

The Florida State University

College of Arts and Sciences

College of Business

College of Communication

School of Criminology and
Criminal Justice

College of Education

FAMU—FSU College of
Engineering

General Bulletin 2003 - 2004

College of Human Sciences

School of Information Studies

College of Law

College of Medicine

School of Motion Picture,
Television, and Recording Arts

School of Music

School of Nursing

College of Social Sciences

School of Social Work

School of Theatre

School of Visual Arts and Dance

Interdisciplinary Programs



The Florida State University

Our Community

The Florida State University is a community of scholars in pursuit of excellence in higher education, both at the undergraduate and graduate level, and dedicated to public service. Superior faculty members interact with students in and out of the classroom and laboratory, stimulating their creative intellects as well as their realistic capabilities, to promote lifelong learning that enhances the well-being of the individual, the state, and the nation. In an atmosphere of responsible freedom, students gain the benefits of a strong liberal arts tradition — deep, rich cultural understanding. The University encourages the learning process, critical thinking, sensitivity to others and to the environment, and the development of ethical principles on which to base a life of intellectual curiosity and satisfaction within a wide range of careers.



The Florida State University's main campus in Tallahassee is well known for its beauty. Jacobean Revival structures are combined with the latest in modern architecture, set in a landscape of rolling hills and live oaks draped with Spanish moss, pines, palms, and dogwoods protected by a strict municipal ordinance. Flowering shrubs, notably azaleas and camellias, provide year-round color. Nearby, a national forest, wildlife refuge, lakes, rivers, and the Gulf of Mexico beaches offer opportunities for numerous outdoor pursuits.

Tallahassee is not only Florida's capital, but is one of its oldest and fastest growing cities. The capital city is located in Leon County, which has a population of 244,208. More than 100 state and federal agencies furnish our students with opportunities for internships, research and work-study programs matching all areas of academic interest. In addition, Tallahassee affords a rich offering of social, cultural, and recreational activities, making it an excellent place in which to live, study and grow.

Tallahassee, Florida

MESSAGE FROM THE PRESIDENT

Welcome to The Florida State University!

This University's long history has prepared us well to be a 21st century university—an institution that uses lessons from the past to prepare for a future of continuing excellence.

Our dedication to excellence encompasses many realms. Consider, for example, our academic programs. As a Carnegie Research I university, and with many of our schools and colleges rated among the country's finest, we stand firmly in the ranks of the nation's top public universities.

Among many points of excellence is the creation, in 2000, of the nation's first allopathic medical school in a generation. The FSU College of Medicine is truly a 21st century medical school and, as such, is charting a new course for medical education.

In addition, Florida State University welcomed its sixth Nobel laureate in 2003, and our faculty includes eminent scholars in many

areas of the arts and sciences. Hundreds of National Merit, National Achievement and National Hispanic Scholars have made our University their top choice for higher education.

In the realm of scientific excellence, the National High Magnetic Field Laboratory—which houses the most powerful magnets in the world—is located on our campus. We have the most powerful supercomputer owned by a single university, and the United States Navy has chosen The Florida State University to develop the advanced power systems that will drive its next generation of ships.

The University ranks third in the nation on royalties from patents, thanks in great part to Dr. Robert Holton's development of the cancer-fighting drug, Taxol. Our external research awards have been increasing during a time when declines have been more typical, and our endowment has increased sixfold in less than a decade. That is a real mark of our excellence as an academic institution.

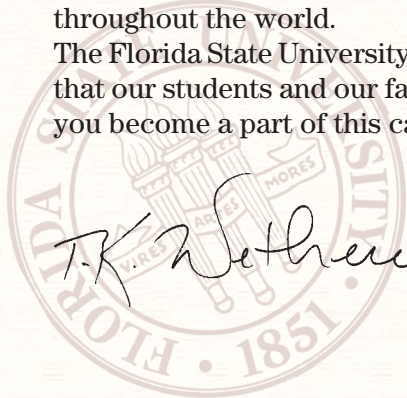
The Florida State University has built one of the country's "most wired" campuses, ensuring that students are well prepared for the technology and demands of this new century. We also are recognized as a pioneer in the area of distance learning.

