Environmental Engineering; BS, MS, PhD, University of Illinois

Francisco, Wilson A.

(1999), Associate Professor of Chemistry and Biochemistry; BS, University of Puerto Rico; PhD, Texas A & M University

Frasch, Wayne D.

(1989), Professor of Life Sciences; BA, Hope College; PhD, University of Kentucky

Freeman, Donald J.

(1989), Professor Emeritus of Psychology in Education; BA, Grinnell College; MA, PhD, Michigan State University

French, Peter A.

(2000), Professor of Philosophy; Director, Lincoln Center for Applied Ethics; BA, Gettysburg College; MA, University of Southern California, Los Angeles; PhD, University of Miami, Coral Gables

Fridkin, Kim

(1989), Professor of Political Science; Director, Graduate Studies, Department of Political Science; AB, MA, PhD, University of Michigan

Friesen, Cody

(2004), Assistant Professor of Materials; BSE, Arizona State University; PhD, Massachusetts Institute of Technology

Fritzemeyer, Joseph R.

(1973), Professor Emeritus of Accountancy; BBA, Baylor University; MBA, DBA, Indiana University; CPA, Texas

Fromme, Petra

(2002), Professor of Chemistry and Biochemistry; Assistant Chair for Graduate Studies, Department of Chemistry and Biochemistry; MS, Free University of Berlin (Germany); PhD, Technical University of Berlin (Germany)

Fry, Harold

(1958), Professor Emeritus of Engineering; BS, Colorado State University; ME, University of Wyoming; MS, University of Colorado

Fry, Warren D.

(1974), Learning Resources Specialist Emeritus; BA, University of Northern Iowa; MA, Arizona State University

Fuchs, Jacob

(1951), Professor Emeritus of Chemistry and Biochemistry; BA, New York University; MS, PhD, University of Illinois

Fuchs, Rachel G.

(1983), Distinguished Foundation Professor of History; BA, MA, Boston University; PhD, Indiana University

Fulginiti, Laura C.

(1998), Adjunct Professor of Anthropology; BA, Colorado College; MA, PhD, University of Arizona

Fullerton, Bill J.

(1958), Professor Emeritus of Curriculum and Instruction; BS, Northwestern Oklahoma State College; MA, EdD, University of Oklahoma

Fullinwider, S. Pendleton

(1967), Professor Emeritus of History; BS, United States Naval Academy; MS, PhD, University of Wisconsin, Madison

Fulman, Igor

(2004), Lecturer of Mathematics and Statistics; MS, Kazan State University (Russia); PhD, Technion (Israel)

Fulton, DoVeanna

(2005), Associate Professor of English; BA, Wayne State University; PhD, University of Minnesota

Furnish, Dale Beck

(1970), Professor Emeritus of Law; AB, Grinnell College; JD, University of Iowa; LLM, University of Michigan

Furnish, Elizabeth

(2004), Assistant Research Professor of Bioengineering; BS, University of Iowa; PhD, University of Texas at Austin

Furr-Soloman, Connie

(2001), Associate Professor of Theatre; BA, University of North Carolina at Charlotte; MFA, University of Tennessee, Knoxville

Furukawa, Michael F.

(2004), Assistant Professor of Health Management and Policy; BS, MS, Georgia Institute of Technology; PhD, University of Pennsylvania

Fuse, Montye

(1997), Lecturer of English; BA, California State University, Long Beach; MA, PhD, University of California, Berkeley

G

Gadau, Juergen

(2004), Assistant Professor of Life Sciences; Diplom Biologie, Doktorarbeit, Würzburg University (Germany)

Gager, Constance T.

(2003), Assistant Professor of Social and Family Dynamics; BA, Clark University; MA, University of Vermont; PhD, University of Pennsylvania

Gaines, Sylvia W.

(1972), Professor Emerita of Anthropology; BA, MA, PhD, Arizona State University

Galician, Mary-Lou

(1983), Associate Professor of Journalism and Mass Communication; BA, Long Island University, Brooklyn; MS, Syracuse University; EdD, Memphis State University

Gallab, Abdullahi

(2005), Visiting Assistant Professor of African and African American Studies and Religious Studies; BS, Boston University; MA, PhD, Brigham Young University

Gallinger, George W.

(1977), Associate Professor of Finance; BA, Waterloo Lutheran University (Canada); MBA, York University (Canada); PhD, Purdue University

Gammage, Grady Jr.

(1990), Faculty Associate of Planning; BA, Occidental College; JD, Stanford University

Garcia, Antonio A.

(1989), Professor of Bioengineering; Interim Associate Dean, Academic Affairs; BS, Rutgers, The State University of New Jersey; PhD, University of California, Berkeley

Garcia, David R.

(2004), Assistant Professor of Educational Leadership and Policy Studies; BA, Arizona State University; MA, PhD, University of Chicago

García, Eugene E.

(2002), Professor of Curriculum and Instruction; Vice President for University-School Partnerships; BS, University of Utah; MA, PhD, University of Kansas

García-Fernández, Carlos

(1990), Professor of Spanish; MA, University Pontifica of Salamanca (Spain); MA, PhD, University of California, Davis

García-Fernández, Carmen

(2001), Associate Professor of Spanish; BA, Teacher's Training College for Women (Peru); MA, University of Kansas; PhD, Georgetown University

García-Pérez, María Hilda

(2007), Assistant Professor of Transborder Chicana/o and Latina/o Studies; BA, Autonomous University of Baja California (Mexico); MA, The College of the Northern Border (Mexico); PhD, University of Michigan

Garcia-Pichel, Ferran

(1999), Professor of Life Sciences; BS, MS, Autonomous University of Barcelona, Bellaterra (Spain); PhD, University of Oregon

Gardner, Carl L.

(1994), Professor of Mathematics and Statistics; BA, Duke University; PhD, Massachusetts Institute of Technology

Garlant, Miriam

(2006), Clinical Assistant Professor of Speech and Hearing Science; BS, MS, Arizona State University

Garnero, Edward

(1999), Associate Professor of Geological Sciences; AB, University of California, Berkeley; PhD, California Institute of Technology

Gasowski, Ronald Edward

(1971), Professor Emeritus of Art; BSD, University of Michigan; MFA, University of Washington

Geiger, Karen

(1996), Senior Lecturer of Accountancy; BS, University of Nevada; MS, Arizona State University

Gel, Esma S.

(2000), Assistant Professor of Industrial Engineering; BS, Orta Dogu Technical University (Turkey); MS, PhD, Northwestern University

Gelb, Anne

(1998), Associate Professor of Mathematics and Statistics; BS, University of California, Los Angeles; ScM, PhD, Brown University

Gendron, Mary

(2006), Clinical Professor of Management; BS, MC, Arizona State University; PhD, University of Arizona

Gentrup, William F.

(1991), Associate Research Administrator, Arizona Center for Medieval and Renaissance Studies; BA, MA, PhD, Arizona State University

Gentry, Gregory

(2004), Assistant Professor of Music; Associate Director, Choral Activities; BME, University of Denver; MM, DMA, University of Missouri-Kansas City Conservatory of Music

George, Lisa

(1999), Assistant Professor of Classics; BA, Vassar College; MA, Bryn Mawr College; MA, San Francisco State University; PhD, Bryn Mawr College

Gerber, Leah R.

(2001), Assistant Professor of Life Sciences; BS, Mills College; MMA, PhD, University of Washington

Gereboff, Joel D.

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

Gerlach, Vernon S.

(1963), Professor Emeritus of Psychology in Education; BA, Wayne State University; MA, University of Minnesota, Twin Cities; EdD, Arizona State University

Gharavi, Lance

(2001), Assistant Professor of Theatre; BFA, Drake University; MA, PhD, University of Kansas, Lawrence

Ghirlanda, Giovanna

(2002), Assistant Professor of Chemistry and Biochemistry; Laurea, PhD, University of Padua (Italy)

Giard, Jacques

(1998), Professor of Industrial Design; Director, Collegewide Programs, College of Design; Dip.Des., IAA, Montreal (Canada); H.Dip.Des., Birmingham Polytechnic (United Kingdom); PhD, Concordia University (Canada)

Gibney, John

(1992), Adjunct Professor of Bioengineering; BS, St. Peter's College; MD, New Jersey College of Medicine

Gieschen, Donald W.

(1959), Professor Emeritus of Philosophy; BS, Northwestern University; MA, PhD, University of Minnesota, Twin Cities

Giffin, Frederick C.

(1967), Professor Emeritus of History; BA, Denison University; MA, PhD, Emory University

Gildenblat, Gennady

(2006), Professor of Electrical Engineering; MSEE, St. Petersburg Electrical Engineering Institute (Russia); PhD, Rensselaer Polytechnic Institute

Gilfillan, Daniel D.

(2002), Assistant Professor of German; BA, MA, University of Vermont; PhD, University of Oregon

Gill, Anthony

(2003), Assistant Museum Curator, School of Life Sciences; BS, PhD, University of New England (Australia)

Gill, George A.

(1966), Professor Emeritus of Curriculum and Instruction; BS, MA, Arizona State University

Gillingwater, Denis

(1973), Professor of Art; BFA, MFA, University of Cincinnati

Gillis, Gorganne Scheiner

(1983), Associate Professor of Women and Gender Studies; BA, Ithaca College; MA, University of Western Ontario (Canada); PhD, Arizona State University

Giner, Oscar

(1998), Professor of Theatre; BA, MFA, DFA, Yale University

Gisolo, Margaret

(1954), Professor Emerita of Dance; BS, Indiana State University, Terre Haute; MA, New York University

Glass, Gene V

(1986), Regents' Professor of Educational Leadership and Policy Studies and Psychology in Education; Academic Program Coordinator, Educational Leadership and Policy Studies; BA, University of Nebraska; MS, PhD, University of Wisconsin

Glau, Gregory R.

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

Glaunsinger, William S.

(1972), Professor Emeritus of Chemistry and Biochemistry; BS, Miami University; PhD, Cornell University

Glessner-Calkins, Beth A.

(1995), Academic Associate of Languages and Literatures; Assistant Director, Academic Services; BA, Grove City College; MA, PhD, Pennsylvania State University

Glick, Jennifer E.

(2000), Associate Professor of Sociology; BA, Pennsylvania State University; MA, PhD, University of Texas at Austin

Glick, Milton D.

(1991), University Professor and Provost Emeritus; AB, Augusta College; PhD, University of Wisconsin, Madison

Glick, William H.

(1995), Professor Emeritus of Management; AB, University of Michigan; PhD, University of California, Berkeley

Glidden-Tracey, Cynthia

(1999), Clinical Associate Professor of Psychology in Education; AB, AM, PhD, University of Illinois

Gober, Patricia A.

(1975), Professor of Geography; BS, University of Wisconsin, Whitewater; MA, PhD, Ohio State University

Godelier, Maurice

(2006), Adjunct Professor of Anthropology; MA, National Academy of Education and Research (France)

Godfrey, Donald G.

(1988), Professor of Journalism and Mass Communication; BS, Weber State College; MS, University of Oregon; PhD, University of Washington

Goggin, Maureen Daly

(1994), Associate Professor of English; Associate Chair, Department of English; BS, MA, Northeastern University; PhD, Carnegie Mellon University

Goggin, Peter N.

(2000), Assistant Professor of English; BS, MA, Northeastern University; PhD, Indiana University of Pennsylvania

Goldberg, Beckian Fritz

(1990), Professor of English; BA, MA, Arizona State University; MFA, Vermont College

Golden, Jay

(2006), Assistant Professor of Sustainability; BA, University of Phoenix; MPhil, PhD, University of Cambridge (United Kingdom)

Goldinger, Stephen D.

(1992), Professor of Psychology; BA, PhD, Indiana University, Bloomington

Goldman, Donald

(2001), Senior Lecturer of Accountancy; BS, Arizona State University; BA, University of Illinois

Goldstein, Elliott S.

(1974), Associate Professor of Life Sciences; BS, University of Hartford; MS, PhD, University of Minnesota, Twin Cities

Goldstein, Lynne G.

(2006), Adjunct Professor of Anthropology; BA, Beloit College; MA, PhD, Northwestern University

Golen, Steven P.

(1984), Associate Professor of Accountancy; BS, MA, Western Kentucky University; PhD, Arizona State University

Golub, Aaron

(2007), Assistant Professor of Planning; BS, Virginia Polytechnic Institute; MS, Massachusetts Institute of Technology; PhD, University of California, Berkeley

Gomes, Mario

(2006), Lecturer of Mechanical and Aerospace Engineering; BS, Cornell University; MS, Georgia Institute of Technology; PhD, Cornell University

Gomez, Reynaldo A.

(1980), Associate Professor of Curriculum and Instruction; BA, Southwest Texas State University; MEd, Stephen F. Austin State University; PhD, Pennsylvania State University

Gomez-Mejia, Luis R.

(1989), Regents' Professor of Management; BA, MA, PhD, University of Minnesota, Twin Cities

González, Josué M.

(1998), Professor of Educational Leadership and Policy Studies; Director, Southwest Center for Education Equity and Language Diversity; BA, MA, Texas A & M University, Kingsville; EdD, University of Massachusetts, Amherst

Gonzales, Nancy A.

(1992), Professor of Psychology; BS, Arizona State University; MS, PhD, University of Washington

Gonzales, Vanna

(2005), Assistant Professor of Justice and Social Inquiry; PhD, University of California, Berkeley

Goo, Benjamin

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

Goodall, H.L. "Bud" Jr.

(2004), Professor of Communication; Director, Hugh Downs School of Human Communication; BA, Shepherd College; MA, University of North Carolina at Chapel Hill; PhD, Pennsylvania State University

Gooding, Elmer R.

(1967), Professor Emeritus of Economics; BS, McPherson College; MA, PhD, University of Kansas

Goodnick, Stephen M.

(1996), Professor of Electrical Engineering; Associate Vice President for Research; BS, Trinity University; MS, PhD, Colorado State University

Gopalan, Sandeep

(2004), Associate Professor of Law; Faculty Fellow, Center for the Study of Law, Science, and Technology; BA, LLB, National Law School of India; DPhil, Oxford University (United Kingdom)

Gordon, Claire

(2006), Adjunct Professor of Anthropology; BS, University of Notre Dame; MA, PhD, Northwestern University

Gordon, Leonard

(1967), Professor Emeritus of Sociology; BA, Wayne State University; MA, University of Michigan; PhD, Wayne State University

Gorin, Joanna S.

(2002), Assistant Professor of Psychology in Education; BA, University of California, Los Angeles; MA, University of Texas at Austin; PhD, University of Kansas

Gortzak, Yoav

(2006), Assistant Professor of Political Science; BA, The Hebrew University of Jerusalem (Israel); MA, PhD, The Ohio State University, Columbus

Gorur, Ravi S.

(1987), Professor of Electrical Engineering; Director, Undergraduate Studies, Department of Electrical Engineering; BS, Bangalore University (India); MS, Indian Institute of Science (India); PhD, University of Windsor (Canada)

Goryll, Michael

(2007), Assistant Professor of Electrical Engineering; Diplom, PhD, RWTH Aachen University (Germany)

Goul, Kenneth Michael

(1985), Professor of Information Systems; BS, MBA, PhD, Oregon State University

Gould, Ian R.

(1998), President's Professor of Chemistry and Biochemistry; BSc, MSc, PhD, University of Manchester (United Kingdom)

Gourley, David R.

(1967), Professor Emeritus of Marketing; BS, Miami University; MBA, University of Toledo; DBA, Indiana University

Gover, Kevin

(2003), Professor of Law; AB, Princeton University; JD, University of New Mexico

Goyer, Robert S.

(1981), Professor Emeritus of Communication; BA, DePauw University; MA, Miami University; PhD, Ohio State University

Grace, Edward E.

(1963), Professor Emeritus of Mathematics and Statistics; BS, PhD, University of North Carolina

Graf, William L.

(1978), Regents' Professor Emeritus of Geography; BA, MSc, PhD, University of Wisconsin, Madison

Gratton, Brian J.

(1983), Professor of History; BA, University of New Mexico; PhD, Boston University

Graupmann, Michael A.

(2006), Lecturer of Human Communication; Director of Forensics, Hugh Downs School of Human Communication; BA, Arizona State University; MA, University of Texas at Austin

Gray, Shelley

(2001), Assistant Professor of Speech and Hearing Science; BS, MS, PhD, University of Arizona

Gray, Susan E.

(1991), Associate Professor of History; AB, Earlham College; MA, PhD, University of Chicago

Greathouse, Betty M.

(1997), Professor Emerita of Curriculum and Instruction; BA, MA, PhD, Arizona State University

Greeley, Ronald

(1977), Regents' Professor of Geological Sciences; BS, MS, Mississippi State University; PhD, University of Missouri, Rolla

Green, James L.

(1967), Professor Emeritus of English; BA, MA, University of Kansas; PhD, University of Nevada, Reno

Green, Jennifer L.

(1991), Adjunct Professor of Chemistry and Biochemistry; BSc, PhD, University of Sydney (Australia)

Green, Mary E.

(1967), Professor Emerita of English; BA, Queens College; MA, Saint John's University; PhD, University of Chicago

Green, Monica

(2002), Professor of History; BA, Barnard College; MA, PhD, Princeton University

Green, Samuel B.

(2000), Professor of Psychology in Education; Interim Director, Division of Psychology in Education; BA, West Virginia University; MS, Marquette University; PhD, University of Georgia

Green, Susan C.

(2006), Professor of Practice of Journalism and Mass Communication; BS, Arizona State University

Greeneich, Edwin W.

(1982), Professor Emeritus of Electrical Engineering; BSEE, MSEE, PhD, University of California, Berkeley

Greenspan, Ruth L.

(1997), Adjunct Professor of Anthropology; BA, Carleton College; MA, PhD, University of Oregon

Greenwood, Priscilla

(2005), Research Professor of Mathematics and Statistics; BA, Duke University; MA, PhD, University of Wisconsin, Madison

Greer, Dawn Cosgrove

(2000), Clinical Associate Professor of Speech and Hearing Science; BA, University of Northern Iowa; MA, University of Kansas

Greives, Thomas L.

(1997), Associate Librarian, Humanities Services, University Libraries; BA, Purdue University; MA, University of Southern California; MLS, Indiana University

Grey, Betsy J.

(1987), Professor of Law; BA, Barnard College; JD, Georgetown University

Grier, Marvin

(1957), Professor Emeritus of Kinesiology; BA, Wisconsin State College, La Crosse; MA, New York University

Gries, Corinna

(1998), Academic Associate, CAP LTER Ecological Data Coordinator, Global Institute of Sustainability; MS, PhD, Christian Albrechts University (Germany)

Griffin, William A.

(1988), Professor of Social and Family Dynamics; BA, Auburn University; MS, Virginia Polytechnic and State University; PhD, Texas Tech University

Griffith, C. A.

(2006), Associate Professor of Film; BA, Stanford University; MFA, University of California, Santa Barbara

Griffith, LeRoy H.

(1958), Professor Emeritus of Curriculum and Instruction; BS, MS, Drake University; PhD, University of Iowa

Grigsby, J. Eugene

(1966), Professor Emeritus of Art; AB, Morehouse College; MA, Ohio State University; PhD, New York University

Grimm, Nancy B.

(1990), Professor of Life Sciences; BA, Hampshire College; MS, PhD, Arizona State University

Grinder, Robert E.

(1973), Professor Emeritus of Psychology in Education; BS, University of California, Berkeley; EdD, Harvard University

Grobe, Edwin P.

(1957), Professor Emeritus of French; AB, William Jewell College; MA, PhD, Indiana University, Bloomington

Gross, Douglas R.

(1968), Professor Emeritus of Psychology in Education; BA, MA, Western Michigan University; PhD, University of Wisconsin, Madison

Grossman, Louis H.

(1966), Professor Emeritus of Management; BA, University of Michigan; MBA, PhD, Michigan State University

Groy, Thomas L.

(1983), Associate Research Professional of Chemistry and Biochemistry; BS, Adams State College; PhD, Arizona State University

Gruzinska, Aleksandra

(1973), Assistant Professor of French; BA, MA, State University of New York, Buffalo; PhD, Pennsylvania State University

Gryder, Robert

(1959 – 63; 1964), Professor of Curriculum and Instruction; BA, Northwestern State University; MEd, Louisiana State University; EdD, University of North Dakota

Guerin, Sanford M.

(1984), Professor of Law; BS, Boston University; JD, University of San Francisco; LLM, New York University

Guerrero, Laura

(1996), Professor of Communication; BA, MA, San Diego State University; PhD, University of Arizona

Guhathakurta, Subhrajit

(1994), Associate Professor of Planning; BArch, Jadavpur University (India); MCRP, Iowa State University; PhD, University of California, Berkeley

Guilbeau, Eric J.

(1977), Olin Endowed Professor of Bioengineering; Chair, Harrington Department of Bioengineering; BS, MS, PhD, Louisiana Tech University

Guillén, Guillermo, Major

(2006), Adjunct Professor of Military Science; Recruiting Operations Officer, Department of Military Science; BA, University of Southern California, San Bernardino

Guinouard, Donald E.

(1966), Professor Emeritus of Psychology in Education; BS, MS, Montana State College; EdD, Washington State University

Guleserian, Theodore

(1971), Associate Professor of Philosophy; BA, University of California, Riverside; PhD, Yale University

Gullett, Gayle

(1993), Associate Professor of History; BA, MA, Loma Linda University; PhD, University of California, Riverside

Gully, Anthony Lacy

(1972), Associate Professor of Art; BA, University of California, Riverside; MA, University of California, Berkeley; PhD, Stanford University

Guntermann, Gail

(1977), Professor Emerita of Spanish; BS, University of Montana; MA, University of New Mexico; PhD, Ohio State

University

Guntermann, Karl L.

(1982), Professor of Finance; AB, Knox College; MBA, DBA, Indiana University

Gupta, Sandeep Kumar

(2001), Associate Professor of Computer Science and Engineering; BTech, Banaras Hindu University (India); MTech, Indian Institute of Technology (India); MS, PhD, Ohio State University

Gupta, Sanjay

(1990), Professor of Accountancy; Henry amp; Horne Professor; Dean's Council of 100 Distinguished Scholars; BCom, Bombay University (India); BLaws, Calcutta University (India); MSA, Bowling Green State University; PhD, Michigan State University; CPA, Ohio

Gust, J. Devens

(1975), Professor of Chemistry and Biochemistry; BS, Stanford University; MS, PhD, Princeton University

Guston, David

(2005), Professor of Political Science; AB, Yale University; PhD, Massachusetts Institute of Technology

Guzzetti, Barbara J.

(1988), Professor of Curriculum and Instruction; BS, MS, Northern Illinois University; PhD, University of Colorado

Gwinner, Robert F.

(1970), Professor Emeritus of Marketing; BS, University of Southern Mississippi; MBA, PhD, University of Arkansas

H

Haas, Steven

(2006), Assistant Professor of Sociology; BS, Michigan State University; MS, PhD, University of Wisconsin, Madison

Haberman, Donald C.

(1967), Professor Emeritus of English; BA, Rutgers, The State University of New Jersey; MA, PhD, Yale University

Haberman, Lidia W.

(1967), Assistant Professor of Latin; BA, Bryn Mawr College; MA, Yale University

Hackbarth, Glenn A.

(1976), Professor of Music; BM, University of Wisconsin, Madison; MM, DMA, University of Illinois

Hackett, Edward J.

(1999), Professor of Sociology; BA, Colgate University; MA, PhD, Cornell University

Hackett, Gail

(1988), Professor of Counseling Psychology and Counselor Education; University Vice Provost and Dean, University College; BA, MEd, PhD, Pennsylvania State University

Hadley, Neil F.

(1966), Professor Emeritus of Life Sciences; BA, Eastern Michigan University; PhD, University of Colorado

Haefler, J. Richard

(1976), Associate Professor of Music; BM, Ohio State University; MM, University of Arizona; PhD, University of Illinois

Haenn, Nora M.

(1999), Associate Professor of Anthropology; BA, Fordham University; MA, PhD, Indiana University, Bloomington

Haessler, Alice M.

(1997), Adjunct Professor of Anthropology; BA, University of Pennsylvania; MA, PhD, Arizona State University

Haggerson, Nelson L.

(1961 – 63; 1964), Professor Emeritus of Curriculum and Instruction; BA, Vanderbilt University; MS, New Mexico Western College, Silver City; PhD, Claremont Graduate School

Haglund, LaDawn

(2005), Assistant Professor of Justice and Social Inquiry; PhD, New York University

Hajicek, James

(1976), Professor of Art; BFA, Kansas City Art Institute; MFA, University of New Mexico

Hall, Sharon J.

(2005), Assistant Professor of Life Sciences; BS, Stanford University; EdM, Harvard University; PhD, University of California, Berkeley

Halverson, Roy K.

(1988), Professor Emeritus of Journalism and Mass Communication; BS, MS, University of Wisconsin, Madison; PhD, University of Illinois

Hamilton, Andrew

(2005), Assistant Professor of Life Sciences; BA, Berea College; MA, Boston College; PhD, University of California, San Diego

Hamilton, Robert

(1980), Professor of Music; BM, Indiana University, Bloomington; MM, Catholic University of America

Hammond, Philip C.

(1996), Adjunct Professor of Anthropology; BA, Drew University; MA, PhD, Yale University

Hanish, Laura

(1997), Associate Professor of Social and Family Dynamics; BS, Arizona State University; MA, PhD, University of Illinois, Chicago

Hanna, Albert Lyle

(1967), Professor Emeritus of Music; BM, University of Cincinnati; PhD, Indiana University, Bloomington

Hansen-Kauchek, Marian, Lieutenant Colonel (Ret.)

(2004), Assistant Professor of Military Science; BS, University of Wisconsin, Madison; MA, Webster University

Happel, Stephen K.

(1975), Professor of Economics; BA, University of Missouri; MA, PhD, Duke University

Hardert, Ronald A.

(1966), Professor Emeritus of Sociology; AB, MA, University of Cincinnati; PhD, Indiana University, Bloomington

Hardt, Annabelle

(1968), Professor Emerita of Curriculum and Instruction; BA, Southwestern University; MA, Cornell University; PhD, University of Texas at Austin

Haried, Andrew A.

(1969), Professor Emeritus of Accountancy; BA, Hastings College; MAS, PhD, University of Illinois; CPA, Arizona, Illinois, North Carolina

Harlan, Sharon L.

(1998), Associate Professor of Sociology; BA, Northeastern University; MA, PhD, Cornell University

Harp, Hilary

(2006), Assistant Professor of Art; BFA, Parsons School of Design; MFA, Tyler School of Art

Harrington, Rodney E.

(1992), Professor Emeritus of Life Sciences; AB, University of South Dakota; PhD, University of Washington

Harris, Jerry D.

(1972), Professor Emeritus of Psychology in Education; BS, Illinois State University; PhD, University of Minnesota, Twin Cities

Harris, Joseph

(1963), Professor Emeritus of Chemistry and Biochemistry; BS, University of Maryland; MA, PhD, Johns Hopkins University

Harris, Kathryn M.

(1965), Professor Emerita of English; BA, MA, Arizona State University

Harris, Mark

(1980), Professor Emeritus of English; BA, MA, University of Denver; PhD, University of Minnesota, Twin Cities

Harris, Walter Jr.

(1980), Professor Emeritus of Music; BS, Knoxville College; MM, PhD, University of Minnesota, Twin Cities

Harrison, Jon F.

(1990), Professor of Life Sciences; Associate Director, Facilities, School of Life Sciences; BS, University of Toronto (Canada); MS, University of Pittsburgh; PhD, University of Colorado

Harrison, Marsha

(2000), Lecturer of Curriculum and Instruction; BA, MEd, PhD, Arizona State University

Hartman, Thomas S.

(1990), Associate Professor of Architecture and Landscape Architecture; DPLG, Paris School of Beaux Arts (France)

Hartnett, Hilairy

(2003), Assistant Professor of Chemistry and Biochemistry, and Geological Sciences; BS, Vassar; MS, PhD, University of Washington

Harzig, Christiane

(2005), Associate Professor of History; MA, Free University of Berlin (Germany); PhD, Technical University of Berlin (Germany)

Hassett, Matthew J.

(1966), Professor Emeritus of Mathematics and Statistics; BS, Fordham University; MS, PhD, Rutgers, The State University of New Jersey

Hastings, Vernon L.

(1973), Professor Emeritus of Construction; BSME, University of Nebraska; MSIE, Oklahoma A & M University

Hatfield, Mary M.

(1988), Professor Emerita of Curriculum and Instruction; BS, MS, PhD, University of Kansas

Häussermann, Ulrich

(2005), Assistant Professor of Chemistry and Biochemistry; MS, Stuttgart University (Germany); PhD, Swiss Federal Institute of Technology (Switzerland)

Haws, Brian D.

(2006), Assistant Professor of Aerospace Studies

Haydel, Shelley

(2005), Assistant Professor of Life Sciences; BS, Louisiana Technical University; PhD, University of Alabama, Birmingham

Hayes, Colleen

(1998), Senior Lecturer of Information Systems; BS, MBA, Arizona State University

Hayes, Mark

(1996), Associate Professor of Chemistry and Biochemistry; BA, Humboldt State University; PhD, Pennsylvania State University

Haygood, Robert C.

(1970), Professor Emeritus of Psychology; BS, University of Illinois; MS, PhD, University of Utah

Haynes, Peter

(1975), Professor Emeritus of Justice and Social Inquiry; BS, University of Southampton (United Kingdom); MA, PhD, University of Toronto (Canada)

Hazel, Jeffrey R.

(1975), Professor Emeritus of Life Sciences; BA, College of Wooster; MS, PhD, University of Illinois

He, Jiping

(1994), Professor of Bioengineering; BS, Huazhong University of Science and Technology, Wuhan (China); MS, PhD, University of Maryland

He, Leping

(2003), Assistant Librarian, Technical Services Department, University Libraries; BA, East China Normal University; MLS, Emporia State University

Heath-Smith, Cynthia

(2006), Adjunct Professor of Anthropology; BA, University of Florida

Hechter, Michael

(2005), Foundation Professor of Global Studies; Associate Chair, Graduate Programs, School of Global Studies; AB, Columbia University; BA, Arizona State University; MA, University of Oxford (United Kingdom); PhD, Columbia University

Heckman, Christopher

(2004), Lecturer of Mathematics and Statistics; BS, University of Nebraska, Lincoln; PhD, Georgia Institute of Technology

Hedrick, Philip W.

(1992), Virginia A. Ullman Professor of Natural History and the Environment; Professor of Life Sciences; BA, Hanover College; MS, PhD, University of Minnesota

Heenan, Katherine L.

(1998), Senior Lecturer of English; BA, California State University, Chico; MA, PhD, University of Connecticut, Storrs

Hegmon, Michelle

(1995), Professor of Anthropology; BA, University of Virginia; MA, PhD, University of Michigan

Heier, William D.

(1966), Professor Emeritus of Management; BS, University of Maryland; MA, George Washington University; PhD, American University

Heinrichs, Kristinn

(2005), Lecturer of Kinesiology; BS, Marquette University; MS, PhD, University of Virginia

Hejduk, Renata

(1999), Assistant Professor of Architecture and Landscape Architecture; BA, Barnard College; MA, Tufts University; PhD, Harvard University

Held, Peter

(2003), Associate Museum Professional; Curator, Ceramics Research Center; BS, State University College, Brockport; MA, Oregon State University

Heller, Jules

(1976), Professor Emeritus of Art; Dean Emeritus, Herberger College of Fine Arts; BA, Arizona State University; MA, Columbia University; PhD, University of Southern California

Helms, Loyce Randel

(1976), Professor Emeritus of English; BA, University of California, Riverside; PhD, University of Washington

Helms Tillery, Stephen

(2000), Assistant Professor of Bioengineering; BS, Arizona State University; PhD, University of Minnesota

Helmstadter, Gerald C.

(1959), Professor Emeritus of Psychology in Education; BS, MS, Iowa State University; PhD, University of Minnesota, Twin Cities

Helton, Jon C.

(1973), Professor Emeritus of Mathematics and Statistics; BS, Southwest Texas State College; MA, PhD, University of Texas at Austin

Hembree, Gary G.

(1986), Senior Research Scientist of Physics; BA, University of California, San Diego; PhD, Arizona State University

Hendrick, Thomas E.

(1984), Professor Emeritus of Supply Chain Management; BS, MBA, University of Washington; PhD, University of Oregon

Hendrickson, Lester E.

(1968), Professor Emeritus of Materials; BS, MS, Michigan Technological University; PhD, University of Illinois

Hendrickson, William L.

(1976), Professor Emeritus of French; BA, Arizona State University; MA, University of Kansas; PhD, Princeton University

Henkel, Ray

(1966), Professor Emeritus of Geography; BS, Arizona State University; MS, PhD, University of Wisconsin, Madison

Henn, Alexander

(2005), Associate Professor of Global Studies and Religious Studies; MA, University of Heidelberg, Institute for Technology (Germany); PhD, Johannes-Gutenberg University, Mainz (Germany)

Hennington, Jo Ann

(1975), Professor Emerita of Management Communication; BA, MBA, EdD, Arizona State University

Henry, Joseph

(1988), Professor Emeritus of Engineering; BS, West Virginia University; MS, PhD, University of Michigan

Herald, Cherry L.

(1973), Research Professor, Center for Cancer Research; Associate Director, Center for Cancer Research; BS, MS, PhD, Arizona State University

Herbots, Nicole

(1991), Professor Emerita of Physics; Engineering Degree, PhD, Catholic University of Louvain (Belgium)

Herckes, Pierre

(2004), Assistant Professor of Chemistry and Biochemistry; PhD, Strasbourg University (France)

Herman, George R.

(1956), Professor Emeritus of English; MA, University of Kansas

Herman, Richard M.

(1992), Research Professor of Bioengineering; BS, Case Western Reserve University; MB, BCh, BAO, Queen's University Faculty of Medicine (United Kingdom)

Hernandez, Armand P.

(1974), Professor Emeritus of Justice and Social Inquiry; BA, MA, San Jose State University; EdD, University of Southern California

Hernández-G., Manuel de Jesús

(1992), Associate Professor of Spanish; BA, University of California, San Diego; MA, PhD, Stanford University

Herrendorf, Berthold

(2003), Associate Professor of Economics; BS, University of Bonn (Germany); MA, Indiana University; PhD, European University Institute (Italy)

Herrera, Richard

(1989), Associate Professor of Political Science; BA, MA, Saint Mary's University; PhD, University of California, Santa Barbara

Herrera, Tamara

(2002), Professor of Legal Writing; BA, Grinnell College; JD, University of Nebraska

Herring, Donald E.

(1999), Clinical Associate Professor of Industrial Design; BA, American University; BSD, MSD, Arizona State University

Herrington, Scott S.

(1982), Librarian, Library Information Systems and Technology; BA, State University of New York, Plattsburgh; MLS, University of Tennessee; PhD, Arizona State University

Herrmann, Achim D.

(2005), Lecturer, Barrett, the Honors College; MS, University of Heidelberg (Germany); PhD, Pennsylvania State University

Hershauer, James C.

