
The Curriculum

Degrees Offered

St. Lawrence offers undergraduate Bachelor of Arts and Bachelor of Science degrees. The degree of Bachelor of Arts is given on the satisfactory completion of programs of study with concentration in the fields of anthropology, African studies (combined major), Asian studies (combined major), Canadian studies (combined major), economics, economics-mathematics (interdisciplinary major), English, environmental studies, environmental studies (combined), Estudios Hispánicos, fine arts, Francophone studies, German studies, global studies, government, history, modern languages and literatures, multi-language, music, performance and communication arts, philosophy, religious studies and sociology, or a multi-field program with concentration in two or more of these fields.

The degree of Bachelor of Science is given on the satisfactory completion of programs of study with concentration in the fields of biology, biology-physics (interdisciplinary major), biochemistry, chemistry, computer science, conservation biology, economics-mathematics (interdisciplinary major), environmental studies (combined), geology, geology-physics (interdisciplinary major), mathematics, mathematics-computer science (combined major), neuroscience, physics and psychology, or a multi-field program with concentration in two or more of these fields.

Either the Bachelor of Arts or Bachelor of Science degree may be elected upon satisfactory completion of a double major if one of the majors is appro-

priate to the degree. A multi-field major may elect either the degree of Bachelor of Arts or Bachelor of Science when the major consists of two fields and each is appropriate to a different degree.

Inquiries for information concerning the degree of Master of Education should be directed to the chair of the education department.

Distribution and Graduation Requirements

Thirty-three and a half semester course units (33.5), including 8 to 12 units in a major field and six units in specified distribution areas, all successfully completed, are required for graduation and are ordinarily earned in four academic years. Also required are a 2.0 cumulative grade point average (GPA) overall and in the major and minor fields, based on St. Lawrence University courses only. The normal course load is four units per semester, except for an additional half unit as required by the First-Year Program during the two semesters of the first year. Each full unit is equivalent to 3.6 semester hours.

To graduate from St. Lawrence a student must complete a number of requirements. All students declare a major at the end of the sophomore year. In addition to the major, students must successfully complete a series of courses designed to provide breadth, called distribution requirements, the First-Year Program requirement and the writing competency requirement, whose descriptions follow.

Distribution Requirements

The registrar maintains a list of courses that fulfill distribution areas. The list is published each semester in the *Class Schedule*.

Students must complete the following distribution requirements. These are abbreviated descriptions of the distribution categories; the complete faculty-approved policy statement is filed in the registrar's office.

Arts/Expression. An approved course that provides active learning through creative expression.

Humanities. One course approved as involving the critical interpretation of traditional and contemporary works of literature, history, political thought, philosophy, religious studies and the arts, both visual and performing.

Social Science. An approved course that provides an awareness of how economic, political and social institutions can be organized, evidence about them analyzed and social science knowledge generated.

Mathematics or Foreign Language. An approved course that either develops quantitative reasoning and analytical thought or provides knowledge of a foreign language and understanding of a foreign culture.

Natural Science/Science Studies. Two courses approved as providing a foundation in the natural sciences and the interplay between science and society. One of the two courses must include a laboratory.

Courses meeting the above distribution requirements must include courses from six different departments or programs. A course can meet only one of the above distribution requirements.

Diversity Requirements

Students must take two courses from two different departments or programs approved as engaging participants in the critical study of sameness and difference, including diverse social and cultural practices and beliefs, either within or outside the United States. Courses meeting the diversity requirement may also be counted

toward other major and minor requirements, but not toward First-Year Program/First-Year Seminar requirements. Participation in an approved program of study abroad during the fall or spring semester will satisfy one diversity course requirement. Study abroad may fulfill only one diversity requirement.

First-Year Program (FYP)/ First-Year Seminar (FYS)

In addition to three other courses drawn from the general curriculum as described in the following pages, students in their first semester enroll in a combined academic and residential program that emphasizes critical thinking and active student participation in both the classroom and the residence. The program consists of four parts:

1. An interdisciplinary, team-taught course illustrative of some of the enduring themes of the human experience.
2. An emphasis on communications skills, in particular writing, speaking and research.
3. An advising system that ensures systematic and supportive involvement of faculty with students through coursework and out-of-class meetings.
4. A residential college system wherein each first-year residence houses students enrolled in the same section of the team-taught course, with the goal of developing integrated living and learning communities.

In the FYP, first-year students meet with the other students in their residence and their FYP faculty members who are also their advisors, regularly and in the context of a broad-based course that focuses on the breadth of the liberal arts and encourages student participation, collaborative intellectual experiences, self-expression and critical thinking.

All first-year students enroll in one of several sections of FRPG 187. Each section explores a distinct set of themes or issues. In the summer before matriculation, students receive descriptions of these sections and indicate those they find most interesting. Each section of the FYP corresponds to a residential college. Each section

meets at least twice a week with a faculty team, with two smaller groups within each section meeting occasionally with one of the faculty members; one faculty member also serves as the academic advisor to the members of each smaller group.

The residential college faculty also works with student life staff to plan co-curricular programs related to the course themes and encourage students to take advantage of the full schedule of University social and intellectual activities. The residents, the residential staff and the faculty of each teaching team work together to design programs and encourage maximum student involvement in the life of the residential college.

In addition to encouraging students to participate in their own colleges, the First-Year Council, composed of two elected student representatives from each of the colleges, provides an opportunity for students to develop leadership skills, participate in University governance, address issues of concern to first-year students and plan social events for the entire first-year class.

In the second semester of the first year, students continue to develop their research, writing and oral communication skills in one of approximately 38 research-oriented First-Year Seminars (FYS). Although they are guaranteed a space in the course taught by their advisor, most students choose to enroll in a seminar with a different faculty member. In the fall semester, students are asked to indicate which First-Year Seminars they find most interesting. In the spring, student life staff and faculty continue to work with the residential communities to facilitate both the continued development of these communities and the transition to upper-class residential life. The First-Year Council also continues to plan events for all first-year students.