Our excellence also shines in realms beyond academics, beyond our tri-fold mission of teaching, research and service. Located in countries throughout the world, our international programs are unparalleled. In the realm of athletics, our scholar-athletes continually provide examples of excellence, and their hard work and dedication add to this University's great reputation. In uncountable ways, this University reaches out to our community, our region, our state and our nation. The advances made on our campus contribute to the health and welfare of people throughout the world.

The Florida State University can take pride in our excellence in so many realms, and we recognize that our students and our faculty have created the foundations for this excellence. I hope that, as you become a part of this campus, you will join us in our continuing efforts toward excellence.



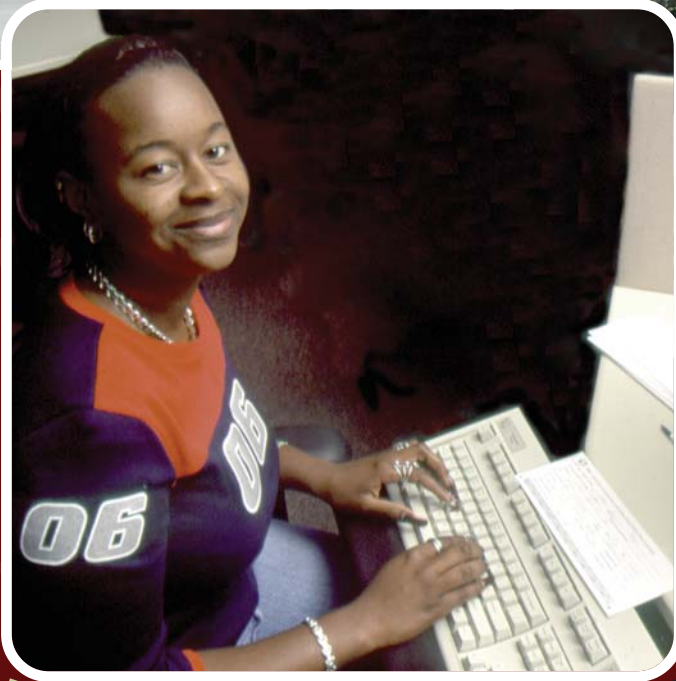
T.K. Wetherell



The University Experience

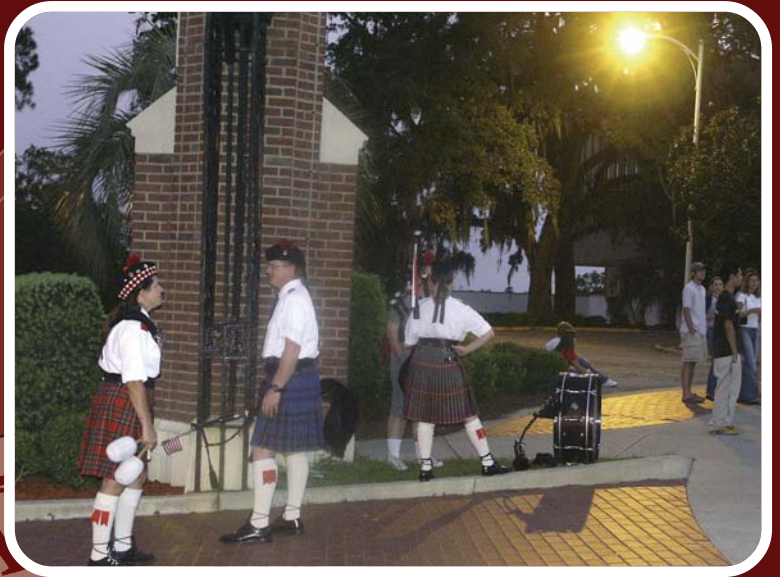
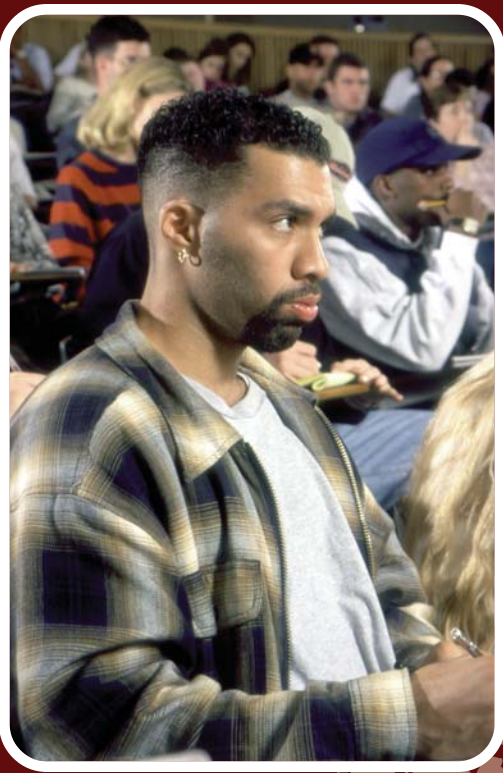
The academic experience at The Florida State University presents a variety of educational opportunities for scholarly excellence on a campus with a rich academic heritage. The multicultural studies component, Living and Learning environments, guest lecturers, ready access to advisors, and a commitment to digital access prepare students for a variety of careers—from art to business to medicine.





A student's learning experience at The Florida State University goes beyond the classroom. This sense of community enables students to come together, enhancing the social and cultural education of tomorrow's leaders.