(1969), Professor of Management; BS, Purdue University; MBA, DBA, Indiana University, Bloomington

Hertzel, Michael G.

(1987), Professor of Finance; BA, MBA, MS, University of Rochester; PhD, University of Oregon

Hervig, Richard L.

(1981), Professor of Geological Sciences; BS, University of Iowa; PhD, University of Chicago

Hestenes, David O.

(1966), Professor Emeritus of Physics; BA, Pacific Lutheran College; MA, PhD, University of California, Los Angeles

Hester, John J. "Jeff"

(1991), Professor of Astronomy; BA, MS, PhD, Rice University

Heydt, Gerald Thomas

(1995), Regents' Professor of Electrical Engineering; Director, Center for Advanced Control of Energy and Power Systems; BSEE, Cooper Union University; MSEE, PhD, Purdue University

Heys, Jeffery

(2004), Assistant Professor of Chemical Engineering; BS, Montana State University; MS, PhD, University of Colorado, Boulder

Heywood, William M.

(1997), Clinical Assistant Professor of Visual Communication Design; BFA, Minneapolis College of Art and Design; MC, Arizona State University; PhD, Fielding Institute

Hickman, David R.

(1982), Regents' Professor of Music; BM, University of Colorado; MM, Wichita State University

Higgins, Norman C.

(1968), Professor Emeritus of Educational Media and Computers; BS, Central Missouri State College; MS, PhD, Syracuse University

Higgins, Walter T. Jr.

(1967), Professor Emeritus of Electrical Engineering; BEE, Manhattan College; MS, PhD, University of Arizona

Hill, Gary W.

(1999), Professor of Music; Director of Bands; BME, MM, University of Michigan

Hillman, Amy

(2001), Jerry and Mary Ann Chapman Professor of Business; Professor of Management; BA, Trinity University; MBA, University of the Incarnate Word; PhD, Texas A amp; M University

Hindman, Matthew

(2004), Assistant Professor of Political Science; BA, Willamette University; PhD, Princeton University

Hinds, David S.

(2002), Assistant Professor of African and African American Studies; BA, University of the District of Columbia; MA, PhD, Howard University

Hinrichs, Richard N.

(1987), Associate Professor of Kinesiology; AB, Oberlin College; MA, University of Iowa; PhD, Pennsylvania State University

Hinshaw, Arthur

(2004), Clinical Associate Professor of Law; Director, Lodestar Dispute Resolution Program; AB, Washington University; JD, LLM, University of Missouri, Columbia

Hirleman, Edwin D. Jr.

(1977), Professor Emeritus of Mechanical and Aerospace Engineering; BSME, MSME, PhD, Purdue University

Hirt, Paul W.

(2004), Associate Professor of History; BA, MA, PhD, University of Arizona

Hodges, Kip

(2006), Foundation Professor of Geological Sciences; Director, School of Earth and Space Exploration; BS, University of North Carolina; PhD, Massachusetts Institute of Technology

Hoekstra, Valerie

(2002), Associate Professor of Political Science; BA, California State University, Long Beach; MA, PhD, State University of New York, Stony Brook

Hoffer, Warren W.

(1972), Professor Emeritus of Music; BM, MM, University of Wisconsin, Madison

Hoffman, Dan

(1999), Professor of Architecture and Landscape Architecture; BArch, Cooper Union

Hoffman, David R.

(1981 – 1989; 1995), Lecturer of Finance; BS, Iowa State University; MBA, Arizona State University

Hoffman, Dennis L.

(1979), Professor of Economics; Associate Dean, Doctoral Programs, W. P. Carey School of Business; Director, L. William Seidman Research Institute; BS, Grand Valley State University; MA, PhD, Michigan State University

Hoffman, Steven A.

(1985), Associate Professor of Life Sciences; BA, Clark University; MA, PhD, University of Colorado

Hoffmeister, J. Ronald

(1983), Associate Professor of Finance; BS, Millikin University; MS, PhD, University of Illinois

Hofstetter, Sheila

(2004), Librarian, Science and Engineering Services, University Libraries; BA, Bluffton College; MLS, Western Michigan University

Hogan, Fiona

(1984), Assistant Research Professor of Chemistry and Biochemistry; BSc, MSc, PhD, University College, Dublin (Ireland)

Hogan, Timothy D.

(1970), Professor Emeritus of Economics; AB, University of California, Berkeley; MA, University of California, Davis; PhD, Virginia Polytechnic Institute and State University

Hogg, Gary L.

(1995), Professor of Industrial Engineering; BS, Texas A amp; M University; MS, PhD, University of Texas at Austin

Hogue, Brenda

(2002), Associate Professor of Life Sciences; BA, Mississippi University; MEd, Duke University; PhD, University of Tennessee

Hogue, Cynthia

(2003), Maxine and Jonathan Marshall Professor of English; Chair, Modern and Contemporary Poetry; BA, Oberlin College; MAH, State University of New York, Buffalo; PhD, University of Arizona

Hokin, Jeanne

(1997), Senior Lecturer Emerita of Art; BA, PhD, University of California, Santa Barbara

Holbert, Keith E.

(1989), Associate Professor of Electrical Engineering; BS, MS, PhD, University of Tennessee

Holbrook, Amy K.

(1975), Associate Professor of Music; BA, MA, Mills College; PhD, University of Washington

Holian, Anna Marta

(2004), Assistant Professor of History; BA, MA, PhD, University of Chicago

Hölldobler, Bert

(2005), Foundation Professor of Life Sciences; DrRerNat, University of Würzburg (Germany); DrHabilis, University of Frankfurt (Germany)

Holle, Ronald L.

(2003), Adjunct Professor of Geography; BS, MS, Florida State University

Holloway, Allen Jr.

(1992), Adjunct Professor of Bioengineering; BA, Yale University; MD, Harvard University

Holloway, John R.

(1969), Professor of Chemistry and Biochemistry and Geological Sciences; BS, University of Oregon; PhD, Pennsylvania State University

Holloway, Victoria

(1995), Professor Emerita of Theatre; BA, Boise State University

Holway, Jim

(2005), Professor of Practice of Civil and Environmental Engineering; Associate Director, Global Institute of Sustainability; BA, Cornell University; MRP, PhD, University of North Carolina, Chapel Hill

Hom, Peter W.

(1984), Professor of Management; BA, New York University; MA, University of California, Berkeley; PhD, University of Illinois

Homa, Donald L.

(1975), Professor of Psychology; BS, University of Iowa; MS, PhD, University of Wisconsin, Madison

Homer, Judith

(1998), Clinical Associate Professor of Psychology in Education; Director, Counselor Training Center; BA, MS, PhD, University of Oklahoma

Honegger, Gitta

(2001), Professor of Theatre; PhD, University of Vienna (Austria)

Hooper, J. Kenneth

(1991), Professor Emeritus of Life Sciences; BA, Goshen College; MS, PhD, University of Michigan

Hood, Mary

(2004), Assistant Professor of Art; BFA, Ringling School of Art and Design; MFA, University of Dallas

Hood, Stafford

(1992), Professor of Psychology in Education; Associate Dean for Research, Mary Lou Fulton College of Education; BA, MS, University of Wisconsin, Whitewater; PhD, University of Illinois

Hoover, Helene M.

(1957), Professor Emerita of Social and Family Dynamics; BS, MS, Louisiana State University; EdD, Oklahoma State University

Horan, Elizabeth R.

(1989), Professor of English; BA, Barnard College; PhD, University of California, Santa Cruz

Horan, John J.

(1985), Professor of Psychology in Education; AB, MA, University of Detroit; PhD, Michigan State University

Horwath, Peter

(1973), Professor of German; Abitur, Realgymnasium, Landshut (Germany); BA, MA, Indiana University, Bloomington; PhD, University of Michigan

Hoskisson, Robert E.

(2004), Professor of Management; The W. P. Carey Chair, Department of Management; BS, MA, Brigham Young University; PhD, University of California, Irvine

Hotelling, Katsuko T.

(1991), Associate Librarian, Technical Services Department, University Libraries; BA, MA, University of North Carolina at Chapel Hill; MA, University of Oregon

Houston, Sandra L.

(1984), Professor of Civil and Environmental Engineering; BS, University of Oklahoma; MSCE, University of New Mexico; PhD, University of California, Berkeley

Houston, William N.

(1984), Professor Emeritus of Civil and Environmental Engineering; Professional Degree in Geological Engineering, Colorado School of Mines; MSCE, PhD, University of California, Berkeley

Howard, John B.

(2004), Associate University Librarian; BA, Connecticut College; MLS, University of Rhode Island; MA, PhD, Bryn Mawr College

Howard, Pamela

(1996), Lecturer of Speech and Hearing Science; BA, MA, California State University, Fresno

Howells, Edmund G.

(1960), Professor Emeritus of Philosophy; BA, University of Utah; MA, University of Michigan; MA, Middlebury College; PhD, Stanford University

Huang, Dijiang

(2005), Assistant Professor of Computer Science and Engineering; PhD, University of Missouri, Kansas City

Hubbard, Paul G.

(1950), Professor Emeritus of History; AB, Wabash College; MA, PhD, University of Illinois

Hubele, Norma F.

(1984), Professor Emerita of Industrial Engineering; BS, University of Massachusetts; MS, PhD, Rensselaer Polytechnic Institute

Hudak, Thomas

(1988), Professor of Anthropology; BA, MA, University of Wisconsin, Madison; PhD, University of Michigan

Hudelson, Sarah J.

(1989), Professor of Curriculum and Instruction; Interim Dean, Mary Lou Fulton College of Education; BA, College of Wooster; MA, PhD, University of Texas at Austin

Hudson, James

(2006), Professor of Practice of Music; Director of Athletic Bands; BM, Northeast Missouri State University; MM, University of Nebraska, Lincoln

Huff, Robert A.

(1985), Professor Emeritus of Curriculum and Instruction; BA, University of Kansas; MA, University of Missouri, Kansas City; EdD, University of Oregon

Hui, Joseph Y.

(1999), Professor of Electrical Engineering; BS, MS, PhD, Massachusetts Institute of Technology

Huizingh, William

(1959), Professor Emeritus of Accountancy; BSBA, MBA, University of Denver; PhD, University of Michigan; CPA, Arizona, Colorado

Hummer, Terry R.

(2006), Professor of English; Director, Creative Writing Program; BA, MA, University of Southern Mississippi; PhD, University of Utah

Humphrey, Ted

(1966), President's Professor of Philosophy and Barrett Professor of Barrett, the Honors College; AB, MA, University of California, Riverside; PhD, University of California, San Diego

Humphreys, Jere T.

(1987), Professor of Music; BM, University of Mississippi; MM, Florida State University; PhD, University of Michigan

Hunnicut, Kay Hartwell

(1975), Associate Professor of Educational Leadership and Policy Studies; BS, MA, Murray State University; PhD, Southern Illinois University, Carbondale; JD, Arizona State University

Hunt, Robert C.

(2006), Adjunct Professor of Anthropology; BA, Hamilton College; MA, University of Chicago; PhD, Northwestern University

Hunter, Betty A.

(1966), Professor Emerita of Social and Family Dynamics; BS, MEd, University of North Carolina at Greensboro

Hurlbert, Glenn

(1990), Associate Professor of Mathematics and Statistics; BS, Wake Forest University; MSc, State University of New York, Stony Brook; PhD, Rutgers, The State University of New Jersey

Husman, Jenefer

(2002), Assistant Professor of Psychology in Education; BS, Evergreen State College, Olympia; MA, PhD, University of Texas at Austin

Hutt, Michael D.

(1982), Ford Motor Company Distinguished Professor of Marketing; BBA, MBA, Ohio University; PhD, Michigan State University

Hwang, Yuhchang

(1995), Associate Professor of Accountancy; BA, Fu-Jen Catholic University (Taiwan); MS, National Cheng-Chi University (Taiwan); PhD, University of California, Berkeley

I

Iasemidis, Leon D.

(2000), Associate Professor of Bioengineering; BS, National Technical University of Athens (Greece); MS, PhD, University of Michigan

Iheduru, Okechukwu

(2004), Professor of Political Science; BSc, University of Nigeria; MA, University of Akron; PhD, University of Connecticut

Ihrig, Edwin

(1979), Professor of Mathematics and Statistics; BS, MA, University of Maryland; PhD, University of Toronto (Canada)

Ingalls, Todd

(2000), Assistant Research Professor of Arts, Media, and Engineering; BM, MM, Arizona State University

Ingram, David

(1998), Professor of Speech and Hearing Science; BS, Georgetown University; PhD, Stanford University

Ingram, Kelly D.

(1998), Clinical Assistant Professor of Speech and Hearing Science; BA, University of British Columbia (Canada); MS, Purdue University

Inskeep, Gordon C.

(1968), Professor Emeritus of Management; BChE, Ohio State University; PhD, Columbia University

Isaac, Gwyneira

(2002), Assistant Professor of Anthropology; BFA, University of Michigan; MP, PhD, Oxford University (United Kingdom)

Isom, Matthew

(1996), Senior Lecturer of Mathematics and Statistics; BA, Humbolt State University; MA, PhD, University of Northern Colorado

Iverson, Peter

(1986), Regents' Professor of History; BA, Carleton College; MA, PhD, University of Wisconsin, Madison

Iyer, Govind

(1998), Associate Professor of Information Systems; BS, University of Bombay (India); MTx, PhD, Georgia State University

J

Jabbour, Ghassan

(2004), Professor of Materials; BS, Northern Arizona University; MS, PhD, University of Arizona

Jackiewicz, Elzbieta

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

Jackiewicz, Zdzislaw

(1987), Professor of Mathematics and Statistics; MS, Technical University of Gdansk (Poland); MS, PhD, University of Gdansk (Poland)

Jacks, Mary L.

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

Jackson, Donald W. Jr.

(1972), Professor of Marketing; BA, Albion College; MBA, PhD, Michigan State University

Jackson, Naomi M.

(1995), Associate Professor of Dance; BA, McGill University (Canada); MA, University of Surrey (United Kingdom); PhD, New York University

Jacob, Richard J.

(1963), Professor Emeritus of Physics; BS, PhD, University of Utah

Jacobowitz, Ronald

(1970), Professor Emeritus of Mathematics and Statistics; BA, City College of New York; MS, University of Chicago; PhD, Princeton University

Jacobs, Bertram L.

(1985), Professor of Life Sciences; BS, Rutgers, The State University of New Jersey; PhD, University of California, Berkeley

Jacobs, H. Donald

(1972), Professor Emeritus of Curriculum and Instruction; Director, Reading Clinic; BAEd, MAEd, Central Washington State College; DEd, University of Oregon

Jacobs, Mark

(2003), Professor of Life Sciences; Dean, Barrett, the Honors College; BA, Harvard University; PhD, Stanford University

Jacobson, Arthur

(1956), Professor Emeritus of Art; BS, MS, University of Wisconsin, Madison; PhD, University of Minnesota, Twin Cities

Jacobson, David

(1992), Professor of Global Studies; Director, School of Global Studies; BA, Hebrew University of Jerusalem, (Israel); MSc, London School of Economics (United Kingdom); PhD, Princeton University

Jacobson, Dean L.

(1974), Professor Emeritus of Materials; BS, MS, University of Notre Dame; PhD, University of California, Los Angeles

Jahromi, Laudan B.

(2006), Assistant Professor of Social and Family Dynamics; BA, University of California, Los Angeles; MS, New York University; PhD, Pennsylvania State University

Jain, Nemi C.

(1976), Professor of Communication; BS, MS, Agra University (India); PhD, Michigan State University

Jakob, John H.

(1960), Professor Emeritus of Architecture and Landscape Architecture; BArch, Ohio State University; MSArch,

Columbia University

Jalali-Farahani, Bahar

(2005), Assistant Professor of Electrical Engineering; BSc, MSc, University of Tehran (Iran); PhD, Ohio State University

James, Jodi

(2003), Assistant Research Professor of Arts, Media, and Engineering; BA, BS, Hope College; MA, University of Utah

James, Mark A.

(2005), Assistant Professor of English; BA, MEd, University of Windsor (Canada); PhD, University of Toronto (Canada)

James, Stanlie M.

(2006), Professor of African and African American Studies and Women and Gender Studies; Director, African and African American Studies Program; BA, Spelman College; MA, University of London (England); MA, PhD, University of Denver

Jankowski, Daniel F.

(1964), Professor Emeritus of Mechanical and Aerospace Engineering; BSE, MSE, PhD, University of Michigan

Jansen, Rolf A.

(2001), Associate Research Professional of Astronomy; MSC, PhD, University of Groningen (Netherlands)

Janssen, James G.

(1968), Professor Emeritus of English; BA, MA, Marquette University; PhD, University of Wisconsin, Madison

Janssen, Marcus A.

(2005), Assistant Professor of Ecological Modeling and Computer Science and Engineering; MA, Erasmus University (The Netherlands); PhD, Maastricht University (The Netherlands)

Jarvis, Cheryl Burke

(2000), Assistant Professor of Marketing; BS, MS, Texas A amp; M University; PhD, Indiana University

Jay, William (Bill)

(1974), Professor Emeritus of Art; Diploma, Institute of Incorporated Photographers, Berkshire College of Art (United Kingdom); Final Diploma, City and Guilds of The London Institute, Berkshire College of Art (United Kingdom); MA, MFA, University of New Mexico

Jehn, Megan

(2004), Assistant Professor of Health Management and Policy; BS, Arizona State University; MHS, PhD, Johns Hopkins University

Jenkins, William

(1979), Associate Professor of Art; BA, Saint Lawrence University; MFA, State University of New York, Buffalo

Jennings, Marianne M.

(1977), Professor of Legal and Ethical Studies; BS, JD, Brigham Young University

Jiang, Danwen

(2003), Assistant Professor of Violin; BM, St. Louis Conservatory of Music; MM, Rutgers, The State University of New Jersey; AD, Oberlin College

Jiang, Hanqing

(2006), Assistant Professor of Mechanical and Aerospace Engineering; BE, Dalian University of Technology (China); PhD, Tsinghua University (China)

Jiang, Nan

(2000), Associate Research Scientist of Physics; BSc, Jilin University (China); MS, Chinese Science Academy (China); PhD, University of Birmingham (United Kingdom)

Jindrich, Devin

(2007), Assistant Professor of Kinesiology; BA, PhD, University of California

Joehnk, Michael D.

(1982), Professor Emeritus of Finance; BS, University of Arizona; MBA, Arizona State University; PhD, University of Arizona

Joganic, Edward F.

(1996), Adjunct Professor of Speech and Hearing Science; BS, MS, MD, University of Arizona

Johannes, Tricia

(1998), Faculty Associate of Interior Design; BSD, Arizona State University

Johanson, Donald C.

(1997), Professor of Anthropology; Director, Institute of Human Origins; BA, University of Illinois, Urbana-Champaign; MA, PhD, University of Chicago

Johnson, Alan P.

(1967), Professor Emeritus of English; BA, Amherst College; MA, University of Michigan; PhD, University of Minnesota, Twin Cities

Johnson, Douglas A.

(1974), Professor of Accountancy; BBA, PhD, University of Texas; CPA, Texas

Johnson, John M.

(1972), Professor of Justice and Social Inquiry; BA, Indiana University, Bloomington; MA, San Diego State College; PhD, University of California, San Diego

Johnson, Julia K.

(2004), Lecturer of Geological Sciences; BS, MS, Arizona State University

Johnson, Linda Nelson

(1985), Professor Emerita of Interior Design; BA, MA, Iowa State University

Johnson, N. B. F.

(1977), Professor Emeritus of Curriculum and Instruction; BA, University of Houston; MA, University of the Americas (Mexico); PhD, University of Texas at Austin

Johnson, Paul C.

(1994), Professor of Civil and Environmental Engineering; Executive Dean, Ira A. Fulton School of Engineering; BS, University of California, Davis; MA, PhD, Princeton University

Johnson, Robert A.

(1991), Adjunct Professor of Life Sciences; BS, MS, University of Illinois, Urbana-Champaign; PhD, Arizona State University

Johnson, Roy M.

(1952 – 53; 1955), Professor Emeritus of Life Sciences; AB, MS, University of Chicago; PhD, University of New Mexico

Johnson, William G.

(1990), Professor of Biomedical Informatics; Director, Center for Health Information and Research; BS, University of Pennsylvania; MA, Temple University; PhD, Rutgers, The State University of New Jersey

Johnston, Stephen Albert

(2005), Professor of Life Sciences; Director, Center for Innovations in Medicine, Biodesign Institute; BS, PhD, University of Wisconsin, Madison

Jones, Anne Katherine

(2007), Assistant Professor of Chemistry and Biochemistry; BS, University of the South; DPhil, Oxford University (United Kingdom)

Jones, Anne Trinkle

(2004), Adjunct Professor of Anthropology; BA, Northern Arizona University; MA, Arizona State University

Jones, Austin E.

(1968), Professor Emeritus of Psychology; BA, University of Illinois; MS, Purdue University; PhD, University of Rochester

Jones, Brad

(2001), Faculty Associate of Visual Communication Design; BSD, Arizona State University

Jones, Don

(1996), Associate Professor of Mathematics and Statistics; BS, MS, Georgia Institute of Technology; PhD, University of California, Irvine

Jones, Elizabeth E. K.

(1996), Senior Lecturer of Mathematics and Statistics; BS, MA, University of Texas; PhD, Arizona State University

Jones, John

(1990), Associate Professor of Mathematics and Statistics; AB, University of California, Berkeley; PhD, Harvard University

Jones, Marion K.

(1970), Professor Emerita of Dance; BA, Wayne State University; MA, Arizona State University

Jones, Nancy

(2003), Academic Associate, Global Institute of Sustainability; BS, Old Dominion University

Jones, Ruth S.

(1981), Professor of Political Science; Vice Provost; BS, Indiana State University; MA, PhD, Georgetown University

Jonsson, Hjorleifur

(1999), Associate Professor of Anthropology; BA, University of Iceland; MA, University of Iowa; MA, PhD, Cornell University

Joo, Youngjoong

(2001), Assistant Professor of Electrical Engineering; BS, MS, Korea University (South Korea); PhD, Georgia Institute of Technology

Jordan, K. Forbis

(1987), Professor Emeritus of Educational Administration and Supervision; AB, MA, Western Kentucky State College; EdD, Indiana University

Joshi, Lokesh

(2000), Associate Professor of Bioengineering; BS, MS, University of Rajasthan (India); PhD, University of Bath (United Kingdom)

Joyce, Jeffery N.

(2000), Adjunct Professor of Life Sciences; BS, PhD, University of Florida, Gainesville

Judson, Bret

(2006), Assistant Research Scientist; BS, MA, Binghamton University

Juergens, Jennifer L.

(2001), Assistant Professor of Finance; BS, PhD, The Pennsylvania State University

Jung, Ranu

(2002), Associate Professor of Bioengineering; BTech, Regional Engineering College, Warangal, Andhra Pradesh (India); MS, PhD, Case Western Reserve University

Jurik, Nancy

(1981), Professor of Justice and Social Inquiry; BA, MA, Southern Methodist University; PhD, University of California, Santa Barbara

Jurs, James E.

(2003), Clinical Associate Professor of Educational Leadership and Policy Studies; Academic Program Coordinator, MEd in Educational Administration and Supervision; BA, Western Illinois University; MEd, Northern Illinois University; EdD, Arizona State University

Justus, Jerry T.

(1968), Professor Emeritus of Life Sciences; BA, Franklin College; MA, PhD, Indiana University, Bloomington

Juvet, Richard S. Jr.

(1970), Professor Emeritus of Chemistry and Biochemistry; BS, PhD, University of California, Los Angeles

K

Kadell, Kevin

(1981), Professor of Mathematics and Statistics; BA, California State University, Sacramento; MA, University of Maryland; PhD, Pennsylvania State University

Kader, David

(1979), Professor of Law; BA, California State University, Fresno; JD, University of Washington; LLM, University of London (United Kingdom)

Kahn, B. Winston

(1966), Professor Emeritus of History; BA, National Taiwan University; MA, University of Minnesota, Twin Cities; PhD, University of Pennsylvania

Kaida, Tamarra

(1980), Professor Emerita of Art; BA, Goddard College; MFA, State University of New York, Buffalo

Kajikawa, William M.

(1937), Professor Emeritus of Kinesiology; BA, MA, Arizona State University

Kalika, Dale

(1999), Lecturer of Management; BA, Queens College; MA, University of Wisconsin; MBA, New York University

Kaliszewski, Steven

(1998), Associate Professor of Mathematics and Statistics; BA, St. Olaf College; MA, PhD, Dartmouth College

Kaloush, Kamil E.

(2001), Assistant Professor of Civil and Environmental Engineering; BS, MS, Ohio State University; PhD, Arizona State University

Kambhampati, Subbarao

(1991), Professor of Computer Science and Engineering; BTech, Indian Institute of Technology (India); MS, PhD, University of Maryland, College Park

Kamel, Nabil

(2005), Assistant Professor of Planning; BS, Cairo University (Egypt); MUP, Texas A and M University; PhD, University of California

Kaminsky, Elijah Ben-Zion

(1962), Professor Emeritus of Political Science; AB, AM, PhD, Harvard University

Kaminsky, Selina K.

(1988), Librarian Emerita; BEd, University of Miami; MALS, University of Denver

Kaplan, Catherine

(2001), Assistant Professor of History; BA, Amherst College; MA, PhD, University of Michigan

Kaplan, Robert G.

(1984), Professor of Dance; BME, University of Hartford; MM, Arizona State University

Kaplan, Steven

(1981), Professor of Accountancy; BS, Arizona State University; MAS, PhD, University of Illinois

Karady, George

(1986), Professor of Electrical Engineering; Salt River Project Chair; Diploma, Technical University, Budapest (Hungary); Candidate of Technical Sciences, Hungarian Academy of Science; PhD, Budapest University for Technical Sciences (Hungary)

Karam, Lina

(1995), Associate Professor of Electrical Engineering; BE, American University of Beirut (Lebanon); MS, PhD, Georgia Institute of Technology

Karcher, Timothy

(1989), Associate Research Professional, Center for Solid State Science; BSc, MSc, University of Wisconsin, Milwaukee

Karjala, Dennis S.

(1978), Professor of Law; BSE, Princeton University; MS, PhD, University of Illinois; JD, University of California, Berkeley

Karnes, Thomas L.

(1968), Professor Emeritus of History; AB, Colorado University; AM, PhD, Stanford University

Karoly, Paul

(1982), Professor of Psychology; BA, City College of New York; PhD, University of Rochester

Kashiwagi, Dean T.

(1992), Professor of Construction; BS, University of Hawaii, Manoa; MS, PhD, Arizona State University

Kastenbaum, Robert J.

(1981), Professor Emeritus of Gerontology and Communication; BA, Long Beach State College; PhD, University of Southern California

Katsanos, Christos

(2006), Assistant Professor of Kinesiology; BS, Democritus University of Thrace (Greece); MS, University of Louisville; PhD, Florida State University

Katsulis, Yasmina

(2005), Assistant Professor of Women and Gender Studies; BA, University of Arizona; MPhil, PhD, Yale University

Katz, Richard C.

(1990), Adjunct Professor of Speech and Hearing Science; BA, MA, University of Massachusetts; PhD, University of Florida

Kaufman, Herbert M.

(1973), Professor of Finance; BA, State University of New York, Binghamton; PhD, Pennsylvania State University

Kaufman, Irving

(1965), Professor Emeritus of Electrical Engineering; BE, Vanderbilt University; MS, PhD, University of Illinois

Kaufmann, William B.

(1968), Professor Emeritus of Physics; AB, MA, PhD, University of California, Berkeley

Kavazanjian, Edward

(2004), Associate Professor of Civil and Environmental Engineering; SB, SM, Massachusetts Institute of Technology; PhD, University of California, Berkeley

Kawski, Matthias

(1988), Professor of Mathematics and Statistics; PhD, University of Colorado

Kaye, David H.

(1976), Regents' Professor of Law; BS, Massachusetts Institute of Technology; MA, Harvard University; JD, Yale University

Kazilek, Charles J.

(1985), Senior Research Professional of Life Sciences; BFA, MNS, Arizona State University

Kazmier, Leonard J.

(1965), Professor Emeritus of Economics; BA, MA, Wayne State University; PhD, Ohio State University

Keane, John L.

(1994), Faculty Associate of Planning; BA, Cornell University; MS, Arizona State University

Keating, Thomas

(1972), Associate Professor of Political Science; BA, MA, California State University, Sacramento; MPA, PhD, Indiana University

Keats, Barbara W.

(1984), Associate Professor of Management; BA, Louisiana Technical University; MS, Northeast Louisiana University; PhD, Oklahoma State University

Keats, J. Bert

(1984), Professor Emeritus of Industrial Engineering; BSIE, Lehigh University; MS, PhD, Florida State University; PhD, Oklahoma State University

Keefer, Donald L.

(1987), Associate Professor of Supply Chain Management; BS, Carnegie Mellon University; MS, Stanford University; MS, PhD, University of Michigan

Kefeli-Clay, Agnes

(2004), Lecturer of Religious Studies; AM, University of Paris IV, Sorbonne (France); MPhil, School of Higher Studies (France); PhD, Arizona State University

Keha, Ahmet

(2003), Assistant Professor of Industrial Engineering; BS, MS, Middle East Technical University (Turkey); PhD, Georgia Institute of Technology

Kehl, Delmar G.

(1965), Professor Emeritus of English; BA, Bob Jones University; MS, University of Wisconsin, Madison; PhD, University of Southern California

Keim, Gerald

(2001), Professor of Management; Associate Dean, W. P. Carey MBA Program; BS, University of Delaware; MA, PhD, Virginia Polytechnic Institute and State University

Keim, Robert T.

(1979), Associate Professor of Information Systems; BS, MBA, PhD, University of Pittsburgh

Keith, Verna

(1982), Professor Emerita of Sociology; BS, State College of Arkansas; MA, PhD, University of Kentucky

Keller, Gary D.

(1986), Regents' Professor of Languages and Literatures; Director, Hispanic Research Center; BA, University of the

Americas (Mexico); MA, New School for Social Research; MA, PhD, Columbia University

Kellgren, Gary

(2000), Lecturer of Mathematics and Statistics; BS, Allegheny College; MS, Southern Illinois University

Kelliher, Aisling

(2006), Assistant Professor of Arts, Media, and Engineering and Industrial Design; BA, Dublin City University (Ireland); MSc, University of Dublin, Trinity College (Ireland); MS, PhD, Massachusetts Institute of Technology

Kelly, John B.

(1962), Professor Emeritus of Mathematics and Statistics; BA, Columbia University; PhD, Massachusetts Institute of Technology

Kelly, Richard W.

(1965), Professor Emeritus of Electrical Engineering; BSE, MSE, PhD, University of Iowa

Kennedy, Thomas D.

(1974), Professor Emeritus of Justice and Social Inquiry; BA, Tulane University; MA, PhD, Louisiana State University, Baton Rouge

Kenney, Patrick J.

(1986), Professor of Political Science; Chair, Department of Political Science; BA, MAPA, PhD, University of Iowa

Kenrick, Douglas T.

(1980), Professor of Psychology; BA, Dowling College; MA, PhD, Arizona State University

Ketcham, Jonathan D.

(2005), Assistant Professor of Health Management and Policy; BA, Baylor University; PhD, The Wharton School of Business, University of Pennsylvania

Keuter, Clifford D.

(1988), Professor Emeritus of Dance

Khairallah, Philip

(2004), Research Professor of Bioengineering; BS, MS, American University of Beirut (Lebanon); MD, Columbia University

Khanna, Poonam

(2006), Assistant Professor of Management; BCom; Shri Ram College of Commerce (India); MBA, Institute of Management Technology (India)

Kiaei, Sayfe

(2001), Professor of Electrical Engineering; Director, Connection One/WINTECH Center; BSEE, MS, PhD, Washington State University

Kierstead, Henry A.

(1988), Professor of Mathematics and Statistics; BA, MA, PhD, University of California, San Diego

Kiesow, Milton A.

(1957), Professor Emeritus of Curriculum and Instruction; BS, University of Wisconsin; MA, PhD, University of Nebraska, Lincoln

Kihl, Mary

(1996), Professor of Planning; AB, Juniata College; MURP, University of Pittsburgh; MA, University of Michigan; PhD, Pennsylvania State University

Killeen, Peter R.

(1968), Professor of Psychology; BS, Michigan State University; PhD, Harvard University

Kim, Dongrin

(2001), Senior Lecturer of Mathematics and Statistics; BSEE, University of California, San Diego; MSEE, University of California, Los Angeles; MA, California State University, Los Angeles; MA, PhD, University of Southern California

Kim, Joochul

(1980), Associate Professor of Planning; BA, University of California, Berkeley; MUP, PhD, University of Michigan

Kim, Kwang-Wu

(2006), Professor of Music; Dean, Katherine K. Herberger College of Fine Arts; BA, Yale University; MM, DMA, Peabody Institute

Kim, Seungchan

(2004), Assistant Professor of Computer Science and Engineering; BS, MS, Seoul National University (South Korea); PhD, Texas A amp; M University

Kim, Yuseob

(2005), Assistant Professor of Life Sciences; BS, MS, Seoul National University (South Korea); PhD, University of Rochester

Kimball, Bruce A.

(1988), Adjunct Professor of Life Sciences; BS, University of Minnesota; MS, Iowa State University; PhD, Cornell University

Kimbel, William H.

(1997), Professor of Anthropology; Science Director, Institute of Human Origins; BA, Case Western Reserve University; PhD, Kent State University

Kingston, Jerry L.

(1969), Professor of Economics; BAE, Wayne State College; MS, Colorado State University; PhD, Pennsylvania State University

Kinicki, Angelo J.

(1982), Professor of Management; Weatherup/Overby Chair in Leadership; BBA, MBA, DBA, Kent State University

Kinnier, Richard T.

(1982), Professor of Psychology in Education; BA, Boston College; EdM, Columbia University; PhD, Stanford University

Kintigh, Keith W.

(1987), Professor of Anthropology; AB, MS, Stanford University; PhD, University of Michigan

Kinzig, Ann P.

(1998), Associate Professor of Life Sciences; BS, University of Illinois, Urbana-Champaign; MS, PhD, University of California, Berkeley

Kirkman-Liff, Bradford L.

(1981), Professor of Health Management and Policy; BS, MS, Carnegie Mellon University; DrPH, University of North Carolina at Chapel Hill

Kirkwood, Craig W.

(1983), Professor of Supply Chain Management; Chair, Department of Supply Chain Management; SB, SM, EE, PhD, Massachusetts Institute of Technology

Kitch, Sally

(2006), Professor, Women and Gender Studies; Director, Institute for Humanities Research; AB, Cornell University; MA, University of Chicago; PhD, Emory University

Kittilson, Miki

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

Kittrie, Orde

(2004), Associate Professor of Law; BA, Yale University; JD, University of Michigan

Klein, James D.

(1988), Professor of Psychology in Education; Academic Program Leader, Educational Technology; BA, Florida Atlantic University; MS, PhD, Florida State University

Kleinfeld, Gerald R.