Because of the importance of the FYP and FYS in orienting students to St. Lawrence, withdrawal from those courses is not permitted. Students who fail the FYP must complete alternative coursework to be determined on a case-by-case basis by the associate dean of the first year and the associate dean for academic advising programs in consultation with the director of the Munn Center for Rhetoric and Communication.

Students who fail the FYS must retake the FYS in their sophomore year.

FYP and FYS courses may not count for diversity, department, program or distribution credit.

Writing Competency Requirement

To be eligible for graduation, all St. Lawrence students must demonstrate throughout their college careers the ability to write prose that is judged competent by their professors.

1. The instructor will indicate on the grade report an unsatisfactory writing (U/W) notation when a student has not shown satisfactory writing skills.
2. When a student acquires two notations of U/W, he or she is required to complete an individualized writing program developed by the Writing Center. Seniors must demonstrate writing competency before receiving their degree.
3. The notations of U/W are monitored by the registrar and do not appear on student official transcripts.

Residence Requirement

It is a basic requirement that two years (16 units), including at least one semester of the final year before graduation, be taken in residence at St. Lawrence.

Programs of study at other institutions during the senior year must have prior approval from the major advisor and the committee on off-campus study and must be authorized by the dean of academic affairs. Permission to pursue such programs during the final semester and/or summer session before graduation is granted only in extraordinary circumstances.

Fee/Commencement Requirement

No students will be graduated, allowed to participate in the May graduation exercise or receive a transcript of their records if they have not discharged all financial obligations to the University,

or if they are not present at or formally excused from the graduating exercises at which the degree is to be conferred.

Major Requirements

All students are expected to complete a concentrated field of study referred to as the major. St. Lawrence offers students several options when completing their major requirement: a single departmental major, a double departmental major, a combined major, an interdisciplinary major and a multi-field major. These different types of majors are described below; however, all major programs have three common expectations: (1) students will be accepted by the department(s) in which they will undertake concentrated work during the second semester of their sophomore year; (2) students will elect no fewer than eight semester unit courses in their major field; and (3) no student may be required to take more than 12 units in one department or permitted to take more than 14 units in one department. Related course work for a major may be recommended and/or required. Courses in the student's major field cannot be taken on a pass/fail basis after the major has been declared.

Students' programs in the junior and senior years are arranged in consultation with their advisor(s) and the chair(s) of their major department(s). Junior students must be accepted into a department for a major program as a condition for spring term registration. Transfer students entering at the junior level should review major requirements at the time of application, and must declare the major no later than the beginning of the second term of attendance.

Change of the major field may be made only with the consent of the chair and the student's advisor for the new major. Forms for this change are available from the advising office.

Admission to a Major

1. Students will be admitted to a department as majors if they present a 2.0 cumulative average, including a 2.0 average in the major field.
2. Students on probation at the beginning of the junior year should seek admission to a department in which they have a 2.0 average

in the major field. These students also have the option of seeking a probationary admission to a major department in which they have below a 2.0 average in the major field. A probationary admission must be approved by the department chair.

3. Students must declare a major in the spring of their sophomore year or file with the associate dean for academic advising a petition to postpone major declaration.

Continuance in a Major

1. After being accepted by a major department, students must maintain a 2.0 minimum average in the major field to continue as majors. If a student falls below a 2.0 average in the major field, that student and the department will be notified that he or she can no longer continue as a major. The student is also placed on academic probation by the Academic Standing Committee. At that time the student must find acceptance in another department in which he or she has a 2.0 average in that major field. The student also has the option of seeking probationary acceptance by the department from which he or she was dropped, or by any other department that may grant probationary admission. The department chair must approve a probationary admission. If a student can neither find acceptance in another department nor gain a probationary admission, he or she will be suspended from the University.
2. Students who gain probationary admission to a major department have one semester in which to raise their average in the major field to a 2.0 or above and to remove themselves from academic probation. If, at the end of the probationary semester, a student has not raised his or her average in the major field to a 2.0, the student and the department will be notified that he or she cannot continue as a major. Again, the student must either find acceptance in another department or seek continuance of the probationary admission. The department chair must approve a continuance of a probationary admission. If a student can neither find acceptance in another department nor gain a continuance of a probationary admission, he or she will be suspended from the University.

3. Students who are dropped from a major and/or suspended from the University should consult with the associate dean for academic advising. Students who are suspended from the University may appeal their suspension to the Academic Standing Committee.

Comprehensive written examinations may be required at the discretion of the major department and may be given prior to the final examination period of the senior year. In such cases, a student must pass the comprehensive examination in the major field to complete the requirements for the major; failure may be removed by a further examination taken at the close of any subsequent term not later than two weeks prior to its close.

At the time of graduation, a student must present a 2.0 cumulative average in St. Lawrence courses taken in his or her major department(s).

Types of Major Programs

Departmental Majors

The fields of study that offer single departmental majors are listed below. In their departmental major field, students elect no fewer than eight and normally no more than 12 semester unit courses. In unusual circumstances a department may permit individual majors to take up to 14 units; no student, however, may be required to take more than 12 or permitted to take more than 14 units in one department. Related course work may be recommended and/or required. A single departmental major may be chosen from one of the following fields:

- Anthropology
- Biology
- Biochemistry
- Chemistry
- Computer Science
- Conservation Biology
- Economics
- English
- Environmental Studies
- Estudios Hispánicos
- Fine Arts
- Francophone Studies
- Geology
- German Studies

- Global Studies
- Government
- History
- Mathematics
- Multi-language
- Music
- Neuroscience
- Performance and Communication Arts
- Philosophy
- Physics
- Psychology
- Religious Studies
- Sociology

A student in good academic standing may declare either a combined, interdisciplinary, multi-field or double major (see below).