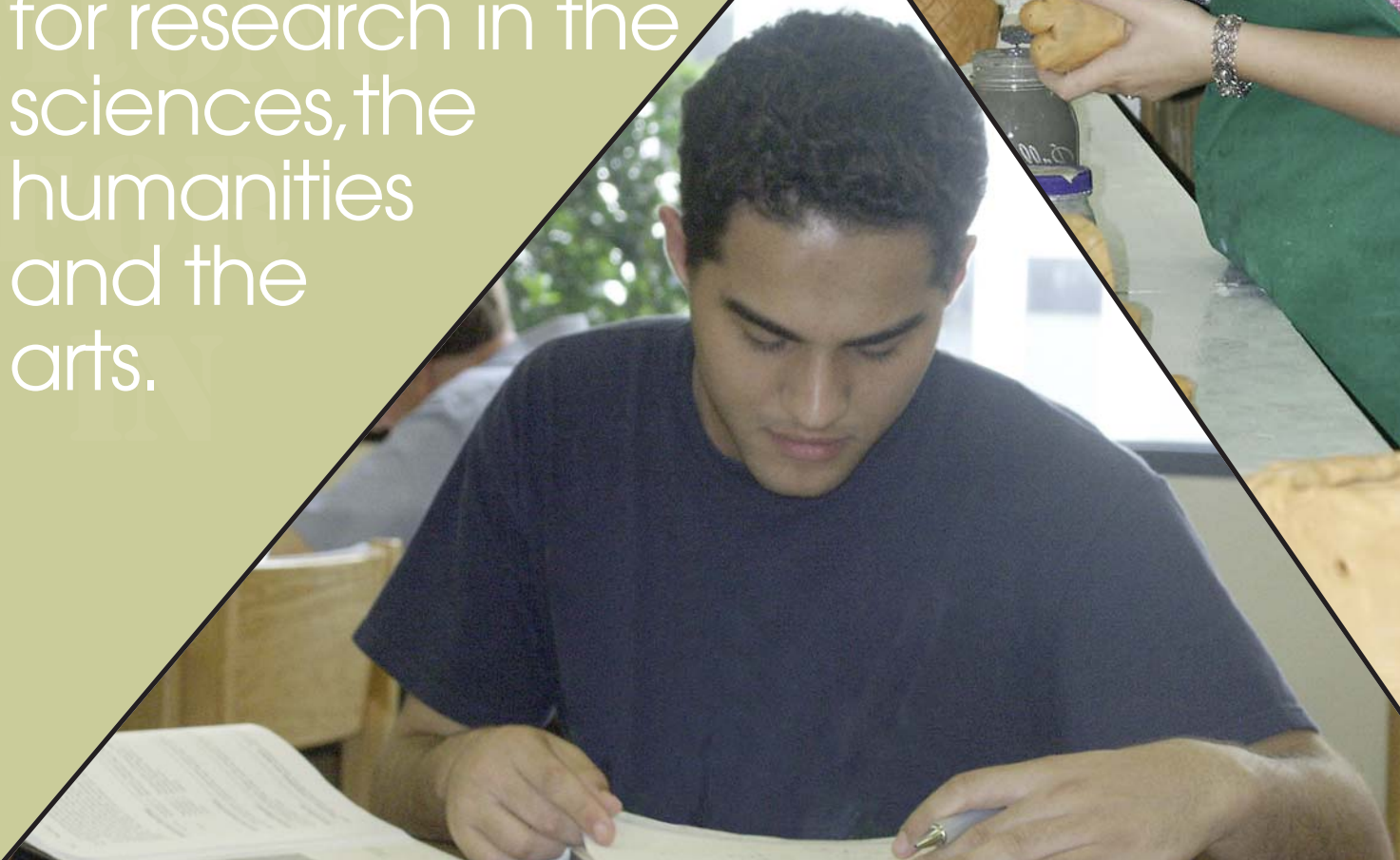




Research Facilities



During its distinguished history, The Florida State University has built a reputation as a strong center for research in the sciences, the humanities and the arts.



L.L. Schendel Speech and Hearing Clinic



The L.L. Schendel Speech and Hearing Clinic has a dual mission: to provide effective community services that improve the communication abilities of clients; and to provide a teaching and clinical research laboratory that seeks to develop exemplary assessment and treatment procedures for use by our students and professionals in speech-language pathology and audiology. Innovative and relevant theory development, research and services are viewed as unitary; the academic effort, the research effort, and the clinical effort all strive for one goal – the enhancement of the communicative well-being of the clients served.



Gus A. Stavros Center for the Advancement of Free Enterprise and Economic Education



The Florida State University Stavros Center is committed to furthering free enterprise and economic education in public and private K-12 schools and communities in North Florida. Staff members conduct workshops that provide teachers with meaningful economics lessons for students, and develop new and creative economics curriculum materials. The Stavros Center also maintains an economics lending library for teachers.

Distinguished **FACULTY**



The six faculty members introduced in this section have been named President's University Teaching Award Recipients. Each has been recognized for his or her research, scholarship and dedication to the teaching profession.



Modern Languages

Given the opportunity to teach at Florida State in such areas as modern languages and literatures, humanities, and African-American Studies, I regard myself as wonderfully privileged to explore and share a broad range of human cultures with my students. For me, few experiences are as exciting and satisfying as being in a position as a teacher to facilitate conversations with my students about cultural differences. It is this excitement, the sense of discovery, self-discovery, and the endless possibilities for relationship that I seek to communicate to my students.

As a teacher of foreign language I have the opportunity to assist students to gain mastery in the area of language acquisition. Something as tangible as the ability to speak, read, and understand a foreign language serves to foster greater confidence in students and may empower them as good citizens in the global village. As a teacher of different literatures I am able to learn with and from my students, while assisting them in gaining insights into diverse social, economic, racial, and ideological experiences in a more cosmopolitan or international context. I am convinced that if students' foreign language skills offer them the possibility to be constructive participants in that global village, then their analytic skills developed from our critical study of literature and society offer them the additional opportunity to become first-rate citizens of the city of ideas.