(1962), Professor Emeritus of History; BA, New York University; MA, University of Michigan; PhD, New York University

Klett, Mark C.

(1982), Regents' Professor of Art; BS, Saint Lawrence University; MFA, State University of New York, Buffalo

Kliwer-Britton, Darleen

(1975), Professor Emerita of Music; BME, Bethany College; MM, Wichita State University

Klock, John W.

(1960), Professor Emeritus of Civil Engineering; BE, University of Southern California; MS, PhD, University of California, Berkeley

Klopatek, Jeffrey M.

(1981), Professor of Life Sciences; BS, MS, University of Wisconsin, Milwaukee; PhD, Oklahoma University

Knapp, Margaret M.

(1990), Professor of Theatre; Associate Dean, Research and Administration, Herberger College of Fine Arts; BA, LeMoyne College; MA, PhD, City University of New York

Knaupp, Jonathan E.

(1970), Professor Emeritus of Elementary Education; BS, Oregon State University; MA, PhD, University of Illinois

Knauth, L. Paul

(1979), Professor of Geological Sciences; BA, University of Chicago; PhD, California Institute of Technology

Knight, Donald O.

(1981), Professor Emeritus of Industrial Engineering; BEE, Marquette University; MSE, PhD, Arizona State University

Knight, George P.

(1986), Professor of Psychology; BA, Macalester College; MA, PhD, University of California, Riverside

Knowlton, John F.

(1964), Professor Emeritus of Spanish; BA, Lewis and Clark College; MA, PhD, University of Oregon

Knox, Robert L.

(1963), Professor Emeritus of Economics; BS, MS, Oklahoma State University; PhD, University of North Carolina

Knudson, Kelly J.

(2005), Assistant Professor of Anthropology; BA, Beloit College; MS, PhD, University of Wisconsin, Madison

Knutson, Kraig

(1997), Senior Lecturer of Construction; BS, MS, PhD, Arizona State University

Kobayashi, Yoshihiro

(2001), Research Associate of Architecture and Landscape Architecture; BArch, MArch, Waseda University (Japan); PhD, University of California, Los Angeles

Kobes, Bernard W.

(1986), Associate Professor of Philosophy; BA, Calvin College; MA, PhD, University of California, Los Angeles

Koblitz, Ann Hibner

(1998), Professor of Women and Gender Studies; AB, Princeton University; PhD, Boston University

Kocour, Michael

(2004), Associate Professor of Music; Director, Jazz Studies; BS, University of Illinois; MM, Northwestern University

Koeneman, James B.

(1984), Adjunct Professor of Bioengineering; BS, University of Minnesota; MS, PhD, Case Western Reserve University

Koka, Balaji

(1999), Associate Professor of Management; BE, Madurai Kamaraj University (India); MBA, Indian Institute of Management, Calcutta (India); PhD, University of Pittsburgh

Kolossa, Katalin

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

Konjevod, Goran

(2000), Assistant Professor of Computer Science and Engineering; BSc, University of Zagreb (Croatia); MSc, PhD, Carnegie Mellon University

Konomos, Philip J.

(1991), Learning Resource Specialist; Head, Library Information Systems and Technology, University Libraries; BS, MEd, Arizona State University

Koonce, Frank W.

(1978), Professor of Music; BM, North Carolina School of the Arts; MM, Southern Methodist University

Kopta, Anne Elgar

(1999), Associate Professor of Music

Koretz, Lora

(2004), Senior Lecturer of Management; BS, Western New England College; MBA, Arizona State University; JD, Suffolk University

Kornhauser, Marjorie

(2007), Professor of Law; BA, Wellesley College; MEd, Harvard University; JD, Cleveland Marshall College of Law

Kortman, Sharon A.

(1998), Associate Administrative Professional of Curriculum and Instruction; Director, Beginning Educator Support Team; BA, MEd, EdD, Arizona State University

Koshinsky, Deborah H.

(2000), Associate Librarian; Head, Architecture and Environmental Design Library; Interim Head, Humanities Services, University Libraries; BA, Ohio State University; MLIS, Simmons College

Koss-Chioino, Joan D.

(1992), Professor Emerita of Anthropology; BFA, Temple University; MA, PhD, University of Pennsylvania

Kostelich, Eric

(1989), Professor of Mathematics and Statistics; BS, University of North Carolina; MS, PhD, University of Maryland, College Park

Kotani, Takao

(2005), Associate Research Professor of Materials; BA, Kyoto University (Japan); PhD, Osaka University (Japan)

Kouvetakis, John

(1992), Professor of Chemistry and Biochemistry; BS, PhD, University of California, Berkeley

Kozacik, Dorothy Piercey

(1968), Professor Emerita of Curriculum and Instruction; BA, College of St. Francis; MA, Arizona State University; PhD, University of Arizona

Kozicki, Michael

(1986), Professor of Electrical Engineering; BS, PhD, University of Edinburgh (United Kingdom)

Kozleski, Elizabeth

(2006), Professor of Curriculum and Instruction; BS, MEd, George Mason University; EdD, University of Northern Colorado

Krahenbuhl, Gary S.

(1973), Professor Emeritus of Kinesiology; BS, MS, Northern Illinois University; EdD, University of Northern Colorado

Krajcinovic, Dusan

(1989), Professor Emeritus of Engineering; BSc, MSc, University of Belgrade (Yugoslavia); PhD, Northwestern University

Krause, Stephen

(1981), Professor of Materials; Associate Chair, School of Materials; BS, Northwestern University; MS, Illinois Institute of Technology; PhD, University of Michigan

Kreitner, Robert J. III

(1975), Professor Emeritus of Management; BS, MBA, University of Nebraska, Omaha; PhD, University of Nebraska, Lincoln

Krinsley, David

(1976), Professor Emeritus of Geological Sciences; PhB, SB, SM, PhD, University of Chicago

Kroelinger, Michael D.

(1980), Professor Emeritus of Interior Design; BS, University of Alabama; MS, PhD, University of Tennessee, Knoxville

Kronenfeld, Jennie Jacobs

(1990), Professor of Sociology; Chair, Department of Sociology; BA, University of North Carolina at Chapel Hill; MA, PhD, Brown University

Kronengold, Eric A.

(1970), Professor Emeritus of Art; BA, MA, San Francisco State University

Krus, David J.

(1975), Professor Emeritus of Psychology in Education; BA, MA, Charles University; PhD, University of Minnesota, Twin Cities

Krzys, Katherine J.

(1990), Associate Archivist, Archives and Special Collections, University Libraries; BA, California State University, Hayward; MFA, Arizona State University

Kuang, Yang

(1988), Professor of Mathematics and Statistics; BS, University of Science and Technology (China); PhD, University of Alberta (Canada)

Kuby, Lauren H.

(1995), Academic Associate, Communications Manager, Global Institute of Sustainability; BA, University of Chicago; MA, Arizona State University

Kuby, Michael

(1988), Associate Professor of Geography; BA, University of Chicago; PhD, Boston University

Kuester, James L.

(1969), Professor Emeritus of Chemical Engineering; BS, University of Texas at Austin; ME, PhD, Texas A and M University

Kuhlmann, Richard, Master Sergeant

(2004), Senior Military Instructor of Military Science

Kuiper, Hendrik J.

(1971), Professor of Mathematics and Statistics; BS, University of Wisconsin, Milwaukee; MS, MA, PhD, University of Wisconsin, Madison

Kulaga, Jeffrey A.

(2001), Faculty Associate of Planning; BS, MPA, Arizona State University

Kulahci, Murat

(2002), Assistant Professor of Industrial Engineering; BS, Bogazici University (Turkey); ME, Illinois Institute of Technology; MS, PhD, University of Wisconsin, Madison

Kulis, Stephen

(1984), Professor of Sociology; BA, George Washington University; MA, PhD, Columbia University

Kulkarni, Anupma

(2006), Assistant Professor of Justice and Social Inquiry; BA, Temple University; MA, PhD, Stanford University

Kulkarni, Uday R.

(1988), Associate Professor of Information Systems; BTech, Indian Institute of Technology (India); MBA, Indian Institute of Management, Calcutta (India); PhD, University of Wisconsin, Milwaukee

Kumar, Ajith

(1991), Professor of Marketing; BS, Indian Institute of Technology (India); Postgraduate Diploma, Indian Institute of Management (India); PhD, University of Massachusetts

Kumar, Sudhir

(1998), Professor of Life Sciences; BS, MS, Birla Institute of Technology and Science (India); PhD, Pennsylvania State University

Kuo, Karen

(2002), Assistant Professor of Asian Pacific American Studies; BA, University of California, Santa Barbara; MA, University of California, Riverside; PhD, University of Washington

Kurtz, Lynn C.

(1967), Professor Emeritus of Mathematics and Statistics; BS, South Dakota School of Mines and Technology; MS, PhD, University of Utah

Kusumi, Kenro

(2005), Associate Professor of Life Sciences; AB, Harvard College; PhD, Massachusetts Institute of Technology

L

Laananen, David

(1983), Professor Emeritus of Mechanical and Aerospace Engineering; BS, Worcester Polytechnic Institute; MS, PhD, Northeastern University

La Belle, Jeffrey

(2002), Assistant Research Scientist of Bioengineering; BSEE, Western New England College; MS, PhD, Arizona State University

LaCroix, Zoe

(2004), Associate Research Professor of Electrical Engineering; MS, PhD, University of Paris (France)

Ladd, Becky

(2001), Associate Professor of Social and Family Dynamics; BA, San Diego State University; MS, PhD, University of Illinois, Urbana-Champaign

Ladd, Gary W.

(2001), Professor of Social and Family Dynamics and Psychology; BA, Grove City College; MS, Alfred University; EdD, University of Rochester

Laetz, Hans G.

(1964), Professor Emeritus of German; BA, University of California, Berkeley; MA, PhD, Stanford University

LaFaro, Lydia E.

(1988), Librarian, Social Sciences Services, University Libraries; BS, Georgetown University; MLS, Emory University

Lafford, Barbara A.

(1980), Professor of Spanish and Interdisciplinary Studies; BA, Middlebury College; MA, PhD, Cornell University

Lafford, Peter A.

(1989), Associate Research Professional of Languages and Literatures; Director, Language Computing Laboratory and Language Resource Laboratory, School of Interdisciplinary Studies; BA, Cornell University; MA, Arizona State University; MA, Middlebury College

Lage, Chiara

(1998), Lecturer of Italian; GA Farina, Teacher's College, Vicenza (Italy); Laurea, University of Study of Urbino (Italy)

Lai, Richard T.

(1973), Professor of Planning; AB, MFA, Princeton University; PhD, University of Pennsylvania

Lai, Ying-Cheng

(1999), Professor of Electrical Engineering; BS, MS, Zhejiang University (China); PhD, University of Maryland, College Park

Lake, Douglas

(2005), Associate Professor of Life Sciences; BS, Texas Tech University; PhD, University of Arizona

Ladeira, Ricardo L.

(1962), Professor Emeritus of Spanish; Bachiller Universitario, University of Santiago (Spain); Maestro Nacional, Normal School of Santiago (Spain); PhD, University of Colorado

Landers, Daniel M.

(1981), Regents' Professor of Kinesiology; BA, San Jose State College; MS, PhD, University of Illinois

Landers, Donna M.

(1988), Senior Lecturer of Kinesiology; Director of Academic Advising, Department of Kinesiology; BS, State University of New York, Brockport; MS, University of Washington

Landrum, Leslie R.

(1986), Senior Research Scientist of Life Sciences; BS, Syracuse University; MS, PhD, University of Michigan

Landschoot, Thomas

(2001), Assistant Professor of Music; MM, Conservatory of Music, Antwerp (Belgium); MM, University of Michigan; Artist Diploma, Indiana University; Artist Diploma, Conservatory of Music, Maastricht (Netherlands)

Laner, Mary R.

(1976), Professor Emerita of Sociology; AB, University of Chicago; MA, University of New Mexico; PhD, Virginia Polytechnic Institute and State University

Lange, Donald

(2006), Assistant Professor of Management; BA, Carthage College; MS, University of Wisconsin, Madison; MBA, Suffolk University, Boston

Langenfeld, Amy

(2005), Clinical Associate Professor of Legal Writing; BA, Georgetown University; JD, Arizona State University

Langley, Pat

(2006), Professor of Computer Science and Engineering; BA, Texas Christian University; MS, PhD, Carnegie Mellon University

Lanyon, Richard I.

(1975), Professor of Psychology; BE, University of Adelaide (Australia); MA, PhD, University of Iowa

Lara-Valencia, Francisco

(2004), Assistant Professor of Planning; BS, Autonomous University of Baja California (Mexico); MRP, The College of the Northern Border (Mexico); PhD, University of Michigan, Ann Arbor

Larimer, John W.

(1969), Professor Emeritus of Geological Sciences; BA, MS, PhD, Lehigh University

Larson, Brook

(2005), Senior Lecturer of Music; BA, Moorhead State University; MM, Bowling Green State University; DMA, Arizona State University

Larson, Kelli

(2005), Assistant Professor of Geography; BA, MA, Southern Illinois University, Carbondale; PhD, Oregon State University, Corvallis

Larson-Keagy, Elizabeth

(2004), Lecturer of Geography; BA, University of Wisconsin; MA, Louisiana State University, Baton Rouge; PhD, University of Wisconsin, Milwaukee

Lastovicka, John L.

(1992), Professor of Marketing; BS, MS, PhD, University of Illinois

Laubichler, Manfred

(2001), Assistant Professor of Life Sciences; MSc, University of Vienna (Austria); MPhil, Yale University; MA, Princeton University; PhD, Yale University; PhD, Princeton University

Lauderdale, Pat

(1981), Professor of Justice and Social Inquiry; BA, University of Oklahoma; MA, University of Texas at Austin; MA, PhD, Stanford University

Lavrin, Asuncion

(1995), Professor of History; BA, University of Havana (Cuba); MA, Radcliffe College; PhD, Harvard University

Lawrence, Christopher

(2005), Lecturer of Civil and Environmental Engineering; BS, Lawrence Technological University; MS, PhD, Arizona State University

Lawson, Anton E.

(1977), Professor of Life Sciences; BS, University of Arizona; MA, University of Oregon; PhD, University of Oklahoma

Le, Thuy-Kim Pham

(1997), Lecturer of Vietnamese; BA, Saigon University (Vietnam); BA, MEd, Arizona State University

Lea os, John Jota

(2003), Assistant Professor of Art and Transborder Chicana/o and Latina/o Studies; BA, MFA, San Francisco State University

Leathers, Chester R.

(1957), Professor Emeritus of Life Sciences; BS, Eastern Illinois University; MS, PhD, University of Michigan

Lebed, Richard F.

(2000), Associate Professor of Physics; BS, Michigan State University; MA, PhD, University of California, Berkeley

Leckey, Andrew

(2006), Professor of Practice of Journalism and Mass Communication; Director, Reynolds National Center for Business Journalism; BA, Trinity College; MA, University of Missouri

Lederman, Linda C.

(2006), Professor of Communication; BA, Brown University; MA, Columbia University; PhD, Rutgers, The State University of New Jersey

Lee, Deanna

(2001), Assistant Professor of Accountancy; BS, University of Pennsylvania; PhD, University of Illinois

Lee, Joohyung

(2005), Assistant Professor of Computer Science and Engineering; BS, Seoul National University (Korea); PhD, University of Texas at Austin

Lee, Nancy

(1997), Adjunct Professor of Life Sciences; BS, Memphis State University; PhD, Cornell University

Lee, Peggy M.

(2005), Assistant Professor of Management; BA, Stanford University; MA, PhD, University of North Carolina

Lee, Tae-woo

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

Lee, Yann-Hang

(2000), Professor of Computer Science and Engineering; BS, National Cheng Kung University (Taiwan); MS, Rensselaer Polytechnic Institute; PhD, University of Michigan

Lefevre, Mary Anne

(1990), Clinical Assistant Professor of Life Sciences; BS, Arizona State University; MA, Central Michigan University

Leff, Donna

(2006), Lecturer of Speech and Hearing Science; BS, Gallaudet University; MA, Georgia State University

Lefler, Scott

(2004), Senior Lecturer of Chemistry and Biochemistry; BS, California Polytechnic State University, San Luis Obispo; PhD, Arizona State University

Legacy, Jane M.

(2006), Clinical Associate Professor of Psychology in Education; BS, MS, EdD, University of Houston

Lehman, Peter

(1999), Professor of English; Director, Interdisciplinary Humanities Program; BS, MA, PhD, University of Wisconsin, Madison

Lei, Lei

(2006), Assistant Professor of Life Sciences; BS, Wuhan University (China); PhD, Michigan State University

Leibold, Anne M.

(1977), Librarian Emerita; MA, University of Paris (France)

Leigh, Frederic A.

(1979), Clinical Professor of Journalism and Mass Communication; Associate Dean, Walter Cronkite School of Journalism and Mass Communication; BA, University of South Dakota; MA, University of Iowa; EdD, Arizona State University

Leinenweber, Kurt

(1994), Assistant Research Professional of Chemistry and Biochemistry; BS, Brown University; PhD, Princeton University

Leket-Mor, Rachel

(2004), Academic Associate, Collections and Scholarly Communications, University Libraries

Lemery, Kathryn

(2001), Assistant Professor of Psychology; BA, University of Oregon; MS, PhD, University of Wisconsin, Madison

Lentz, Richard G.

(1985), Professor Emeritus of Journalism and Mass Communication; AB, University of North Alabama; MA, Southern Illinois University, Carbondale; PhD, University of Iowa

Leonard, Donald J.

(1974), Professor Emeritus of Management Communication; BS, MBA, Nicholls State University; PhD, Louisiana State University

Leonard, Philip A.

(1968), Professor Emeritus of Mathematics and Statistics; AB, Boston College; MA, PhD, Pennsylvania State University

Leong, Karen J.

(1999), Associate Professor of Women and Gender Studies and Asian Pacific American Studies; Director, Asian Pacific American Studies Program; AB, MA, PhD, University of California, Berkeley

Leshinski, Dianne

(2006), Lecturer of Accountancy; BS, MBA, University of Dayton

Leshowitz, Barry H.

(1970), Associate Professor of Psychology; BS, MA, Brooklyn College; PhD, City University of New York

Lessard, Elizabeth C.

(1969), Professor Emerita of Dance; BS, Georgia College; MA, PhD, Texas Woman's University

Lester, A. Neal

(1997), Bebbling Family Dean's Distinguished Professor of English; Chair, Department of English; BA, State University of West Georgia; MA, PhD, Vanderbilt University

Levan, Frederick D.

(1965), Professor Emeritus of Educational Administration and Supervision; BS, MEd, Pennsylvania State University; EdD, Oklahoma State University

Levendowski, Glenda

(2004), Lecturer of Accountancy; BBA, Texas Tech University; MS, University of Houston, Clear Lake City

Levine, Gustav

(1967), Professor Emeritus of Psychology; BA, MA, College of the City of New York; PhD, Columbia University

Levitus, Marcia

(2005), Assistant Professor of Chemistry and Biochemistry; BS, PhD, University of Buenos Aires (Argentina)

Levy, Roy

(2006), Assistant Professor of Psychology in Education; BA, MA, PhD, University of Maryland

Lewin, Benjamin

(2005), Lecturer of Sociology; BA, Trinity University; MA, University of Akron; PhD, Arizona State University

Lewis, Paul G.

(2005), Assistant Professor of Political Science; AB, Indiana University, Bloomington; MA, PhD, Princeton University

Lewis, William E.

(1965), Professor of Computer Science and Engineering; BSE, Johns Hopkins University; MS, PhD, Northwestern University

Li, Baoxin

(2004), Assistant Professor of Computer Science and Engineering; BS, MS, University of Science and Technology of China; PhD, University of Maryland, College Park

Li, Jing

(2007), Assistant Professor of Industrial Engineering; BS, Tsinghua University (China); MS, PhD, University of Michigan

Li, Ke

(2004), Assistant Research Professor of Civil and Environmental Engineering; BS, Tsinghua University (China); MS, The Chinese Academy of Sciences (China); PhD, Michigan Technological University

Li, Qunying

(2001), Assistant Librarian, Collections and Scholarly Communications, University Libraries; MA, Beijing Foreign Studies University (China); MLS, University of Alabama

Li, Wei

(2001), Associate Professor of Asian Pacific American Studies and Geography; BS, Beijing Normal College (China);

MS, Peking University (China); PhD, University of Southern California

Liao, Yabin

(2006), Lecturer of Mechanical and Aerospace Engineering; BS, Tsinghua University (China); MS, PhD, Arizona State University

Licon, Lawrence Wendell

(2003), Clinical Assistant Professor of Finance; BBA, MBA, PhD, University of Texas at Austin

Liddell, Paul A.

(1990), Assistant Research Professional of Chemistry and Biochemistry; BSc, Massey University (New Zealand); PhD, Arizona State University

Liebig, Jurgen

(2005), Assistant Professor of Life Sciences; Diplom Biologie, Doktorarbeit, Würzburg University (Germany)

Lim, Merlina

(2006), Assistant Professor of Justice and Social Inquiry; BArch, Institute of Technology, Bandung (Indonesia); MA, University of Parahyangan (Indonesia); PhD, University of Twente (The Netherlands)

Linde, Jennifer

(1998), Lecturer of Human Communication; Artistic Director, Hugh Downs School of Human Communication; BFA, University of Arizona; MA, Arizona State University

Lightfoot, Marjorie J.

(1964), Professor Emerita of English; BA, Brown University; MA, PhD, Northwestern University

Lin, Jerry

(2005), Professor of Chemical Engineering; BS, Zhejiang University (China); MS, PhD, Worcester Polytechnic Institute

Lin, Sheng H.

(1965), Regents' Professor Emeritus of Chemistry and Biochemistry; BS, MS, National Taiwan University (Taiwan); PhD, University of Utah

Lin, Su

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

Linder, Darwyn E.

(1972), Professor Emeritus of Psychology; BA, Macalester College; PhD, University of Minnesota, Twin Cities

Linderman, Earl W.

(1966), Professor Emeritus of Art; BS, State University of New York, Buffalo; MEd, EdD, Pennsylvania State University

Lindsay, Stuart M.

(1978), Professor of Physics; Nadine and Edward Carson Presidential Chair in Physics; BSc, PhD, University of Manchester (United Kingdom)

Lindsey, Laura

(2003), Assistant Professor of Finance; BA, MA, PhD, Stanford University

Lineberry, Heather S.

(1990), Senior Curator, ASU Art Museum; Associate Museum Professional; BA, MA, University of Texas at Austin

Liskovec, Richard F.

(1958), Professor Emeritus of Mathematics and Statistics; BS, MA, Kent State University

Liss, Julie M.

(1994), Associate Professor of Speech and Hearing Science; BA, University of Wisconsin, Madison; MA, University of Denver; PhD, University of Wisconsin, Madison

Littlewood, Mary L.

(1965), Professor Emerita of Kinesiology; BS, Miami University; MS, University of Colorado

Liu, C. H.

(1965), Professor Emeritus of Chemistry and Biochemistry; BA, PhD, University of Illinois

Liu, Crocker

(2006), Professor of Finance; McCord Chair in Real Estate; BBA, University of Hawaii; MS, University of Wisconsin; PhD, University of Texas

Liu, Danny D.

(1982), Professor Emeritus of Mechanical and Aerospace Engineering; BS, National Taiwan University; MS, Georgia Institute of Technology; PhD, University of Southampton (United Kingdom)

Liu, Huan

(2000), Associate Professor of Computer Science and Engineering; BEng, Shanghai Jiao Tong University (China); MSc, PhD, University of Southern California

Liu, Marjory Bon-Ray

(1973), Professor Emerita of Philosophy; BM, Alverno College; MM, University of Southern California; CPhil, PhD, University of California, Los Angeles

Liu, Zhenquan

(2000), Senior Research Specialist, Center for Solid State Science; BSc, MSc, Peking University (China); PhD, University of Sydney (Australia)

LoBrutto, Russell

(1991), Senior Research Scientist of Life Sciences; BA, Cornell University; PhD, State University of New York, Buffalo

Lockard, Joe

(2002), Assistant Professor of English; BA, University of California, Santa Cruz; PhD, University of California, Berkeley

Lockwood, Charles

(2004), Adjunct Professor of Anthropology; BS, Duke University; PhD, University of Witwatersrand (South Africa)

Lockwood, Ralph G.

(1972), Professor Emeritus of Music; BM, Baldwin-Wallace College; MM, New England Conservatory of Music

Lodato, Mark

(2006), Professor of Practice of Journalism and Mass Communication; TV News Director; BA, University of Missouri, Columbia

Lohr, Dennis E.

(1979), Professor of Chemistry and Biochemistry; BS, Beloit College; PhD, University of North Carolina at Chapel Hill

Lohr, Sharon

(1990), Professor of Mathematics and Statistics; BS, Calvin College; PhD, University of Wisconsin, Madison

Lombardi, Eugene P.

(1957), Professor Emeritus of Music; BMusEd, Westminster College; MA, Columbia University; EdS, George Peabody College; DM, Westminster College

Longley, Kyle

(1995), Snell Family Dean's Distinguished Professor of History; BA, Angelo State University; MA, Texas Technological; PhD, University of Kentucky

Loope, Richard

(1990), Associate Professor of Architecture and Landscape Architecture; Director, Housing and Community Development, College of Design; BArch, University of Maryland, College Park; MArch, Yale University; PMD, Harvard University

Lopez, Juan

(1998), Professor of Mathematics and Statistics; BSc, PhD, Monash University (Australia)

Lopez, Linda C.

(2003), Associate Research Professor of Life Sciences; BS, University of Houston; PhD, The University of Texas

Lopez, Vera

(2001), Assistant Professor of Justice and Social Inquiry; BA, MA, PhD, University of Texas at Austin

Lorton, Dianne

(2000), Adjunct Professor of Life Sciences; BS, PhD, Indiana State University

Losse, Deborah N.

(1973), Professor of French; Divisional Dean of Humanities, College of Liberal Arts and Sciences; BA, Connecticut College; MA, PhD, University of North Carolina at Chapel Hill

Loveless, Richard L.

(1991), Professor Emeritus of Art; MEd, Pennsylvania State University

Low, Stuart A.

(1979), Professor of Economics; BS, MS, PhD, University of Illinois

Lowe, John W.

(1956), Professor Emeritus of Economics; BS, Arizona State University; MS, University of Wisconsin, Madison; PhD, University of Florida

Lowe, Robert W.

(1966), Professor Emeritus of Romance Languages; MA, Columbia University; Doctorat, University of Paris (France)

Lowenthal, Gary T.

(1976), Professor of Law; AB, Harvard College; JD, University of Chicago

Luchsinger, Wayne W.

(1966), Professor Emeritus of Chemistry and Biochemistry; BS, MS, PhD, University of Minnesota, Twin Cities

Luckingham, Bradford F.

(1971), Professor Emeritus of History; BS, Northern Arizona University; MA, University of Missouri, Columbia; PhD, University of California, Davis

Luderer, Gottfried W. R.

(1990), Professor Emeritus of Electrical Engineering; MSEE, PhD, Technical University Braunschweig (Germany)

Ludwig, Ann

(1979), Professor Emerita of Dance; BS, North Dakota State University; MS, University of Kansas

Luecken, Linda J.

(2000), Associate Professor of Psychology; BS, Ohio State University; MA, University of North Carolina; PhD, Duke University

Luenow, Paul F. Jr.

(1958), Professor Emeritus of Foreign Languages; BA, MA, University of Washington; PhD, University of New Mexico

Luey, Beth

(1980), Senior Instructional Professional Emerita of History; BA, Radcliffe College; AM, Harvard University

Luft, Julie

(2005), Professor of Curriculum and Instruction; BS, University of New Mexico; MS, New Mexico Institute of Mining and Technology; PhD, University of Iowa

Lujan, Carol Chiago

(1987), Associate Professor of American Indian Studies; BA, MAPA, PhD, University of New Mexico

Lukinbeal, Christopher L.

(2003), Assistant Professor of Geography; BS, MA, California State University, Hayward; PhD, San Diego State University and University of California, Santa Barbara

Lundgren, Harry R.

(1962), Professor Emeritus of Civil and Environmental Engineering; BSCE, Purdue University; MS, Arizona State University; PhD, Oklahoma State University

Lundin, Robert F.

(1962), Professor Emeritus of Geological Sciences; BA, Augustana College; MS, PhD, University of Illinois

Luo, Moulun

(2005), Assistant Research Professor of Life Sciences; BS, MS, Guangxi College of Traditional Chinese Medicine (China); PhD, Beijing Medical University (China)

Lussier, Mark S.

(1994), Associate Professor of English; BA, University of Saint Thomas; MA, PhD, Texas A and M University

Lynch, David H.

(1976), Professor Emeritus of Management Communication; BS, University of Illinois; MS, EdD, Northern Illinois University

Lynch, Jacquelyn

(2001), Senior Lecturer, Barrett, the Honors College; Faculty Chair, Barrett, the Honors College; BA, Kalamazoo College; MA, Harvard University; PhD, Arizona State University

Lynch, John M.

(1994), Senior Lecturer, Barrett, the Honors College; BSc, PhD, University College, Dublin (Ireland)

Lynk, Myles

(2000), Professor of Law; Kiewit Foundation Professor of the Legal Profession; ICA Faculty Athletic Representative; AB, JD, Harvard University

Lyubchenko, Yuri

(2004), Adjunct Professor of Life Sciences; MS, PhD, Moscow Institute of Physics and Technology (Russia)

M

Ma, Shouze

(2005), Associate Professor of Dance; MFA, University of Iowa, Iowa City

Maatta, Robert

(1996), Human Resources Assistant, Department of Military Science; BS, Lake Superior State University

Maccracken, Harriet

(1995), Senior Lecturer of Accountancy; BS, Ohio State University; MA, Arizona State University

Macedonia, Joseph

(2005), Adjunct Professor of Life Sciences; BS, Colorado State University; Phd, Duke University

Macey, Donna J.

(1994), Clinical Associate Professor of Educational Administration and Supervision; Internship Coordinator and Certification, Educational Administration and Supervision; BA, DePaul University; MA, St. John's College; MA, MST, University of Chicago; PhD, Northwestern University

MacKinnon, David

(1990), Professor of Psychology; BA, Harvard University; MA, PhD, University of California, Los Angeles

MacKinnon, Stephen R.

(1971), Professor of History; BA, MA, Yale University; PhD, University of California, Davis

Mackulak, Gerald T.

(1980), Associate Professor of Industrial Engineering; BSIE, MSIE, PhD, Purdue University

MacSwan, Jeff

(1998), Associate Professor of Curriculum and Instruction; BA, MA, California State University, Long Beach; PhD, University of California, Los Angeles

Madden, Dennis D.

(1990), Archivist Emeritus; BA, Wright State University; MA, Colorado State University

Madden-Derdich, Debra

(1994), Associate Professor of Social and Family Dynamics; BA, Washington and Jefferson College; MA, Hollins College; PhD, Virginia Polytechnic Institute and State University

Maddox, Robert A.

(1993), Adjunct Professor of Geography; BS, Texas A and M University; MS, PhD, Colorado State University

Maga a, Lisa

(1997), Associate Professor of Transborder Chicana/o and Latina/o Studies; BA, California Polytechnic University;

MA, PhD, Claremont Graduate School

Magenta, Muriel

(1969), Professor of Art; BA, Queens College; MA, MFA, PhD, Arizona State University

Magers, William D.

(1971), Professor Emeritus of Music; BA, University of California, Santa Barbara; MM, DMA, University of Southern California

Magill, Harry

(1984), Professor Emeritus of Accountancy; BS, Miami University; MS, University of Illinois

Mahajan, Subhash

(1997), Regents' Professor of Materials; Director, School of Materials; BS, Punjab University (India); BE, Metallurgy Indian Institute of Science (India); PhD, University of California, Berkeley

Mahalov, Alex S.

(1991), Professor of Mathematics and Statistics; MS, Leningrad University (Russia); PhD, Cornell University

Mahoney, Dhira B.

(1989), Professor Emerita of English; BA, MA, University of Oxford (United Kingdom); PhD, University of California, Santa Barbara

Mahoney, Richard

(2003), Research Professor of Life Sciences; BS, Purdue University; PhD, University of California, San Diego

Maienschein, Jane

(1981), Regents' and President's Professor of Biology and Society; Director, Center for Biology and Society; BA, Yale University; MA, PhD, Indiana University, Bloomington

Major, Roy C.

(1992), Professor of English; BA, University of Akron; MA, University of Arizona; MA, PhD, Ohio State University

Majumdar, Anandamayee

(2004), Assistant Professor of Mathematics and Statistics; BS, Indian Statistical Institute (India); MS, Michigan State University; PhD, University of Connecticut

Malagamba-Ansótegui, Amelia

(2006), Assistant Professor of Art; BFA, University of Guanajuato (Mexico); MA, California State University, San Diego; PhD, University of Texas at Austin

Malave, Guillermo

(2006), Post Doctoral Research Associate of Curriculum and Instruction; BA, MSW, University of Puerto Rico; PhD, University of Arizona

Malhotra, Sangeeta

(2006), Associate Professor of Astronomy; BS, Delhi University (India); MS, Indian Institute of Technology (India); PhD, Princeton University

Malone, Charles F.

(1966), Professor Emeritus of Curriculum and Instruction; BS, Emporia State University; MEd, EdD, University of Kansas

Maltz, Arnold B.

(1997), Associate Professor of Supply Chain Management; BS, Trinity College, Hartford; MA, University of California, Santa Barbara; MS, Northwestern University; PhD, Ohio State University

Mamaghani, Leslie K.

(1988), Assistant Dean for Academic Affairs, Sandra Day O'Connor College of Law; BS, Arizona State University

Mamlouk, Michael S.

(1984), Professor of Civil and Environmental Engineering; BSCE, Cairo University (Egypt); MSCE, PhD, Purdue University

Manchester, Laurie

(2000), Assistant Professor of History; BA, Wellesley College; MA, MPhil, PhD, Columbia University

Mandarino, Lawrence J.

(2005), Professor of Kinesiology; Chair, Department of Kinesiology; Director, Center for Metabolic Biology; BA, MA, PhD, Arizona State University

Mandel, Naomi

(2000), Associate Professor of Marketing; AB, Dartmouth College; MBA, Arizona State University; MIM, American Graduate School of International Management; PhD, University of Pennsylvania

Manelli, Alejandro

(1997), Bank One Professor of Economics; Licenciatura, National University of Buenos Aires (Argentina); MA, PhD, University of California, Berkeley

Manera, Elizabeth S.

(1967), Professor Emerita of Curriculum and Instruction; BS, MA, Towson State College; EdD, Arizona State University

Mangini, Margaret A.

(1990), Director, Bureau of Educational Research and Services; BS, MEd, Edinboro State College; EdD, Arizona State University

Mango, Oraib

(1997), Lecturer of Arabic; BA, University of Jordan; MA, Arizona State University

Manuelito, Kathryn

(2001), Assistant Professor of Curriculum and Instruction; BA, MA, University of New Mexico; PhD, Arizona State University

Marc, Stephen Smith

(1998), Professor of Art; BA, Pomona College; MFA, Temple University

Marchant, Gary E.

