

THE FLORIDA STATE UNIVERSITY

GENERAL BULLETIN 2005-2006

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

COLLEGE OF HUMAN SCIENCES

COLLEGE OF INFORMATION

COLLEGE OF MEDICINE

SCHOOL OF MOTION PICTURE,
TELEVISION, AND RECORDING ARTS

COLLEGE OF MUSIC

SCHOOL OF NURSING

COLLEGE OF SOCIAL SCIENCES

COLLEGE OF SOCIAL WORK

SCHOOL OF THEATRE

SCHOOL OF VISUAL ARTS AND DANCE

INTERDISCIPLINARY PROGRAMS



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 and a 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 260,327. 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

A Message From The President

WELCOME TO THE FLORIDA STATE UNIVERSITY!



The Florida State University has earned a growing national reputation as a university that blends outstanding teaching with research that advances its community and state. We are home to a talented community of learners, committed to excellence and engaged together in the pursuit of knowledge in the classroom, in the research lab and through community outreach.

Our dedication to excellence encompasses many realms. Consider, for example, our academic programs. Ranked as a Doctoral/Research University-Extensive by the Carnegie Foundation, 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. Led by a world-renowned faculty, which has included six Nobel laureates and numerous eminent scholars in many areas of the arts and sciences, our academic programs continue to receive major recognition for their quality and overall strength. Hundreds of National Merit, National Achievement and

National Hispanic Scholars have made Florida State their top choice for higher education.

Among many points of excellence is our College of Medicine, the country's first new medical school in a generation. Established in 2003, the college offers regional campuses, where students can complete their third-year clinical rotations in fields like family medicine, obstetrics and gynecology, pediatrics and surgery.

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. Our powerful supercomputers have contributed to hurricane forecasting advances, 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 Florida State University has consistently ranked among the top universities nationally in royalties from patents. Our external research awards have been increasing during a time when declines have been more typical, and our endowment has increased six-fold in less than a decade. These achievements truly are marks of our excellence as an academic institution.

We are involved in a campus-wide effort to create a next-generation learning environment at The Florida State University. Using our foundation as one of the country's "most wired" campuses, we work consistently to ensure that students are well prepared for the technological demands of the future. We also are recognized as a pioneer in the area of distance learning.

Our excellence also shines in realms beyond traditional academic settings. Located in countries throughout the world, our international programs are unparalleled. In the realms of athletics, our scholar-athletes continue to perform at championship levels on and off the field, and their hard work and dedication add to this University's great reputation. Our students supplement their academic pursuits with community service time outside of the classroom, and each year they record hundreds of thousands of hours of service. In uncountable ways, this University reaches out to our community, the region, state and the nation.

With a dedicated faculty and staff, a commitment to strong undergraduate and graduate programs, and a research agenda that contributes to the region's economic well-being and quality of life, The Florida State University is a leader in higher education. I hope that, as you become a part of our community, you will join us in our continuing pursuit of excellence.

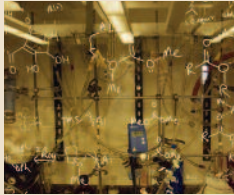
A handwritten signature in red ink that reads "T.K. Wetherell". The signature is written in a cursive style.



The Academic Experience

The University Experience

The Academic Experience



Variety.

Excellence.

Heritage.



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.

The University Experience

The Learning Experience



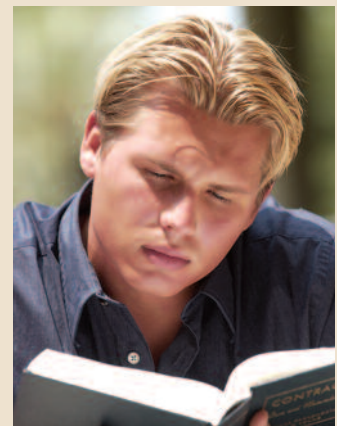
Community.

Social.

Cultural.



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.



A photograph showing a man and a woman sitting at a desk, working together on laptops. The man, wearing a purple shirt, is leaning over the desk, pointing at the screen of a laptop. The woman, wearing a dark brown top, is smiling and looking at the laptop. The scene is set in an office or classroom environment with a wooden desk and a patterned chair. The text "The Learning Experience" is overlaid in the center of the image.

The Learning Experience

A photograph of a man in a white lab coat and glasses looking at a woman who is using a microscope. The woman is in the foreground, looking through the eyepiece of the microscope. The man is standing behind her, looking towards the camera with a slight smile. The background is a laboratory setting with a wooden wall.