The German poet Hölderlin suggested that the most difficult things for people to learn are what belong to them as their own, i.e., as individuals within a specific culture, and how to use that knowledge. It is always my hope in my classes that students will not only learn

Ray Fleming



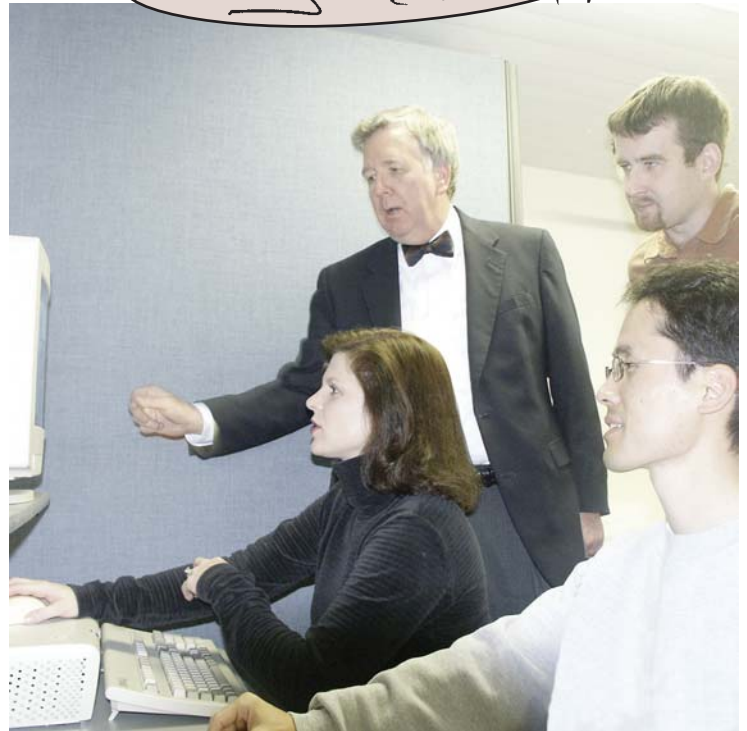
RAYMOND R. FLEMING

Communication

I believe that education reveals some of the best qualities in faculty and students alike. Teaching and learning involve curiosity, openness to new ideas and questions, generosity and sharing, integrity, and commitments to a discipline, an institution, colleagues and students. I, personally, do not separate teaching and learning. When I am teaching at my best, my students are learning. More importantly, they are gaining critical insights in how to be learners for the rest of their professional and personal lives. I often tell students that I have two major objectives—1) to help them ask meaningful questions, and 2) to help them provide defensible answers. The first objective requires that they understand what is known, what is unknown and what may be important to learn. The second requires that they be competent and thorough in their inquiry, thoughtful and rigorous in their conclusions, and ever-mindful that today's answers are often improved upon and sometimes completely corrected tomorrow.

When I am teaching at my best, I am also learning. For me, it is exciting to see well-known things in a different way, and to discover new things with my fellow learners and future colleagues, who, for the moment, are my students. This is one of the great attractions of teaching.

Gary R. Heald



GARY HEALD

Mathematics

By the time I was in the third grade, I knew I wanted to be a teacher, and by the eighth grade, I knew I wanted to teach math. Friends regularly asked me for help with their math homework and I found I understood the concepts and enjoyed helping them. That hasn't changed, these (many) years later - I love teaching mathematics. I love seeing the joy on a student's face when they've worked hard and they come to tell me their latest test grade.

Most of the classes I teach are large lecture classes; nevertheless, I try to create a "small class" atmosphere in these large classes. I want to provide students with the best possible environment for learning by giving carefully planned, captivating lectures, providing adequate examples and resources, and being available outside of class. In addition, as I am also the coordinator for college algebra, my teaching responsibilities and efforts extend to all college algebra. I want them to have everything they need to be successful, given a reasonable effort on their part.

