SECTION I
ABOUT MORRISVILLE STATE COLLEGE

This section of the handbook describes the mission and values of the College as well as the accreditations earned by the College and its programs. It also gives a brief history of the College and a summary of its current strategic plan. This section of the handbook is maintained by the Office of the Provost.

I.A. THE COLLEGE MISSION AND STRATEGIC GOALS

I.A.1 Mission

Morrisville State College is a public undergraduate institution which exists to offer a high quality educational experience for students leading to associate and baccalaureate degrees by utilizing cutting-edge technology, innovative methods of instruction and an entrepreneurial focus. The college is committed to providing students the knowledge and opportunity to grow intellectually and socially as citizens of the world community.

I.A.2. Our Core Values

These values reflect what we hope the Morrisville State College learning and working environment is and what it will continue to be:

STUDENTS: First and foremost, our commitment is to our students, who are the central focus of our mission.

LEARNING AND DEVELOPMENT: We will be dedicated to the lifelong task of discovering, disseminating, preserving and applying knowledge for the development of an educated citizenry. Additionally, we will strive to foster the opportunity for intellectual, physical, social, moral and cultural development of the whole person.

INNOVATION AND CREATIVITY: We will encourage creativity, entrepreneurialism and innovation in our employees, our students, and our partners.

EQUITY/DIVERSITY: We will strive to create an open and accepting environment free of bias or favoritism respecting the dignity and value of all individuals.

QUALITY: We will strive to measure ourselves by external standards whenever possible and to expect all individuals associated with the college to continually strive for excellence.

COMMUNITY AND FAMILY: We will strive to create an environment where the interests of the workplace are not in conflict, but in concert with community and family interests. We will strive to involve faculty and staff through open, honest communications.

HUMOR AND FUN: We will strive to create a “fun” working and learning environment.

INTEGRITY: We will strive to hold ourselves to the highest standards of honesty, fairness and professional and scholarly ethics.

ACCESS AND AFFORDABILITY: We will strive to promote access by working to eliminate financial barriers, distance barriers and readiness limitations.

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DEBATE: We will strive to create an environment open to debate in our classrooms, our laboratories and our governance systems.

GRACIOUS AND FRIENDLY: We will strive to display a friendly, courteous and helpful attitude. We will strive to give students, faculty and our staff our individual attention.

CIVILITY: We are an organization which values differences and debate. Civil behavior, good manners and respect provide the lubrication necessary for productive discussion and harmonious interaction.

I.A.3. Goals

1. Educate individuals for immediate employment. Provide programs responsive to critical state manpower needs for current and emerging technologies.
2. Provide education in applied scientific theory and liberal arts compatible with baccalaureate education where “transfer” to an upper division program is a viable option.
3. Provide opportunities for individuals to update current skills and to continue their preparation for more advanced levels of employment.
4. Provide outreach programs for continuing education, upgrading training, and retraining in our various technological fields. Provide on and off campus instructional opportunities for continuing education.
5. Provide preparatory courses to develop the basic skills in communication, computation, problem solving and studying which are needed to perform satisfactorily in entry level courses in all curriculums.
6. Provide placement and career counseling services to advise students and alumni as they devise their educational career strategies.
7. Maintain a well-equipped library, instructional communication services, and computing services to provide access to the information necessary for the teaching and research activities of the students, faculty, and staff of Morrisville State College.
8. Provide programming to meet the educational, occupational, and personal self-developmental needs of citizens of all ages. Provide cultural, athletic, recreational, and residential life activities to promote student development in social integration and social interaction skills.

I.B. COLLEGE AND PROGRAM ACCREDITATION

All bachelor and associate degree curricula are registered with the State Education Department. Morrisville State College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 267-284-5000. The program in Mechanical Engineering Technology is accredited by the Technology Accreditation Commission of the Accrediting Board for Engineering and Technology. The Automotive program is accredited by the National Automotive Technicians Education Foundation. The associate degree Nursing program is accredited by the Accreditation Commission for Education in Nursing. The Dietetic Technician program is accredited by the Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics.