(1999), Professor of Law; Executive Director, Center for the Study of Law, Science, and Technology; BSc, University of British Columbia (Canada); MPP, JD, Harvard University; PhD, University of British Columbia (Canada)

Marean, Curtis W.

(2001), Professor of Anthropology; Research Associate, Institute of Human Origins; BA, Pennsylvania State University; MA, PhD, University of California, Berkeley

Margolis, Eric

(1995), Associate Professor of Educational Leadership and Policy Studies; BA, State University of New York, New Paltz; PhD, University of Colorado, Boulder

Marin, Christine N.

(1985), Associate Archivist, Archives and Special Collections, University Libraries; BA, MA, Arizona State University

Maris, Mariana

(2000), Lecturer of Mathematics and Statistics; BS, MA, Arizona State University

Markiw, Michael

(1990), Associate Librarian, Collections and Scholarly Communications, University Libraries; BA, University of Alberta (Canada); MLS, University of Western Ontario (Canada)

Marks, Pamela

(2002), Senior Lecturer of Chemistry and Biochemistry; BS, St. Olaf College; MS, University of Arizona

Marks, Paul K.

(2006), Assistant Professor of Aerospace Studies; Assistant Head, Department of Aerospace Studies; BS, University of North Texas; MBA, City University

Marohnic, Charles S.

(1981), Professor Emeritus of Music; BA, MM, University of Miami

Marquez, Robert S.

(2006), Associate Professor of Finance; AB, University of California, Berkeley; PhD, Massachusetts Institute of Technology

Marsh, Joseph E.

(1979), Professor Emeritus of Art; BA, California State University, Los Angeles; MA, University of California, Los Angeles

Marsh, Josephine Peyton

(1998), Associate Professor of Curriculum and Instruction; MA, University of West Florida; PhD, University of Georgia

Marshall, Kimberly

(1998), Professor of Organ; Interim Director, School of Music; BA, University of North Carolina at Chapel Hill; DPhil, University College, Oxford (United Kingdom)

Martin, Carol L.

(1988), Professor of Social and Family Dynamics; BA, University of Georgia; MS, Rutgers, The State University of New Jersey; PhD, University of Georgia

Martin, John F. Jr.

(1966), Professor of Anthropology; BA, Beloit College; MA, PhD, University of Chicago

Martin, Judith N.

(1990), Professor of Communication; BA, Eastern Mennonite College; MA, PhD, Pennsylvania State University

Martin, Linda J.

(1980), Professor Emerita of Finance; BA, University of Louisville; MS, University of Kansas; MBA, DBA, Louisiana Technological University

Martin, Thomas W.

(2005), Lecturer, Barrett, the Honors College; BA, Villanova University; MA, University of Pittsburgh; PhD, University of Virginia

Martínez, Jacqueline M.

(2000), Associate Professor of Communication; BA, California State University, Northridge; MS, PhD, Southern Illinois University

Martinez, Jeanne L.

(2000), Lecturer of Spanish; BA, Indiana University, South Bend; MAT, PhD, Indiana University, Bloomington

Martinez-Roldan, Carmen

(2002), Assistant Professor of Curriculum and Instruction; BA, MA, University of Puerto Rico, Rio Piedras; PhD, University of Arizona

Marzke, Mary W.

(1978), Professor Emerita of Anthropology; BA, University of California; MA, Columbia University; PhD, University of California, Berkeley

Marzke, Robert F.

(1969), Associate Professor of Physics and Materials; AB, Princeton University; PhD, Columbia University

Masilamani, Purushothama

(2000), Lecturer of Mathematics and Statistics; BS, University of Madras (India); MS, DA, Adelphi University

Mason, Arthur

(2006), Assistant Professor of Justice and Social Inquiry; BA, Columbia University; MA, University of Fairbanks; PhD, University of California, Berkeley

Mason, Bruce B.

(1960), Professor Emeritus of Political Science; BS, North Texas State College; MA, Texas Christian University; PhD, University of Texas at Austin

Mason, Hugh S.

(2002), Associate Professor of Life Sciences; BS, University of Texas at Austin; PhD, University of Arizona

Mason, Marshall W.

(1994), Professor Emeritus of Theatre; BS, Northwestern University

Mass, Diana

(1974), Clinical Professor of Life Sciences; BS, University of Texas at Austin; MS, Central Michigan University

Massia, Stephen

(1998), Associate Professor of Bioengineering; BS, Southwestern University; PhD, University of Texas

Matera, Frances R.

(1989), Associate Professor of Journalism and Mass Communication; BS, Florida International University; MA, Goddard College; PhD, University of Miami

Matheson, Alan A.

(1968), Professor Emeritus of Law; Dean Emeritus, Sandra Day O'Connor College of Law; BA, MS, JD, University of Utah

Mathur, Sarup

(2002), Clinical Associate Professor of Curriculum and Instruction; BA, BEd, MA, MEd, Agra University (India); MEd, PhD, Arizona State University

Mathy, Pamela A.

(1998), Clinical Professor of Speech and Hearing Science; Director, Speech and Language Clinic; BA, University of Massachusetts; MA, Washington State University; PhD, University of Wisconsin, Madison

Matt, Kathleen S.

(1987), Professor of Kinesiology; Assistant Vice President for Research; Director of Clinical Partnerships, Department of Kinesiology; BA, MS, University of Delaware; PhD, University of Washington

Matt, Pamela

(1980), Professor Emerita of Dance; BA, University of Washington; MA, University of Illinois

Matthias, Judson S.

(1967), Professor Emeritus of Civil and Environmental Engineering; BS, United States Military Academy; MS, Oregon State University; PhD, Purdue University

Matyushov, Dimitry

(2000), Associate Professor of Chemistry and Biochemistry; BS, Moscow Institute of Physics and Technology (Russia); PhD, Vienna University of Technology (Austria)

Maxwell, Kathryn

(1988), Professor of Art; BA, Northwestern University; MFA, University of Wisconsin, Madison

Maxwell, Stephen A.

(2005), Clinical Associate Professor of Speech and Hearing Science; BS, Brigham Young University; MS, Idaho State University; AuD, Arizona School of Health Science

May, Judy

(1986), Associate Professor of Music; MM, The Juilliard School

Mayer, James W.

(1992), Regents' Professor Emeritus of Materials and Solid State Science; BS, PhD, Purdue University

Mayer, Lawrence S.

(1983), Professor of Economics; BS, MS, Ohio State University; MD, Associated Medical Schools of the Caribbean; PhD, Ohio State University

Mayer, Michael

(1978), Professor Emeritus of Communication; BA, MA, University of Wyoming; PhD, University of Kansas

Mays, Larry W.

(1989), Professor of Civil and Environmental Engineering; BS, MS, University of Missouri, Rolla; PhD, University of Illinois

McBeath, Michael K.

(1998), Associate Professor of Psychology; BA, Brown University; MS, University of California, Santa Barbara; PhD, Stanford University

McBride, Ingrid

(2001), Clinical Associate Professor of Speech and Hearing Disorders; Director, Audiology Clinic; BS, MS, Arizona State University; AuD, University of Florida

McCarter, Joan H.

(1961), Professor Emerita of Mathematics and Statistics; BS, MA, University of Arizona

McCarthy, Matthew J.

(2003), Lecturer of Information Systems; BS, Arizona State University; MS, Northern Arizona University

McCartney, Martha R. (Molly)

(1989), Associate Professor of Physics; Senior Research Scientist, Center for Solid State Science; BS, The Evergreen State College; PhD, Arizona State University

McCartney, Peter

(2000), Assistant Research Scientist, Data Manager, Global Institute of Sustainability; BA, MA, University of Arizona; PhD, University of Calgary (Canada)

McCarty, Teresa

(2004), Professor of Educational Leadership and Policy Studies; BA, Ohio State University; MA, PhD, Arizona State University

McClure, Sue

(2004), Lecturer of Mathematics and Statistics; BS, Ball State University; MA, Purdue University

McConnell, Eileen Diaz

(2006), Assistant Professor of Transborder Chicana/o and Latina/o Studies; BA, St. Edward's University; MA, PhD, University of Notre Dame

McCoy, Kathleen M.

(1976), Associate Professor of Curriculum and Instruction; BS, University of Portland; MS, Portland State University; PhD, University of Oregon

McCoy, Ronald

(1995), Professor of Architecture and Landscape Architecture; University Architect; BS, University of Southern California; MArch, Princeton University

McDermott, Lauren

(1990), Associate Professor of Industrial Design; Chair, Department of Industrial Design; BFA, MFA, Rochester Institute of Technology

McDonah, Becky I.

(2005), Assistant Professor of Art; BA, University of Wisconsin, Lacrosse; MFA, Arizona State University

McDonald, Arlys

(1970), Librarian Emerita; BMus, St. Mary of the Plains College; MMus, University of Illinois

McDonald, John N.

(1969), Professor Emeritus of Mathematics and Statistics; AB, King's College; MS, PhD, Rutgers, The State University of New Jersey

McDonald, Kelly M.

(2000), Assistant Professor of Communication; Director of Forensics; BA, Pacific Lutheran University; MA, PhD, University of Kansas

McDonough, Peter

(1990), Professor Emeritus of Political Science; BS, Saint Louis University; PhD, University of Michigan

McDowell, John M.

(1978), Professor of Economics; BS, MS, PhD, University of California, Los Angeles

McElroy, Isis

(2005), Assistant Professor of Languages and Literatures; BA, Pontifical Catholic University (Brazil); MA, PhD, New York University

McElwee, Pamela

(2005), Assistant Professor of Global Studies; BA, University of Kansas; MSc, Oxford University (United Kingdom); MPhil, PhD, Yale University

McGaughey, Robert W.

(1971), Professor Emeritus of Life Sciences; BA, Augustana College; MA, University of Colorado; PhD, Boston University

McGehee, Shelley

(1985), Librarian Emerita; BMus, Converse College; MMus, MLS, University of Alabama

McGibney Vlahoulis, Michelle

(2004), Lecturer of Women and Gender Studies; BA, University of Massachusetts, Amherst; MA, Arizona State University

McGill, John R.

(2004), Adjunct Professor of Life Sciences; BS, MS, Southwest Texas State University; PhD, The University of Texas

McGowan, Patrick J.

(1979), Professor Emeritus of Political Science; BA, University of the South; MA, Johns Hopkins University; PhD, Northwestern University

McGraw, Kevin

(2004), Assistant Professor of Life Sciences; BS, Lawrence University; MS, Auburn University; PhD, Cornell University

McGregor, Joan L.

(1989), Professor of Life Sciences and Philosophy; Lincoln Professor of Bioethics; BA, University of California, Davis; MA, PhD, University of Arizona

McGuire, Tim J.

(2006), Professor of Journalism and Mass Communication; Frank Russell Chair in the Business of Journalism; BA, Aquinas College; JD, William Mitchell College of Law

McHugh, Kevin E.

(1985), Associate Professor of Geography; BS, Pennsylvania State University; MA, Arizona State University; PhD, University of Illinois, Urbana-Champaign

McIntosh, Kirk E., Lieutenant Colonel

(2005), Professor of Military Science; Chair, Department of Military Science; BS, Arizona State University; MA, Webster University

McIsaac, Marina Stock

(1980), Professor Emerita of Educational Technology; BA, Pomona College; MA, PhD, University of Wisconsin, Madison

McIver, Beverly

(1996), Professor of Art; BA, North Carolina Central University; MFA, University of Pennsylvania

McKelvy, Michael J.

(1976), Senior Research Scientist, Center for Solid State Science; BS, University of California, Berkeley; MS, PhD, Arizona State University

McKenzie, Patrick Bruce

(1970), Professor Emeritus of Accountancy; BS, MS, Kansas State University; PhD, Michigan State University

McLaughlin, Ilene

(1995), Assistant Librarian, Social Sciences Services, University Libraries; BA, Lake Forest College; MLS, Simmons College

McLin, Katherine

(1997), Associate Professor of Music; BM, Oberlin College Conservatory, Ohio; MM, Indiana University, Bloomington; DMA, University of Michigan, Ann Arbor

McMahon, Jeffrey

(2001), Assistant Professor of Theatre; BA, State University of New York; MFA, Columbia University

McManus, Elizabeth B.

(2000), Lecturer, Barrett, the Honors College; BA, MA, PhD, University of Virginia

McMillan, Paul F.

(1983), Professor Emeritus of Chemistry and Biochemistry; BSc, University of Edinburgh (United Kingdom); PhD, Arizona State University

McNally, T. M.

(1999), Associate Professor of English; BA, Rockford College; MFA, Arizona State University

McNamara, Allen K.

(2004), Assistant Professor of Geological Sciences; BS Michigan State University; MS, PhD, University of Michigan

McNeill, Barry W.

(1976), Professor Emeritus of Mechanical Engineering; Assistant Dean, Academic Affairs, Ira A. Fulton School of Engineering; BS, MS, PhD, Stanford University

McPaul, Doreen

(2006), Visiting Clinical Associate Professor; Director, Indian Legal Clinic; BA, Princeton University; JD, Arizona State University

McPhee, Robert D.

(1998), Professor of Communication; BA, MA, PhD, Michigan State University

McPheters, Lee R.

(1976), Professor of Economics; Director, Bank One Economic Outlook Center; Associate Dean, W. P. Carey School of Business; AB, San Francisco State University; PhD, Virginia Polytechnic Institute and State University

McSheffrey, Gerald R.

(1982), Professor Emeritus of Architecture and Landscape Architecture; DiplArch, University College, London (United Kingdom); DiplCD, Edinburgh University (United Kingdom)

McTaggart, W. Donald

(1971), Professor Emeritus of Geography; MA, University of St. Andrews (United Kingdom); PhD, Australian National University (Australia)

McWhirter, J. Jeffries

(1970), Professor Emeritus of Psychology in Education; BA, Saint Martin's College; MEd, Oregon State University; MEd, PhD, University of Oregon

Mehall, Gregory Lawrence

(1992), Associate Research Professional of Geological Sciences; MS, Stanford University

Mehrens, Christopher Emile

(2007), Assistant Librarian; Head, Music Library; BA, BM, University of Washington; MLS, Indiana University; MA, PhD, University of North Carolina at Chapel Hill

Mehta, Zarin

(2005), Clinical Associate Professor of Speech and Hearing Science; MBBS, Dow Medical College (Pakistan); MA, University of Kansas; PhD, Wichita State University

Meir, Baruch I.

(2000), Associate Professor of Music; BMus, MMus, Tel Aviv University (Israel); DMA, Arizona State University

Meissinger, Ellen Murray

(1986), Professor of Art; BFA, MFA, University of North Carolina at Greensboro

Meldrum, Deirdre

(2007), Professor of Electrical Engineering; Dean, Ira A. Fulton School of Engineering; BS, University of Washington; MS, Rensselaer Polytechnic Institute; PhD, Stanford University

Melendez, Ryan A.

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

Melichar, Dudley W.

(1974), Professor Emeritus of Justice and Social Inquiry; BS, MS, South Dakota State University; EdD, Arizona State University

Melody, Noeleen

(1991), Assistant Research Professor of Chemistry and Biochemistry; BS, PhD, University College, Galway (Ireland)

Melucci, Donatella

(1997) Lecturer of Languages and Literatures; BA, MA, University of Bari (Italy)

Melvin, Michael

(1980), Professor of Economics; BBA, University of Houston; MA, San Diego State University; PhD, University of California, Los Angeles

Méndez, José A.

(1980), Professor of Economics; BA, MA, University of Texas at Austin; MA, PhD, Southern Methodist University

Menéndez, José

(1987), Professor of Physics; Licenciado en Física, Balseiro Institute (Argentina); Dr. rer. nat., Stuttgart University (Germany)

Menjivar, Cecilia

(1995), Associate Professor of Sociology; BA, MS, University of Southern California; PhD, University of California, Davis

Menke, Robert F.

(1947), Professor Emeritus of Curriculum and Instruction; BS, Oshkosh State College; MA, PhD, Northwestern University

Menkhus, Eric

(2004), Clinical Associate Professor of Law; Director, Technology Ventures Clinic; BSE, MBA, JD, Arizona State University

Merbs, Charles F.

(1973), Professor Emeritus of Anthropology; BS, MS, PhD, University of Wisconsin, Madison

Merrill, Bruce D.

(1971), Professor Emeritus of Journalism and Mass Communication; Director, Media Research Program; MA, Brigham Young University; PhD, University of Michigan

Mesch, Claudia

(2001), Assistant Professor of Art; BA, Yale University; MA, University of California, Los Angeles; PhD, University of Chicago

Metcalf, V. Alonzo

(1971), Professor Emeritus of International Studies; BS, MS, University of Arkansas; PhD, University of Missouri, Columbia

Metha, Arlene

(1971), Professor Emerita of Psychology in Education; BA, Arizona State University; MA, Ohio State University; PhD, University of Southern California

Metos, Thomas H.

(1965), Professor Emeritus of Educational Administration and Supervision; BS, MS, PhD, University of Utah

Metz, John

(1980), Professor Emeritus of Music; BA, MM, Syracuse University; DMA, The Juilliard School

Meunier, John

(1987), Professor of Architecture and Landscape Architecture; BArch, University of Liverpool (United Kingdom); MArch, Harvard University; MA, University of Cambridge (United Kingdom)

Meyer, Christian

(2004), Adjunct Professor of Life Sciences; MD, Medical School, University of Göttingen (Germany)

Micklich, Albie

(2006), Associate Professor of Music; BS, Indiana University of Pennsylvania; MM, The Juilliard School; DMA, Michigan State University, East Lansing

Middleton, James Arthur

(1998), Associate Professor of Curriculum and Instruction; Director, Division of Curriculum and Instruction; BA, California State University, Chico; MS, PhD, University of Wisconsin, Madison

Mignolet, Marc P.

(1987), Professor of Mechanical and Aerospace Engineering; BS, University of Liege (Belgium); PhD, Rice University

Mikhail, Michael

(2006), Associate Professor of Accountancy; BS, MAS, University of Illinois, Urbana-Champaign; MBA, PhD, University of Chicago

Mikellides, Pavlos G.

(2002), Assistant Professor of Mechanical and Aerospace Engineering; BS, MS, PhD, Ohio State University

Mikulski, Ariana

(2006), Assistant Professor of Social and Family Dynamics; BA, Michigan State University; MA, University of Wisconsin, Madison; PhD, University of Iowa

Milano, Michele

(2006), Assistant Professor of Mechanical and Aerospace Engineering; Laurea, MS, University of Napoli Federico II (Italy); PhD, Swiss Federal Institute of Technology (Switzerland)

Miller, Christopher A.

(2004), Assistant Librarian, Collections and Scholarly Communications, University Libraries; BM, North Carolina School of the Arts; MS, Northern Illinois University

Miller, Clark

(2006), Associate Professor of Political Science; BS, University of Illinois; PhD, Cornell University

Miller, Donald S.

(1981), Associate Professor of Computer Science and Engineering; BS, Syracuse University; MS, PhD, University of Southern California

Miller, Ian

(2004), Assistant Professor of History; BA, Earlham College; MA, University of Illinois, Urbana-Champaign; MA, PhD, Columbia University

Miller, Keith D.

(1987), Professor of English; BA, Texas Christian University; MA, State University of New York, Albany; PhD, Texas Christian University

Miller, Rosanna

(1974), Librarian Emerita; BA, MA, Arizona State University; MLS, University of Arizona

Miller, Susan A.

(2001), Assistant Professor of American Indian Studies; BA, MA, University of Oklahoma; PhD, University of Nebraska, Lincoln

Miller, Terri

(1997), Senior Lecturer of Mathematics and Statistics; BS, MA, Arizona State University

Miller-Loessi, Karen A.

(1984), Associate Professor of Sociology; BA, University of California, Berkeley; MA, PhD, Stanford University

Millikin, John

(1999), Lecturer of Management; BA, University of Arizona; MBA, University of Southern California; PhD, Arizona State University

Mills, Robert

(2005), Assistant Professor of Music; BA, University of Maryland, College Park; MM, DMA, Arizona State University

Millsap, Roger E.

(1997), Professor of Psychology; BS, University of Washington; MA, PhD, University of California, Berkeley

Milner, Joe W.

(1967), Professor Emeritus of Journalism and Mass Communication; BA, East Texas State University; MA, University of Oklahoma; EdD, University of Wyoming

Mings, Robert C.

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

Minteer, Ben

(2003), Assistant Professor of Life Sciences; BA, University of Albany; MS, PhD, University of Vermont

Misra, Rajeev

(1991), Professor of Life Sciences; Associate Director, Graduate Programs, School of Life Sciences; BS, Kanpur University (India); MS, GB Pant University (India); PhD, Adelaide University (Australia)

Mitchell, Frederic F.

(1961), Professor Emeritus of Curriculum and Instruction; BA, MA, University of Arizona; PhD, Columbia University

Mitchell, John

(1990), Associate Research Professional of Dance; BM, Webster University, St. Louis; MM, University of South Florida

Mitchell, Michael J.

(1990), Associate Professor of Political Science; BA, Fordham University; MA, PhD, Indiana University, Bloomington

Mitropoulos, Panagiotis

(2004), Assistant Professor of Construction; BS, University of Patras (Greece); MS, Virginia Polytechnic Institute and State University; PhD, Stanford University

Mittelman, Hans Detlef

(1982), Professor of Mathematics and Statistics; MA, University of Mainz (Germany); PhD, Habilitation, University of Darmstadt (Germany)

Mittelstaedt, Robert E. Jr.

(2004), Professor of Management; Dean, W. P. Carey School of Business; BS, Tulane University; MBA, The Wharton School of Business, University of Pennsylvania

Mittman, Asa Simon

(2005), Senior Lecturer of Art; BA, Cornell University; MA, PhD, Stanford University

Mobasher, Barzin

(1991), Professor of Civil and Environmental Engineering; BS, University of Wisconsin, Platteville; MS, Northeastern University; PhD, Northwestern University

Moeck, Martin

(2006), Associate Professor of Architecture and Landscape Architecture; MS, University of Kansas; Diplom-Ingenier, Doktor-Ing, University of Stuttgart (Germany)

Mokwa, Michael P.

(1979), Professor of Marketing; Chair, Department of Marketing; BBA, MBA, PhD, University of Houston

Molnar, Alex

(2001), Professor of Educational Leadership and Policy Studies; Director, Education Policy Studies Laboratory; BA, North Park College; MA, Northwestern University; PhD, University of Wisconsin, Milwaukee

Monahan, Torin

(2003), Assistant Professor of Justice and Social Inquiry; BA, MA, California State University, Northridge; MS, PhD, Rensselaer Polytechnic Institute

Monczka, Robert M.

(1999), Research Professor of Supply Chain Management; BA, MBA, PhD, Michigan State University

Mongeau, Paul A.

(2002), Professor of Communication; Director, Doctoral Program, Hugh Downs School of Human Communication; BS, MA, Arizona State University; PhD, Michigan State University

Montenegro, Leonard Jose

(1986), Senior Research Professional of Mechanical and Aerospace Engineering; BS, State University of New York, Albany

Montgomery, Douglas C.

(1988), Regents' Professor of Industrial Engineering; Codirector, Executive Committee on Statistics; BSIE, MS, PhD, Virginia Polytechnic Institute and State University

Montgomery, Eric

(1997), Faculty Associate of Visual Communication Design; BFA, Arizona State University

Montiel, Miguel

(1974), Professor Emeritus of Transborder Chicana/o and Latina/o Studies; Motorola Presidential Professor in Community Revitalization; BS, University of Arizona; MSW, Arizona State University; DSW, University of California, Berkeley

Montilla, Jorge

(2004), Assistant Professor of Music; BM, University Institute of Musical Studies, Caracas (Venezuela); MM, Indiana University

Montoya, Janet

(1999), Adjunct Professor of Anthropology; BA, MA, University of Houston, Clear Lake

Mook, Richard

(2005), Senior Lecturer of Music; BA, University of Rochester; PhD, University of Pennsylvania

Mooney, Elina

(1988), Associate Professor of Dance

Moor, William C.

(1968), Professor Emeritus of Industrial Engineering; BS, MS, Washington University; PhD, Northwestern University

Moore, Ana L.

(1989), Professor of Chemistry and Biochemistry; B of Pharmacy, National University of La Plata (Argentina); MSc, Federal University of Rio de Janeiro (Brazil); PhD, Texas Tech University

Moore, Carleton B.

(1961), Regents' Professor Emeritus of Chemistry and Biochemistry and Geological Sciences; BS, Alfred University; PhD, California Institute of Technology

Moore, Diane B.

(1980), Librarian Emerita, Noble Science Reference Services; BS, College of William and Mary; MLS, University of Wisconsin, Madison

Moore, Elsie G. J.

(1981), Professor of Psychology in Education; Vice Provost for Academic Affairs, ASU at the West campus; BA, Elmhurst College; MA, PhD, University of Chicago

Moore, J. Douglas

(1969), Associate Professor of Mathematics and Statistics; BS, MS, Idaho State University; PhD, Syracuse University

Moore, Michael

(1982), Professor of Life Sciences; BA, Indiana University; MS, PhD, University of Washington

Moore, Moses N.

(1989), Associate Professor of Religious Studies; BA, Eckerd College; MDiv, Yale University; MPhil, PhD, Union

Theological Seminary

Moore, Thomas A.

(1976), Professor of Chemistry and Biochemistry; BA, PhD, Texas Tech University

Moorhead, Gregory

(1978), Associate Professor of Management; BSIE, MBA, PhD, University of Houston

Mor, Tsafir

(2000), Assistant Professor of Life Sciences; BSc, MSc, PhD, Hebrew University of Jerusalem (Israel)

Morales, Andrea C.

(2005), Assistant Professor of Marketing; BA, University of Texas at Austin; MS, PhD, University of Pennsylvania

Morgan, Miriam J.

(1965), Instructor Emerita of French; Licence- s-Lettres, University of Paris (France); MA, Arizona State University

Morgan, Owen W.

(1968), Professor Emeritus of Social and Family Dynamics; BA, Grinnell College; MA, University of Nebraska, Omaha; PhD, University of Nebraska, Lincoln

Morris, Donald H.

(1962), Professor Emeritus of Anthropology; BA, Arizona State University; MA, PhD, University of Arizona

Morrison, Kenneth M.

(1983), Professor of Religious Studies; BA, Saint Dunstan's University; MA, PhD, University of Maine

Morton, Thomas

(2005), Assistant Professor of Architecture and Landscape Architecture; BA, PhD, Pennsylvania State University

Mossman, Kenneth L.

(1990), Professor of Life Sciences; Director, Radiation Safety Office; BS, Wayne State University; MEd, University of Maryland, College Park; MS, PhD, University of Tennessee, Knoxville

Moticka, Edward J.

(2005), Adjunct Professor of Life Sciences; BA, Kalamazoo College; PhD, University of Illinois, Chicago

Mowrer, Donald E.

(1965), Professor Emeritus of Speech and Hearing Science; BA, MA, Florida State University; PhD, Arizona State University

Moya, Sara D.

(2002), Faculty Associate of Planning; BA, Wheaton College; MPA, PhD, Arizona State University

Moyer, Joan E.

(1971), Professor Emerita of Curriculum and Instruction; BS, Kutztown State University; MEd, Pennsylvania State University; PhD, University of Maryland, College Park

Mueller-Alexander, Jeanette M.

(1989), Librarian, Social Sciences Services, University Libraries; BA, Moorhead State University; MLS, Indiana University, Bloomington

Mulligan, Donald E.

(1985), Professor Emeritus of Construction; BSE, MSME, Arizona State University

Mulvihill, Josepha Anne

(1983), Associate Librarian, Social Sciences Services, University Libraries; BS, University of Kansas; MLS, Emporia State University

Munk, Morton E.

(1961), Professor Emeritus of Life Sciences; BS, Northwestern University; MS, University of Miami; PhD, Wayne State University

Munshi, Perseus B.

(2001), Senior Lecturer of Accountancy; BCom, Bangalore University (India); MBA, Ohio State University; CPA, Arizona

Murdock, Joe E., Captain

(2005), Assistant Professor of Military Science; BS, Illinois State University

Murff, Scott

(1998), Clinical Associate Professor of Architecture and Landscape Architecture; BSD, Clemson University; BArch, The Cooper Union

Murphey, Claudia

(1996), Professor of Dance; BA, Western College; MA, George Washington University

Murphy, Jeffrie G.

(1981), Regents' Professor of Law and Philosophy; Codirector, Committee on Law and Philosophy; BA, Johns Hopkins University; PhD, University of Rochester

Murphy, Kurt R.

(1986), Associate University Librarian; BS, MLS, University of Illinois; MBA, Arizona State University

Murranka, Patricia A.

(1977), Professor Emerita of Supply Chain Management; BA, Trenton State College; MA, Rider College; EdD, Utah State University

Murray, Roger N.

(1968), Professor Emeritus of English; BA, BS, Moorhead State Teachers College; MA, Stanford University; PhD,

University of Iowa

Musheno, Michael C.

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

Muthuswamy, Jitendran

(2000), Associate Professor of Bioengineering; BTech, Indian Institute of Technology (India); MS, PhD, Rensselaer Polytechnic Institute

Myhajlenko, Stefan

(1986), Associate Research Scientist and Associate Director, Center for Solid State Electronics Research; PhD, University of Manchester (United Kingdom)

Myint, Soe W.

(2005), Assistant Professor of Geography; BS, Rangoon University (Myanmar); MS, Asian Institute of Technology (Thailand); PhD, Louisiana State University

Myler, Charles E. Jr.

(1968), Professor Emeritus of Real Estate; BBA, Loyola University; MBA, Harvard University; PhD, University of Florida

N

Nagasawa, Richard H.

(1969), Professor Emeritus of Sociology; BA, University of Hawaii, Manoa; MA, PhD, University of Washington

Nagoshi, Craig

(1989), Associate Professor of Psychology; BA, MA, PhD, University of Hawaii, Manoa

Nagrin, Daniel

(1982), Professor Emeritus of Dance; BS, City College of New York

Nagy, Bethel

(2000), Adjunct Professor of Anthropology; BA, Arizona State University; MA, University of Toronto (Canada); PhD, Arizona State University

Nagy, John D.

(1999), Adjunct Professor of Life Sciences; BS, Eastern Michigan University; BS, University of Michigan, Ann Arbor; PhD, Arizona State University

Nakagawa, Kathryn N.

(1997), Associate Professor of Psychology in Education and Interdisciplinary Studies; BA, University of Notre Dame; MA, PhD, Northwestern University

Nakamura, Mutsumi

(2002), Lecturer of Computer Science and Engineering; BS, MS, University of Texas at El Paso; PhD, University of Texas at Arlington

Nakayama, Thomas K.

(1991), Professor of Communication; AB, Georgia State University; MA, PhD, University of Iowa

Nanda, Vikram K.

(2005), Professor of Finance; BTech, Indian Institute of Technology, Kanpur (India); MBA, Yale University; PhD, University of Chicago

Narayanan, Vinodh

(2005), Adjunct Professor of Life Sciences; BS, Washington University; MA, Princeton University; MD, Louisiana State University Medical Center

Nardari, Federico

(1999), Assistant Professor of Finance; BS, University of Bergamo (Italy); MSBA, PhD, Washington University, St. Louis

Nardella, Francis A.

(1992), Adjunct Professor of Bioengineering; AB, West Virginia University; MD, West Virginia University, School of Medicine

Nash, Leanne T.

(1971), Professor of Anthropology; BA, University of California, Davis; MA, PhD, University of California, Berkeley

Nash, Thomas H. III

(1971), Professor of Life Sciences; BS, Duke University; MS, PhD, Rutgers, The State University of New Jersey

Navabi, Faye

(1997), Senior Lecturer of Computer Science and Engineering; BS, MS, University of Southwestern Louisiana

Neal, Berna E.

(1988), Librarian Emerita; BA, MLS, Syracuse University

Nebeker, Helen E.

(1958), Professor Emerita of English; BA, MA, Arizona State University

Neff, Patricia M.

(1987), Associate Professor of Social and Family Dynamics; BS, MEd, Iowa State University; PhD, Oklahoma State University

Neiswander, Janet L.

(1991), Professor of Psychology; BS, Rockford College; MS, PhD, University of Kentucky

Nelsen, Edward A.

(1975), Professor Emeritus of Psychology in Education; BS, University of Wisconsin, Madison; PhD, Stanford University

Nelson, Ben A.

(1995), Professor of Anthropology; Associate Director, School of Human Evolution and Social Change; BA, MA, Florida State University; PhD, Southern Illinois University

Nelson, Brian C.

(2005), Assistant Professor of Psychology in Education; BA, Washington State University; MA, St. Michael's College; PhD, Harvard University

Nelson, G. Lynn

(1973), Associate Professor of English; BA, Kearney State College; PhD, University of Nebraska, Lincoln

Nelson, Harold D.

(1962), Professor Emeritus of Mechanical and Aerospace Engineering; BS, South Dakota School of Mines and Technology; MS, Kansas State University; PhD, Arizona State University

Nelson, Jack

(2006), Professor of Philosophy; Interim Chair, Department of Philosophy; Acting Associate Dean for Graduate Programs, College of Liberal Arts and Sciences; BA, Dartmouth College; MA, PhD, University of Chicago

Nelson, J. Russell

(1981), Professor Emeritus of Finance; President Emeritus of the University; BA, Pacific Union College; MBA, PhD, University of California, Los Angeles

Nelson, John C.

(1967), Professor Emeritus of Curriculum and Instruction; BS, MA, Arizona State University; PhD, Vanderbilt University

Nelson, Margaret

(1995), Professor of Anthropology; Associate Dean, Barrett, the Honors College; BA, Occidental College, Los Angeles; PhD, University of California, Santa Barbara

Nemeroff, Carol

(1988), Associate Professor of Psychology; BA, McGill University (Canada); MA, PhD, University of Pennsylvania

Nering, Evar D.

(1960), Professor Emeritus of Mathematics and Statistics; BA, Indiana University, Fort Wayne; MA, PhD, Princeton University

Neubauer, Mary

(1996), Professor of Art; BFA, Colorado State University; MFA, Indiana University

Neuberg, Steven L.

(1988), Professor of Psychology; AB, Cornell University; MS, PhD, Carnegie Mellon University

Neuer, Susanne

(2004), Associate Professor of Life Sciences; BS, Kiel University (Germany); MS, University of Washington; PhD, Oregon State University

Neurath, Johannes

(2006), Adjunct Professor of Anthropology; MA, University of Vienna (Austria); PhD, National Autonomous University of Mexico

New, Frances Y.

(1986), Librarian Emerita; BS, Seattle Pacific University; MLS, University of Arizona

Newcombe, Dennis

(2003), Faculty Associate of Planning; BSP, Arizona State University

Newfeld, Stuart J.

(1997), Associate Professor of Life Sciences; BS, Hobart College; MA, MS, University of Hawaii; PhD, Emory University

Newhard, Jamie

(2005), Assistant Professor of Languages and Literatures; BA, Brown University; MA, PhD, Columbia University

Newhouse, Beth G.