Combined Major Programs

A combined major allows a student to pursue concentrated work in any one department offering a major (see above list) and any special non-departmental academic programs, which are described in the Courses of Study chapter of this *Catalog*. St. Lawrence has special academic programs of study in African studies, African-American studies, Asian studies, Canadian studies, Caribbean and Latin American studies, environmental studies, gender and sexuality studies and Native American studies. While all students may pursue course work in these special studies programs, St. Lawrence offers established combined major programs in the following areas:

- African studies combined with history, government, anthropology or economics.
- Asian studies combined with history, government or religious studies.
- Canadian studies combined with anthropology, economics, English, fine arts, government, history, modern languages and literatures, religious studies or sociology.
- Mathematics combined with computer science.

Interdisciplinary Major Programs

For an interdisciplinary major, a student pursues coordinated concentrated work in any two departments that develop a joint major involving courses from each department. Unlike double majors, interdisciplinary majors do not have to

meet all the requirements for both single majors. Thus, interdisciplinary majors meet some but not all of the separate requirements for departmental majors in each department. St. Lawrence currently offers the following interdisciplinary majors:

- Biology-physics
- Economics-mathematics
- Geology-physics
- Environmental studies with anthropology, biology, chemistry, economics, English, geology, government, philosophy, psychology or sociology

Multi-field Major Program

The multi-field major program is designed for students who wish to study intensively in a multidisciplinary field but cannot achieve this goal through an existing departmental or interdisciplinary major. The multi-field program provides an opportunity for students to design their own program of study.

A student intending to pursue a multi-field major must submit a proposal for his or her individual plan of study to the Academic Advising Committee. Submission of a proposal does not guarantee acceptance into the program; the proposal must be approved by the committee. The proposed program must be an integrated plan of study for the junior and senior years that incorporates course work from a minimum of two departments or fields. The proposal must be signed by at least one faculty member in each field; one member of the faculty in that program or field will serve as the student's primary academic advisor. This advisor will have the same responsibility as a departmental advisor. After the proposal has been approved by the academic advising committee, any subsequent changes from those courses specified in the proposal must be approved by the student's advisor and submitted in writing to the committee before the student begins to follow his or her new course plan.

A proposal for a multi-field major should be submitted during the student's sophomore year. The latest a student may submit a proposal is in the third week of the second semester of his or her junior year.

A student entering the multi-field program must fulfill the distribution, unit and GPA requirements

for graduation. A student must have a 2.0 overall GPA to be admitted to the program and must maintain a 2.0 cumulative average in his or her multi-field major to continue in the program. Students should be aware that certain courses carry prerequisites and that these apply to the multi-field major as well as the departmental major.

A proposal for a multi-field major is both a description of the academic plan and a commitment to adhere to the objectives stated in the plan. A proposal must contain:

1. A narrative section that describes the academic purposes of the program. The description must include a specific and detailed explanation of the question or area of interest that is the focus of the proposal. Also, the narrative must clearly and coherently demonstrate how the courses included in the proposal constitute an integrated, in-depth study of the question or interest. Proposals that display an ambiguous focus and randomly selected courses from unrelated fields of study will be rejected.
2. A completed Form A, available online, which lists:
 - a. a minimum of two fields of study;
 - b. a minimum of four semester units in each field;
 - c. at least one advanced semester unit (300-level or above) in each field;
 - d. at least six advanced semester units within the chosen fields of study.

Form A must include the signatures of faculty sponsors in each field listed. One of these faculty sponsors must be designated as the primary academic advisor.
3. A current academic transcript. Students choosing the multi-field major program are encouraged but not required to pursue an interdisciplinary, independent project (Multi-field 489 and/or 490) as part of the major. This project allows the student to pursue independent work in his or her area of interest as defined by the original proposal and should demonstrate the interrelationships among the fields comprising the multi-field major. The project can be submitted as one of the six advanced semester units and its focus should be described briefly in the proposal. Projects are normally undertaken during the senior year.

A student may graduate with honors from the multi-field major program. Honors for the multi-field major requires a 3.5 GPA in the multi-field major, satisfactory completion of an interdisciplinary, independent project (Multi-field 490) and the presentation of its results in some academic forum. The student must also receive the recommendation of his or her advisors. (See also Distinction and Honors on page 28.)

Double Major Programs

For a double major, a student pursues concentrated work in any two departments offering a major (see above list) and meets the requirements for a major in both. The student may not count for graduation more than 22 units of such work. If majoring in the two departments leads to different degrees, the student may elect to receive either the B.A. or the B.S.

Academic Minors

Academic minors extend the curriculum's flexibility while adding another medium of connection, coherence and integration to the student's course of study. A student who has declared a single major may elect one or two minor fields; a student who has declared a double or combined major may elect one minor field.

Minors normally consist of five to seven courses, as defined by departments or interdisciplinary programs. The minor in education requires additional courses as mandated by the New York State Department of Education and the Board of Regents. (See individual program descriptions for details on specific programs.) A minor may not be declared in the student's major field, although a student may major in one foreign language and minor in another. Courses taken in the minor field beyond the maximum number required for the minor are not counted in the minor, but are counted in the 33.5 units required for graduation. Students must present a 2.0 average at the time of graduation in all courses taken in their minor departments. Semester course units in the student's minor field cannot be taken on a pass/fail basis after the minor is declared.

Department Minors

- Anthropology
- Biology
- Chemistry
- Computer Science
- Economics
- Education
- English
- Estudios Hispánicos
- Fine Arts
- Francophone Studies
- Geology
- German Studies
- Government
- History
- Mathematics
- Music
- Performance and Communication Arts
- Philosophy
- Physics
- Psychology
- Religious Studies
- Sociology
- Sports Studies and Exercise Science

Program Minors

- African Studies
- African-American Studies
- Asian Studies
- Canadian Studies
- Caribbean and Latin American Studies
- European Studies
- Film and Representation Studies
- Gender and Sexuality Studies
- Japanese Studies
- Native American Studies
- Outdoor Studies
- Peace Studies
- Statistics

Academic Regulations Academic Honesty

The primary objective of the University is the promotion of knowledge. This objective can be furthered only if there is strict adherence to scrupulous standards of honesty. At St. Lawrence, all members of the University community have a responsibility to see that standards of hon-

esty and integrity are maintained. It is the responsibility of each student to learn and understand the standards of academic integrity expected at St. Lawrence, as expressed in the University's academic honor code. Additional information regarding academic honesty, plagiarism and academic dishonesty procedures and penalties can be found in the *Student Handbook*.

Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, became effective on December 31, 1974. The purpose of the act as it pertains to post-secondary institutions is two-fold: to assure students access to their educational records and to protect an individual's right to privacy by limiting the sharing of student records without his or her consent.

This information is made available to all students in accordance with the requirement that they be informed of the rights afforded them by the act. Specifically, students are advised of their rights as follows:

Records available to students: Matriculated students have "the right to inspect and review any and all official records, files, and data... including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school..." St. Lawrence University defines "official records, files and data" and "cumulative record folder" to be the student's records as maintained by the student life, registrar's, career services, business and financial aid offices and the education department.

The law requires the University to respond to a student's request to see the official record or the cumulative record folder by establishing "appropriate procedures for the granting of a request... within a reasonable period of time, but in no case more than forty-five days after a request has been made."

A student's file in the student life office includes the student's initial application, personal data forms, disciplinary records and records of communication with the student and his or her family from various University representatives. The registrar's office maintains the official academic

record. The career services office retains letters of recommendation for post-graduate and/or job placement.

The amended act clarifies that recommendations written before December 31, 1974, are not available to students and others unless approved by the writer. Recommendations written after that date are open to students unless the student waives this right. All students are urged to clarify this when requesting a recommendation.

Hearings to challenge a record: Students must be afforded "an opportunity to insure that the records are not inaccurate, misleading, or otherwise in violation of (their) privacy or other rights." Further, provisions must be made "for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data" contained in the official record. Formal procedures for challenging such information are detailed in the Student Academic Grievance Procedure section of the *Student Handbook*.

Rights of third parties to access records: The University will disclose personally identifiable information from a student's education records only with the written consent of the student, except: (1) to school officials (i.e., persons employed by the University in an administrative, supervisory, academic, research or support staff position; a person elected to the Board of Trustees; a person or company employed by or under contract to the University to perform a special task, such as an attorney or auditor; or a student serving on an official committee or assisting another school official in performing his or her tasks) who have legitimate educational interests (e.g., the need to review education records to fulfill their University-related responsibilities); (2) to officials of another school in which the student seeks or intends to enroll (note: it is the University's policy to forward education records to other agencies or institutions in which the student seeks or intends to enroll upon the request of such agencies or institutions, without notification to the student); (3) to authorized representatives of certain FERPA-designated federal and state agencies for the enforcement of federal and state legal requirements; (4) in connection with a student's application for or receipt of financial aid, as necessary to

determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid; (5) pursuant to court order or lawfully issued subpoena, but only after reasonable attempt to notify the student of the order or subpoena, unless the subpoena prohibits disclosure of the existence or contents of the subpoena or information furnished in response to the subpoena; (6) to accrediting organizations to carry out their functions; (7) to parents of a student who claim the student as a dependent for income tax purposes; (8) in connection with health and safety emergencies, as permitted by law; (9) to an alleged victim of any crime of violence or the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime; and (10) as otherwise permitted by FERPA and its implementing regulations as amended from time to time.

All persons desiring access to such records, except on the grounds of exceptions 1, 5 (when the subpoena orders confidentiality) or 7 above, shall be required to sign a written record access form, which shall be kept in the student's file.

With the exception of disclosures covered by the exceptions noted above, prior to release of personally identifiable information from a student's education records, and subject to the rules regarding "directory information," below, written consent must be received from the student specifying the records to be disclosed, stating the purpose of the disclosure and identifying the party or class of parties to whom the disclosure may be made. The authorization for release shall be kept with the student's file.

Whenever the University discloses personally identifiable information from an education record (except as to disclosures [1] of "directory information," [2] to the student who is the subject of the record or [3] to the parent of a dependent student) it shall inform the party to whom it is disclosing the information that it may not be further released or disclosed without the consent of the student or the parent of a dependent student.

Records unavailable to students: Students do not have the right of access to their parents' confidential financial statements or to medical, psychiatric or "similar records that are used solely

in connection with treatment and only available to recognized professionals or paraprofessionals in connection with such treatment." Students, however, could have a doctor or other qualified professional of their choice inspect their records.

Directory information: The University continues to have the right to release "directory" information, limited to name, address, telephone number, e-mail address, student photo ID, dates of attendance, enrollment status, major field(s) of study, degrees and awards received and the most recent previous educational agency or institution attended by the student, without first obtaining the consent of the student. Students or parents wishing to have the information excluded from directories should contact the dean of student life.

Copies of the act are available in the student life office, and students are encouraged to discuss any aspect of the law or their individual file with the vice president and dean of student life. Copies of any or all parts of the record are available to the student at the student's expense.

Transcripts

A transcript of the academic record of each regularly enrolled student is maintained in perpetuity in the registrar's office. Any student or former student may request a copy of his or her own transcript at any time. All such requests must be made in writing or in person at the registrar's office. Except as permitted under federal and state law, the University requires signed authorization to release a copy of one's transcript to a third party. The University reserves the right to withhold academic transcripts in the event of an outstanding obligation owed the University at the time of the request. There is no charge for copies of one's St. Lawrence transcript.

Transcripts and other documents received from other institutions are the property of the University and under the control of the registrar's office. Under the Family Education Rights and Privacy Act (FERPA) of 1974, as amended, all students have the right to view documents in their files, but, to obtain copies of source documents such as transcripts and test scores from other institutions, students must contact the originator of

those records. The University does not copy for student use either transcripts of other schools or test scores.