Annette Blackwelder



ANNETTE BLACKWELDER

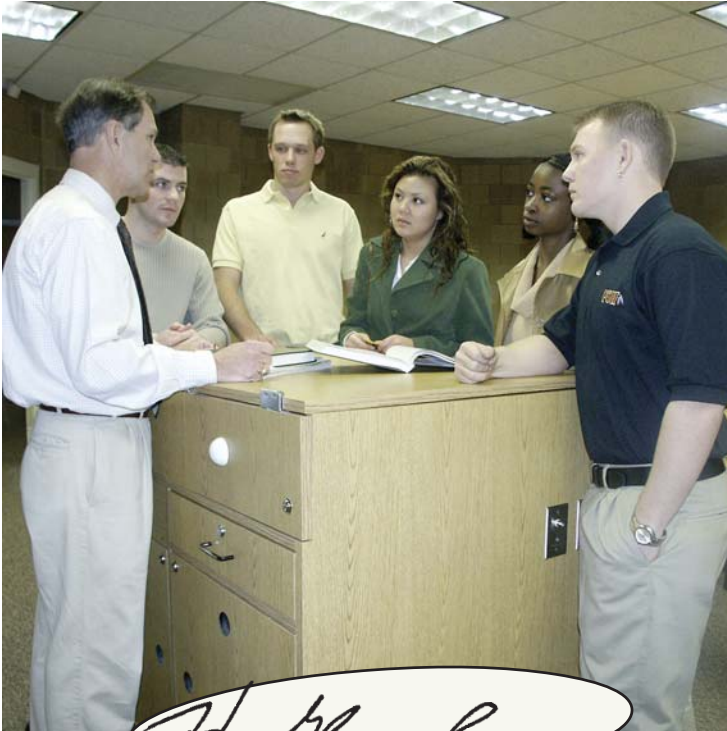
Biological Science

Plant biology is endlessly fascinating. I get chill bumps when I explain a basic concept about a plant's structure or function. For example, on a typical leaf's surface there are thousands of tiny adjustable pores. When these pores close, CO_2 cannot enter the leaf and water is not lost. Thus, the question is, how is the optimum pore size-perhaps the most crucial plant physiological process-achieved? The answer is complex and incomplete. The cells around pores are exquisitely sensitive to diverse signals that report photosynthesis and water sufficiency of the leaf and root. These signals are integrated and ultimately result in the requisite alterations of membrane transport and carbon metabolism. Obviously, I am captivated by plants, and I feel privileged to teach others about them and their impact on our quality of life. It is this passion that helps guide my four principles in teaching. First, I engage myself in life-long learning so that my information will be current and broad, allowing textbook facts to be placed in a broad societal context. Second, I am responsible for motivating students, regardless of their backgrounds and interests. Third, students should have resources that facilitate learning efficiently. Finally, students should be able to achieve performance goals. Adherence to the first two of these principles simply follows from my research and personal interests, emphasizing the synergy between university teaching and research. The last two require determined preparation of class notes, visual displays, live material, help sessions, accessibility and planning. In the end, my teaching is successful only if the student has learned facts, has improved his or her ability to analyze those the facts, has broadened his or her world view, and is stimulated to continue learning after the class ends.