(2004), Lecturer of Mathematics and Statistics; BS, University of Wisconsin, Whitewater; MA, Northern Arizona University

Newman, Nathan

(2000), Professor of Materials; Interim Director, Center for Solid State Science; BS, University of Southern California; MS, PhD, Stanford University

Newman, Pauline

(2006), Professor of Practice in Human Communication; BSc, City of London Polytechnic (United Kingdom)

Newman, Timothy J.

(2002), Associate Professor of Physics; BA, University of Oxford (United Kingdom); PhD, University of Manchester (United Kingdom)

Newport, Mark

(2001), Associate Professor of Art; BFA, Kansas City Art Institute; MFA, Art School of the Art Institute of Chicago

Newton, Camille

(2005), Lecturer of English; BS, University of Louisville; MA, McNeese State University; PhD, Cornell University

Ney, James W.

(1969), Professor Emeritus of English; BA, MA, Wheaton College; EdD, University of Michigan

Nickel, James

(2002), Professor of Law; Codirector, Committee on Law and Philosophy; BA, Tabor College; PhD, University of Kansas

Nickerson, Cheryl

(2005), Associate Professor of Life Sciences; BS, Tulane University; MS, University of Missouri; PhD, Louisiana State University

Nicolaenko, Basil

(1989), Professor of Mathematics and Statistics; MS, University of Paris (France); PhD, University of Michigan

Nielsen, Michael J.

(1969), Professor Emeritus of Industrial Design; BPD, North Carolina State University, Raleigh; MA, Stanford University

Nielson, Gregory M.

(1970), Professor of Computer Science and Engineering; BS, MS, PhD, University of Utah

Nieman, Ronald

(1983), Senior Research Professional of Chemistry and Biochemistry; BA, University of Colorado; PhD, Arizona State University

Nikitin, Sergey

(1994), Associate Professor of Mathematics and Statistics; MS, Moscow State University (Russia); PhD, Academy of Science of Russia, Research Institute of System Studies

Nilsen, Alleen P.

(1975), Professor of English; BA, Brigham Young University; MEd, American University; PhD, University of Iowa

Nilsen, Don L. F.

(1973), Professor of English; BA, Brigham Young University; MA, American University; PhD, University of Michigan

Ning, Cun-Zheng

(2007), Professor of Electrical Engineering; PSc, MSc, Northwestern University (China); PhD, University of Stuttgart (Germany)

Noreuil, Chad

(2001), Professor of Legal Writing; BA, JD, University of Illinois, Urbana-Champaign

Northey, William T.

(1959), Professor Emeritus of Life Sciences; BA, University of Minnesota, Twin Cities; MA, PhD, University of Kansas

Norton, Kay

(1999), Associate Professor of Music; BME, MFA, University of Georgia; PhD, University of Colorado

Norton, M. Scott

(1973), Professor Emeritus of Educational Leadership and Policy Studies; BS, MEd, EdD, University of Nebraska, Lincoln

Nowlis, Stephen

(1996), Professor of Marketing; Dean's Council of 100 Distinguished Scholars, W. P. Carey School of Business; BA, Stanford University; MBA, University of California, Berkeley; PhD, University of California, San Diego

O

O'Brien, Carmen A.

(1959), Professor Emerita of Curriculum and Instruction; BA, MA, Arizona State University

O'Brien, Gary

(2005), Assistant Professor of Electrical Engineering; BSEE, Florida Institute of Technology; MSEE, Georgia Institute of Technology; PhD, University of Michigan

O'Brien, Robin K.

(1995), Lecturer of Speech and Hearing Science; BA, Gallaudet University

O'Clair, Katherine

(2004), Assistant Librarian, Science and Engineering Services, University Libraries; BS, Nazareth College of Rochester; MLS, Florida State University

O'Connor, Elinor J.

(1970), Professor Emerita of Social and Family Dynamics; BS, St. Catharine College; MS, University of Iowa

O'Dell, Michael A.

(1980), Professor Emeritus of Accountancy; BS, MBA, University of California, Los Angeles; PhD, University of Texas at Austin; CPA, Colorado

O'Grady, Catherine

(1991), Professor of Law; Executive Director, Clinical Programs, Sandra Day O'Connor College of Law; BA, University of Michigan; JD, Arizona State University

Ó hUallacháin, Breandán

(1987), Professor of Geography; BA, National University of Ireland; MA, Indiana University, Bloomington; PhD, University of Illinois, Urbana-Champaign

O'Keeffe, Michael

(1963), Regents' Professor Emeritus of Chemistry and Biochemistry; BS, PhD, University of Bristol (United Kingdom)

Kingdom)

O’Leary, Timothy J.

(1978), Professor Emeritus of Information Systems; BS, Westminster College; MBA, DBA, Kent State University

Ocampo-Guzman, Antonio

(2005), Assistant Professor of Theatre; Diploma, Teatro Libre Acting School (Colombia); MFA, York University (Canada)

Odenkirk, James E.

(1967), Professor Emeritus of Kinesiology; BS, MA, Ohio State University; EdD, Columbia University

Odish, Faris

(1997), Senior Lecturer of Mathematics and Statistics; BS, University of Baghdad (Iraq); MA, Wayne State University

Oehrtman, Michael

(2002), Assistant Professor of Mathematics and Statistics; BS, Oklahoma State University; PhD, University of Texas at Austin

Oetting, Edward

(1983), Librarian, Humanities Services, University Libraries; BA, University of Michigan; MA, University of Illinois; MLS, Wayne State University

Oh, Young Kyun

(1999), Assistant Professor of Korean; BA, Sogang University Graduate School (South Korea); MA, PhD, University of Wisconsin, Madison

Ohlson, James

(2004), Professor of Accountancy; W. P. Carey Chair, School of Accountancy; MBA, PhD, University of California, Berkeley

Ohnersorgen, Michael A.

(2002), Adjunct Professor of Anthropology; BA, University of California, Santa Barbara; MA, PhD, Arizona State University

Okun, Morris A.

(1976), Professor of Psychology; BA, Brooklyn College; MS, PhD, Pennsylvania State University

Oldani, Robert W.

(1982), Professor of Music; BA, University of Illinois; MA, PhD, University of Michigan

Olivas, Louis

(1979), Associate Professor of Management; Assistant Vice President for Academic Affairs; BA, MA, EdD, Arizona State University

Oliver, Robert S.

(1963), Professor Emeritus of Architecture and Landscape Architecture; BA, MA, University of California, Berkeley; MFA, Allende Institute (Mexico)

Olson, Clark D.

(1984), Instructional Professional of Communication; BA, Iowa State University; MS, University of Utah; PhD, University of Minnesota, Twin Cities

Orchinik, Miles

(1995), Associate Professor of Life Sciences; BA, San Francisco State University; PhD, Oregon State University

Orlich, Ileana

(1996), Professor of Romanian; BA, University of Bucharest (Romania); MA, PhD, Arizona State University

Ormiston, Michael B.

(1984), Professor of Economics; BS, Michigan State University; MA, PhD, Johns Hopkins University

Ortiz, Luanna G.

(2002), Assistant Professor of Physics; BS, University of New Mexico; MS, PhD, University of Washington

Osmond, Charles Barry

(2002), Adjunct Professor of Life Sciences; BS, MS, University of New England (Australia); PhD, University of Adelaide (Australia)

Ossipov, Helene

(1987), Associate Professor of French; BA, City University of New York; MA (French Linguistics), MA (Russian Area Studies), PhD, Indiana University, Bloomington

Osterhoudt, Robert G.

(1976), Professor Emeritus of Kinesiology; BS, MS, Pennsylvania State University; PhD, University of Illinois

Osterman, Marie

(2002), Asian Studies Advisor/Outreach Coordinator; AB, Douglas College; MA, Rutgers, The State University of New Jersey; PhD, Columbia University

Ostrom, Amy

(1996), Associate Professor of Marketing; BA, Arizona State University; PhD, Northwestern University

Ostrom, Elinor

(2006), Research Professor of Human Evolution and Social Change; AB, MA, PhD, University of California, Los Angeles

Ostrom, Lonnie L.

(1973), Professor of Marketing; Director, Development, Institutional Advancement; BBA, University of Wisconsin;

MS, Southern Illinois University, Carbondale; PhD, University of Alabama

Otis Fronske, Jeanne

(1975), Professor Emerita of Art; BA, BFA, DePauw University; MFA, Ohio State University, Newark

Ovando, Carlos Julio

(2001), Professor of Curriculum and Instruction and Educational Leadership and Policy Studies; BA, Goshen College; MA, MAT, PhD, Indiana University

Owen, Jeanette

(2003), Assistant Professor of Russian; BA, Knox College; MA, PhD, Bryn Mawr College

Ozel, Filiz

(1995), Professor of Architecture and Landscape Architecture; Associate Dean, Academic Programs, Division of Graduate Studies; BArch, MArch, Middle East Technical University (Turkey); DArch, University of Michigan

P

Packer, Merle A.

(1959), Professor Emerita of Kinesiology; BA, MA, Arizona State University; EdD, University of Northern Colorado

Pagano, Caio

(1986), Regents' Professor of Music; BLaws, University of Sao Paulo (Brazil); DMA, Catholic University of America

Page, John B.

(1969), Professor Emeritus of Physics; BS, PhD, University of Utah

Page, Robert E. Jr.

(2004), Foundation Professor of Life Sciences; Director, School of Life Sciences; BS, San Jose State University; PhD, University of California, Davis

Palais, Elliot S.

(1959-62; 1966), Librarian Emeritus; BA, Bowdoin College; AMLS, University of Michigan

Palais, Joseph C.

(1964), Professor of Electrical Engineering; Director of Graduate Studies, Department of Electrical Engineering; BSEE, University of Arizona; MSE, PhD, University of Michigan

Palandech Donald M.

(2006), Professor of Aerospace Studies; Chair, Department of Aerospace Studies; BS, United States Air Force Academy; MNSS, National Defense University; MSA, Central Michigan University

Palmer, Michael B.

(1998), Lecturer of Psychology; BA, Arizona State University; MA, Michigan State University; PhD, Arizona State University

Pan, George

(1995), Professor of Electrical Engineering; BE, Peking Institute of Petroleum Technology (China); MS, PhD, University of Kansas

Pan, Rong

(2006), Assistant Professor of Industrial Engineering; BE, Shanghai Jiao Tong University (China); MS, Florida A and M and Florida State University; PhD, Pennsylvania State University

Panchanathan, Sethuraman

(1997), Professor of Computer Science and Engineering; Director, School of Computing and Informatics; Interim Chair, Department of Biomedical Informatics; Chair, Department of Computer Science and Engineering; Director, Center for Cognitive Ubiquitous Computing; Director, Institute for Computer and Information Sciences and Engineering; BSc, University of Madras (India); MTech, Indian Institute of Technology, Madras (India); PhD, University of Ottawa (Canada)

Pang, Patty

(1999), Lecturer of Chinese; BA, Tamkang University (Taiwan); MA, Arizona State University

Pangrazi, Robert P.

(1973), Professor Emeritus of Kinesiology; BA, MS, PhD, Washington State University

Panitch, Alyssa

(1999), Research Professor of Bioengineering; BS, PhD, University of Massachusetts

Pany, Kurt J.

(1978), Professor of Accountancy; BSBA, University of Arizona; MBA, University of Minnesota, Twin Cities; PhD, University of Illinois; CPA, Arizona

Papandreou-Suppappola, Antonia

(1999), Associate Professor of Electrical Engineering; BS, MS, PhD, University of Rhode Island

Parchesky, Jennifer

(2002), Assistant Professor of English; BA, Trinity University, San Antonio; PhD, Duke University

Park, Pori

(2002), Assistant Professor of Religious Studies; BA, Sookmyung Women's University (South Korea); MA, University of Iowa; MA, California State University, Hayward; PhD, University of California, Los Angeles

Parker, Harold E.

(1987), Senior Research Technologist, Engineering Computer Services

Parker, John Nathaniel

(2006), Lecturer, Barrett, the Honors College; BS, Northern Arizona University; MA, Arizona State University

Park-Fuller, Linda M.

(2000), Assistant Professor of Communication; BA, University of North Dakota; MA, University of Missouri, Columbia; PhD, University of Texas at Austin

Parkinson, Stanley R.

(1971), Professor of Psychology; AB, University of California, Berkeley; MA, PhD, University of California, Davis

Parrish, H. Wayne

(1967), Professor Emeritus of Curriculum and Instruction; AB, San Diego State College; MEd, EdD, University of Oregon

Parrish, Mila

(2000), Assistant Professor of Dance; BFA, University of Michigan; MA, Columbia University; PhD, Ohio State University

Partlan, William

(2006), Associate Professor of Theatre; BA, Dartmouth College; MFA, University of Minnesota

Pasqualetti, Martin J.

(1977), Professor of Geography; BA, University of California, Berkeley; MA, Louisiana State University, Baton Rouge; PhD, University of California, Riverside

Pastin, H. Mark

(1980), Professor Emeritus of Management; BA, University of Pittsburg; AM, PhD, Harvard University

Patel, Mookesh

(1990), Associate Professor of Visual Communication Design; Chair, Department of Visual Communication Design; BFA, National Institute of Design (India); MFA, Rhode Island School of Design

Patten, Duncan T.

(1965), Professor Emeritus of Life Sciences; AB, Amherst College; MS, University of Massachusetts, Amherst; PhD, Duke University

Patterson, Robert A.

(1957), Professor Emeritus of Life Sciences; BS, University of Michigan; PhD, Ohio State University

Patton, David W.

(2004), Professor of Practice of Health Management and Policy; BS, Arizona State University; MHA, University of Minnesota; MA, EMBA, PhD, Claremont Graduate University

Pauken, Christine

(2001), Research Scientist of Bioengineering; BS, University of Toledo; PhD, Temple University

Paulsen, George E.

(1959), Professor Emeritus of History; BA, Hobart College; MA, Rutgers, The State University of New Jersey; PhD, Ohio State University

Pearce, Martha V.

(1977), Professor Emerita of Technology; BS, Columbia University; MS, Boston University; EdD, Arizona State University

Pearce, Michael J.

(2004), Faculty Associate of Planning; BA, University of Michigan; JD, University of Arizona

Pearson, David L.

(1988), Research Professor of Life Sciences; BS, Pacific Lutheran University; MS, Louisiana State University, Baton Rouge; PhD, University of Washington

Pearson, John N.

(1981), Professor of Supply Chain Management; BS, MBA, Florida Atlantic University; PhD, Georgia State University

Pearson, Nancy B.

(1989), Research Professional Emerita of Life Sciences; BA, Earlham College; MS, Louisiana State University, Baton Rouge

Peck, Robert E.

(1984), Professor of Engineering; BS, University of California, Berkeley; MS, PhD, University of California, Irvine

Pecuch-Herrero, Marta

(1981), Lecturer of Mathematics and Statistics; BS, University of Buenos Aires (Argentina); PhD, University of Chicago

Pei, Ker-Wei

(1986), Professor of Accountancy; Associate Dean, Asia Pacific Programs; BA, National Chung-Hsing University (Taiwan); MA, Southern Illinois University, Carbondale; PhD, North Texas State University

Peles, Joseph

(1997), Adjunct Professor of Bioengineering; BE, Vanderbilt University; MS, PhD, Arizona State University

Peloso, Antony F.

(2004), Clinical Assistant Professor of Marketing; BA, University of Queensland (Australia); MB, PhD, Queensland University of Technology (Australia)

Pendyala, Ram

(2006), Professor of Civil and Environmental Engineering; BSE, Indian Institute of Technology (India); MS, PhD, University of California, Davis

Penley, Larry E.

(1985), Professor Emeritus of Management; BA, MA, Wake Forest University; PhD, University of Chicago

Peralta, Pedro D.

(1998), Associate Professor of Mechanical Engineering; BS, Simón Bolívar University (Venezuela); MS, PhD, University of Pennsylvania

Permana, Paska

(2000), Adjunct Professor of Life Sciences; BA, Smith College; PhD, Ohio State University

Perrill, Norman K.

(1966), Professor Emeritus of Communication; BS, MA, Northwestern University; PhD, University of Southern California

Perrings, Charles

(2005), Professor of Economics; BA, PhD, University of London (United Kingdom)

Peskin, Victor

(2005), Assistant Professor of Global Studies; BA, University of California, Santa Cruz; MA, Stanford University; PhD, University of California, Berkeley

Pessler, Anthony J.

(1994), Associate Professor of Art; BFA, MA, St. Cloud State University; MFA, University of Wisconsin, Madison

Peterman, Gordon G.

(1966), Professor Emeritus of Construction; BSCE, University of Iowa

Peters, Kathleen A.

(1967), Professor Emerita of Social and Family Dynamics; BS, MS, Kansas State University

Petersen, Michael

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

Petersen, Michelle C.

(1997), Lecturer of Spanish; BA, Western Illinois University; MA, University of Iowa

Peterson, John R.

(1963), Professor Emeritus of Architecture and Landscape Architecture; Graduate Coordinator of School of Architecture and Landscape Architecture; BA, St. Olaf College; BArch, University of Minnesota, Twin Cities; MArch, Harvard University

Peterson, Ralph

(1976), Professor Emeritus of Curriculum and Instruction; BA, Eastern Washington State College; MA, EdD, Columbia University

Petrucci, Darren

(1998), Associate Professor of Architecture and Landscape Architecture; Director, School of Architecture and Landscape Architecture; BSD, Arizona State University; MArch, Harvard University

Pettit, G. Robert

(1964), Regents' Professor of Chemistry and Biochemistry; BS, Washington State University; MS, PhD, Wayne State University

Petuskey, William T.

(1983), Professor of Chemistry and Biochemistry and Materials; Chair, Department of Chemistry and Biochemistry; Codirector, Science and Engineering of Materials; BS, University of Utah; ScD, Massachusetts Institute of Technology

Pfuhl, Erdwin H. Jr.

(1968), Professor Emeritus of Sociology; AB, Whitman College; AM, University of Idaho; PhD, Washington State University

Pfund, Michele E.

(1999), Clinical Assistant Professor of Supply Chain Management; BS, Case Western Reserve University; MS, Purdue University; PhD, Arizona State University

Pheanis, David C.

(1975), Professor Emeritus of Computer Science and Engineering; BS, Case Institute of Technology; MS, PhD, Arizona State University

Phelan, Patrick E.

(1996), Associate Professor of Mechanical and Aerospace Engineering; BS, Tulane University; MS, Massachusetts Institute of Technology; PhD, University of California, Berkeley

Philippakis, Andrew S.

(1967), Professor Emeritus of Information Systems; BS, Gannon College; MBA, PhD, University of Wisconsin, Madison

Phillips, Stephen M.

(2002), Professor of Electrical Engineering; Chair, Department of Electrical Engineering; BS, Cornell University; MS, PhD, Stanford University

Phillips, William

(2006), Lecturer of Bioengineering; BS, University of New Mexico; MS, Arizona State University

Phillips, William W.

(1958), Professor Emeritus of History; PhB, MA, University of North Dakota; PhD, University of Missouri

Piburn, Michael D.

(1989), Professor Emeritus of Curriculum and Instruction; BS, University of California, Davis; PhD, Princeton University

Pickus, David

(1999), Lecturer, Barrett, the Honors College; BA, Lawrence University; MA, PhD, University of Chicago

Picraux, Tom

(2001), Research Professor of Materials; BS, University of Missouri; MS, PhD, California Institute of Technology

Pigg, Kathleen B.

(1988), Associate Professor of Life Sciences; BS, MS, Ohio University; PhD, Ohio State University

Pijawka, K. David

(1982), Professor of Planning; BA, Brock University (Canada); MA, PhD, Clark University

Pilafian, J. Samuel

(1995), Professor of Music; BM, University of Miami

Pile, James

(1971), Professor Emeritus of Art; BFA, MFA, University of Nebraska, Lincoln

Pi a, Armando

(2005), Assistant Professor of Psychology; PhD, Florida International University

Pinckard, Mary-Margaret

(1982), Librarian Emerita; BS, University of New Hampshire; MLS, University of Arizona

Pinholster, Jacob

(2005), Assistant Professor of Theatre; BFA, MFA, University of Florida

Pinillos, N. Ángel

(2006), Assistant Professor of Philosophy; BS, Tufts University; PhD, Rutgers, The State University of New Jersey

Pinkava, Donald J.

(1964), Professor Emeritus of Life Sciences; BS, MS, PhD, Ohio State University

Pittman, Andrea

(2004), Assistant Professor of Speech and Hearing Science; BA, Point Loma Nazarene University; MA, San Diego State University; PhD, University of Wisconsin, Madison

Pittman, Anne M.

(1952), Professor Emerita of Kinesiology; BS, University of Texas at Austin; MA, New York University; EdD, Stanford University

Pittsley, Janice M.

(1987), Professor of Art; BFA, University of North Carolina at Chapel Hill; MFA, University of Georgia

Pizziconi, Vincent B.

(1987), Associate Professor of Bioengineering; BS, University of Lowell; MSE, PhD, Arizona State University

Plotkin, Wendy

(2003), Assistant Professor of History; BA, University of Illinois, Urbana; MA, Tufts University; PhD, University of Illinois, Chicago

Plunkett, Paul E.

(2004), Visiting Professor of Law; BA, MA, JD, Harvard University

Podlich, William F.

(1949), Professor Emeritus of Curriculum and Instruction; BS, Maryland State Teachers College; PhD, University of Iowa

Poe, Jerry B.

(1974), Professor Emeritus of Finance; BA, Drury College; MBA, Washington University; DBA, Harvard University

Pomilio, Mark

(2006), Assistant Professor of Art; BFA, University of Pennsylvania; MFA, University of Michigan

Ponce, Fernando A.

(1999), Professor of Physics; BS, National University of Engineering (Peru); MS, University of Maryland, College Park; PhD, Stanford University

Popko, Sigmund

(2001), Associate Clinical Professor of Law; BA, JD, University of Arizona

Popova, Laura M. S.

(2006), Lecturer, Barrett, the Honors College; BA, University of Missouri, Columbia; MA, PhD, University of Chicago

Porras, Ileana M.

(2006), Visiting Professor of Law; BA, University of Leeds (United Kingdom); MA, University of Cambridge (United Kingdom); JD, Harvard University

Porter, Marc D.

(2006), Professor of Chemistry and Biochemistry; Director, Center for Combinatorial Sciences; BS, MS, Wright State University; PhD, The Ohio State University

Portmore, Douglas W.

(2005), Assistant Professor of Philosophy; BA, University of California, San Diego; MA, CPhil, PhD, University of California, Santa Barbara

Posner, Jonathan

(2005), Assistant Professor of Mechanical Engineering; BS, MS, PhD, University of California, Irvine

Poste, George H.

(2003), Regents' and Del E. Webb Distinguished Professor of Biology; Director, Biodesign Institute at ASU; DVM, PhD, University of Bristol (England)

Potts, Claude H.

(2003), Assistant Librarian, Collections and Scholarly Communications, University Libraries; BA, University of California, Berkeley; MA, MLIS, University of California, Los Angeles

Poudrier, Almira

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

Poweleit, Christian D.

(1995), Associate Research Professional of Physics; BA, Thomas Moore College; MA, Purdue University; PhD, University of Cincinnati

Powers, Doris C.

(1960), Professor Emerita of English; BA, Wellesley College; MA, Occidental College; PhD, University of California, Berkeley

Powers, Jeanne M.

(2001), Assistant Professor of Educational Leadership and Policy Studies; Academic Program Coordinator, Division of Educational Leadership and Policy Studies; BA, Tufts University; MA, University of California, Irvine; PhD, University of California, San Diego

Powers, Karen

(2002), Professor Emerita of History; BA, Herbert H. Lehman College; MA, PhD, New York University

Prather, Elizabeth M.

(1978), Professor Emerita of Speech and Hearing Science; BS, University of Nebraska, Lincoln; MA, PhD, University of Iowa

Pratt, Stephen

(2006), Assistant Professor of Life Sciences; BA, Harvard University; PhD, Cornell University

Prescott, Edward C.

(2004), Regents' Professor of Economics; Nobel Laureate in Economics; W. P. Carey Chair, Department of Economics; BA, Swarthmore College; MS, Case Western Reserve University; PhD, Carnegie-Mellon University

Presson, Clark C.

(1980), Professor of Psychology; BA, Pomona College; MS, PhD, Columbia University

Prewitt, Kathryn A.

(1992), Associate Professor of Mathematics and Statistics; BA, University of Kansas; MS, PhD, University of California, Davis

Prigatano, George P.

(1993), Adjunct Professor of Speech and Hearing Science; BS, Loyola University, Los Angeles; MA, California State University, Long Beach; PhD, Bowling Green State University

Pritchard, Melissa

(1994), Professor of English; BA, University of California, Santa Barbara; MA, Western Washington University

Privateer, Paul

(1991), Associate Professor of English; BA, MA, California State University, Stanislaus; PhD, University of California, Davis

Prochazka, Michal

(2000), Adjunct Professor of Life Sciences; MD, University of Zurich (Switzerland)

Province, Martin

(2002), Assistant Professor of Music; Associate Director of Bands; BA, Wake Forest University, Winston-Salem; MM, DMA, University of Colorado, Boulder

Provine, Doris Marie

(2001), Professor of Justice and Social Inquiry; Director, School of Justice and Social Inquiry; AB, University of Chicago; JD, PhD, Cornell University

Pruis, Christine

(2004), Lecturer of Chemistry and Biochemistry; BS, Valparaiso University; PhD, Northwestern University

Puglia, Mary

(2001), Adjunct Professor of Life Sciences; BS, University of Arizona; MS, PhD, Arizona State University

Pyne, Stephen J.

(1986), Regents' Professor of Life Sciences; BA, Stanford University; MA, PhD, University of Texas at Austin

Q

Qian, Gang

(2003), Assistant Professor of Arts, Media, and Engineering and Electrical Engineering; BE, University of Science and Technology of China; MS, PhD, University of Maryland

Quan, Helen L. T.

(2005), Assistant Professor of Justice and Social Inquiry; BA, MA, PhD, University of California, Santa Barbara

Quesada, Eugene R.

(1973), Professor Emeritus of Industrial Design; BA, Arizona State University

Quigg, John C.

(1981), Professor of Mathematics and Statistics; BS, MS, PhD, Drexel University

Quinn, Paul M.

(1995), Lecturer of Speech and Hearing Science; Coordinator, American Sign Language Program; BA, California State University, Northridge

R

Rabe, William (Bill)

(2005), Lecturer of Curriculum and Instruction; BA, MA, Arizona State University

Rabinovich, Elliot

(2001), Assistant Professor of Supply Chain Management; BS, School of Engineering of Antioquia (Columbia); MS, PhD, University of Maryland

Raby, William

(1982), Professor Emeritus of Accountancy; BS, Northwestern University; MBA, PhD, University of Arizona

Rader, Martha

(1975), Associate Professor of Curriculum and Instruction; BS, MBE, University of Mississippi; PhD, Kansas State University

Radke, Judith J.

(1960), Professor Emerita of French; BS, MA, University of Wisconsin, Madison; PhD, University of Colorado

Ragan, Donal M.

(1967), Professor Emeritus of Geological Sciences; BA, Occidental College; MS, University of Southern California; PhD, University of Washington

Ragsdale, Bruce D.

(1989), Adjunct Professor of Anthropology; BS, University of California; MD, University of California, San Francisco

Rajan, Subramaniam D.

(1983), Professor of Civil and Environmental Engineering; BTech, Indian Institute of Technology (India); MS, PhD, University of Iowa

Ralston, Mack A.

(1956), Professor Emeritus of Curriculum and Instruction; BS, MS, Indiana State University; EdD, Indiana University

Ramage, John

(1990), Professor Emeritus of English; BA, Whitman College; PhD, Washington State University

Ramakrishna, B. L.

(1999), Associate Professor of Materials; BSc, Bangalore University (India); MSc, Indian Institute of Technology, Kanpur (India); PhD, Indian Institute of Technology, Madras (India)

Ramirez, Daniel

(2006), Assistant Professor of Religious Studies; BA, Yale University; MA, PhD, Duke University

Rampe, Siegbert

(2005), Assistant Professor of Music; Diploma, Stuttgart Music Academy (Germany); Concert Diploma, Mozarteum University (Austria)

Ranalli, Ronald, Major

(2004), Assistant Professor of Military Science; Business Manager, Department of Military Science; BA, University of Ohio

Rankin, Robert L.

(1971), Professor Emeritus of Engineering; BS, University of Texas at El Paso; PhD, Rice University

Rankin, W. Parkman

(1982), Professor Emeritus of Journalism and Mass Communication; BS, Syracuse University; MBA, PhD, New York University

Rapp, James R.

(1962), Professor Emeritus of Architecture and Landscape Architecture; BArch, University of Detroit; MSArch, Columbia University

Ratliff, John

(1954), Professor Emeritus of English; BA, Arizona State University; MA, Claremont Graduate School; PhD, Stanford University

Raupp, Gregory B.

(1985), Professor of Chemical Engineering; Director, Flexible Display Center; BS, MS, Purdue University; PhD, University of Wisconsin, Madison

Rausch, Jack D.

(1965), Professor Emeritus of Music; BS, MA, Ohio State University

Rave, Wallace J.

(1967), Professor Emeritus of Music; BS, Illinois State University; MM, PhD, University of Illinois

Ravindran, Suryanarayanan

(2001), Assistant Professor of Information Systems; BA, Indian Institute of Technology (India); MBA, Indian Institute of Management (India); PhD, University of Texas at Austin

Rawls, J. Alan

(1997), Associate Professor of Life Sciences; BS, University of Western Ontario (Canada); PhD, Saint Louis University

Ray, William J.

(1968), Professor Emeritus of Curriculum and Instruction; BS, MS, State University of New York, Buffalo; EdD, Wayne State University

Reader, Mark

(1967), Professor Emeritus of Political Science; AB, AM, PhD, University of Michigan

Reaven, Peter

(2000), Associate Research Professor of Bioengineering; BS, University of Chicago; MD, University of Chicago, Pritzker

Reber, William

(1991), Professor of Music; Director, Music Theatre Program; BM, MM, University of Utah; DMA, University of Texas at Austin

Reckers, Philip M. J.

(1980), Professor of Accountancy; Professional Advisory Board Professor; BS, Quincy College; MBA, Washington University; PhD, University of Illinois

Redman, Betsy J.

(1988), Associate Librarian, Technical Services Department, University Libraries; BS, MLS, University of Arizona

Redman, Charles L.

(1983), Professor of Anthropology; Director, Global Institute of Sustainability; BA, Harvard University; MA, PhD, University of Chicago

Reece, Sandra P.

(2005), Adjunct Professor of Anthropology; BA, University of Tulsa; MA, PhD, Arizona State University

Reed, Kaye E.

(1997), Associate Professor of Anthropology; Research Associate, Institute of Human Origins; BS, Portland State University; MA, PhD, State University of New York, Stony Brook

Reeves, Henry C.

(1969), Professor Emeritus of Life Sciences; BS, Franklin and Marshall College; MA, PhD, Vanderbilt University

Reffett, Kevin L.

(1995), Associate Professor of Economics; BBA, MA, University of Iowa; PhD, Purdue University

Rege, Kaushal

(2007), Assistant Professor of Chemical Engineering; BTech, National Institute of Technology (India); PhD, Rensselaer Polytechnic Institute

Regier, Philip R.

(1987), Associate Professor of Accountancy; Deputy Dean, W. P. Carey School of Business; BA, St. John's College; PhD, University of Illinois

Reich, John W.

(1965), Professor Emeritus of Psychology; BA, MS, University of Oklahoma; PhD, University of Colorado

Reif, William E.

(1970), Professor Emeritus of Management; BBA, MA, PhD, University of Iowa

Reiman, Etsuko Obata

(1978), Associate Professor of Japanese; BA, Keio University (Japan); MA, Seton Hall University; MA, PhD, University of Wisconsin, Madison

Reingen, Peter H.

(1982), Davis Distinguished Research Professor of Marketing; BBA, Cologne College (Germany); MBA, PhD, University of Cincinnati

Reiser, Castle O.

(1958), Professor Emeritus of Chemical Engineering; BS, Colorado State University; PetE, Colorado School of Mines; PhD, University of Wisconsin, Madison

Reiser, Mark P.

(1988), Associate Professor of Social and Family Dynamics; BS, University of Michigan; PhD, University of Chicago

Reiss, Peter W.

(1976), Professor Emeritus of Business Administration; BS, Marquette University; MA, Arizona State University; JD, Marquette University

Reisslein, Martin

(2000), Associate Professor of Electrical Engineering; MS, PhD, University of Pennsylvania

Reiter, Wellington

(2003), Professor of Architecture and Landscape Architecture; Dean, College of Design; BSD, Tulane University; MArch, Harvard University

Renaut, Rosemary

(1987), Professor of Mathematics and Statistics; Director, Computational Biosciences Program; BS, Durham University; PhD, University of Cambridge (United Kingdom)

Restrepo, Maria Adelaida

(2004), Associate Professor of Speech and Hearing Science; BA, University of Florida; MA, University of Massachusetts; PhD, University of Arizona

Reyes, Angelita D.

(2002), Professor of African and African American Studies and English; BA, City University of New York; MA, New

York University; PhD, University of Iowa

Reyes, Guillermo

(1996), Associate Professor of Theatre; BA, University of California, Los Angeles; MFA, University of California, San Diego

Reynolds, Richard

(2002), Lecturer of Mathematics and Statistics; BS, New Mexico Institute of Mining and Technology; MS, PhD, New Mexico State University

Reynolds, Robert D.

(1970), Professor Emeritus of Music; BM, Texas Christian University; MM, University of Texas at Austin; PhD, Ohio State University

Reynolds, Stephen J.

(1991), Professor of Geological Sciences; BS, University of Texas at El Paso; MS, PhD, University of Arizona

Reynolds, Steven L.

(1988), Associate Professor of Philosophy; BA, University of Chicago; MA, PhD, University of California, Los Angeles

Rez, Peter

(1985), Professor of Physics and Materials and Solid State Science; BA, University of Cambridge (United Kingdom); PhD, University of Oxford (United Kingdom)

Reznikoff, Sivon C.

(1973), Professor Emerita of Interior Design; Certificate, New York School of Interior Design; BA, University of Southwestern Louisiana; MA, Louisiana State University, Baton Rouge

Rhoads, James

(2006), Associate Professor of Astronomy; AB, Harvard University; PhD, Princeton University

Rhodes, Jewell Parker

(1997), Professor of English; Artistic Director, Virginia G. Piper Center for Creative Writing; BA, MA, DA, Carnegie Mellon University

Ribic, Catherine

(2000), Affiliate Professor of Anthropology; BA, MA, PhD, Arizona State University

Rice, Glen E.

(1986), Professor Emeritus of Anthropology; BA, Reed College; MA, PhD, University of Washington

Rice, Warren

(1958), Professor Emeritus of Engineering; BS, MS, PhD, Texas A & M University

Richa, Andrea W.

(1998), Associate Professor of Computer Science and Engineering; BSc, MSc, Federal University of Rio de Janeiro (Brazil); MSc, PhD, Carnegie Mellon University

Richard, Thelma Shinn

(1975), Professor Emerita of English; BA, Central Connecticut State College; MA, PhD, Purdue University

Richards, Gale L.