Credit Toward Graduation

Candidates for baccalaureate degrees may earn credits toward graduation from St. Lawrence University in one or more of the following ways:

1. By satisfactory completion of courses offered by St. Lawrence.
2. By satisfactory completion of courses taken through cross-registration from one of the other members of the Associated Colleges of the St. Lawrence Valley (State University of New York, Canton College of Technology; State University of New York, College at Potsdam; Clarkson University). Up to two such courses per year (September 1–August 31) may be taken. Since these courses are considered as taken in residence at St. Lawrence, and since the grades received in them are part of a student's cumulative average, the general policies on transfer credit do not apply to them. The credit value of such courses, however, is calculated in the same way as that described in II.A.2, below, regarding transfer of credit from other institutions.
3. By transfer from an accredited institution of higher education of approved liberal arts course credits, with grades of at least 2.0 (C) or equivalent. This includes P (Pass) in P/F (Pass/Fail) systems from other accredited collegiate institutions. (See II.A, below). A maximum of eight units are transferable to St. Lawrence if taken by a matriculated student.
4. By Advanced Placement tests, as administered by the College Entrance Examination Board, Princeton, New Jersey. (See II.B, to follow.)
5. By International Baccalaureate Higher Level Examinations in which a score of 5 or higher is achieved. Credit is not awarded for Standard Level examinations. Course credit is regarded as transfer credit and is determined by the registrar in consultation with the appropriate department chair.

[Note: College Level Examination Program (CLEP) credit is not accepted.]

Credit from Other Sources

- I. The following general policies apply to credits earned or sought from sources other than courses offered by St. Lawrence and courses taken by cross-registration.
 - A. The student must be matriculated (accepted by admissions) as a full-time student at St. Lawrence University, with the exception of an employee of St. Lawrence University or other member of the Associated Colleges who may be part-time.
 - B. At entrance, acceptability of credit is determined by the registrar; at other times it is determined by the registrar and/or committee in consultation with the appropriate department chair(s).
 - C. Credit is given no grade value and does not become a part of the student's cumulative or major or minor GPA. For a unit to be transferred, it must have a minimum grade of C or 2.0 on a four-point system.
 - D. Upon entrance, the equivalent of two years' work may be counted toward graduation. Sixteen units must be completed at St. Lawrence.
 - E. Matriculated students in good academic standing (having a minimum GPA of 2.0 and the proper number of completed units) may transfer up to eight units of credit.
 - F. Matriculated students on academic probation may apply to pursue coursework at another institution. However, they must have a grade point average of at least 2.0 at the end of the term to transfer the credit from the other institution.
 - G. Transfer credit will not be granted to students while they are under academic suspension. A student readmitted from academic suspension may request the registrar for transfer of credit earned elsewhere while under suspension.
- II. In addition to the general policies, the following specific policies apply to particular means of obtaining credit.
 - A. Transfer credit from other institutions
 1. To be assured of receiving credit toward graduation from St. Lawrence University, matriculated students must obtain prior approval of individual courses or programs of study. If they intend to study off-campus during a regular fall or

spring semester, such approval must be obtained from the committee on off-campus study and the appropriate department chair(s). Approval of courses to be taken during the summer or between the fall and spring semesters should be obtained from the appropriate department chair(s) through the registrar's office.

- The credit value of transferred work undertaken during an academic year by a matriculated student shall be assessed against the standard of the expected normal full load of the host institution. For example, a student who completes 15 hours of credit at an institution where the expected normal full load is 12 to 15 hours will ordinarily receive four units of credit toward graduation at St. Lawrence.

In other cases:

A maximum of two three-semester-hour courses may be transferred to St. Lawrence as one St. Lawrence unit each.

b. Beyond two courses, credit value of semester-hour courses shall be assessed in accordance with a table of values maintained by the registrar.

B. Advanced placement and credit

Advanced placement and credit toward graduation are granted to students who achieve a rating of 4 or 5 on the Advanced Placement Examination in the following subjects:

AP Exam	SLU Equivalent	SLU Units	Distribution
Art History	None	1	
Calculus AB (or AB subcode on calculus BC exam)	Mathematics 135	1	Mathematics/ Foreign Language
Calculus BC	Mathematics 135 & 136	2	Mathematics/ Foreign Language
Chemistry	Chemistry 103	1	
Chinese Language and Culture	None	1	
Computer Science A	Computer Science 140	1	Mathematics/ Foreign Language
Computer Science AB	Computer Science 140 & 219	1	Mathematics/ Foreign Language
Economics Macro and Micro or 102	Economics 100 & 101.2	2	Social Science
Economics Macro or Micro	Economics 100	1	Social Science
English Language and Composition	None	1	
English Literature and Composition	English 190	1	Humanities

Environmental Studies	ENVS 101	1	Science Studies
European History	History 102	1	Humanities
French Language	French 200	1	Mathematics/ Foreign Language
French Literature	None	1	
German Literature	None	1	
Human Geography	None	1	
U.S. Government and Politics	Government 103*	1	Social Science
Comparative Government and Politics	Government 105*	1	Social Science
Italian Language and Culture	None	1	
Japanese Language and Culture	None	1	Mathematics/ Foreign Language
Music Theory	Music 100	1	Arts and Expression
Physics B w/o Lab	Physics 103 and 104**	1	Natural Science
Physics C Part 1 w/o lab	Physics 151**	1	Natural Science
Physics C Part 2 w/o lab	Physics 152**	1	Natural Science
Psychology w/out lab	Psychology 100	1	Natural Science
Spanish Language	Spanish 201	1	Mathematics/ Foreign Language
Spanish Literature	None	1	
Studio Art	None	1	
Statistics	Mathematics 113	1	Mathematics/ Foreign Language
United States History	History 103,104	2	Humanities
World History	None	1	

*Students who become government majors will get credit for the AP exam but will need to take Government 103 or Government 108 and/or 206 to ensure they have department work at the introductory level.

**Laboratory Qualification: To receive credit, students must demonstrate to the physics department chair that their high school AP course included substantial weekly laboratory work.

