
Introduction

Message from the President

W elcome to SUNY Cortland. As the ninth president in the 133-year history of the College, I am proud of our fine institution and its place within the State University of New York (SUNY). Created by enlightened New Yorkers for the express purpose of expanding access to

higher education, SUNY provides a quality education to many citizens who never could have afforded it otherwise.

SUNY Cortland is a talent development college, meaning that we take students of varying abilities and backgrounds and provide them with the opportunity and tools to meet educational, career and life objectives. We currently have 51,000 alumni, many of whom are first-generation college graduates. These alumni are engaged in every facet of American life. They frequently mention, as their two most lasting memories of SUNY Cortland, the lifetime friendships they developed on campus and the faculty or staff members who motivated them to achieve

more than they thought possible. I am committed to preserving and enhancing the conditions at Cortland that have allowed for this personalized approach to living and learning.

A major challenge for higher education is producing graduates who can make a difference in an ever-changing world. As you review this catalog, take note of the following qualities we emphasize in our programs: a solid knowledge base; writing, reading and speaking skills; problem solving and critical thinking; effective interpersonal communication; and the intelligent use of technology. These qualities are developed within the context of challenges facing our world, including the preservation of our environment; the appreciation of diversity and of art, music and theater; an understanding of history; the roots of prejudice; and the power of science and technology. Given the increasing complexity of society, however, we cannot simply focus on the time students spend at Cortland. Rather, we strive to prepare our graduates to be students for a lifetime.

Again, welcome, and I hope this represents the beginning of a lasting relationship between you and the College.

Judson H. Taylor
President

Mission Statement

(Recommended by the SUNY Cortland Faculty Senate on April 7, 1998, and approved by President Judson H. Taylor on April 9, 1998.)

Making a Difference: Educating for the Common Good

State University of New York College at Cortland is one of 13 four-year colleges in the SUNY system. We share important academic goals with our sister institutions and are especially proud of our distinctive strengths, strong majors, and a history of more than 125 years of teacher education. Today, SUNY Cortland is a comprehensive college of arts and sciences offering undergraduate and graduate programs in the liberal arts and a variety of professional fields. We are committed to excellence in teaching, scholarship, research and service to the community. Quality teaching has been the highest priority since our founding in 1868. We are committed to a comprehensive curriculum, building on our traditional strengths in teacher education and physical education and enhancing our high-quality programs in the arts, humanities and sciences.

Our students gain skills, knowledge and conceptual understanding in their discipline; furthermore, they grow intellectually and acquire fundamental life skills and values. Among these are a desire to learn, an ability to think critically, an awareness of the excitement of discovery, an appreciation of diversity, and a respect for physical and emotional well-being. Our students are immersed in a broad-based general education program, develop oral and written communication skills and acquire an aesthetic sensibility. All students have opportunities to develop and utilize technology in their studies while also assessing the impact of technology on individuals and society.

SUNY Cortland fosters personal excellence and seeks to develop students who are independent learners living enriched lives. Additionally, we focus on helping students become good citizens with a strong social conscience and an

appreciation of the environment and diverse intellectual and cultural heritages. We strive to instill within students a sense of responsibility, an eagerness to make a difference in their community and an awareness of the important positive role they must play in an increasingly global society. The SUNY Cortland faculty, staff and administration, together with dedicated alumni, all work toward preparing our graduates to make a difference in the lives of others.

The College and Cultural Diversity

(Statement recommended by the SUNY Cortland Faculty Senate and approved, after editing, by the president of the College, March 29, 1993.)

State University of New York College at Cortland is dedicated to the affirmation and promotion of diversity in its broadest sense. The mission of the College requires that people of every background be able to study and work here with an expectation of respectful treatment.

The College seeks to establish standards of behavior which honor the dignity and worth of individuals regardless of gender, ethnicity, race, age, physical or mental abilities, religious beliefs, sexual and affectional orientation, or socioeconomic class.

A major goal for Cortland is to develop and maintain an atmosphere which supports learning about prejudice and discrimination so that the College community can strive to reduce it not only on campus but wherever it is encountered.

While open debate on diversity issues can often make discordant viewpoints more highly visible, the College recognizes the need for individuals to become educated about the effects of personal biases within an atmosphere of safety and respect.