(1965), Professor Emeritus of Communication; BA, University of Akron; MA, PhD, University of Iowa

Richardson, Deane E.

(1970), Professor Emeritus of Kinesiology; BS, Bradley University; MA, EdD, Stanford University

Richardson, Diane

(2004), Lecturer of Mathematics and Statistics; BS, University of Arkansas; MS, Arizona State University

Richardson, Jeanne

(1985), Librarian; Chief Officer, Collections and Scholarly Communications Office, University Libraries; BA, Lawrence University; MS, MLS, Columbia University

Richardson, Richard C. Jr.

(1977), Professor Emeritus of Higher Education; BS, Castleton State College; MS, Michigan State University; PhD, University of Texas at Austin

Richert, Ranko

(1999), Associate Professor of Chemistry and Biochemistry; PhD, Philipps University, Marburg (Germany)

Ridenour, Ronda L.

(1970), Librarian Emerita, Technical Services Department, University Libraries; BA, Arizona State University; MSLS, University of Southern California

Riding In, James

(1990), Associate Professor of American Indian Studies; BA, Fort Lewis College; MA, PhD, University of California, Los Angeles

Rikakis, Thanassis

(2001), Professor of Arts, Media, and Engineering; Director, Arts, Media, and Engineering Program; BA, Ithaca College; MA, DMA, Columbia University

Rimsza, Mary Ellen

(2004), Faculty Research Associate, Center for Health Information and Research; AB, Washington University, St. Louis; MD, Hahnemann Medical College

Ringebach, Shannon D.

(1998), Associate Professor of Kinesiology; BPe, MS, McMaster University (Canada); PhD, Purdue University

Ringenoldus, Garrit M.

(1989), Instructor of Military Science; BS, Illinois State University

Ringhofer, Christian

(1983), Professor of Mathematics and Statistics; MA, PhD, University of Vienna (Austria)

Rio, Robin

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

Ríos, Alberto Alvaro

(1982), Regents' and Katherine C. Turner Professor of English; BA, MFA, University of Arizona

Riske, Marc C.

(1985), Professor Emeritus of Theatre; BFA, North Dakota State University; MFA, PhD, Wayne State University

Risseuw, John L.

(1980), Professor of Art; BS, MA, MFA, University of Wisconsin, Madison

Ritchie, Barry G.

(1984), Professor of Physics; Interim Dean, New College of Interdisciplinary Arts and Sciences; BS, Appalachian State University; MS, PhD, University of South Carolina

Rittmann, Bruce E.

(2005), Professor of Civil and Environmental Engineering; Director, Center for Environmental Biotechnology; BS, MS, Washington University; PhD, Stanford University

Rivera, Daniel E.

(1990), Associate Professor of Chemical Engineering; BS, University of Rochester; MS, University of Wisconsin, Madison; PhD, California Institute of Technology

Rivera-Servera, Ramon

(2004), Assistant Professor of Theatre; BA, University of Rochester; MA, City University of New York; PhD, University of Texas at Austin

Roanhorse-Dineyazhe, Maxine

(2003), Lecturer of Curriculum and Instruction; BA, MEd, EdD, Arizona State University

Robbins, Earl R.

(1961), Professor Emeritus of Computer Science; BSEE, Texas Technological College; MSE, PhD, Arizona State University

Roberson, Loriann

(1992), Professor Emerita of Management; BA, PhD, University of Minnesota, Twin Cities

Roberson, Robert W.

(1989), Associate Professor of Life Sciences; BS, MS, Stephen F. Austin State University; PhD, University of Georgia

Robert, Jason

(2004), Assistant Professor of Life Sciences; BA, Queen's University (Canada); MS, PhD, McMaster University (Canada)

Roberts, Lauren C.

(1984), Clinical Associate Professor of Life Sciences; BS, Saint Norbert College; MS, University of Illinois

Roberts, Nancy H.

(1980), Senior Lecturer of Economics; BA, University of Texas at Arlington; MS, PhD, Arizona State University

Roberts, Thomas G.

(1970), Professor Emeritus of Curriculum and Instruction; BA, Wake Forest University; MA, PhD, University of North Carolina at Chapel Hill

Robertson, Ian G.

(2002), Adjunct Professor of Anthropology; BA, MA, University of Calgary (Canada); PhD, Arizona State University

Robillard, Alyssa

(2004), Assistant Professor of African and African American Studies; BS, Xavier University of Louisiana; MSPH, PhD, University of Alabama, Birmingham

Robinette, Martin

(2000), Adjunct Professor of Speech and Hearing Science; BS, MS, University of Utah; PhD, Wayne State University

Robinson, Dahlia M.

(2000), Assistant Professor of Accountancy; BS, MS, University of the West Indies (Barbados); MS, Pennsylvania State University; PhD, University of Georgia

Robinson Kurpius, Sharon E.

(1978), Professor of Psychology in Education; Training Director, Counseling Psychology; BS, MS, University of Wisconsin, LaCrosse; PhD, Indiana University, Bloomington

Robinson, Mark S.

(2006), Professor of Geological Sciences; BS, University of Alaska, Fairbanks; MS, PhD, University of Hawaii

Rockmaker, Jody

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

Rodriguez, Armando

(1990), Professor of Electrical Engineering; BS, Polytechnic Institute of New York, Brooklyn; MS, PhD, Massachusetts Institute of Technology

Rody, Joseph

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

Roedel, Ronald J.

(1981), Professor of Electrical Engineering; BSE, Princeton University; MS, PhD, University of California, Los Angeles

Rogers, Joseph

(1988), Adjunct Professor of Life Sciences; BA, Emory University; PhD, University of California, San Diego

Rogers, Rodney

(1987), Professor of Music; BM, University of Iowa; MM, Arizona State University; PhD, University of Iowa

Rogerson, Richard

(2001), Regents' and Rondthaler Professor of Economics; BSc, University of Alberta (Canada); PhD, University of Minnesota

Roh, Kyeong Hah

(2005), Assistant Professor of Mathematics and Statistics; BS, Ewha Womans University (South Korea); MS, PhD, Seoul National University (South Korea); PhD, The Ohio State University, Columbus

Rolstad, Kellie

(1999), Associate Professor of Curriculum and Instruction; BA, MA, PhD, University of California, Los Angeles

Romanovsky, Andrej

(2001), Adjunct Professor of Life Sciences; PhD, Institute of Physiology, Belarusian Academy of Sciences (Belarus)

Romero, Mary

(1995), Professor of Justice and Social Inquiry; BA, Regis College; PhD, University of Colorado

Romero, Mary Eunice

(2004), Assistant Professor of Curriculum and Instruction; BA, MA, University of New Mexico; PhD, University of California, Berkeley

Roosa, Mark W.

(1980), Professor of Social and Family Dynamics; BS, Ohio State University; MA, PhD, Michigan State University

Rosales, F. Arturo

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

Rose, Jonathan

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

Rose, Seth D.

(1976), Professor of Chemistry and Biochemistry; BS, University of California, Berkeley; PhD, University of California, San Diego

Rosen, Bernice M.

(1986), Instructional Professional Emerita; BA, Brooklyn College; MA, New York University

Rosen, Seymour L.

(1986), Professor Emeritus of Music; Dean Emeritus, Herberger College of Fine Arts; BS, The Juilliard School

Rosenberg, Erica

(2004), Visiting Clinical Professor of Law; Director, Program of Public Policy, Sandra Day O'Connor College of Law; BA, Harvard University; JD, Boston College

Rosenberg, Michael

(2003), Assistant Professor of Life Sciences; BA, Northwestern University; PhD, State University of New York, Stony Brook

Roses-Thema, Cynthia

(2006), Assistant Chair, Department of Dance; BFA, University of Cincinnati; MFA, Arizona State University

Rosier, Kathlene

(2000), Director, Indian Legal Program; BA, Capital University; JD, University of Utah

Ross, Katherine B.

(2002), Adjunct Professor of Speech and Hearing Science; BA, University of North Carolina at Chapel Hill; MS, PhD, Vanderbilt University

Rossi, Patrick J.

(1967), Professor Emeritus of Psychology; BS, Saint Mary's College; MA, San Fernando Valley State College; PhD, University of California, Riverside

Rotaru, Catalin

(2005), Associate Professor of Music; MM, University of Illinois

Rothschild, Mary Logan

(1975), Professor Emerita of Women and Gender Studies; BA, MA, PhD, University of Washington

Rotondi, Michael

(1999), Professor of Architecture and Landscape Architecture; DiplArch, Southern California Institute of Architecture

Roudenko, Svetlana

(2004), Assistant Professor of Mathematics and Statistics; MS, Nuclear Power Engineering Institute (Russia); PhD, Michigan State University

Roussinov, Dmitri

(2001), Assistant Professor of Information Systems; BS, MS, Moscow Institute of Physics and Technology (Russia); MA, Indiana University, Bloomington; PhD, University of Arizona

Rowe, Casey

(2001), Assistant Professor of Accountancy; BS, Northern Arizona University; MS, San Diego State University; PhD, University of Pittsburgh

Rowe, Kenneth L.

(1962), Professor Emeritus of Marketing; BA, MA, Northern Iowa University; PhD, Michigan State University

Roy, Asim

(1983), Professor of Information Systems; BE, Calcutta University (India); MS, Case Western Reserve University; PhD, University of Texas at Austin

Roy, Della

(2005), Research Professor of Civil and Environmental Engineering; BS, University of Oregon; MS, PhD, Pennsylvania State University

Roy, Ramendra P.

(1981), Professor of Engineering; BSc, University of Calcutta (India); MS, University of Washington; MSc, PhD, University of California, Berkeley

Ruch, William A.

(1968), Professor Emeritus of Management; BS, MBA, DBA, Indiana University, Bloomington

Ruedemann, Richard

(1997), Senior Lecturer of Mathematics and Statistics; BS, MA, Arizona State University; PhD, University of South Florida

Rummel, John R.

(1975), Professor Emeritus of Architecture and Landscape Architecture; BA, MS, Stanford University

Rund, James A.

(2001), Associate Professor of Educational Leadership and Policy Studies; Vice President, University Student Initiatives; BA, Moorehead State University; MS, North Dakota State University; EdD, Arizona State University

Runger, George

(1996), Professor of Industrial Engineering; BS, Cornell University; PhD, University of Minnesota

Ruppert, K. D.

(1976), Research Specialist Emeritus of Geography; BSEE, University of Iowa

Rush, James

(1990), Associate Professor of History; BA, Gettysburg College; MA, PhD, Yale University

Russell, Dennis E.

(1991), Associate Professor of Journalism and Mass Communication; BS, MMC, Arizona State University; PhD, University of Utah

Russell, Paul E.

(1967), Professor Emeritus of Electrical Engineering; BSEE, BSME, New Mexico A & M University; MSEE, PhD, University of Wisconsin, Madison; PE

Russell, Scott C.

(1990), Adjunct Professor of Anthropology; BA, University of New Mexico; MA, PhD, Arizona State University

Russell, Timothy

(1993), Professor of Music; BMEd, Northwestern University; MA, PhD, Ohio State University

Russo, Nancy Felipe

(1985), Regents' Professor of Psychology; BA, University of California, Davis; PhD, Cornell University

Russomanno, Joseph A.

(1994), Associate Professor of Journalism and Mass Communication; BA, University of Colorado, Denver; MA, University of Missouri, Columbia; PhD, University of Colorado, Boulder

Rutherford, Robert B. Jr.

(1976), Professor of Curriculum and Instruction; Director, Interdisciplinary PhD Program in Curriculum and Instruction; Associate Director of Research and Graduate Education, Division of Curriculum and Instruction; BS, MEd, University of Virginia; EdS, PhD, Vanderbilt University

Rutowski, Kathleen

(2001), Lecturer of Curriculum and Instruction; BA, University of California, Santa Cruz; MA, San Francisco State University; PhD, Arizona State University

Rutowski, Ronald L.

(1976), Professor of Life Sciences; BA, University of California, Santa Cruz; PhD, Cornell University

Ryu, Hodon

(2003), Assistant Research Professor of Civil and Environmental Engineering; BS, MS, Hanyang University (South Korea); PhD, University of Arizona

S

Sabo, John S.

(2001), Assistant Professor of Life Sciences; BS, University of Notre Dame; MS, University of Washington; PhD, University of California, Berkeley

Sacks, Benjamin

(1963), Professor Emeritus of History; BA, University of New Mexico; MA, McGill University (Canada); PhD,

Stanford University

Sadalla, Edward K.

(1974), Professor of Psychology; BA, University of California, Berkeley; PhD, Stanford University

Sadowski-Smith, Claudia

(2004), Assistant Professor of English; BA, University of Leipzig (Germany); MA, Free University, Berlin (Germany); PhD, University of Delaware

Saenz, Delia S.

(1989), Associate Professor of Psychology; BA, Pan American University; MA, PhD, Princeton University

Sager, Harvey M.

(1977), Librarian Emeritus; BA, San Francisco State College; MA, California State University, Chico; MA, University of Denver

St. Louis, Robert D.

(1982), Professor of Information Systems; Chair, Department of Information Systems; AB, Rockhurst College; MS, PhD, Purdue University

Saks, Michael

(2000), Professor of Law and Psychology; BA, BS, Penn State University; MSL, Yale University; MA, PhD, Ohio State University

Salda a, Johnny

(1981), Professor of Theatre; BFA, MFA, University of Texas at Austin

Salerno, Nicholas A.

(1961), Professor Emeritus of English; BA, MA, Arizona State University; PhD, Stanford University

Saltz, Charlene

(2000), Academic Associate, Environmental Education Coordinator, Global Institute of Sustainability; BA, Emory University; MS, Antioch New England Graduate School

Salvatore, Joseph Raphael

(1998), Adjunct Professor of Life Sciences; MD, Autonomous University of Guadalajara (Mexico)

Samuelson, Hava Tirosch

(1999), Professor of History; BA, State University of New York, Stony Brook; PhD, Hebrew University of Jerusalem (Israel)

Samuelson, Norbert M.

(1998), Professor of Religious Studies; Harold and Jean Grossman Chair in Jewish Studies; BA, Northwestern University; BHL, MHL, Hebrew Union College Jewish Institute of Religion; PhD, Indiana University

Sanchez, Angel

(1990), Associate Professor of Languages and Literatures; Licenciatura, Complutense University (Spain); MA, University of Minnesota, Twin Cities; PhD, University of Minnesota, Minneapolis

Sanchez, Brisa

(2006), Assistant Professor of Mathematics and Statistics; BS, MS, University of Texas at El Paso; ScM, PhD, Harvard University

Sanchez, Marta

(2004), Professor of Chicano and Latin American Studies; BA, Mount St. Mary's College; MA, John Carroll University; PhD, University of California, San Diego

Sanders, Bevie T.

(1957), Professor Emeritus of Accountancy; BBA, North Texas State University; MS, Texas A and M University; PhD, University of Texas; CPA, Arizona, Texas

Sandler, Irwin N.

(1970), Regents' Professor of Psychology; BA, Brooklyn College; PhD, University of Rochester

Sands, Kathleen M.

(1977), Professor Emerita of English; BA, Fort Wright College of the Holy Names; MA, PhD, University of Arizona

Sands, Teryl

(2005), Lecturer of English; BA, MTESL, PhD, Arizona State University

Sanft, Alfred C.

(1990), Associate Professor of Visual Communication Design; BFA, Brigham Young University; MFA, Basel School of Design (Switzerland)

Sankey, Otto F.

(1982), Professor of Physics; BS, University of Missouri, St. Louis; MS, PhD, Washington University

Sansone, Fred J.

(1965), Professor Emeritus of Mathematics and Statistics; BSE, MSE, University of Michigan; MS, PhD, Rutgers, The State University of New Jersey

Santanam, Raghu

(1998), Associate Professor of Information Systems; BE, National Institute of Engineering (India); MS, Indian Institute of Technology (India); MS, PhD, State University of New York, Buffalo

Santello, Marco

(1999), Associate Professor of Kinesiology; BSc, Higher Institute of Physical Education (Italy); MPhil, PhD, University of Birmingham (United Kingdom)

Santos, Manuel

(1999), Professor of Economics; Basha Heritage Chair, Department of Economics; Licenciatura, Autonomous University of Madrid (Spain); MA, PhD, University of Chicago

Santos de Barona, Maryann

(1989), Professor of Curriculum and Instruction; BS, City University of New York; MA, PhD, University of Texas at Austin

Saposnik, Arieh Bruce

(2006), Assistant Professor of Languages and Literatures; BA, University of Wisconsin; MA, PhD, New York University

Sarewitz, Daniel R.

(2004), Professor of Geological Sciences and Life Sciences; Director, Center for Science, Policy, and Outcomes; BS, Haverford College; MS, Oregon State University; PhD, Cornell University

Sargent, Charles S. Jr.

(1971), Professor Emeritus of Geography; BA, University of Wyoming; MA, PhD, University of California, Berkeley

Sargent, Susan

(2006), Adjunct Professor of Geography; BS, MA, PhD, Arizona State University

Saric, William

(1984), Professor Emeritus of Mechanical and Aerospace Engineering; BS, Illinois Institute of Technology; MS, University of New Mexico; PhD, Illinois Institute of Technology

Sarjoughian, Hessam S.

(2001), Assistant Professor of Computer Science and Engineering; BS, Mississippi State University; MS, PhD, University of Arizona

Sater, Vernon E.

(1962), Professor Emeritus of Chemical Engineering; BSChE, MSChE, PhD, Illinois Institute of Technology

Satterlie, Richard A.

(1980), Professor Emeritus of Life Sciences; BA, Sonoma State University; PhD, University of California, Santa Barbara

Satterthwaite, Lester L. Jr.

(1968), Professor Emeritus of Educational Media and Computers; BS, MS, EdD, Indiana University, Bloomington

Sattler, Howard E.

(1967), Professor Emeritus of Psychology in Education; BS, MS, PhD, Arizona State University

Saucan, Lucian

(2000), Adjunct Professor of Life Sciences; MD, University of Cluj (Romania)

Saucier, Catherine

(2006), Assistant Professor of Music; BM, Indiana University, Bloomington; MA, PhD, University of Chicago

Savage, Nevin W.

(1959), Professor Emeritus of Mathematics and Statistics; BS, MA, Pennsylvania State University; PhD, University of California, Los Angeles

Savage, Stephen H.

(1998), Affiliate Professor of Anthropology; BA, Cincinnati Bible Seminary; MA, University of South Carolina; PhD, Arizona State University

Savard, Jeannine A.

(1990), Associate Professor of English; BS, State University of New York, Plattsburg; MA, University of New Hampshire

Savenye, Wilhelmina C.

(1991), Associate Professor of Psychology in Education; BA, University of Washington; MEd, PhD, Arizona State University

Sawhney, Anil

(1999), Associate Professor of Construction; BSE, Institution of Engineers (India); MS, School of Planning and Architecture (India); PhD, University of Alberta (Canada)

Scarberry-Garcia, Susan

(2005), Assistant Professor of English; BA, University of California, Santa Barbara; MA, University of New Mexico; PhD, University of Colorado, Boulder

Schabacker, Joseph C.

(1963), Professor Emeritus of Management; BS, Temple University; MBA, PhD, University of California, Los Angeles

Schade, Thomas V.

(1974), Professor Emeritus of Justice and Social Inquiry; BA, Hope College; MA, PhD, Western Michigan University

Schaefer, David

(2006), Assistant Professor of Sociology; BA, University of Tulsa; MA, Washington State University; PhD, University of Arizona

Schall, Merri H.

(1960-66; 1967), Professor Emerita of Curriculum and Instruction; BA, Albion College; MS, EdD, Arizona State University

Schatzki, George

(2000), Professor of Law; Dean of Faculty, Sandra Day O'Connor College of Law; AB, LLB, LLM, Harvard University

Schatzman, Christina

(2005), Assistant Professor of Political Science; BA, MA, PhD, University of New Mexico

Scheatzle, David G.

(1979), Professor Emeritus of Architecture and Landscape Architecture; BS, Kent State University; MSE, Arizona State University; ArchD, University of Michigan

Scheck, Adrienne C.

(1997), Adjunct Professor of Life Sciences; BA, University of Rochester; PhD, Rensselaer Polytechnic Institute

Scheiner, Ricarda

(2005), Adjunct Professor of Life Sciences; MS, PhD, Technical University Berlin (Germany)

Scheiner, Samuel M.

(2000), Adjunct Professor of Life Sciences; BS, MS, PhD, University of Chicago

Schexnayder, Clifford J.

(1994), Visiting Eminent Scholar Emeritus of Construction; BCE, MSCE, Georgia Institute of Technology; PhD, Purdue University

Schiefelbein, Jill

(2000), Lecturer of Human Communication; BA, MS, Arizona State University

Schildkret, David

(2002), Professor of Music; BA, Rutgers, The State University of New Jersey, New Brunswick; MM, DMA, Indiana University, Bloomington

Schlacter, John L.

(1969), Professor Emeritus of Marketing; BBA, Case Western Reserve University; MBA, PhD, Ohio State University

Schlee, Edward E.

(1990), Professor of Economics; BA, North Texas State University; MS, PhD, University of Illinois

Schleif, Corine

(1988), Professor of Art; BA, Concordia College; MA, Washington University; PhD, University of Bamberg (Germany)

Schmееckle, Mark W.

(2003), Assistant Professor of Geography; BS, MS, University of Washington; PhD, University of Colorado, Boulder

Schmidt, Jean M.

(1966), Professor Emerita of Life Sciences; BA, MS, University of Iowa; PhD, University of California, Berkeley

Schmidt, Kevin E.

(1989), Professor of Physics; AB, Washington University; MS, PhD, University of Illinois

Schmidt, Margaret

(2001), Assistant Professor of Music; BME, Lawrence University; MM, State University of New York, Stony Brook; PhD, University of Michigan

Schmidt, Randall B.

(1968), Professor Emeritus of Art; BA, Hamline University; MA, University of New Mexico

Schmidt, Sherrie

(1990), University Librarian; BA, Ohio State University; MLS, Emory University

Schneberger, Lois I.

(1969), Librarian Emerita; BA, Viterbo College; MLS, Emporia State University

Schneider, Anne L.

(1989), Professor of Justice and Social Inquiry; BA, MA, Oklahoma State University; PhD, Indiana University, Bloomington

Schneider, Elizabeth

(2002), Assistant Professor of Art; BA, University of Michigan; BFA, Art Institute of Chicago; MFA, Mills College

Schneller, Eugene S.

(1985), Professor of Health Management and Policy; BA, Post College; PhD, New York University

Schober, Juliane

(1991), Associate Professor of Religious Studies; BA, University of Northern Colorado; MA, PhD, University of Illinois

Schoebel, Henry L.

(1990), Professor of Art; BFA, Syracuse University; MFA, University of Maryland, College Park

Schoenhoff, Molly

(2002), Assistant Professor of Visual Communication Design; BS, University of Cincinnati; MFA, Rhode Island School of Design

Schoenwetter, James

(1967), Professor Emeritus of Anthropology; AB, University of Chicago; MS, University of Arizona; PhD, Southern Illinois University

Schroder, Dieter K.

(1981), Professor of Electrical Engineering; Codirector, Center for Low Power Electronics; BSEE, MSEE, McGill University (Canada); PhD, University of Illinois

Schroeder, Darcy

(2006), Lecturer of Mathematics and Statistics; BA, University of California, Los Angeles; MA, University of

Phoenix

Schroeder, Milton R.

(1969), Professor of Law; BA, Wesleyan University; JD, University of Chicago

Schuback, Gertrud B.

(1966), Professor Emerita of German; BA, MA, Arizona State University

Schulz, Patrick

(2006), Visiting Assistant Professor of Music; BM, University of Wisconsin, Madison; MM, University of Nebraska, Lincoln; DMA, Arizona State University

Schultz, Joseph J.

(1983), Professor of Accountancy; BS, MBA, Mississippi State University; PhD, University of Texas at Austin; CPA, Mississippi

Schupp, Karen

(2003), Senior Lecturer of Dance; BFA, State University of New York, Buffalo; MFA, Arizona State University

Schuring, Martin

(1992), Associate Professor of Music; BM, Curtis Institute of Music; MA, Arizona State University

Schutte, Jerry

(1988), Associate Professor of Art; BA, Fort Hays State University; MFA, Arizona State University

Schwalbe, Carol

(2002), Assistant Professor of Journalism and Mass Communication; BA, Smith College; MA, George Washington University

Schwalm, David E.

(1986), Associate Professor of English; Dean, East College; BA, Carleton College; MA, PhD, University of Chicago

Schwartz, Andrew B.

(1993), Adjunct Professor of Bioengineering; BA, PhD, University of Minnesota

Schwartz, Gary T.

(2004), Assistant Professor of Anthropology; BA, State University of New York, Stony Brook; MA, PhD, Washington University

Schwenke, Dawn C.

(2002), Research Professor of Health Management and Policy; BA, Whitman College; MS, Wake Forest University; PhD, Cornell University

Scott, Kimberly A.

(2006), Associate Professor of Educational Leadership and Policy Studies; BA, Smith College; MS, Long Island University; EdD, Rutgers, The State University of New Jersey

Scott, Mark C.

(2003), Assistant Librarian, Government Documents and Maps, University Libraries; BA, LeMoyne College; MLS, University of Albany

Scott, Rachel E.

(2006), Assistant Professor of Anthropology; BA, University of Chicago; MA, University College Dublin (Ireland); PhD, University of Pennsylvania

Scowen, Paul A.

(1992), Assistant Research Professional of Astronomy; BS, University of Birmingham (United Kingdom); MS, PhD, Rice University

Seal, Charles

(2004), Lecturer of Mathematics and Statistics; BS, Northern Arizona University; MA, University of New Mexico

Searfoss, Lyndon W.

(1973), Professor Emeritus of Curriculum and Instruction; BS, West Chester State College; MA, PhD, Syracuse University

Sears, Robert L.

(1986), Senior Research Administrator Emeritus, Center for Energy Systems Research; BS, U.S. Military Academy; MSE, Arizona State University

Seaton, Helen J.

(1987), Librarian Emerita, Noble Science Reference Services; BA, Rutgers, The State University of New Jersey; MLS, University of Missouri, Columbia

Segura, Joseph M.

(1979), Associate Professor of Art; BA, MFA, Southern Illinois University, Carbondale

Seipp, Kenneth F.

(1963), Professor Emeritus of Music; BS, Hartwick College; MM, University of Kansas; MusEdD, Indiana University, Bloomington

Selkirk, Susan

(1977), Senior Research Professional of Geological Sciences; BA, MA, Arizona State University

Sellheim, Eckart

(1989), Professor Emeritus of Music; Concert Diploma, Cologne Academy of Music (Germany)

Semken, Steven

(2003), Assistant Professor of Geological Sciences; BS, Massachusetts Institute of Technology; MS, University of California, Los Angeles; PhD, Massachusetts Institute of Technology

Sen, Arunabha

(1986), Associate Professor of Computer Science and Engineering; Associate Chair for Graduate Programs, Department of Computer Science and Engineering; BE, Jadavpur University (India); PhD, University of South Carolina

Sender, Darin

(2003), Faculty Associate of Planning; BSD, Arizona State University; JD, DePaul University

Senner, Wayne M.

(1973), Professor Emeritus of German; BA, Portland State University; MA, University of Washington; PhD, University of Illinois

Sensibar, Judith L.

(1985), Professor Emerita of English; BA, Vassar College; MA, PhD, University of Chicago

Seo, Dong-Kyun

(2001), Assistant Professor of Chemistry and Biochemistry; BS, MS, Seoul National University (South Korea); PhD, North Carolina State University

Serwint, Nancy J.

(1988), Associate Professor of Art; BA, University of Illinois; MA, University of Chicago; MA, PhD, Princeton University

Seymann, Marilyn

(2005), Associate Dean of External Affairs, Sandra Day O'Connor College of Law; BA, Brandeis University; MA, Columbia University; PhD, California Western University

Shackle, Linda A.

(1984), Librarian; Coordinator, Science and Engineering Services, University Libraries; BA, State University of New York, Oswego; MLS, State University of New York, Albany

Shaeffer, J. Duncan

(2000), Lecturer of Geography; BS, Brigham Young University; MA, PhD, Arizona State University

Shah, Jami

(1984), Professor of Engineering; BSME, University of Karachi (Pakistan); MS, University of Pittsburgh; PhD, Ohio State University

Shao, Benjamin

(1999), Associate Professor of Information Systems; BS, MS, National Chiao Tung University (Taiwan); PhD, State University of New York, Buffalo

Shapiro, Alyson F.

(2006), Assistant Professor of Social and Family Dynamics; BS, University of Utah; PhD, University of Washington

Sharer, Jon W.

(1975), Professor Emeritus of Art; BA, Roosevelt University; MS, Illinois Institute of Technology; PhD, Ohio State University

Sharma, Renu

(1985), Associate Research Scientist, Center for Solid State Science; BS, BEd, Punjab University (India); MS, PhD, University of Stockholm (Sweden)

Sharp, Thomas

(1996), Professor of Geological Sciences; BS, University of Minnesota; MS, PhD, Arizona State University

Sharp, William P.

(1979), Senior Research Specialist Emeritus of Life Sciences; BA, University of Northern Iowa; MS, Arizona State University

Shaw, Milton C.

(1978), Professor Emeritus of Engineering; BSME, Drexel University; MEd, ScD, University of Cincinnati; DrHC, University of Louvain (Belgium)

Shears, Brenda L.

(1987), Affiliate Professor of Anthropology; Associate Research Administrator, Research Coordinator, Global Institute of Sustainability; BA, Arizona State University; MA, Hunter College, City University of New York

Shell, Leon G.

(1967), Professor Emeritus of Psychology in Education; BA, University of Colorado; AM, EdD, University of Northern Colorado

Shellans, Michael J.

(1992), Senior Lecturer of Music; BM, University of Arizona; MM, Arizona State University

Shen, Jun

(1996), Research Professor of Electrical Engineering; BS, South China University of Science and Technology; MS, Texas Tech University; PhD, University of Notre Dame

Shen, Yong

(2000), Adjunct Professor of Life Sciences; BSc, Nanjing University (China); MSc, Shanghai Institute of Physiology (China); PhD, State University of New York, Binghamton

Sheppard, Douglas C.

(1971), Professor Emeritus of Spanish; BA, Montana State University; MA, PhD, University of Wisconsin, Madison

Sherman, Thomas L.

(1964), Professor Emeritus of Mathematics and Statistics; BA, University of California, Los Angeles; MS, PhD, University of Utah

Sheydayi, E. Yury

(1973), Professor Emeritus of Architecture and Landscape Architecture; BSCE, University of Arizona; MSCE, Arizona State University

Shi, Fu-Dong

(2005), Adjunct Professor of Life Sciences; PhD, Karolinska Institute (Sweden); MD, Harbin Medical College (China)

Shi, Yixin

(2005), Assistant Professor of Life Sciences; BS, Jilin University (China); MS, Inner Mongolia University (China); PhD, Kyushu University (Japan)

Shimansky, Yury

(2000), Assistant Research Professor of Bioengineering; MS, Polytechnic Institute of Kiev (Ukraine); PhD, Institute of Physiology of Kiev (Ukraine)

Shimomura, Tomoko

(2002), Lecturer of Japanese; BA, Kwassui Women's College (Japan); MA, Ohio State University

Shin, Dosun

(2004), Assistant Professor of Industrial Design; BFA, Keimyung University (South Korea); MFA, University of Illinois, Urbana-Champaign

Shinn, Randall A.

(1978), Professor Emeritus of Music; BA, Southwestern Oklahoma State University; MM, University of Colorado; DMA, University of Illinois

Shiota, Michelle

(2006), Assistant Professor of Psychology; PhD, University of California, Berkeley

Shipp, Vernon E.

(1966), Professor Emeritus of Art; BS, Grand Canyon College; MA, Arizona State University

Shock, Everett L.

(2002), Professor of Chemistry and Biochemistry and Geological Sciences; BS, University of California, Santa Cruz; PhD, University of California, Berkeley

Shrednick, Harvey R.

(1995), Senior Lecturer of Information Systems; BS, City College of New York; MBA, Bernard M. Baruch College

Shrivastava, Aviral

(2006), Assistant Professor of Computer Science and Engineering; BTech, Indian Institute of Technology, Delhi (India); MTech, PhD, University of California, Irvine

Shriver, Keith A.

(1982), Professor Emeritus of Accountancy; BS, Linfield College; MS, Arizona State University; PhD, University of Texas at Austin; CPA, Arizona

Shumway, John

(2001), Assistant Professor of Physics; BS, MS, University of Missouri, Columbia; PhD, University of Illinois, Urbana-Champaign

Shunk, Dan L.

(1984), Professor of Industrial Engineering; BSIE, MSIE, PhD, Purdue University

Si, Jennie

(1991), Professor of Electrical Engineering; BS, MS, Tsinghua University (China); PhD, University of Notre Dame

Siegel-Valdes, Rebeca

(2002), Assistant Professor of Spanish; BA, Manuel del Castillo Negrete National School of Conservation, Restoration and Museum Studies (Mexico); MA, PhD, University of Texas at Austin

Sieradzki, Karl

(1994), Professor of Materials and Mechanical and Aerospace Engineering; BS, Utica College of Syracuse University; MS, PhD, Syracuse University

Sierks, Michael R.

(2000), Professor of Chemical Engineering; BS, Stanford University; MS, Colorado State University; PhD, Iowa State University

Siferd, Sue Perrott

(1989), Professor Emerita of Supply Chain Management; BS, Denison University; MBA, Wright State University; MA, PhD, Ohio State University

Sigler, Mary

(2003), Associate Professor of Law; BA, MA, Arizona State University; JD, University of Pennsylvania; PhD, Arizona State University

Silcock, B. William

(2001), Assistant Professor of Journalism and Mass Communication; BA, MA, Brigham Young University; PhD, University of Missouri

Silver, Benjamin

(1971), Professor Emeritus of Journalism and Mass Communication; BA, MA, University of Iowa

Simhony, Avital

(1994), Associate Professor of Political Science; BA, MA, University of Haifa (Israel); DPhil, University of Oxford (United Kingdom)

Simmons, Douglas J.

(1963), Professor Emeritus of French; AB, Wabash College; MAT, Harvard University; Certificat de français usuel, degré supérieur, Certificat de prononciation française, Sorbonne University (France)

Simmons, Howard

(1996), Professor Emeritus of Educational Leadership and Policy Studies; BS, Spring Hill College; MAT, Indiana University; PhD, Florida State University

Simon, Arleyn W.

(1989), Associate Research Professor of Anthropology; BA, Montana State University; MA, Oregon State University; PhD, Arizona State University

Simon, Sheldon

(1975), Professor of Political Science; BA, University of Minnesota, Twin Cities; MA, Princeton University; PhD, University of Minnesota, Twin Cities

Simonson, Mark

(1998), Clinical Assistant Professor of Finance; BS, University of Northern Colorado; MS, PhD, University of Oregon

Simper, David

(2005), Research Professor of Bioengineering; MD, Charles University (Czech Republic)

Simpkins, Sandra

(2005), Assistant Professor of Social and Family Dynamics; BA, University of California, Santa Barbara; MA, PhD, University of California, Riverside

Simpson, Brooks

(1990), Professor of History; BA, University of Virginia; MA, PhD, University of Wisconsin, Madison

Sinclair, Mark R.