William W. Outlaw



WILLIAM OUTLAW

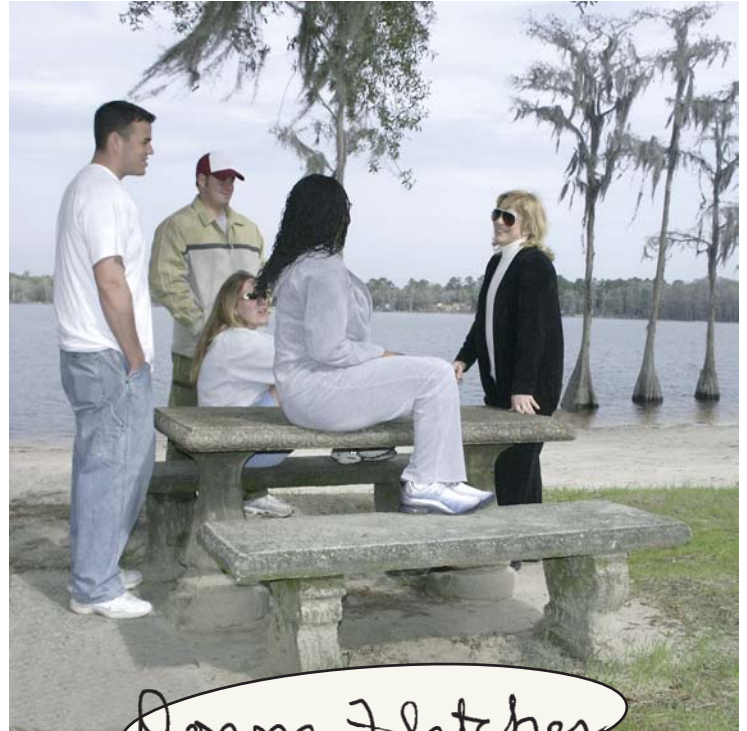


H. Glenn Boggs

Risk & Insurance

The teaching aspect of my university duties is something to which I attach substantial importance. In standard size classes I try to achieve a free and informal flow of classroom discussion. Even in the large lecture classes, I try to encourage class discussion as much as possible. My favorite classes are those in which I present a few remarks and then questions and comments from the students take over the flow of discussion. I strive to be thoroughly prepared for class. If a student asks a question and I do not know the answer, my practice is to look it up and convey the information to the class at our next meeting or to invite the student to come to my office so I can locate the answer for him or her. In addition, the regular observation of office hours allows for important opportunities for individual discussions of problems and ideas.

When preparing tests and correcting written assignments, my goal is to be fair to the students. It has sometimes come to my attention informally through the "grapevine" that some students have labeled me as "hard but fair". If this reputation is widespread or deserved, I would be pleased, since I expect students in my classes to put forth a good faith effort to learn, and I try to be even-handed in my treatment of them. Humor is a tool that I like to use in class. If students can have a good-natured laugh from time to time, it makes learning more enjoyable. Teaching at a university strikes me as one of those situations in life that can have a "win-win" outcome for both professor and students— ideally, they gain skills and knowledge and I enjoy helping them. It is good to see students learn and grow.



Donna Fletcher

Sport Management

Students will live up to or down to their teacher's expectations for their performance. Thus, I believe it is vital to convey my expectations of excellence to my students. Because I began my teaching career many years ago teaching people with disabilities, I learned very early that not all students are capable of achieving the same level of excellence, but that all students are capable of achieving a personal level of excellence. Adapting to the differing needs and learning styles of individual students is constantly challenging and rewarding. I believe that all students' motivation to learn and determination to excel grow stronger when they feel respected, secure, and part of the university community. I believe that "being there" for students is vital. Not all students' needs can be met in a classroom or during office hours; all of my students have my home phone number. Many of the classes I teach are not confined to regular classroom days or hours, as recreation management is best studied where it occurs. In addition, each semester my event planning students plan and host large gatherings at my home for all of our students and for our local community and state level professionals in the field of recreation and park management. These parties serve to provide local community networking and personal contact opportunities. Students and professional colleagues often tell me that some of my most effective teaching has occurred outside the classroom, during non-traditional hours, evenings or weekends, and at various off-campus sites. Because I teach the first community-based recreation class for our beginning junior majors, and because our students are placed in the community every semester throughout their program, I am able to observe them throughout their program as they develop into competent recreation management professionals. Being part of this growth process is personally and immensely rewarding to me—it makes teaching fun and exciting.



Becoming a part
of the FSU Community
sets students on the path to
a successful future.