An environment where it is safe to explore differences enables everyone to make more progress toward a campus community which celebrates, rather than simply tolerates, the richness inherent in the pluralism of the College.

All-College Student Learning Goal

All major programs of study at SUNY Cortland establish specific learning objectives for their students. On April 30, 1996, the College's Faculty Senate endorsed the All-College Student Learning Goal, a statement of desired learning outcomes for all who graduate from the College.

This goal is stated as follows: A major expectation for all SUNY Cortland students at the point of graduation is that they possess the skills necessary to gather relevant information, evaluate it critically, and communicate it effectively to an audience in written and oral forms.

Assessment Philosophy

SUNY Cortland is committed to an ongoing assessment of its programs and services. Outcomes assessment offers a means of ascertaining the nature of our students' experiences as learners and as part of the College community. At the same time, students become more aware of the stages in the learning process through the reflection that assessment encourages. SUNY Cortland's assessment program helps students see their college experience in a larger context and take greater responsibility for their own education.

Assessment is closely tied to program enhancement, planning, and faculty and staff development. As faculty and staff members articulate their goals and reflect on the effects of their work, they discover new possibilities for meeting their own expectations and their students' needs.

SUNY Cortland views assessment as a shared responsibility. Faculty, students and staff are expected to participate in a variety of assessment activities, both in and out of class. The College's administration actively supports

assessment by providing resources and recognizing faculty and staff efforts as significant service to the College. Our collective effort allows us to monitor ourselves in order to benefit students and to produce a satisfying college experience of high quality.

In an effort to obtain the fullest possible picture of their strengths and weaknesses, programs and units use multiple methods of evaluation, many of which are embedded in course work and program activities. Educational outcomes measures, portfolios, alumni and student opinion surveys, exit interviews, discipline-specific content tests, and course-teacher evaluations are among the most commonly-used approaches.

We see assessment as a dynamic process that provides all areas of the College with valuable information about how well we are accomplishing our objectives as an educational institution. Through outcomes assessment activities and what we learn from them, the College continually seeks to improve the quality of its offerings.

About SUNY Cortland

State University of New York College at Cortland traces its beginnings to 1868 and offers programs leading to the award of bachelor's and master's degrees both in the arts and sciences and in professional studies.

SUNY Cortland is a moderate-sized institution with approximately 5,700 undergraduate students and 1,300 graduate students. State assisted, Cortland is a charter member of the State University of New York. SUNY Cortland now has more than 51,000 living alumni, and Cortland graduates can be found in each of the 50 states, the District of Columbia and more than 40 foreign countries.

The campus is located in Cortland, a small city in the geographic center of New York State adjacent to the

Finger Lakes and within an hour's drive of Syracuse, Ithaca and Binghamton.

The College campus covers 191 acres located within walking distance of the City of Cortland's business district.

The main campus is divided into three distinct areas. Most of the classroom buildings, the Memorial Library, the Miller Building, and the Brockway-Cheney-DeGroat residence and dining hall complex are found on the upper campus. The remaining residence halls, Neubig and Winchell Dining Halls, and Corey Union are at the center of the campus. The Park Center, Lusk Field House, athletic fields and track are located on the lower campus.

A shuttle bus service is operated between the lower and upper campuses when classes are in session.

Arts and Sciences

SCHOOL OF

Dean's Office
Old Main, Rooms 124 and 125
(607) 753-4312
(607) 753-4314
www.cortland.edu/dean_as/

ADMINISTRATORS

Mark Prus, interim dean; Virginia Levine, associate dean; Angela DeGroat, interim assistant dean; Maryann Wood, staff assistant to the deans

ROLE OF THE DEAN

The dean oversees all the activities of the academic departments and interdisciplinary centers in the School of Arts and Sciences. The school consists of 17 departments distributed among the divisions of arts and humanities, social sciences, and natural sciences and mathematics. In addition, the school houses the Center for Multicultural and Gender Studies, the Center for Aging and Human Services, the Center for Environmental and Outdoor Education and the Center for International Education.

The School of Arts and Sciences also includes adolescence teacher education programs in English, foreign languages, mathematics, natural sciences, and social studies. The adolescence teacher education programs are housed in the appropriate academic departments. The dean is responsible for overall supervision of the school and specifically for curriculum, program development, budget and personnel.