(1985), Adjunct Professor of Geography; BSc, Otago University (New Zealand); PhD, U.S. Naval Postgraduate School, Monterey

Singh, Amarjit

(2002), Associate Research Professor of Bioengineering; BSc, Ranchi University (India); MSc, PhD, University of Bombay (India)

Singh, Rakesh

(2002), Associate Research Professor of Chemical Engineering; BT, PhD, Institute of Technology (India)

Singhal, Avi C.

(1977), Professor Emeritus of Civil and Environmental Engineering; BScMath, Agra University (India); BScEngr, BScHons, St. Andrews University (United Kingdom); SM, CE, ScD, Massachusetts Institute of Technology

Sinha, Rajiv K.

(1989), Associate Professor of Marketing; BA, MA, Delhi University (India); PhD, Pennsylvania State University

Sipka, Danko

(2002), Professor of Slavic Languages; BA, University of Sarajevo (Bosnia); MA, PhD, University of Belgrade (Serbia); PhD, Polish Academy of Sciences (Poland)

Siriprakob, Prakorn

(2000), Lecturer of Languages and Literatures; BA, Chulalongkorn University (Thailand); MPA, Arizona State University

Sirkis, Murray D.

(1968), Professor Emeritus of Electrical Engineering; BS, Massachusetts Institute of Technology; MS, PhD, University of Illinois

Skiba, Christopher J.

(1987), Senior Research Professional of Geological Sciences; BS, Arizona State University

Skibo, Edward B.

(1982), Professor of Chemistry and Biochemistry; BS, MS, Drexel University; PhD, University of California, San Francisco

Skindlov, Jonathan A.

(1993), Adjunct Professor of Geography; BA, St. Olaf College; MA, Ohio University; PhD, University of Delaware

Skoldberg, Phyllis

(1977), Professor Emerita of Music; BM, MM, New England Conservatory of Music; MME, DM, Indiana University, Bloomington

Skromme, Brian J.

(1989), Professor of Electrical Engineering; BS, University of Wisconsin, Madison; MS, PhD, University of Illinois

Sloane, Finbarr C. (Barry)

(2005), Associate Professor of Curriculum and Instruction; BA, National University of Ireland; MA, California State University, Chico; MBA, Lake Forest Graduate School of Management; PhD, University of Chicago

Smith, Andrew T.

(1978), Professor of Life Sciences; Associate Director, Undergraduate Programs, School of Life Sciences; AB, University of California, Berkeley; PhD, University of California, Los Angeles

Smith, Arthur B. Jr.

(1967), Professor Emeritus of General Business; BS, Hardin-Simmons University; MBA, EdD, University of Houston

Smith, Brian H.

(2005), Professor of Life Sciences; BS, Juniata College; PhD, University of Kansas

Smith, David F.

(2004), Adjunct Professor of Life Sciences; BS, Mississippi State University; PhD, University of Texas

Smith, David J.

(1984), Regents' Professor of Physics and Solid State Science; BSc, PhD, DSc, University of Melbourne (Australia)

Smith, Hal L.

(1979), Professor of Mathematics and Statistics; BA, PhD, University of Iowa

Smith, Harvey A.

(1977), Professor Emeritus of Mathematics and Statistics; BS, Lehigh University; MS, AM, PhD, University of Pennsylvania

Smith, Henry Charles

(1989), Professor Emeritus of Music; BA, University of Pennsylvania; Artist Diploma, Curtis Institute of Music

Smith, Jeffrey B.

(1990), Professor of Music; MM, University of Illinois; DMA, University of North Texas

Smith, Karen Ann

(1999), Associate Professor of Curriculum and Instruction; BA, University of the Americas (Mexico); MA, PhD, Arizona State University

Smith, L. Christian

(1971), Associate Professor of History; BA, Union College; MA, PhD, University of Illinois

Smith, Lehi T.

(1959), Professor Emeritus of Mathematics and Statistics; BS, MA, Arizona State University; EdD, Stanford University

Smith, Mary Lee

(1986), Regents' Professor of Educational Leadership and Policy Studies and Psychology in Education; BA, MPS, PhD, University of Colorado

Smith, Michael E.

(2005), Professor of Anthropology; BA, Brandeis University; MA, PhD, University of Illinois, Urbana-Champaign

Smith, Ralph E.

(1970), Professor Emeritus of Accountancy; BBA, Washburn University of Topeka; MS, PhD, University of Kansas; CPA, Kansas

Smith, Richard L.

(1967), Professor Emeritus of Industrial Engineering; BS, Washington University; MS, Ohio State University; PhD, Arizona State University

Smith, Ronald D.

(1962), Professor Emeritus of History; AB, San Diego State College; PhD, University of Southern California

Smith-Daniels, Dwight E.

(1987), Associate Professor of Supply Chain Management; BBA, University of Michigan; PhD, University of Arizona

Smith-Daniels, Vicki L.

(1987), Professor of Supply Chain Management; BBA, University of San Diego; PhD, Ohio State University

Smith, Stanley E.

(1977), Professor Emeritus of Journalism and Mass Communication; BA, Colgate University; MA, Purdue University

Snow, Robert

(1970), Professor Emeritus of Sociology; BS, MA, PhD, University of Minnesota, Twin Cities

Snyder, Lester M. Jr.

(1967), Professor Emeritus of Psychology in Education; BS, Millersville State College; MEd, Western Maryland College; PhD, University of Michigan

Sola, Anthony

(1995), Faculty Associate of Interior Design; BA, Ottawa University; MBA, University of Phoenix

Solis, Forrest

(2006), Assistant Professor of Art; BFA, Kansas City Art Institute; MFA, Indiana University

Solis, Theodore

(1989), Professor of Music; BA, Arizona State University; MA, University of Hawaii, Manoa; PhD, University of Illinois

Somerville, Susan C.

(1977), Professor of Psychology; BA, University of New England (Australia); PhD, Australian National University (Australia)

Song, Yuwu

(1999), Assistant Librarian, Instruction, Outreach and Marketing Services, University Libraries; BA, Luo Yang Foreign Languages University, China; MA, Clemson University; MLIS, University of Texas at Austin

Sorensen, Dorrit Vibeke

(2004), Professor of Languages and Literatures; BA, Royal Academy of Art and Architecture (Denmark); MAH, State University of New York, Buffalo

Soroka, Susan C.

(2003), Lecturer of Curriculum and Instruction; BS, University of South Alabama; MA, Arizona State University

Soto, Shelli

(2005), Assistant Dean, Admissions and Financial Aid, Sandra Day O'Connor College of Law; BA, University of Texas at Austin; JD, University of Texas at Austin

Spanias, Andreas S.

(1988), Professor of Electrical Engineering; BSEE, MSEE, PhD, West Virginia University

Spanias, Photini

(1998), Lecturer of Curriculum and Instruction; BA, MEd, EdD, Arizona State University

Spellman, Catherine

(1995), Associate Professor of Architecture and Landscape Architecture; Associate Director, Academic Affairs, School of Architecture and Landscape Architecture; BA, BArch, Rice University; MArch, University of California, Los Angeles

Spence, John C. H.

(1976), Regents' Professor of Physics; MSc, PhD, University of Melbourne (Australia)

Spencer, Lillian

(2004), Adjunct Professor of Anthropology; BA, University of California; MA, PhD, State University of New York, Stony Brook

Spencer, Mark A.

(2004), Assistant Professor of Anthropology; BA, Indiana University; MA, PhD, State University of New York, Stony Brook

Spielberg, John

(1990), Associate Professor of Mathematics and Statistics; BS, Stanford University; PhD, University of California, Berkeley

Spielmann, Katherine A.

(1987), Professor of Anthropology; AB, Harvard University; MA, PhD, University of Michigan

Spiers, James V.

(1990), Senior Lecturer of Marketing; BS, Weber State College; MA, University of Northern Colorado

Spindler, Robert P.

(1988), Archivist; Head, Archives and Special Collections, University Libraries; BA, MA, Boston University; MS, Simmons College

Spinosa, Frank

(1965), Professor Emeritus of Music; BM, MA, Boston University; DMA, University of Illinois

Spinrad, Tracy

(2000), Assistant Professor of Social and Family Dynamics; BA, University of California, Irvine; MS, PhD, Pennsylvania State University

Spring, Robert S.

(1988), Professor of Music; BM, MM, DMA, University of Michigan

Spritzer, Ralph S.

(1986), Professor of Law; BS, LLB, Columbia University

Squires, Kyle D.

(1997), Professor of Mechanical and Aerospace Engineering; Interim Chair, Department of Mechanical and Aerospace Engineering; BS, Washington State University; MS, PhD, Stanford University

Staab, Wayne J.

(2001), Adjunct Professor of Speech and Hearing Science; BA, Fort Hays State University; MS, University of Wisconsin; PhD, Michigan State University

Stafford, Kenneth R.

(1957), Professor Emeritus of Psychology in Education; BA, MEd, PhD, University of Oklahoma

Stafford, Mary E.

(1994), Professor Emerita of Psychology in Education; BA, University of Texas at Austin; MEd, University of Houston, Victoria; PhD, University of Texas at Austin

Stahl, Robert

(1978), Professor of Curriculum and Instruction; BA, MA, EdD, University of Florida

Stahlman, Rebecca

(2003), Lecturer of Curriculum and Instruction; MEd, Arizona State University

Stalzer, Frank S.

(1955), Professor Emeritus of Music; BMed, University of Kansas; MM, Eastman School of Music

Stamm, Jill

(1998), Clinical Associate Professor of Psychology in Education; BA, DePauw University; MA, PhD, Arizona State University

Stanford, Michael

(1992), Senior Lecturer, Barrett, the Honors College; BA, Duke University; MA, PhD, University of Virginia

Stange, Jean B.

(1970), Professor Emerita of Social and Family Dynamics; BS, Iowa State University; MS, University of Minnesota, Twin Cities

Stanley, James T.

(1968), Professor Emeritus of Materials; BS, MS, PhD, University of Illinois

Stanton, Ann M.

(1980), Professor of Law; BA, University of Minnesota, Twin Cities; PhD, JD, Stanford University

Stanton, Daniel J.

(2000), Associate Librarian, Government Documents/Maps Collection, University Libraries; Coordinator, Organizational Development; BA, Trinity College; MLS, University of Arizona

Stark, Barbara L.

(1972), Professor of Anthropology; BA, Rice University; MPhil, PhD, Yale University

Starkey, Timothy

(2003), Faculty Associate of Planning; BS, Purdue University

Starrfield, Sumner G.

(1972), Regents' Professor of Astronomy; BA, University of California, Berkeley; MA, PhD, University of California, Los Angeles

Stauffer, Sandra L.

(1990), Professor of Music; BS, West Chester University; MM, PhD, University of Michigan

Steadman, Lyle B.

(1971), Professor Emeritus of Anthropology; BA, Occidental College; MA, University of California, Los Angeles; PhD, Australian National University (Australia)

Stearns, Mary Beth

(1981), Regents' Professor Emerita of Physics; BS, University of Minnesota, Twin Cities; PhD, Cornell University

Stearns, Robert

(2004), Professor of Practice of Finance; BA, Harvard University; MBA, University of Chicago; JD, DePaul University

Steele, Kim

(2005), Associate Professor of Architecture and Landscape Architecture; BA, University of Colorado; MA, University of North Carolina at Chapel Hill; MArch, MLandscape, University of Colorado

Steere, Caryl J.

(1960), Professor Emerita of Curriculum and Instruction; BA, Albion College; MA, Arizona State University

Steimle, Timothy C.

(1985), Professor of Chemistry and Biochemistry; BS, Michigan State University; PhD, University of California, Santa Barbara

Stein, Peter

(1958), Professor Emeritus of Mechanical and Aerospace Engineering; BSc, MSc, Massachusetts Institute of Technology

Steinbart, Paul

(1997), Professor of Information Systems; BA, University of Illinois; MBA, Southern Illinois University; PhD, Michigan State University

Steinmetz, Peter N.

(2004), Associate Professor of Bioengineering; BS, University of Minnesota; MD, PhD, Johns Hopkins University

Stelmach, George E.

(1990), Professor of Kinesiology; BS, University of Illinois; MA, EdD, University of California, Berkeley

Stephan, Dietrich A.

(2003), Adjunct Professor of Life Sciences; BS, Carnegie Mellon University; PhD, University of Pittsburgh

Stephens, Nancy J.

(1979), Associate Professor of Marketing; Director, Night MBA Program; BS, MS, University of Illinois; PhD, University of Texas at Austin

Stephenson, Alan

(2004), Faculty Associate of Planning; BA, MEP, Arizona State University

Stephenson, Christine F.

(1995), Adjunct Professor of Life Sciences; BS, University of Ulster (United Kingdom); PhD, The Queen's University of Belfast (United Kingdom)

Sterling, Pamela

(1999), Associate Professor of Theatre; BFA, MFA, University of Washington

Stewart, Donald G.

(1964), Professor Emeritus of Mathematics and Statistics; BA, MS, Utah State University; PhD, University of Tennessee, Knoxville

Stewart, Laura

(2004), Assistant Museum Professional; Curator of Education, ASU Art Museum; BA, University of Kentucky; MA, University of Cincinnati

Stiftel, Ruthy Z.

(1997), Lecturer of Hebrew; BA, Hebrew University of Jerusalem (Israel); MA, Ohio State University

Stinson, Judith M.

(1997), Professor of Legal Writing; Director, Legal Method and Writing Program; BS, JD, University of Arizona

Stites, William H.

(1954), Professor Emeritus of Communication; BA, Louisiana Polytechnic Institute; MA, PhD, University of Denver

Stock, William A.

(1984), Professor Emeritus of Kinesiology; BA, Blackburn College; MS, PhD, Iowa State University

Stocker, David Allen

(1978), Professor Emeritus of Music; BS, Concordia Teachers College; MM, PhD, Northwestern University

Stojanowski, Christopher M.

(2005), Assistant Professor of Anthropology; BA, University of North Carolina at Wilmington; MS, Florida State University; PhD, University of New Mexico

Stokrocki, Mary L.

(1990), Professor of Art; BS, State University of New York, New Paltz; MS, Massachusetts College of Art; DEd, Pennsylvania State University

Stone, Anne C.

(2003), Associate Professor of Anthropology; BA, University of Virginia; MA, PhD, Pennsylvania State University

Stone, Gregory O.

(1986), Associate Professor of Psychology; BA, Harvard University; PhD, University of California, San Diego

Stoner, K. Lynn

(1985), Associate Professor of History; BS, George Peabody College for Teachers; MA, PhD, Indiana University

Stout, Robert

(1978), Professor Emeritus of Educational Administration and Supervision; BA, Carleton College; PhD, University of Chicago

Stout, Valerie

(1991), Associate Professor of Life Sciences; BS, University of Wisconsin, Madison; PhD, Kansas State University

Stover, Myles E., Sergeant First Class

(2005), Instructor of Military Science; AS, Pierce College

Stowe, Noel J.

(1967), Professor of History; Chair, Department of History; BA, PhD, University of Southern California

Strange, Richard E.

(1974), Professor Emeritus of Music; BME, Wichita State University; MME, University of Colorado; DMA, Boston University

Streufert, Hildegard

(1961), Professor Emerita of Interior Design; BS, University of Minnesota, Twin Cities; MS, Iowa State University

Strickland, Deon

(2004), Assistant Professor of Finance; BA, Harvard University; MBA, Boston College; PhD, University of North Carolina

Strittmatter, Connie

(2000), Assistant Law Librarian; BA, Indiana University of Pennsylvania; MLS, Kent State University

Strom, Robert

(1969), Professor of Psychology in Education; BS, Macalester College; MS, University of Minnesota, Twin Cities; PhD, University of Michigan

Stromberg, Juliet C.

(1988), Associate Professor of Life Sciences; BS, MS, University of Wisconsin, Milwaukee; PhD, Arizona State University

Strouse, Daniel S.

(1990), Professor of Law; AB, SM, Harvard University; JD, University of Wisconsin, Madison

Stuler, John H.

(1962), Professor Emeritus of Art; BA, MFA, Arizona State University

Stump, Edmund

(1976), Professor of Geological Sciences; AB, Harvard University; MS, Yale University; PhD, Ohio State University

Stylinski, Julie

(2006), Lecturer of Speech and Hearing Science; BA, Arizona State University

Sugiyama, Saburo

(1999), Associate Research Professor of Anthropology; BS, Tokyo-Keizai University (Japan); PhD, Arizona State University

Sullivan, Deborah A.

(1976), Associate Professor of Sociology; BS, University of Massachusetts, Amherst; MA, University of California, Irvine; PhD, Duke University

Sullivan, Howard

(1971), Professor of Psychology in Education; BS, Oregon College of Education; MEd, PhD, University of Oregon

Sullivan, Jill M.

(2000), Assistant Professor of Music; BM, Illinois State University; MM, University of Michigan; PhD, University of Iowa

Sullivan, Kenneth

(2004), Assistant Professor of Construction; BS, MS, MBA, PhD, University of Wisconsin, Madison

Sumner, Anthony

(2003), Faculty Associate of Planning; BSD, Arizona State University

Sundaram, Hari

(2002), Assistant Professor of Arts, Media, and Engineering and Computer Science and Engineering; BTech, Indian Institute of Technology, New Delhi (India); MS, State University of New York, Stony Brook; PhD, Columbia University

Sunkett, Mark E.

(1976), Professor of Music; BM, Curtis Institute of Music; MM, Temple University; PhD, University of Pittsburgh

Surbeck, Elaine

(1988), Professor of Curriculum and Instruction; Associate Dean for Teacher Education, Mary Lou Fulton College of Education; BA, University of Washington; MEd, EdD, University of Georgia

Surgent, Scott

(1997), Senior Lecturer of Mathematics and Statistics; BS, MS, University of California, Riverside

Sushka, Marie E.

(1984), Professor of Finance; BA, Sweet Briar College; MA, PhD, Georgetown University

Suslov, Sergei K.

(1997), Professor of Mathematics and Statistics; MSc, Moscow Institute of Physics and Technology (Russia); PhD, Kurchatov Institute of Atomic Energy (Russia)

Susser, Eric

(1997), Lecturer, Barrett, the Honors College; BA, University of Michigan; MA, PhD, University of Virginia

Suwarno, Peter

(1993), Associate Professor of Indonesian; BA, Satya Wacana Christian University (Indonesia); MA, PhD, Ohio University

Svoboda, William S.

(1969), Professor Emeritus of Curriculum and Instruction; BS, MS, EdD, University of Kansas

Swadener, Beth Blue

(2001), Professor of Curriculum and Instruction and Educational Leadership and Policy Studies; BA, Indiana University, South Bend; MS, PhD, University of Wisconsin, Madison

Swafford, James R.

(1971), Professor Emeritus of Life Sciences; BS, MS, Arizona State University

Swaim, S. Daniel

(1975), Professor Emeritus of Music; BM, Cincinnati College Conservatory of Music; MME, Indiana University, Bloomington; DMA, North Texas University

Swanson, Tod D.

(1988), Associate Professor of Religious Studies; Director, Latin American Studies Center; BA, University of Minnesota, Twin Cities; MDiv, Luther Theological Seminary; PhD, University of Chicago

Swartz, Jonathan

(2001), Assistant Professor of Music; BM, Rice University; MM, Mannes College of Music; DMA, Rice University

Swaty, Mary A.

(1968), Associate Librarian, Technical Services Department, University Libraries; BA, University of Missouri, Columbia; MLS, Indiana University, Bloomington

Swimmer, Alvin

(1963), Professor Emeritus of Mathematics and Statistics; BS, Pennsylvania State University; MS, New York University; PhD, University of California, Berkeley

Switzer, Michael

(2006), Professor of Film; BA, American University; Graduate, American Film Institute

Sykes, Kathryn

(2005), Assistant Professor of Life Sciences; BS, PhD, Duke University

Sylvester, Douglas J.

(2002), Professor of Law; BA, University of Toronto; LL.M., New York University; JD, University of Buffalo

Sylvester, Edward J.

(1982), Professor of Journalism and Mass Communication; AB, Princeton University; MA, City College of New York

Sylvester, Ginny

(1981), Librarian; Head, Access Services/Interlibrary Loan and Document Delivery, University Libraries; BA, Hobart and William Smith Colleges; MLS, Rutgers, The State University of New Jersey

Syrotiuk, Violet R.

(2002), Associate Professor of Computer Science and Engineering; BSc, University of Alberta (Canada); MSc, University of British Columbia (Canada); PhD, University of Waterloo (Canada)

Szarek, Stanley R.

(1974), Associate Professor of Life Sciences; BS, California Polytechnic State University, Pomona; PhD, University of California, Riverside

Szkupinski-Quiroga, Seline

(2003), Assistant Professor of Transborder Chicana/o and Latina/o Studies; BA, University of California, Irvine; PhD, University of California, Berkeley

T

Tainter, Joseph A.

(2005), Affiliate Professor of Anthropology; BA, University of California, Santa Barbara; MA, PhD, Northwestern

University

Takamura, John

(2006), Assistant Professor of Industrial Design; BA, University of California, Los Angeles; MS, Arizona State University

Tambs, Lewis A.

(1969), Professor Emeritus of History; BS, University of California, Berkeley; MA, PhD, University of California, Santa Barbara

Tao, Nongjian

(2001), Professor of Electrical Engineering; BS, Anhui University (China); PhD, Arizona State University

Taylor, Jack J.

(1960), Professor Emeritus of Art; BS, Kutztown State College; MEd, Pennsylvania State University

Taylor, Thomas

(1983), Associate Professor of Mathematics and Statistics; BS, California State University; PhD, Harvard University

Tenney, Lester I.

(1969), Professor Emeritus of Finance; BA, University of Miami; MA, San Diego State College; DBA, University of Southern California

Tepedelenlioglu, Cihan

(2001), Assistant Professor of Electrical Engineering; BS, Florida Institute of Technology; MS, University of Virginia; PhD, University of Minnesota

Tescarollo, Hamilton

(2004), Visiting Assistant Professor of Music; BM, Saint Marceline Faculty, Sao Paulo (Brazil); MM, DMA, Arizona State University

Thacker, Ron

(2005), Clinical Assistant Professor of Theatre; Technical Director, School of Theatre and Film; BFA, Virginia Commonwealth University; MFA, California Institute of the Arts

Tharp, Julie

(1991), Associate Librarian, Instruction, Outreach and Marketing Services, University Libraries; BA, University of Hawaii; MLS, University of Arizona

Thieme, Horst R.

(1988), Professor of Mathematics and Statistics; MS, PhD, University of Münster (Germany)

Thomas, George M.

(1981), Professor of Global Studies; Associate Director, School of Global Studies; BA, Arizona State University; MA, PhD, Stanford University

Thomas, Keith J.

(1975), Professor Emeritus of Reading and Library Science; BS, Illinois State University; MA, Loyola University, Chicago; EdD, University of Arizona

Thomas, Michael

(2005), Adjunct Professor of Life Sciences; BS, Bowling Green State University; MS, PhD, Arizona State University

Thomas, Nicole

(2006), Assistant Professor of Aerospace Studies

Thompson, Ayanna

(2004), Assistant Professor of English; BA, Columbia University; MA, Sussex University; PhD, Harvard University

Thompson, Janice Catherine

(1977), Professor of Music; BME, MME, University of Wisconsin; MM, Western Michigan University; DM, Northwestern University

Thompson, Lynette

(2004), Lecturer of Curriculum and Instruction; BS, Lewis and Clark College; MS, Portland State University

Thompson, Marilyn S.

(1999), Associate Professor of Psychology in Education; BA, Carleton College; MA, PhD, University of Kansas

Thompson, Patrick

(2005), Professor of Mathematics and Statistics; BSc, Central Washington State College; MEd, EdD, University of Georgia

Thompson, Victoria E.

(1999), Associate Professor of History; BA, University of California, Berkeley; PhD, University of Pennsylvania

Thompson, William J.

(2004), Senior Lecturer of Industrial Engineering; BSIE, University of Texas at Arlington; MSE, PhD, Arizona State University

Thomson, Jeffrey

(1981), Professor of Theatre; BA, Ripon College; MA, University of Washington; MFA, Wayne State University

Thomson, Tom R.

(1961), Professor Emeritus of Chemistry and Biochemistry; BA, University of California, Berkeley; MS, PhD, Kansas State University

Thornburg, Harvey

(2005), Assistant Professor of Arts, Media, and Engineering and Electrical Engineering; BSE, MEE, Harvey Mudd College; PhD, Stanford University

Thornton, Leslie-Jean

(2004), Assistant Professor of Journalism and Mass Communication; BS, Mercy College; MA, New York University; PhD, University of North Carolina, Chapel Hill

Thornton, Sybil

(1994), Associate Professor of History; BA, University of California, Berkeley; BA, University of Cambridge (United Kingdom); MA, San Francisco State University; MA, PhD, University of Cambridge (United Kingdom)

Thornton, Trevor John

(1998), Professor of Electrical Engineering; Director, Center for Solid State Electronics Research; BS, Saint Catherine's College (United Kingdom); MA, PhD, Cambridge University (United Kingdom)

Thorpe, Michael

(2003), Professor of Physics; BS, Manchester University (United Kingdom); PhD, Oxford University (United Kingdom)

Tice, Thomas E.

(1967), Professor Emeritus of Electrical Engineering; BSEE, MSEE, PhD, Ohio State University

Tidwell, Victor H.

(1971), Professor Emeritus of Accountancy; BS, Illinois College; MBA, DBA, Indiana University; CPA, Arizona, Iowa

Tillery, Bill W.

(1973), Professor Emeritus of Physics and Science Education; BS, Northeastern State College; MA, EdD, University of Northern Colorado

Tillman, Hoyt C.

(1976), Professor of History; BA, Belhaven College; MA, University of Virginia; AM, PhD, Harvard University

Tipton, Gary P.

(1969), Professor Emeritus of Chinese; BA, Brigham Young University; PhD, Indiana University, Bloomington

Tobin, Beth Fowkes

(2001), Professor of English; BA, Earlham College; MA, PhD, University of Chicago

Tobin, Joseph

(2001), Professor of Curriculum and Instruction and Educational Leadership and Policy Studies; Nadine Mathis Basha Professor in Early Childhood Education; BA, Earlham College; PhD, University of Chicago

Tohe, Laura

(1994), Associate Professor of English; BA, University of New Mexico; MA, PhD, University of Nebraska, Lincoln

Tompkins, Cynthia M.

(1992), Associate Professor of Spanish; Licenciada en Letras Modernas, National University of Cordoba (Argentina); MA, PhD, Pennsylvania State University

Tongret, JoAnn

(2000), Lecturer of Music; BA, MA, Arizona State University

Torrens, Paul

(2005), Assistant Professor of Geography; BA, MA, University of Dublin, Trinity College (Ireland); MA, Indiana University, Bloomington; PhD, University of London, University College (United Kingdom)

Torrest, Robert S.

(1980), Professor Emeritus of Chemical Engineering; BS, Polytechnic Institute of Brooklyn; PhD, University of Minnesota, Twin Cities

Touchman, Jeffrey

(2003), Assistant Professor of Life Sciences; BA, University of California, San Diego; PhD, University of Texas M. D. Anderson Cancer Center

Towe, Bruce C.

(1984), Professor of Bioengineering; BS, MS, PhD, Pennsylvania State University

Towill, Leslie R.

(1975), Associate Professor of Life Sciences; BS, MS, University of Wisconsin, Milwaukee; PhD, University of Michigan

Tracey, Terence J. G.

(1999), Professor of Psychology in Education; Academic Program Leader, Counseling and Counseling Psychology; BA, Cornell University; MSED, University of Kansas, Lawrence; PhD, University of Maryland, College Park

Tracogna, Stefania

(2000), Senior Lecturer of Mathematics and Statistics; Laurea, University of Trieste (Italy); PhD, Arizona State University

Tracy, Sarah J.

(2000), Associate Professor of Communication; BA, University of Southern California; MA, PhD, University of Colorado

Trapido-Lurie, Barbara

(1987), Associate Research Professional of Geography; BA, Pomona College; MA, University of Hawaii

Treacy, Michael

(2003), Professor of Physics; BA, PhD, Cambridge University (United Kingdom)

Trelease, Richard N.

(1971), Professor Emeritus of Life Sciences; BS, MS, University of Nevada, Reno; PhD, University of Texas at

Austin

Trennert, Robert A.

(1974), Professor Emeritus of History; BA, Occidental College; MA, Los Angeles State College; PhD, University of California, Santa Barbara

Trent, Jeffrey M.

(2005), T-Gen Professor of Life Sciences; BA, Indiana University; MS, PhD, University of Arizona

Trethewey, Angela

(1996), Associate Professor of Communication; BA, MA, California State University, Chico; PhD, Purdue University

Trotta, Victoria K.

(1996), Associate Dean, Information Technology; Director, Ross – Blakley Law Library; BA, Occidental College; MLS, University of California, Los Angeles; JD, University of Southern California

Tsai, Wei-Tek

(1999), Professor of Computer Science and Engineering; SB, Massachusetts Institute of Technology; MS, PhD, University of California, Berkeley

Tsakalis, Konstantinos S.

(1988), Professor of Electrical Engineering; BS, National Technical University of Athens (Greece); MSEE, PhD, University of Southern California

Tsen, Kong-Thon

(1984), Professor of Physics; BS, Fu-Jen Catholic University (Japan); MS, PhD, Purdue University

Tseng, Ampere A.

(1995), Professor of Mechanical and Aerospace Engineering; MS, University of Illinois, Urbana-Champaign; PhD, Georgia Institute of Technology

Tsong, Ignatius S. T.

(1981), Professor of Physics; BSc, MSc, University of Leeds (United Kingdom); PhD, University of London (United Kingdom); DSc, University of Leeds (United Kingdom)

Tsosie, Rebecca A.

(1993), Professor of Law; Executive Director, Indian Legal Program; BA, JD, University of California, Los Angeles

Tsuda, Takeyuki

(2006), Associate Professor of Anthropology; BA, University of Chicago, MA, PhD, University of California, Berkeley

Tsui, Anne S.

(2003), Motorola Professor of International Management; BA, University of Minnesota, Duluth; MA, University of Minnesota; PhD, University of California, Los Angeles

Tsukayama, Jennifer

(1998), Assistant Professor of Dance; BFA, George Mason University; MFA, New York University

Tu, Eugenia Y.

(1973), Professor Emerita of Chinese; BEd, Taiwan Normal University (Taiwan); BA, University of Mary Hardin-Baylor; MS, University of Arizona

Tucker, Bonnie P.

(1987), Professor Emerita of Law; BS, Syracuse University; JD, University of Colorado

Turk, Rudy H.

(1967), Professor Emeritus of Art; BS, University of Wisconsin; MA, University of Tennessee

Turkon, Paula

(2004), Adjunct Professor of Anthropology; BA, University of Pennsylvania; MA, State University of New York, Buffalo; PhD, Arizona State University

Turner, Caroline Sotello Viernes

(1999), Professor of Educational Leadership and Policy Studies; Academic Program Coordinator, EdD in Higher and Postsecondary Education; BA, MA, University of California, Davis; EdS, PhD, Stanford University

Turner, Christy G. II

(1966), Regents' Professor Emeritus of Anthropology; BA, MA, University of Arizona; PhD, University of Wisconsin, Madison

Turner, Terry

(2000), Lecturer of Mathematics and Statistics; BS, College of Charleston; MS, Northern Arizona University

Tyburczy, James A.

(1985), Professor of Geological Sciences; Chair, Department of Geological Sciences; BA, Whitman College; PhD, University of Oregon

Tylavsky, Daniel J.

(1982), Associate Professor of Electrical Engineering; BSE, MSE, PhD, Pennsylvania State University

Tyler, William James

(2006), Assistant Professor of Life Sciences; BS, PhD, University of Alabama at Birmingham

U

Ugarova, Tatiana

(2006), Associate Professor of Life Sciences; MS, Kiev State University (Ukraine); PhD, Institute of Biochemistry, National Academy of Sciences (Ukraine)

Uhl, Rebecca S.

(1989), Associate Librarian; Management Team, Technical Services Department, University Libraries; BS, MA, Colorado State University; MSLIS, University of Illinois

Uma a-Taylor, Adriana

(2004), Assistant Professor of Social and Family Dynamics; BA, MA, University of Texas at Austin; PhD, University of Missouri

Umberger, Emily

(1982), Professor of Art; BA, University of Pennsylvania; MA, University of Texas at Austin; PhD, Columbia University

Umberson, George E.

(1977), Professor Emeritus of Music; BME, Eastern New Mexico University; MA, University of Iowa; EdD, University of Northern Colorado

Underhill, Michael J.

(1990), Professor of Architecture and Landscape Architecture; BArch, Massachusetts Institute of Technology; MCPUD, Harvard University

Underiner, Tamara

(2001), Associate Professor of Theatre; BA, University of Dayton; MA, Arizona State University; PhD, University of Washington, Seattle

Underwood, Max

(1985), Professor of Architecture and Landscape Architecture; BS, University of Southern California; MArch, Princeton University

Upchurch, Jonathan E.

(1982), Professor Emeritus of Civil and Environmental Engineering; BS, MS, University of Illinois; PhD, University of Maryland

Updegraff, Kimberly

(1997), Associate Professor of Social and Family Dynamics; BS, Denison University; MS, PhD, Pennsylvania State University

Urban, Joseph E.

(1989), Professor of Computer Science and Engineering; BS, Florida State Institute of Technology; MS, University of Iowa; PhD, University of Southwestern Louisiana

Urban, Susan D.

(1989), Professor of Computer Science and Engineering; BS, MS, PhD, University of Southwestern Louisiana

Urioste-Azcorra, Carmen

(1995), Associate Professor of Spanish; Licenciatura, University of Seville (Spain); MA, PhD, Arizona State University

Usman, Aribidesi

(2001), Assistant Professor of African and African American Studies; BA, MA, University of Ibadan (Nigeria); PhD, Arizona State University

Utley, Elliott M., Sergeant First Class

(2004), Instructor of Military Science

Uttal, William R.

(1988), Professor Emeritus of Industrial Engineering; BS, University of Cincinnati; PhD, Ohio State University

V

Valdivieso, L. Teresa

(1971), Professor Emerita of Spanish; BA, MAE, PhD, Arizona State University

Valenti, F. Miguel

(2004), Professor of Film and Lincoln Professor of Ethics in the Arts; BA, JD, Yale University

Valentine, Kristin B.

(1976), Professor Emerita of Communication; BS, University of Wisconsin, Madison; MA, University of Washington; PhD, University of Utah

Valiente, Carlos

(2003), Assistant Professor of Social and Family Dynamics; BS, MS, PhD, Arizona State University

Valverde, Leonard A.

