
About St. Lawrence

St. Lawrence University, the oldest continuously coeducational institution of higher learning in New York state, was chartered by the Legislature of the State of New York on April 3, 1856, and will observe its sesquicentennial in 2005-06. Founded as a theological school of the Universalist Church, the University is now nondenominational. St. Lawrence at various times also operated an agricultural school, a law school and a second arts and sciences institution; today, it is firmly committed to undergraduate liberal arts, also offering programs in education at the graduate level. A private, non-sectarian University independent of both church and state, St. Lawrence intends to remain free to determine its own destiny.

St. Lawrence offers courses leading to the bachelor's degree in arts and science and the master's degree in education. The University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. Documentation can be found in the president's office. St. Lawrence is approved by the American Chemical Society and holds membership in the College Entrance Examination Board, the National Commission on Accrediting, the American Council on Education, the American Association of University Women, the American Association of Colleges for Teacher Education and other national and regional education organizations. A chapter of Phi Beta Kappa, founded in 1899, is among the oldest in the state.

The University's enrollment is approximately 2,160, with nearly an equal number of men and women. Students come from most U.S. states and from up to two dozen other countries.

Mission Statement

The mission of St. Lawrence University is to provide an inspiring and demanding undergraduate education in the liberal arts to students selected for their seriousness of purpose and intellectual promise.

Character

St. Lawrence University derives its particular character from a variety of factors relating to the kind of education that it offers, the quality of life that it fosters, its physical facilities and the setting in which they are located. Since its founding in 1856, the University has been committed to undergraduate liberal arts education for men and women. Consequently, the University stresses the importance of the student in all its academic programs. The student may select from a great variety of programs, ranging from the highly to the loosely prescriptive, ensuring that each person is able to pursue that program that will make possible the best development of his or her own potential. To ensure that the academic offerings remain relevant to the needs of the students and sensitive to contemporary developments in higher education and society, faculty and students work together in the continuing reassessment of these programs and the implementation of their innovations.

St. Lawrence students are expected, throughout their college careers and afterward, to confront the question once posed by a distinguished Laurentian, Owen D. Young: Have you enlarged your knowledge of obligations and your capacity to perform? While the University is concerned primarily with the continuing intellectual development of its students, it is also concerned with educating them to make the best use of their leisure time during their college years and their future lives. For this purpose the University offers a wide variety of cultural activities and a number of athletic and other recreational facilities.

Balancing the emphasis placed on the individual, there is at St. Lawrence a strong sense of community, which is shared by students, faculty and administrative staff. Several factors contribute to this quality of the University's life, among them its long tradition, its location, its relatively small size and its shared point of view toward liberal arts education. Further, St. Lawrence's coeducational and residential character provides a natural social climate in which the student gains daily experience in dealing and living with others of varying backgrounds.

The region in which the University is located contributes greatly to its particular flavor. In academic affairs, in cultural and recreational pursuits and in social service activities, members of the University community are encouraged to take advantage of the opportunity to explore the ecological, sociological and political problems of the North Country region. The University's rural setting provides an opportunity for all members of the community to develop an awareness of the natural world and their relation and obligations to it. At the same time, the rural location permits living and working in a peaceful atmosphere without the distractions of city living.

It should be stressed, however, that neither the University's sense of community nor its strong attachment to its region is permitted to descend into parochialism. St. Lawrence enters into relations with other institutions of many kinds, both in this country and abroad, to further its own academic and social aims and to

share its advantages with other colleges.

St. Lawrence has a long tradition of preparing its students for varying professions. The University recognizes that there exists in these professions a continuing need for men and women educated in the liberal arts.

Finally, a major source of the University's sense of identity lies in the fact that it is a private, non-sectarian institution. Independent of both church and state, St. Lawrence is, and intends to remain, free to pursue its own destiny in the light of its own vision.