Note: Students earning a score of 4 or 5 on the General Biology AP exam may earn 1.5 unit for Biology 102 if they successfully complete Biology 101. For a complete explanation of this option, refer to the "Advanced Standing" section of the Biology section in this Catalog.

Courses are acceptable in lieu of departmental prerequisites and fulfill distribution requirements, as indicated. Students who score 3 may be considered for advanced placement and/or credit by individual departments. The effect of advanced credit upon the department major requirements is determined by each department chair.

Registration for Courses

Continuing students who expect to be enrolled in the following term must register in April for the fall term and November for the spring term. Registration instructions and course listings are

available to all students prior to designated registration deadline dates. Students must meet with their academic advisors prior to registering for courses. Students who register late are subject to a fee of \$45 and loss of class priority.

Course Load

In the fall or spring semester, full-time students may take any four courses regardless of their unit value, or five or six courses that total no more than 4.75 units, without additional tuition charges. An overload consists of five or six courses totaling no more than 4.75 units or more than six courses. During Summerterm, an overload consists of more than two units of credit per session.

Eligibility for Course Overload

Students must be full-time. Students must have a cumulative GPA of at least 2.5 (except as noted in #2 below). Course overload registration is by petition and is done during the first seven days of the fall and spring semesters. Course overload during Summerterm must be approved by the director of Summerterm. See below for direction regarding the cost of additional courses. First-year students and transfer students in their first semester at St. Lawrence are not eligible for a course overload.

Course Overload Without Additional Charges

1. Full-time students with a 3.2 overall or a 3.2 prior semester GPA and making normal progress toward their degree may register for up to 5.75 units without additional tuition charges during the fall or spring semesters. See Guidelines for Normal Academic Progress, page 29. Timely completion of petitions is required.
2. Once during their undergraduate career, all students in good academic standing may take one course as an overload, with no additional tuition charges.
3. A student who fails to convert all incomplete (E) grades to final grades by the end of the drop/add period may not take the free overload course privilege when other conditions are met.

Students taking fewer than four courses or three units will be billed for full tuition with the following three exceptions:

1. A second-semester senior who needs fewer than four courses (regardless of the number of units) to complete his or her academic program may be billed on a per-course basis. A petition requesting less than full tuition must be received within five business days of the course drop/add deadline.
2. Employees and dependents using tuition remission benefits will be billed on a per-course unit basis.
3. Special situations for billing on a per-course basis may be approved by the vice president for finance.

Units of academic credit earned by taking one or more free overload courses may not be applied to a reduction of tuition in a subsequent semester.

If a student elects to take fewer than three and one half units, his or her financial aid may be reduced. The state of New York will disallow Tuition Assistance Program (TAP) aid for students enrolled in fewer than 3.5 units. For additional information refer to the section on Eligibility for New York State TAP (page 29).

Continuing a Foreign Language

Students planning to continue study of a foreign language begun in high school are strongly urged to take the SAT Subject Test in that language. The results are used for placement in the appropriate course. If a student does not take the SAT Subject Test, he or she may request to take a special placement test administered by the modern languages and literatures department prior to enrollment in the continuing language. Students may not enroll for credit in a beginning language course if they studied the language for two or more years in secondary school.

Registration Changes

A full-time student may not reduce his or her course load in any semester to fewer than four semester course units without consulting with his or her advisor, the registrar and, when appro-

priate, the associate dean of the first year. It is expected that a student will consider withdrawing from a course only in extenuating circumstances.

Students may not take a course load of fewer than 3.5 units in any semester without their student status or athletic status being affected. They must consult with their academic advisor(s) and the course instructor and submit a properly executed add/drop or withdrawal form obtainable at the registrar's office.

Students who begin the semester on a part-time status, or who fall to part-time during the first month of the semester by dropping or withdrawing from a course (down to a total of three course units or fewer), will be certified as part-time students for New York state financial aid purposes, other private scholarships that require full-time certification, and repayment of student loans. They will lose their TAP and scholarships if they are part-time students. Foreign students, veterans and athletes who participate in an NCAA sport are also affected.

Add/Drop Policy

During the first seven days after classes begin in any semester or the first three days after classes begin in any summer session, a student may add or drop a course without a permanent record being made of the change. Students changing their schedules within the add/drop period must have written approval of the instructor of each course being added or dropped as well as the approval of their advisor. Students may request from the Academic Petitions Committee a late schedule change with instructor and advisor permission. Approved late changes may result in a \$45 late change fee.

Withdrawal from a Course

Twice before graduation, students are permitted to withdraw from a course after the first seven days and until the end of the 10th week of classes. The course remains on their transcript, and a "W" grade is entered by the registrar. If a withdrawal form, properly executed, is not submitted before the deadline, the student remains enrolled in the course, and is graded accordingly. Withdrawing from FYP or FYS is not permitted.

Withdrawal for Medical Reasons

Students may apply to the vice president and dean of student life for a medical withdrawal from a course, courses, or the entire semester during the semester for which the withdrawal is requested. Documentation from an appropriate medical, psychiatric or psychological professional must be provided at the time of application.

The vice president and dean of student life may grant a medical withdrawal for the semester immediately preceding the semester for which the student is registered, provided (1) the withdrawal is for the entire semester and (2) in her/his judgment, application for the medical withdrawal could have been made and would have been granted for that semester.

Only in consultation with the associate dean for academic advising, and under unusual, documented circumstances, may a medical withdrawal be granted for a semester prior to the last semester for which the student was registered.

If a withdrawal for medical reasons is approved, the registrar enters a "WM" grade for each course involved. Refer to page 221 for a financial credit that may be available to a student readmitted to St. Lawrence after taking a medical withdrawal in a prior semester. A medical withdrawal from a partial course load does not allow the student to receive financial credit in a future semester.

If a student who is on a medical withdrawal from the University applies for readmission to St. Lawrence, the student's physician or another certified medical professional must supply the student life office with a letter giving professional assurance that the student has recovered from the medical problem and that there is a reasonable assurance that the student can successfully resume his or her career at St. Lawrence.