I.C. A HISTORY OF MORRISVILLE STATE COLLEGE

The history of Morrisville State College began when the county seat of Madison County moved from the village of Morrisville to Wampsville, New York in 1908. That move meant the county records building, the county court house, the county jail, and the county jailer’s home were now available for some other use.

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At the same time in the history of New York State, there was a movement underway to establish state-supported Schools of Agriculture and Home Economics. The citizens of Morrisville seized the opportunity to promote such a school in Central New York, using the former county buildings. On May 11, 1908, Governor Charles E. Hughes signed into law a bill establishing a School of Agriculture at Morrisville.

The first students were accepted in 1910 and the first class graduated 12 students in 1912. During the early years, the school at Morrisville offered programs in Agriculture and Home Economics and accepted students who had completed eight grades or more of education. Students were accepted for one, two, or three years of study, depending on their educational background.

The courses were practical in nature, designed to prepare young men for successful participation in agricultural vocations and to prepare young women to be successful homemakers. Through the years, programs such as teacher training, practical nursing, aircraft instruments curriculum, food processing technology, jewelry technology, laboratory technology, and others were added and deleted as the economic climate demanded specific skill-training programs and the economy shifted from an agricultural to an industrial base.

In 1937, the School became a Technical Institute and required high school graduation for matriculation. On April 1, 1948, the Institute, formally called the New York State Agricultural and Technical Institute, became part of the newly established State University of New York. In 1974, the College was renamed the State University of New York Agricultural and Technical College at Morrisville; and in 1987, the name was changed to the State University of New York College of Agriculture and Technology at Morrisville.

Morrisville State College was first authorized to grant an Associate Degree in Applied Science in 1951. As an integral part of the State University, Morrisville has been accredited by the Middle States Association of Colleges and Secondary Schools since 1952 and has been a member of the American Association of Junior Colleges since 1942.

For its first eighty years, Morrisville offered two-year degrees expanding to over fifty academic programs, each offering specialized instruction aligned largely to meet the needs of a dynamic New York workforce for technicians and operatives. Beginning in the 1990’s, in response to the rising demand for supervisory and entrepreneurial talent in New York’s agriculture and technical sectors, Morrisville was authorized to offer bachelor degrees that were better aligned to meet these needs. While Morrisville has transitioned into a technologically advanced college with a rich diversity of both associate and bachelor degree programs, its core mission has remained steadfast throughout its history: the commitment to educate and prepare graduates as future leaders for their specialized professions and their communities.

This historic commitment to hands-on, applied education now involves a wide array of campus-based enterprises and institutes. These operations are campus-supported and integrated into aligned academic programs, with course outcomes requiring that students become engaged in the plans, operations, and sustainability of these enterprises. Examples include the Copper Turret (a full-service restaurant), the Dairy Complex with 200 milking cows, a methane digester and wind turbine, and Nelson Farms (which offers food processing services to over 100 food entrepreneurs with over two hundred products). Students in the degree programs of Residential Construction, Automotive, Dairy, Equine, Wood Technology, Restaurant Management, Diesel Technology, Travel and Tourism, Renewable Resources, Aquaculture and Horticulture all realize important career-ready experiences from these enterprises. That list represents a subset only of the College’s associate degree programs with these enterprise-based institutes. For bachelor programs, the commitment to applied learning continues with 95 percent of these graduates completing a full-semester internship requirement for their capstone academic experience. Together these
experiential learning opportunities offer diverse settings for students to create and innovate, design and build, cultivate and harvest, breed and rehabilitate, troubleshoot and repair, analyze and sustain, and diagnose and heal. It is no coincidence that many present-day learning outcomes can trace their origins to those adopted at Morrisville a century ago to promote sustainable farms and communities.