Aims and Objectives

A liberal education requires breadth, depth and integration in learning. It also requires the cultivation of those habits of intellectual and moral self-discipline that distinguish a mature individual. To these ends, St. Lawrence seeks to provide an education that fosters in students an open, inquiring and disciplined mind, well informed through broad exposure to basic areas of knowledge; an enthusiasm for life-long learning; self-confidence and self-knowledge; a respect for differing opinions and for free discussion of those opinions; and an ability to use information logically and to evaluate alternative points of view.

A liberal education frees students from the confines of limited personal experiences and from limited knowledge of the physical, historical, social and cultural world. In return, this liberation gives an enlightened understanding of that which is singular, immediate and limited. Thus, a liberal education is always relevant to the world in which students must live at the same time that it attempts to maintain a certain detachment from that world.

A liberal education provides students with many options in the choice of their life's work. Since the very nature of liberal education lies in the continuing exercise of a critical and informed intellect, liberally educated persons demonstrate ability in the pursuit of specific occupations and understand and assume the responsibilities of citizenship. These attributes, however, are the consequences, not the purposes, of a liberal education.

Since the primary commitment of the University is to the intellectual development of the student, it encourages styles of learning that promote creativity, intellectual resourcefulness and flexibility. In particular, the University recognizes the need to be responsive to new dimensions of knowledge, to promising new techniques of learning and to the development of individual talents. Hence, St. Lawrence has established curricular objectives that include:

1. A depth of understanding in at least one field of study;
2. The ability to read, write, speak and listen well;
3. The ability to conduct research and to think critically;
4. An understanding of diverse cultures;
5. An understanding of scientific principles and methods;
6. An understanding of the natural environment;
7. An expansion of aesthetic sensibilities and capacities; and
8. A personal ethic of considered values.

The University's long tradition of preparing its students for various professions and its deep respect for excellence in teaching and learning at all levels further commit it to a graduate program in education.

The University is also committed to the goal of fostering excellent teaching in its faculty and to assisting its members to realize their full potential as teachers. Effective teaching cannot be divorced from professional competence in the subject matter taught. Active scholarship is strongly encouraged, and the University commits itself to supporting this scholarship through the provision of time and resources.

A primary commitment to the students' intellectual development is complemented by recognition of students as whole persons living in a culturally diverse world. For this reason, the University also provides an environment that encourages the students' physical well-being and provides opportunities for moral, social, religious and aesthetic growth, and encourages an expanding sense of responsibility for and service to humanity.

Policies

Discriminatory Harassment

St. Lawrence University provides for the development of a climate of tolerance and pluralism and prohibits expressive behavior which is intended to be demeaning, intimidating or hostile, communicated verbally, physically or with other communication device, including telephonic or electronic means. It is expressly against University policy for any employee or student to engage in discriminatory harassment which is defined as any demeaning, intimidating or hostile verbal, physical or symbolic behavior that is directed at an identifiable individual or group and that is based on that individual's or group's race, religion, ethnicity, age, gender, national origin, disability or sexual orientation, and has the effect of interfering with a reasonable person's academic or work performance or of creating an intimidating or hostile situation or environment. Such behaviors include, but are not limited to, the use of slurs, epithets, gestures, demeaning jokes or derogatory stereotypes.

This policy is not intended to proscribe, and should not limit free discussion of, the merits of any issue relating to ethnic, racial, religious or other multicultural difference or open inquiry into any material or issue relevant to the academic content of a course.

Not all offensive conduct or language that might be derogatory concerning an individual or group necessarily constitutes discriminatory harassment. Whether a specific act does in fact constitute discriminatory harassment must be determined on a case-by-case basis in light of all relevant circumstances.

If you believe you have experienced or are experiencing discriminatory harassment, talk to the person or persons who may be responsible for the problem. If that is not possible, or doesn't work, speak to someone for help or advice.

If you are a student you may speak to your academic advisor, the chairperson of the department, any staff member in student life, particularly residential learning, security, counseling, or the director of multicultural affairs, or to the special assistant for equity programs. If you are an employee, speak with the human resources office, the vice president or dean of that area (academic affairs, administrative operations, admissions and financial aid, business and finance, information technology, student life, University advancement), the equity programs office