The Dean's Office is staffed by two secretaries, one for the dean and one for the associate dean, as well as by student assistants.

ROLE OF THE ASSOCIATE DEAN

The associate dean addresses the academic needs of the school's students, including policy interpretation and clarification, academic probation and dismissal decisions, and other student-oriented matters.

During the 2002-2003 academic year, the associate dean will be working on special projects. Her normal tasks will be assumed by the interim assistant dean.

ROLE OF THE STAFF ASSISTANT

The staff assistant to the deans reviews and evaluates transcripts for undergraduate students, including returning students, transfer students and second bachelor's degree students. The staff assistant also assists the dean and associate dean as necessary.

DEPARTMENTS AND CENTERS WITHIN THE SCHOOL

Art and Art History
Biological Sciences
Center for Aging and Human Services
Center for International Education
Center for Multicultural and Gender Studies
Chemistry
Communication Studies
Economics
English
Geography
Geology
History
International Communications and Culture
Mathematics
Performing Arts
Philosophy
Physics
Political Science
Psychology
Sociology/Anthropology

INTERDISCIPLINARY MAJORS

African American Studies
Human Services
International Studies
Individualized Degree Program

INTERDISCIPLINARY MINORS

Asian Studies
Computer Applications
Environmental and Outdoor Education
Jewish Studies
Latin American Studies
Native American Studies
Urban Studies
Women's Studies

Professional Studies

SCHOOL OF

Dean's Office
Cornish Hall, Room D-206
(607) 753-2701
www.cortland.edu/dean_ps/

ADMINISTRATORS

Christopher Malone, dean; Marley Barduhn, associate dean; Virginia Levine, associate dean of teacher certification and accreditation; Linda Simmons, staff assistant for teacher certification and accreditation; Maryann Wood, staff assistant to the deans

ROLE OF THE DEAN

The dean provides leadership and general management through the chairs and directors of the units within professional studies to reach its "Vision of Excellence"—to become the premier school in the nation which integrates a strong foundation in the liberal arts and sciences with theory and application in the professional disciplines. The academic departments include education, exercise science and sport studies, health, physical education, recreation and leisure studies and speech pathology and audiology. Also included are the Field Studies Office, the Center for Wellness, a 25-sport athletics program and the Migrant Educational Opportunity Program.

The dean serves as unit head for all teacher preparation programs through the Teacher Education Council which is responsible for recommending policies related to teacher education.

The dean and associate dean are supported by secretaries. An account clerk monitors athletic revenues and expenditures.

ROLE OF THE ASSOCIATE DEAN OF PROFESSIONAL STUDIES

The associate dean addresses student issues such as academic policy interpretation and clarification, withdrawals and leaves of absence from the College, academic probation, dismissal, reinstatement and readmission, including contracts. The associate dean approves course overloads and serves as the dean's curricular representative at the school and college level. The associate dean serves as the director of the Migrant Educational Outreach Program.

ROLE OF THE ASSOCIATE DEAN OF ARTS AND SCIENCES

During the NCATE accreditation process, the associate dean of arts and sciences assists the dean of professional studies in providing campus leadership in the area of teacher education.

ROLE OF THE STAFF ASSISTANT

The staff assistant to the deans reviews and evaluates transcripts for undergraduate students including returning students, transfer students and second bachelor's degree students. The staff assistant also reviews requests for transfer credit.

ROLE OF THE STAFF ASSISTANT FOR TEACHER CERTIFICATION AND ACCREDITATION

The NCATE staff assistant provides clerical assistance in preparation of materials for New York State Education Department program re-registry as well as for NCATE accreditation.

DEPARTMENTS AND CENTERS WITHIN THE SCHOOL

Athletics

The Education Department has been reorganized into four separate departments:

- Childhood/Early Childhood
- Educational Administration (C.A.S.)
- Foundations and Social Advocacy
(Special Education and Urban Education)
- Literacy

Exercise Science and Sport Studies

Field Studies

Health

Physical Education

Recreation and Leisure Studies

Speech Pathology and Audiology

Center for Wellness (currently tabled)