Research Opportunities

The University Experience

Research Opportunities



Science.

Humanities.

Arts.



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.



FIG

THE FIG PROGRAM



The FIG program assists incoming freshmen with the initial selection of their liberal studies courses and introduces them to the academic culture at FSU. It is designed to help students find courses that carry a common thread of interest and to give them the opportunity to be part of a small group of like-minded students. The program also seeks to help students develop their analytical and critical thinking skills.

A FIG is a way for students to form their own FSU community. Through the program, small groups of 20 to 25 students with similar interests register together for pre-packaged clusters of high-demand freshman courses. In this close-knit community, even a lecture class will seem small. Each FIG includes courses that fulfill general education requirements, and the program makes the registration process easy, as participating students register for most or all of their classes at once.

MORAN

THE JIM MORAN INSTITUTE



The Jim Moran Institute of Global Entrepreneurship was founded in 1995 by the generosity of Jim and Jan Moran. The mission of the institute is to aid and assist entrepreneurs in becoming more successful and profitable, without ever a charge.

Since its inception, JMI has directly assisted over 4,500 businesses across the

Southeast and throughout the entire world. As part of this assistance, graduate students take field study courses working with entrepreneurs in a variety of fields, and the interaction between faculty members and the business community makes each classroom experience unique and vibrant for each student.

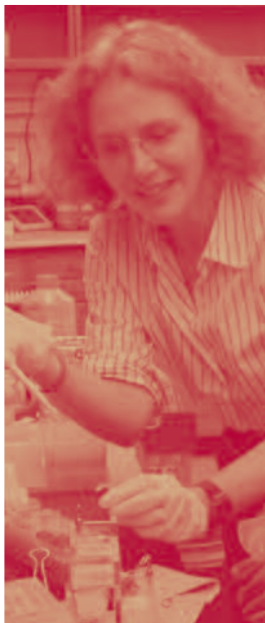
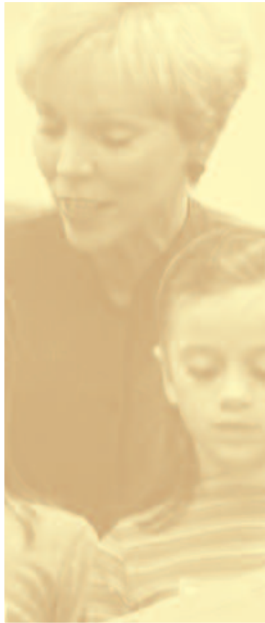
Additionally, members of the international business community and professors from abroad often visit the institute to assist in the education of our students and collaborate with our staff.



Ultimately, we strive to give our graduate students a more complete awareness of entrepreneurial practices and procedures from local, national, and international perspectives.

Faculty

Distinguished Faculty



The six faculty members introduced in this section have been named either a President's University Teaching Award Recipient, Martin Luther King Distinguished Scholar Award Recipient, or Superior Liberal Studies Honors Teaching Award Recipient. Each has been recognized for his or her research, scholarship and dedication to the teaching profession.

**REB BRADDOCK • MOTION PICTURE,
FILM AND TELEVISION**

In my experience, the most potent learning happens through application. While it is essential to know the history of ideas and current theories that inform any work, nothing seeds true learning like applied practice. I can provide, for example, all the evidence you need to know that fire will hurt you if you touch it. But without having you stick your hand in the fire, you will never truly understand.

I am lucky to have learned from many wonderful teachers, all who saw in me a desire to understand, and who then carefully placed my hand in the fire. Teachers treasure those moments when, having struggled to lead a student to understanding, they see the light click on in that student's eyes. I know that moment, and it is truly great. I aspire to not only get that light to shine, but to crank up its voltage, to make it burn brighter and brighter until it is blinding enough to become a beacon for others.

Reb Braddock



ALICE-ANN DARROW • MUSIC

I knew at an early age that I wanted to be a teacher. Unlike most young girls, my dolls played the role of my students—not my children. I lined my students in rows in front of the blackboard my father made for me. On the blackboard was information I had copied from the World Book Encyclopedia. In a most animated fashion, I recited this information to my students. Fortunately, I later came to understand that teaching was a more complex process than reciting information from an encyclopedia.

As an undergraduate music major at FSU, I was introduced to Alfred North Whitehead's *The Aims of Education*. My experiences in the thirty years since have only strengthened my appreciation for Whitehead's wisdom regarding the developmental stages of learning. I try to apply Whitehead's principles to the music education and music therapy courses I teach—by guiding students through the stages of learning, and by providing the necessary tension between discipline and freedom.