Leave of Absence

A leave of absence may be granted by the dean of student life to any student who is in good academic and social standing. Such a student may be readmitted at the start of a term provided that: (1) readmission is within three terms of the student's leaving, (2) the University receives a 60-day notice of the student's intention to return and (3) there is housing and classroom space available. Only one

course per semester may be transferred to St. Lawrence while a student is on a leave of absence.

Grades

The grading system in use at St. Lawrence is described below:

Grade Grade Point Equivalent per Course Unit

4.0	Excellent	
3.75		
3.5		
3.25		
3.0	Good	
2.75		
2.5		
2.25		
2.0	Satisfactory	
1.75		
1.5		
1.25		
1.0	Lowest Passing Grade	
0.0	Failure	0.0
E	Incomplete	0.0
P	Pass under Pass/Fail option	0.0
W	Withdrawn	0.0
WM	Withdrawn Medical	0.0
X	See below	0.0
U/W	Writing competency	0.0
NGS	No Grade Submitted by Instructor	0.0

X grade is assigned at the end of a semester for work in a designated course that will be completed in the following semester. Only those students specified by the mid-term of the initial semester are eligible to receive an X grade. This grade is not to be confused with the incomplete (E), which is given to a student who fails for a valid reason to complete the work of a course within the period prescribed for that course.

Incomplete (E) is assigned only when, as a result of unusual or extenuating circumstances (e.g., illness), some part of the required work for a course is left unfinished. In such a case, the instructor informs the department chair and agrees with the student on conditions, preferably in writing, for removal of the E. The student is expected to fulfill these conditions in good time, in the ensuing semester, for the instructor to evaluate his or her work and report a permanent grade to the registrar by the end of the sixth week. If no grade is reported, the E is replaced by 0.0 (Failure).

The department chair may request further delay from the registrar, but this delay may not be longer than the term. If the student is not in residence during that term, the delay may be extended for one additional semester. Further extension must be requested of the dean of academic affairs and is unusual since the passage of time often brings changes in instructor and course content.

It is the responsibility of the student to see that conditions for the removal of a grade of E are established and met.

Pass/Fail—During the four years in college, a student is permitted to elect up to four semester course units of work, to be graded Pass/Fail. The purpose of the option is to encourage students to explore new areas of study in which they are interested but have little or no background. The Pass/Fail option is not offered to allow for the removal of deficient mid- or late-term grades incurred, or to justify reduced effort in a course. The Pass/Fail option may be chosen for semester course units taken to satisfy distribution requirements or any elective semester units outside the major or minor. The Pass/Fail option is subject to the following limitations:

1. Semester course units in the student's major and minor fields cannot be taken on a Pass/Fail basis after the major and minor are declared.
2. No more than one optional Pass/Fail course can be taken in any semester.
3. The Pass/Fail option requires the written consent of the instructor within the first 25 days after classes begin in the fall and spring semesters. In summer session, students may avail themselves of the option within the first five days of classes.

A student must attain a minimum of a 1.0 grade to receive a Pass for the course.

Students should be aware that grades of 0.0 (F) are calculated in the grade point average. Although the P grade is not calculated in the grade point average, P grades may place students at a competitive disadvantage when they apply for admission to some graduate or professional schools.

Repeating Courses—Students may repeat a course one time; the higher grade will be computed in

the cumulative average. Grades from both attempts will remain on the transcript. A repeated course does not earn additional credit toward graduation unless the first attempt received a failing grade. Students should be aware that financial aid or veterans' benefits may be affected by a repeated course.

Distinction and Honors

Degrees with distinction (Latin honors) are awarded *cum laude*, *magna cum laude* and *summa cum laude*. The distinctions are based on the cumulative grade point average (*cum laude* 3.3–3.599; *magna cum laude* 3.6–3.849; *summa cum laude* 3.85–4.0). Transfer students who have completed at least two full years of course work at St. Lawrence are eligible for all Latin honors. The GPA used to determine eligibility of transfer students is based on St. Lawrence University courses only.

Departmental honors, including the multi-field and combined major programs, are awarded according to the following policy:

1. A minimum GPA of 3.5 in all courses in the major is required.
2. The only designation recognizing departmental honors is "Honors."
3. Each student is required to complete a project that emphasizes independent work, the nature of which is determined by the discipline.
 - a. Each department determines the course framework within which the project is completed.
 - b. Each department establishes the minimum standards the project must meet to satisfy the requirements for departmental honors.
 - c. An honors committee consisting of no fewer than three faculty members, at least two of whom are members of the department, is appointed for each honors project. For multi-field majors, at least one member of the committee must be one of the major advisors.

- d. Each department will determine whether or not the honors project will count toward the major. Honors projects taken for academic credit will, however, count toward the maximum of 14 units permitted in one department.
 - e. If the department determines that a completed project does not meet the appropriate standard to be awarded honors but does constitute otherwise acceptable work, it receives credit toward graduation and the grade is computed as part of the major and cumulative GPA.
4. Honors in combined major programs must be approved by both departments.

The Dean's List comprises those students who in the preceding semester earned a GPA of 3.6 or higher in a minimum of four courses worth at least one unit each and for which a number grade was received. Students who receive an X grade in an independent study or project and who earn a 3.6 or higher average in a minimum of three or more courses may receive Dean's List designation.

Academic Petitions Committee

Students occasionally experience extenuating circumstances that interfere with their intent to follow rules and procedures regarding various facets of University life. Students may also find confusing or unacceptable an interpretation of a rule or procedure as applied to their individual situation. The Academic Petitions Committee meets weekly during the fall and spring semesters to discuss requests by students to consider exceptions to University policy regarding schedule changes, course grade options, distribution requirements and graduation requirements. Appropriate documentation and academic advisor and/or course instructor substantiation of claims to extenuating circumstances must be provided by the petitioning student. Information about the petition procedure is available from the chair of the committee or the registrar.