(1992), Professor of Educational Leadership and Policy Studies; BA, California State University, Los Angeles; PhD, Claremont Graduate School

Vance, Marion

(2006), Lecturer of Mechanical and Aerospace Engineering; BSE, Arizona State University; MS, California Institute of Technology

van der Leeuw, Sander E.

(2004), Professor of Anthropology; Director, School of Human Evolution and Social Change; BA, PhD, University of Amsterdam (Netherlands)

van der Vaart, Arjan

(2006), Assistant Professor of Chemistry and Biochemistry; MS, University of Groningen (Netherlands); PhD, Pennsylvania State University

van Gelderen, Elly

(1995), Professor of English; Director, Teaching English as a Second Language Program; BA, MA, Utrecht University (Netherlands); PhD, McGill University (Canada)

Van Hook, Barry L.

(1976), Professor Emeritus of Management; BS, Illinois State University; MS, EdD, Northern Illinois University

Van Orden, Guy C.

(1987), Professor Emeritus of Psychology; BS, University of Oregon; MA, PhD, University of California, San Diego

van Schilfgaarde, Mark

(2002), Professor of Materials; BA, University of California, San Diego; PhD, Stanford University

Van Wagenen, R. Keith

(1963), Professor Emeritus of Psychology in Education; BA, Pacific Union College; MA, Arizona State University; PhD, University of Utah

Vanderhoff, Barbara A.

(1968), Librarian Emerita; BA, Fort Hays State University; MA, University of Denver

VanderMeer, Philip R.

(1985), Associate Professor of History; BA, Calvin College; MA, PhD, University of Illinois

Varsanyi, Monica

(2006), Assistant Professor of Justice and Social Inquiry; BA, University of California, Los Angeles; MA, University of Washington; PhD, University of California, Los Angeles

Vasileska, Dragica

(1997), Assistant Professor of Electrical Engineering; BS, MS, University Cyril and Methodius (Macedonia); PhD, Arizona State University

Vaz, Paul

(1997), Senior Lecturer of Mathematics and Statistics; BS, MS, PhD, Bombay University (India); PhD, Arizona State University

Vega, Santos C.

(1989), Senior Research Specialist Emeritus, Hispanic Research Center; BA, MEd, University of Arizona; PhD, Arizona State University

Vekstein, Claudio

(2002), Assistant Professor of Architecture and Landscape Architecture; BS, Buenos Aires University (Argentina); MArch, Academy of Arts Stadelschule (Germany)

Velasquez, Joseph

(2001), Lecturer of Industrial Design; BS, Arizona State University

Vélez-Ibá ez, Carlos

(2005), Professor of Transborder Chicana/o and Latina/o Studies; Motorola Presidential Professor of Community Revitalization; Chair, Department of Transborder Chicana/o and Latina/o Studies; BA, MA, University of Arizona; MA, PhD, University of California, San Diego

Venables, John A.

(1986), Professor of Physics; BA, PhD, University of Cambridge (United Kingdom)

Verdini, William A.

(1976), Associate Professor of Supply Chain Management; BS, Case Western Reserve University; MBA, DBA, Kent State University

Verheidje, Joseph

(2005), Adjunct Professor of Life Sciences; MBA, University of Phoenix; PhD, University of Groningen (The Netherlands)

Vermaas, Willem F. J.

(1986), Professor of Life Sciences; Director, Molecular Biosciences and Biotechnology Program; Associate Director, School of Life Sciences Research Initiatives; DSc, Agricultural University (The Netherlands)

Vernon, Brent

(2000), Associate Professor of Bioengineering; BSE, Arizona State University; PhD, University of Utah

Verrelli, Brian

(2004), Assistant Professor of Life Sciences; BA, University of Delaware; PhD, State University of New York, Stony Brook

Verstegen, Clare M.

(1989), Professor of Art; BS, University of Wisconsin, Stevens Point; MFA, Cranbrook Academy of Art

Vestre, Norris D.

(1972), Professor Emeritus of Psychology; BA, PhD, University of Minnesota, Twin Cities

Vicenti Carpio, Myla

(2001), Assistant Professor of American Indian Studies; BA, University of New Mexico; MA, PhD, Arizona State University

Videan, Elaine N.

(2005), Adjunct Professor of Anthropology; BS, Grand Valley State University; MS, PhD, Miami University

Villalobos, J. Rene

(1999), Associate Professor of Industrial Engineering; BS, Institute of Technology of Chihuahua (Mexico); MS, University of Texas at El Paso; PhD, Texas A and M University

Vining, David C.

(1975), Professor Emeritus of Theatre; BA, University of Redlands; MFA, University of Minnesota, Twin Cities

Vinze, Ajay

(1998), Professor of Information Systems; Director, Center for Advancing Business through Information Technology; BCom, University of Delhi (India); MBA, University of Connecticut; PhD, University of Arizona

Virgillo, Carmelo

(1965), Professor Emeritus of Romance Languages; AB, State University of New York, Albany; AM, PhD, Indiana University

Viri, Denis

(1998), Associate Research Professional; BA, San Francisco State University; MEd, PhD, University of Arizona

Vissicaro, Pegge

(1983), Clinical Associate Professor of Dance; Interim Chair, Department of Dance; BFA, University of Michigan; MFA, University of North Carolina; PhD, Arizona State University

Vittal, Vijay

(2004), Professor of Electrical Engineering; BE, BMS College of Engineering (India); MT, Indian Institute of Technology (India); PhD, Iowa State University

Vitullo, Juliann

(1990), Associate Professor of Italian; BA, University of Illinois; MA, PhD, Indiana University, Bloomington

Voaden, Rosalynn

(1998), Associate Professor of English; BA, BEd, Queen's University, Kingston (Canada); MA, University of Victoria, British Columbia (Canada); PhD, University of York (United Kingdom)

Voeller, Kytja

(2000), Adjunct Professor of Speech and Hearing Science; BA, Reed College; MA, Bryn Mawr College; MD, Columbia University

Vogt, Bryan D.

(2006), Assistant Professor of Chemical Engineering; BS, Michigan Technological University; PhD, University of Massachusetts

Vogus, Brad T.

(1999), Associate Librarian, University Libraries; Head, Government Documents and Maps; Interim Head, Social Sciences Services, University Libraries; BA, Indiana University, Bloomington; MILS, University of Michigan, Ann Arbor

Volek, Emil

(1975), Professor of Spanish; Prom.Phil., PhD, Charles University, Prague (Czechoslovakia)

Voss, Howard G.

(1964), Professor Emeritus of Physics; AB, Hope College; MNS, Arizona State University; MS, Purdue University

Voth, Annette

(1978), Librarian Emerita; BMus, University of Kansas; MLS, MA, University of California, Berkeley

Votichenko, T. Alexander

(1956), Professor Emeritus of Philosophy; AB, Princeton University; MA, Columbia University

Vrudhula, Sarma

(2005), Professor of Computer Science and Engineering; BMath, University of Waterloo (Canada); MS, PhD, University of Southern California

W

Wachter, Rebekka

(2001), Assistant Professor of Chemistry and Biochemistry; BA, University of California, Santa Cruz; PhD, University of Oregon

Wadhwa, Meenakshi

(2006), Professor of Geological Sciences; Director for Meteorite Studies; BS, MS, Punjab University (India); PhD, Washington University

Wagner, J. Bruce Jr.

(1977), Regents' Professor Emeritus, Chemistry and Biochemistry and Solid State Science; BS, PhD, University of Virginia

Wagner, Ronald F.

(1962), Professor Emeritus of Art; BS, University of Wisconsin, Madison; MFA, University of Iowa

Wahal, Sunil

(2005), Professor of Finance; BA, University of Delhi (India); MBA, Wake Forest University; PhD, University of North Carolina at Chapel Hill

Walker, Beth A.

(1988), State Farm Professor of Marketing; BS, Virginia Polytechnic Institute and State University; MS, PhD, Pennsylvania State University

Walker, Margaret U.

(2002), Professor of Philosophy and Lincoln Professor of Ethics; BA, University of Illinois, Chicago; MA, PhD, Northwestern University

Walker, Stephen G.

(1969), Professor Emeritus of Political Science; BA, Creighton University; MA, PhD, University of Florida

Wallace, Charles E.

(1958), Professor Emeritus of Mechanical and Aerospace Engineering; BS, Lewis and Clark College; MS, Oregon State University; PhD, Stanford University

Wallen, Carl

(1973), Professor Emeritus of Curriculum and Instruction; BA, University of California, Santa Barbara; MA, San Francisco State College; EdD, Stanford University

Walsberg, Glenn E.

(1978), Professor of Life Sciences; BS, California State University, Long Beach; PhD, University of California, Los Angeles

Walt, Henry J.

(2002), Adjunct Professor of Anthropology; BA, University of California, Santa Barbara; MA, PhD, University of New Mexico

Walters, Sheila A.

(1971), Librarian Emerita; BA, University of Oklahoma; MLS, Louisiana State University

Walton-Ramirez, Anne

(1999), Lecturer of Spanish; BA, University of South Alabama; MA, Arizona State University

Wamacks, Naomi W.

(1968), Professor Emerita of Curriculum and Instruction; BA, MA, EdD, Arizona State University

Wang, Alan P.

(1970), Professor Emeritus of Mathematics and Statistics; BA, Washington State University; MA, PhD, University of California, Los Angeles

Wang, Cecilia

(1971), Professor Emerita of Mathematics and Statistics; BA, Immaculate Heart College; MA, PhD, University of California, Los Angeles

Wang, Edward Y.

(1979), Professor Emeritus of Electrical Engineering; BS, Morningside College; MS, Purdue University; PhD, Tufts University

Wang, Joseph

(2004), Professor of Chemical Engineering and Chemistry and Biochemistry; BSc, MSc, DSc, Technion — Israel Institute of Technology

Wang, Ning

(2005), Assistant Professor of Global Studies; BS, Beijing University (China); MA, University of Chicago; MEd, Guangzhou Teaching College (China); PhD, University of Chicago

Ward, James C.

(1986), Yellow Corporation Professor of Marketing; BA, MBA, PhD, University of Minnesota, Twin Cities

Ward, Lance

(1997), Senior Lecturer of Mathematics and Statistics; BS, MS, Brigham Young University

Wardwell, Sandra W.

(1974), Research Specialist Emerita of Geography; BS, University of Michigan

Warne, Donald K.

(2003), Clinical Professor of Law; BS, Arizona State University; MPH, Harvard; MD, Stanford University

Warner, Carolyn

(1994), Associate Professor of Global Studies and Political Science; BA, University of California, San Diego; AM, PhD, Harvard University

Warnicke, Retha M.

(1972), Professor of History; AB, Indiana University; MA, PhD, Harvard University

Warren-Findley, Jannelle

(1992), Associate Professor of History; BA, Texas Woman's University; MPhil, PhD, George Washington University

Washington, Simon

(2005), Professor of Civil and Environmental Engineering; BS, MS, California State University, Chico; PhD, University of California, Davis

Watson, Clyde W.

(1971), Professor Emeritus of Art; BFA, Bethany College; MA, Kansas State University

Watson, George L.

(1969), Professor of Journalism and Mass Communication; BA, Phillips University; MA, PhD, Duke University

Webb, L. Dean

(1978), Professor of Educational Leadership and Policy Studies; BA, MAT, PhD, University of Florida

Webb, Patricia R.

(1998), Associate Professor of English; BA, MA, Illinois State University, Normal; PhD, University of Illinois, Urbana-Champaign

Webber, Andrew N.

(1989), Professor of Life Sciences; Associate Dean, Student Support Services, Division of Graduate Studies; Director, Center for the Study of Early Events in Photosynthesis; Director, Interdisciplinary Committee for Molecular and Cellular Biology; BSc, PhD, University of Essex (United Kingdom)

Webster, Douglas R.

(2005), Professor of Global Studies and Global Institute for Sustainability; BA, University of Toronto (Canada); MA,

University of Waterloo (Canada); PhD, University of California, Berkeley

Weed, Andrew

(1999), Clinical Associate Professor of Visual Communication Design; BFA, Arizona State University; MFA, Basel School of Design (Switzerland)

Weidemaier, William

(1977), Professor Emeritus of Barrett, the Honors College; BA, Northern Arizona University; MA, PhD, Arizona State University

Weierstall, Uwe

(1994), Assistant Research Scientist of Physics; BS, University of Tübingen (Germany); MS, PhD, Institute of Applied Physics in Tübingen (Germany)

Weigand, Robert

(1990), Senior Lecturer of Social and Family Dynamics; Director, Early Intervention Program; BS, University of Scranton; MS, Purdue University

Weigend, Guido G.

(1976), Professor Emeritus of Geography; Dean Emeritus, College of Liberal Arts and Sciences; BS, MS, PhD, University of Chicago

Weiner, Gordon M.

(1968), Professor Emeritus of History; AB, PhD, University of Pennsylvania

Weinstein, James

(1986), Professor of Constitutional Law; Amelia D. Lewis Professor of Constitutional Law; BA, JD, University of Pennsylvania

Weiser, Kurt

(1989), Regents' Professor of Art; BFA, Kansas City Art Institute; MFA, University of Michigan

Weiss, Karl H.

(1984), Senior Research Professional, Center for Solid State Science; BSc, Ursinus College; MSc, University of Arizona

Weiss, Neil A.

(1970), Professor Emeritus of Mathematics and Statistics; BA, MA, PhD, University of California, Los Angeles

Weitz, Rose

(1978), Professor of Women and Gender Studies; BA, City University of New York; MA, PhD, Yale University

Weitzman, Irene

(1998), Adjunct Professor of Life Sciences; BS, Brooklyn College; MA, PhD, Columbia University

Welch, H. William

(1967), Professor Emeritus of Electrical Engineering; BA, DePauw University; MS, PhD, University of Michigan; PE

Welfert, Bruno

(1990), Associate Professor of Mathematics and Statistics; Associate Chair, Undergraduate Studies, Department of Mathematics and Statistics; MA, University of Paris VI (France); PhD, University of California, San Diego

Wellner, Karen

(2003), Lecturer of Curriculum and Instruction; BS, State University of New York, Oneonta; MA, PhD, University of Iowa

Wells, Barrie E.

(1981), Professor Emeritus of Music; BM, MM, University of the Pacific; DMA, University of Oregon

Wells, Christine L.

(1976), Professor Emerita of Kinesiology; BS, University of Michigan; MS, Smith College; PhD, Pennsylvania State University

Wells, Valana L.

(1987), Associate Professor of Aerospace Engineering; Vice Chair, Undergraduate Programs in Mechanical and Aerospace Engineering; AB, MS, PhD, Stanford University

Welsh, Peter H.

(1986), Associate Professor of Anthropology; BA, Northern Arizona University; MA, PhD, University of Pennsylvania

Wenger, Tisa

(2004), Assistant Professor of Religious Studies; BA, Eastern Mennonite University; MA, Claremont Graduate University; PhD, Princeton University

Wentz, Elizabeth A.

(1997), Associate Professor of Geography; BA, MA, Ohio State University; PhD, Pennsylvania State University

Wentz, Richard E.

(1972), Professor Emeritus of Religious Studies; AB, Ursinus College; BD, Lancaster Theological Seminary; MPhil, PhD, George Washington University

Wesbury, Stuart A. Jr.

(1994), Professor Emeritus of Health Management and Policy; BS, Temple University; MHA, University of Michigan; PhD, University of Florida

West, Stephen G.

(1981), Professor of Psychology; BA, Cornell University; MA, PhD, University of Texas at Austin

West, Stephen H.

(2004), Foundation Professor of Global Studies and Chinese; BA, MA, University of Arizona; PhD, University of Michigan

West, Stephen L.

(2006), Lecturer of Accountancy; BS, Florida State University; MBA, Nova Southeastern University

Westerhoff, Paul

(1995), Associate Professor of Civil and Environmental Engineering; BS, Lehigh University; MS, University of Massachusetts, Amhurst; PhD, University of Colorado, Boulder

Wetsel, W. David

(1989), Professor of French; BA, University of Texas at Austin; MA, University of Chicago; MA, PhD, Brandeis University

Wexler, Kathryn

(1992), Clinical Assistant Professor of Speech and Hearing Science; BA, University of Michigan; MS, Tulane University

Wheeler, Jacqueline

(1994), Senior Lecturer of English; BS, MA, Northern Arizona University; PhD, Arizona State University

Wheeler, Karen M.

(2006), Assistant Professor of Speech and Hearing Science; BA, MA, PhD, University of Florida

Wheeler, Michael D.

(1975), Senior Research Professional of Chemistry and Biochemistry; BS, University of Wisconsin, Madison

Wheeler, Quentin

(2006), Professor of Life Sciences; Vice President and Dean, Division of Natural Sciences and Mathematics, College of Liberal Arts and Sciences; BS, MS, PhD, Ohio State University

Whipple, Kelin X.

(2006), Professor of Geological Sciences; BA, University of California, Berkeley; MS, PhD, University of Washington

Whitaker, Lisa

(1979), Instructor of Sociology; BA, Arizona State University; MA, PhD, Stanford University

Whitaker, Matthew

(2001), Associate Professor of History; BA, MA, Arizona State University; PhD, Michigan State University

Whitam, Frederick L.

(1966), Professor Emeritus of Sociology; BA, Millsaps College; AM, PhD, Indiana University, Bloomington

White, Harold C.

(1966), Professor Emeritus of Management; BS, MS, University of Oregon; PhD, University of Florida

White, James R.

(1981), Professor of Art; BFA, MFA, Ohio University

White, Joann

(1997), Faculty Associate of Visual Communication Design; BS, Northwestern University

White, Michael J.

(1974), Professor of Law and Philosophy; BA, Arizona State University; MA, PhD, University of California, San Diego

White, Patricia D.

(1999), Professor of Law; Dean, Sandra Day O'Connor College of Law; BA, MA, JD, University of Michigan

White, Philip

(2005), Assistant Professor of Industrial Design; BS, University of Kansas; MFA, Cranbrook Academy of Art

Whitecotton, Stacey

(1997), Associate Professor of Accountancy; BA, Texas Tech University; MAcc, PhD, University of Oklahoma

Whitehurst, Harry B.

(1958), Professor Emeritus of Chemistry and Biochemistry; BA, MA, PhD, Rice University

Whitley, David S.

(2003), Adjunct Professor of Geography; AB, MA, PhD, University of California, Los Angeles

Wie, Bong

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

Wiesel, Avi

(1995), Associate Professor of Construction; BScCE, Polytechnic Institute of Timisoara (Romania); MScCE, PhD, Technion — Israel Institute of Technology (Israel)

Wiggins, Harry B.

(1987), Senior Lecturer Emeritus of Supply Chain Management; BS, U.S. Merchant Marine Academy; BS, University of Vermont; MBA, Harvard University

Wilcox, M. Jeanne

(1990), Professor of Speech and Hearing Science; BA, Kansas State; MA, PhD, Memphis State University

Wiley, Terrence G.

(2000), Professor of Educational Leadership and Policy Studies and Curriculum and Instruction; Interim Associate Dean for Academic Programs and Personnel; BA, MA, California State University, Long Beach; PhD, University of Southern California

Wiley, Terry L.

(2002), Clinical Professor of Speech and Hearing Science; BA, University of Northern Iowa; MS, Colorado State University; PhD, University of Iowa

Wilkens, Barry J.

(1992), Senior Research Professional, Center for Solid State Science; BA, Columbia Union College; MSc, Rutgers, The State University of New Jersey

Wilkinson, Christine K.

(1970), Associate Professor of Educational Leadership and Policy Studies; Senior Vice President and Secretary of the University; BA, Arizona State University; MA, University of California, Berkeley; PhD, Arizona State University

Wilkinson, Joseph W.

(1964), Professor Emeritus of Accountancy; BS, Carnegie Institute of Technology; MBA, Stanford University; DBA, University of Oregon

Williams, David P. III

(1978), Instructor of Sociology; BA, BS, MA, University of Pennsylvania; PhD, Arizona State University

Williams, Douglas

(2000), Lecturer of Mathematics and Statistics; BS, University College of Belize; MS, Arizona State University

Williams, Eric

(2006), Assistant Professor of Civil and Environmental Engineering; BA, Macalester College; PhD, State University of New York, Stony Brook

Williams, Frank G.

(1975), Professor Emeritus of Health Management and Policy; BS, MA, Oregon State University; MA, PhD, University of Iowa

Williams, Jenny L.

(1967), Librarian Emerita; BA, MLS, Indiana University

Williams, Lynda B.

(2004), Associate Research Professor of Geological Sciences; AB, Smith College; MS, Dartmouth College; PhD, University of Calgary (Canada)

Williams, Peter

(1981), Professor of Chemistry and Biochemistry; BS, PhD, University of London (United Kingdom)

Williams, Robert C.

(1978), Professor of Anthropology; BA, MA, University of Cambridge (United Kingdom); BA, MA, PhD, University of Michigan

Williams, Stanley N.

(1991), Professor of Geological Sciences; BS, Beloit College; MA, PhD, Dartmouth College

Williamson, Madeline J.

(1976), Professor Emerita of Music; BA, Ohio Wesleyan University; MM, Western Michigan University; PhD, Arizona State University

Willis, Wayne T.

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

Wills, J. Robert

(1994), Professor Emeritus of Theatre; Dean Emeritus, The Katherine K. Herberger College of Fine Arts; BA, College of Wooster; MA, University of Illinois; PhD, Case Western Reserve University

Wilson, Angela

(2000), Associate Professor of History; BA, University of Minnesota, Minneapolis; MA, PhD, Cornell University

Wilson, Gail Eugene

(1972), Associate Professor of Music; BS, Ohio State University; MM, Arizona State University

Wilson, Gloria N.

(1961), Professor Emerita of Educational Media and Computers; BA, Montclair State College; MA, EdD, Columbia University

Wilson, Jeffrey R.

(1985), Associate Professor of Statistics; BA, University of the West Indies (Trinidad and Tobago); MS, PhD, Iowa State University

Wilson, Lorna A.

(1968), Professor Emerita of French; BEd, University of Saskatchewan (Canada); MA, Arizona State University

Wilson-Rawls, N. Jeanne

(1997), Assistant Professor of Life Sciences; BS, McMaster University (Canada); PhD, Saint Louis University

Wilt, Glenn A. Jr.

(1963), Professor Emeritus of Finance; AB, Occidental College; MBA, Miami University; PhD, University of Michigan; CFA

Windhorst, Rogier A.

(1987), Regents' Professor of Astronomy; BSc, MSc, PhD, University of Leiden (Netherlands)

Winer, Laurence H.

(1983), Professor of Law; BA, MA, PhD, Boston University; JD, Yale University

Winkelman, Michael

(1988), Associate Professor of Anthropology; BA, Rice University; PhD, University of California, Irvine

Winkelman, Richard D.

(1965), Professor Emeritus of Economics; BA, Southern Illinois University; MA, PhD, University of Illinois

Wirtz, Dorothy

(1959), Professor Emerita of French; BA, University of Iowa; MA, PhD, University of Wisconsin

Wiseman, Douglas E.

(1976), Professor Emeritus of Curriculum and Instruction; BS, MA, Eastern Michigan University; PhD, University of Illinois

Wissler, Roselle

(2000), Research Director, Lodestar Dispute Resolution Program; BA, Indiana University of Pennsylvania; MA, PhD, Boston College

Witczak, Matthew W.

(1999), Professor of Civil and Environmental Engineering; BSCE, MSCE, PhD, Purdue University

Witt, Tom

(1975), Associate Professor of Interior Design; BA, MA, MFA, University of California, Los Angeles

Wixted, J. Timothy

(1978), Professor Emeritus of Asian Languages; BA, University of Toronto (Canada); AM, Stanford University; DPhil, University of Oxford (United Kingdom)

Wodrich, David L.

(2002), Associate Professor of Psychology in Education; BS, MA, Northern Arizona University; PhD, Arizona State University

Wojciechowski, Martin F.

(2001), Assistant Professor of Life Sciences; BS, Northern Michigan University; PhD, University of Northern Colorado

Wolchik, Sharlene

(1980), Professor of Psychology; BA, Vassar College; MS, PhD, Rutgers, The State University of New Jersey

Wolf, Donald J.

(1969), Professor Emeritus of Political Science; BA, MA, Gonzaga University; STM, University of Santa Clara; PhD, Georgetown University

Wolf, George H.

(1986), Associate Professor of Chemistry and Biochemistry; BA, University of California, San Diego; MS, PhD, University of California, Berkeley

Wolf, Robert

(1985), Professor Emeritus of Interior Design; BS, Southern Illinois University, Carbondale; MA, University of Missouri; Certificate, Konstindustriskolan (Sweden)

Wolfe, Philip M.

(1988), Professor Emeritus of Industrial Engineering; BS, University of Missouri; MSE, PhD, Arizona State University

Wolford, Johanna K.

(2005), Adjunct Professor of Life Sciences; BS, Ohio State University; PhD, Kent State University

Wolfthal, Diane

(1995), Professor of Art; BA, MA, City University of New York; PhD, Institute of Fine Arts, New York University

Wollam, Owen A.

(1964), Professor Emeritus of French; BA, MA, Montana State University; PhD, University of Washington

Wong, Elizabeth

(1996), Lecturer of Japanese; BA, William Smith College; MA, Washington University, St. Louis; PhD, Stanford University

Wong, Timothy C.

(1995), Professor of Chinese; BA, Saint Mary's College; MA, University of Hawaii; PhD, Stanford University

Wonka, Peter

(2004), Assistant Professor of Computer Science and Engineering; MS, PhD, Vienna University of Technology (Austria)

Wood, Byard D.

(1970), Professor Emeritus of Mechanical and Aerospace Engineering; BSME, MSME, Utah State University; PhD, University of Minnesota, Twin Cities

Wood, Linda Sargent

(2005), Assistant Professor of History; BA, MA, Montana State University; PhD, University of Maryland, College Park

Wood, Steven D.

(1975), Professor Emeritus of Marketing; BS, MA, California State University, San Diego; PhD, University of Wisconsin, Madison

Woodbury, Neal W.

(1987), Professor of Chemistry and Biochemistry; BS, University of California, Davis; PhD, University of Washington

Woodfill, Marvin

(1966), Professor Emeritus of Computer Science and Engineering; BS, MS, PhD, Iowa State University

Wooding, Robert R.

(1971), Professor Emeritus of Construction; BS, United States Naval Academy; BCE, MCE, Rensselaer Polytechnic Institute

Woodson, Stephani E.

(2000), Associate Professor of Theatre; BFA, MA, University of Texas at Austin; PhD, Arizona State University

Woodward, Mark R.

(1985), Associate Professor of Religious Studies; BA, MA, PhD, University of Illinois

Woolf, Charles M.

(1961 – 63; 1964), Professor Emeritus of Life Sciences; Dean Emeritus, College of Liberal Arts and Sciences and Division of Graduate Studies; BS, MS, University of Utah; PhD, University of California, Berkeley

Wootten, William W.

(1959), Professor Emeritus of History; BA, University of Chicago; MA, University of Iowa; PhD, University of Minnesota, Twin Cities

Wootton, Richard T.

(1964), Professor Emeritus of Curriculum and Instruction; BS, MS, EdD, University of Utah

Wosinski, Marek

(1995), Senior Lecturer of Psychology; BA, MA, PhD, University of Warsaw (Poland)

Wright, David

(1981), Associate Research Professional, Center for Solid State Science; BS, Arizona State University

Wright, Heather Harris

(2005), Assistant Professor of Speech and Hearing Science; BA, University of Maryland; MA, PhD, University of Georgia

Wright, Johnson Kent

(1994), Associate Professor of History; BA, Kalamazoo College; MA, PhD, University of Chicago

Wright, M. Lin

(1973), Professor Emerita of Theatre; BA, MA, PhD, University of Minnesota, Twin Cities

Wu, Ai-Hwa

(1964), Librarian Emerita; BA, National Taiwan University (Taiwan); MLS, University of Washington

Wu, Jianguo

(1995), Professor of Life Sciences; BS, University of Inner Mongolia (China); MS, PhD, Miami University

Wu, Teresa

(2001), Associate Professor of Industrial Engineering; BS, MS, Beijing University of Aeronautics and Astronautics (China); PhD, University of Iowa

Wu, Xu

(2005), Assistant Professor of Journalism and Mass Communication; LLB, People's University of China; MA, PhD, University of Florida

Wurzburger, Marilyn J.

(1960), Librarian; Archives and Special Collections, University Libraries; BA, MacMurray College

Wyckoff, Susan

(1979), Professor Emerita of Physics; BA, Mount Holyoke College; PhD, Case Western Reserve University

Wyndelts, Robert W.

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

Wytko, Joseph R.

(1975), Professor of Music; BME, West Virginia University; MM, DM, Northwestern University

X

Xia, X. James

(2002), Adjunct Professor of Life Sciences; MS, Arizona State University; MD, China Medical University (China)

Xue, Guoliang

(2001), Professor of Computer Science and Engineering; BS, MS, Qufu Teachers University (China); PhD, University of Minnesota, Minneapolis

Y

Yabes, Ruth Ammerman

(1990), Associate Professor of Planning; BS, BA, University of California, Davis; MCP, University of Pennsylvania; PhD, Cornell University

Yabiku, Scott

(2002), Assistant Professor of Sociology; BA, University of Chicago; MA, Pennsylvania State University; PhD, University of Michigan

Yan, Hao

(2004), Assistant Professor of Chemistry and Biochemistry; BS, Shandong University (China); MS, PhD, New York University

Yang, Yan

(2006), Assistant Professor of Mathematics and Statistics; BS, University of Science and Technology (China); PhD, University of Illinois, Urbana-Champaign

Yao, Lun-Shin

(1981), Professor of Engineering; BSE, Cheng Kung University; MS, University of Texas at Austin; PhD, University of California, Berkeley

Yao, Winberta M.

(1975), Librarian Emerita; BA, University of California, Berkeley; MS, Columbia University

Yarger, Jeff

(2005), Professor of Chemistry and Biochemistry; BS, University of Arizona; PhD, Arizona State University

Yates, Ann M.

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

Yau, Stephen S.

(1994), Professor of Computer Science and Engineering; BS, National Taiwan University (Taiwan); MS, PhD, University of Illinois, Urbana-Champaign

Yavuz, Mehmet Deniz

(2006), Assistant Professor of Finance; BS, MA, Bogazici University (Turkey); MBA, PhD, Yale University

Ye, Jieping

(2005), Assistant Professor of Computer Science and Engineering; BA, Fudan University (China); MS, National University of Singapore (Singapore); PhD, University of Minnesota, Minneapolis

Ye, Nong

(1998), Professor of Industrial Engineering; BS, Peking University (China); MSE, Chinese Academy of Sciences (China); PhD, Purdue University

Yeater, James W.

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

Yoo, Hyung Chol “Brandon”

(2006), Assistant Professor of Asian Pacific American Studies and Social and Family Dynamics; BS, University of Miami; PhD, University of Minnesota

Young, Bernard

(1988), Professor of Art; BFA, Temple University; MFA, PhD, Cornell University

Young, David A.

(2001), Professor of Life Sciences; Senior Vice President for Academic Affairs; BA, MA, California State University, Fullerton; PhD, Claremont Graduate University

Young, Dennis L.

(1975), Professor of Mathematics and Statistics; Codirector, Executive Committee on Statistics; BS, Saint Louis University; MS, PhD, Purdue University

Young, Hewitt H.

(1967), Professor Emeritus of Industrial Engineering; BSME, MSIE, Case Institute of Technology; PhD, Arizona State University

Young, Otis E. Jr.

(1963), Professor Emeritus of History; AB, AM, PhD, Indiana University

Young, Sheila

(2002), Librarian, Science and Engineering Services, University Libraries; BEd, University of Toledo; MS, University of Arkansas; MLS, University of Oklahoma

Youngblood, Robert L.

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

Yu, Hongbin

(2005), Assistant Professor of Electrical Engineering; BS, MS, Peking University (China); PhD, University of Texas at Austin

Z

Zandieh, Michelle

(1997), Associate Professor of Mathematics and Statistics; BA, Northwestern University; MS, PhD, Oregon State University

Zapata, Claudia

(1996), Assistant Professor of Civil and Environmental Engineering; BS, National University of Colombia; MSE, PhD, Arizona State University

Zaslow, Bertram

(1956), Professor Emeritus of Chemistry and Biochemistry; BA, Cornell University; MS, University of Minnesota, Twin Cities; PhD, Iowa State University

Zatz, Marjorie S.

(1982), Professor of Justice and Social Inquiry; Interim Vice President and Executive Vice Provost, West campus; BA, University of Massachusetts, Amherst; MA, PhD, Indiana University, Bloomington

Zautra, Alex

(1976), Professor of Psychology; Director, Clinical Program in Psychology; BA, Antioch College; MS, PhD, University of Utah

Zehnder, Joseph A.

(2000), Professor of Geography; Director, Southwest Center for Environmental Research and Policy; Codirector, Executive Committee, Atmospheric Science; BS, MS, University of Illinois, Chicago; PhD, University of Chicago

Zeitlin, Marilyn A.

(1992), Chief Curator, ASU Art Museum; AB, MA, Harvard University

Zenhausern, Frederic

(2003), Professor of Materials and Electrical Engineering; Director, Center for Applied Nanobiosciences; BSc, University of Geneva (Switzerland); MBA, Rutgers, The State University of New Jersey; PhD, University of Geneva (Switzerland)

Zhang, Junshan

(2000), Associate Professor of Electrical Engineering; BE, Huazong University of Science and Technology (China); MS, University of Georgia; PhD, Purdue University

Zhang, Xia

(2002), Lecturer of Chinese; BA, Sichuan University (China); MA, University of Victoria (Canada); PhD, University of Alberta (Canada)

Zhang, Yong-Hang

(1997), Professor of Electrical Engineering; BS, Nanjing Normal University (China); MSc, Institute of Semiconductors, Chinese Science and Technology University (China); PhD, University of Stuttgart (Germany)

Zhou, Lin

(2001), W. P. Carey Professor of Economics; BS, Fudan University (China); PhD, Princeton University

Zhu, Anmin

(1997), Senior Lecturer of Mathematics and Statistics; BS, Anhui University (China); MS, Milin University (China); PhD, Arizona State University

Zimiles, Herbert

(1988), Professor Emeritus of Psychology in Education; BA, New York University; PhD, University of Rochester

Zolotov, Mikhail Yu

(2002), Associate Research Professor of Geological Sciences; MS, Moscow State University (Russia); PhD, Vernadsky Institute of Geochemistry and Analytical Chemistry (Russia)

Zou, John

(2005), Visiting Assistant Professor of Chinese; BA, Fudan University (China); MA, University of Maryland, Baltimore; PhD, University of California, Berkeley

Zucker, Stanley H.

(1975), Professor of Curriculum and Instruction; BA, State University of New York, Stony Brook; MS, Hofstra University; PhD, University of Missouri, Columbia

Zwiebel, Imre

(1979), Professor Emeritus of Chemical Engineering; BS, University of Michigan; MS, PhD, Yale University

Zygas, K. Paul

(1984), Associate Professor of Architecture and Landscape Architecture; AB, MArch, Harvard University; PhD, Cornell University

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