I feel fortunate that I knew early on what I wanted to do with my life. While in high school, I taught piano to an elderly man and to adolescents with mental retardation. I found that teaching music to these learners with special challenges was more compelling and interesting than teaching my typical pupils. I continue to appreciate the diversity that students with disabilities bring to the classroom, and I hope that my music education and music therapy students at FSU will experience the same joy I have found.

Alice-Ann Darrow



LEIGH EDWARDS • ENGLISH

In all of my courses, I focus on helping my students become active learners. I encourage them to see themselves as writers and thinkers, and I work with them to establish a class environment of intellectual enthusiasm and collaborative inquiry. My teaching goals are to help my students grasp the subject matter and to help them hone important skills such as critical thinking, close reading, and analytical writing. I urge my students to see these skills as interrelated. I also encourage them to think about the cultural expressions they interact with in their daily lives.

Teaching courses in U.S. literature and popular culture is exciting and rewarding for me because I see my students become independent thinkers who can develop insightful theories about the world around them. I help them gain the critical tools to analyze works ranging from novels and short stories to films and television serials. They create their own interpretive arguments, unpacking a work's nuances and multiple meanings. Ultimately, my students learn how to debate what literature and media reflect about our society.

Leigh H. Edwards

DAVID GAITROS • COMPUTER SCIENCE

Years ago, during my time as a college student, I realized that it was my responsibility to learn. I discovered that, through hard work and dedication, I could teach myself virtually any subject, despite the quality of instruction in the classroom and provided there was sufficient printed material. I grew, though, to appreciate a good teacher, one that took the time to prepare properly for class and bring an air of enthusiasm to the class and a sense of respect for the students. I discovered a good teacher enhances the learning process.

One of my favorite professors, Dr. Richard Hamming, always took a particular interest in the welfare of his students. On the door of his office was an elaborate sign that read "Good teachers deserve apples, great teachers get chocolate." Learning from his example, I take the extra time to talk with my students and to carefully read their critiques of my courses in an effort to continually improve each lesson. At the end of each class, semester, and year, I ask myself the question: "Did I deserve chocolate or just an apple?"

David A. Gaitros





NANCY GREENBAUM • CHEMISTRY & BIOCHEMISTRY

Through my teaching of chemistry and biochemistry at FSU, I find that students who relate their classroom studies to the real world are more enthusiastic about studying chemistry. With this in mind, I stress the importance of fluency in the language of chemistry, which requires inquiry, application, and development of critical judgment. In General Chemistry classes, I use many demonstrations to illustrate biological, environmental, or industrial relevance of points covered in lecture. Stories get students involved, whether about famous scientists they've read about, or my own mountaineering adventures to explain the role of hemoglobin in altitude acclimatization. My goal is to have students ask "how does this work?" and "how would I test this?", and to have them realize they have the tools to answer those questions. The greatest thrill is when former students, now in medical or graduate school, tell me that problem-solving skills they developed in my course help them in their current studies.

I also find that students who are challenged to think, and who see that the teacher respects them as individuals and is concerned with their progress, invest more into their studies. In many ways, the research laboratory serves as a second classroom. Through experimentation, calculations, and presenting their work to others, students bridge the gap between classroom learning and actual scientific and medical problems. It is very exciting to watch their growth, and I am proud to contribute to their development.

Nancy Greenbaum

GARY SMITH • FINANCE

As a student, I always enjoyed the challenge of solving quantitative problems – it was a great deal of fun, and I found it rewarding to help classmates who asked for assistance with the coursework. Teaching at the Florida State University affords me the opportunity to continue to assist students in their search to improve their quantitative skills and knowledge. Whether I am teaching business statistics or financial investments courses, I find students eager to acquire these analytical skills that are increasingly necessary in the current quantitatively oriented business environment.

My goal is not merely to have them memorize the mechanics or steps in solving quantitative problems, but to have them master and understand the concepts and underlying theories. If students can grasp these concepts, they will be able to resolve a greater variety of problems. It is rewarding to watch their confidence grow as students discover that they have the ability to conquer difficult analytical problems that at first seemed very daunting. Also, it is important to me for students to understand that I am very interested in their success and am here to help them succeed in all their coursework and their future careers.

Gary W. Smith





*Becoming A Part Of
The FSU Community
Sets Students On The Path
To A Successful Future.*