Academic Standing

Eligibility for New York State Tuition Assistance Program

All students eligible for New York State Tuition Assistance Program (TAP) awards must complete minimum course progress and meet minimum GPA requirements to retain such awards in subsequent semesters. These requirements are mandated by the New York State Education Department. Eligibility is determined by two criteria: the quality of academic achievement as indicated by the cumulative GPA, and progress toward the degree.

A student is expected to maintain:

1. A minimum cumulative GPA of 2.0 or higher after receiving two years of TAP awards.
2. Satisfactory progress in units completed toward a degree.
3. Satisfactory progress and GPA in the major. (This applies to juniors and seniors who have earned 17 or more units toward graduation).

Repeated courses may not count toward the unit requirement for full-time status.

A student placed on probation but permitted to remain at the University as an enrolled student shall be considered a student in good standing where questions of eligibility for athletics and financial aid programs are concerned.

Normal Academic Standing

Normally, academic standing is defined as (1) earning the minimum number of course units as indicated in the Guidelines for Normal Academic Progress (below) and (2) maintaining a cumulative GPA of 2.0 or higher.

Guidelines for Normal Academic Progress

<i>End of Term</i>	<i>Units Completed</i>
1	4.5
2	9.0
3	13.0
4	17.0
5	21.0
6	25.0
7	29.0
8	33.5

International Students

International students under F- and J-type visas are required to carry and complete at least 3.5 units of work each semester.

Required Summerterm

At the end of the academic year, first-year students or sophomores who have cumulative averages of less than 1.75 and juniors with GPAs less than 2.0 will be required to attend Summerterm at St. Lawrence. Academic improvement, demonstrated by earning a minimum Summerterm average of 2.25 or a higher standard of performance as stipulated by the Academic Standing Committee, is required.

Guidelines for Probation

Students will be placed on academic probation if they fail to meet satisfactory levels of performance as reflected by one of three measures: cumulative GPA, semester GPA or major GPA.

Cumulative GPA: Students are placed on academic probation if their cumulative GPA falls within the following range based on terms completed:

<i>Completed Term(s)</i>	<i>Minimum Cumulative GPA</i>
1–4	1.50–1.99
5–7	1.75–1.99
8–10	< 2.0

If their progress is deemed not satisfactory, they are placed on probation and receive letters that indicate that they must (1) earn a semester GPA of 2.0 or above in their first semester on probation and (2) raise their overall GPA to a 2.0 or higher in the ensuing semester, or they will be suspended. All students on probation must carry a full course load of at least four courses worth at least one unit each.

Students on probation are expected to work with the coordinator of academic achievement, the coordinator of academic support or the associate dean for academic advising and their academic advisor to plan a program to address their academic situation. For more information, consult with the registrar.

Semester GPA: Any student with a semester GPA below 1.75 will be placed on academic probation.

Major GPA: Students whose GPA in their major (i.e., the average of grades in courses applicable to the major) falls below 2.0 will be placed on academic probation. Students whose GPA in their declared major remains below 2.0 for two semesters, and who are unable to find a suitable probationary major, will be suspended.

Guidelines for Academic Suspension

Students who fall into one or more of the following categories will be suspended:

1. First-year students (including first-semester first-year students) or sophomores with cumulative GPAs of less than 1.5, juniors and first-semester seniors with cumulative GPAs of less than 1.75, and second-semester seniors with cumulative GPAs of less than 2.0.
2. Students on probation who do not earn a semester GPA of 2.0 or above in their first semester on probation, or do not increase their overall GPA to 2.0 at the end of the following semester.
3. Students who do not earn a minimum average of 2.25 or the higher standard of performance stipulated by the academic standing committee, during a required Summerterm.
4. Students who have less than a cumulative GPA of 2.0 in their major and cannot find a new or probationary major.

Students other than first-year students suspended after their first semester may apply for readmission after one semester. Suspended students are not considered St. Lawrence University students and are not eligible to receive credit for or take courses at the University.

Students who are suspended at the end of their first semester (and only at the end of their first semester) shall be offered one of the following options:

1. Take a suspension for a full calendar year or
2. a. Students who matriculated in the fall semester may take a suspension of one semester (the spring following the fall in

which they were suspended), after which they may apply to take up to two courses in Summerterm Session I, during which they will also be required to work in a program designed by the coordinator for academic support and the coordinator for academic achievement or their successors. Completion of this program to the satisfaction of the two coordinators, together with a 2.5 average in all summer course work, shall entitle the student to apply for readmission for the fall semester.

- b. Students who matriculated in the spring semester may take a suspension of one summer plus one semester (the fall following the spring in which they were suspended), after which they may apply to return for the spring semester during which they will also be required to work in a program designed by the coordinator for academic support and the coordinator for academic achievement or their successors. Completion of this program to the satisfaction of the two coordinators, together with a 2.5 average in all spring term course work, shall entitle the student to apply for readmission for Summerterm and the following fall semester.

The following table shows the cumulative GPA that will lead to suspension.

<i>End of Term</i>	<i>Minimum Cumulative GPA</i>
1-4	< 1.50
5-7	< 1.75
8	< 2.0

Appeal of Academic Suspension

Suspended students who can document extenuating circumstances have the right to appeal to the academic petitions and standing committee. Appeals, which will be reviewed by the committee and the dean of academic affairs, should be directed to the registrar. For students on probation who are subject to suspension, the Committee on Academic Standing will examine whether *all* conditions of probation were fulfilled when considering an appeal. Questions about the appeals process should be directed to the associate dean for academic advising.

Readmission

Suspended students other than first-year students may apply to St. Lawrence University for readmission one semester after they were suspended.

Applications for readmission are available from the associate dean for academic advising. In addition to the completed application, the following information must be provided:

1. Transcripts of academic work undertaken while suspended.
2. Letters from instructors of courses in which students were enrolled while suspended.
3. If applicable, letters of support from employers, counselors or therapists with whom the student has worked since suspension.

An interview with the associate dean for academic advising may be required.

A student who has been suspended, and who has returned to St. Lawrence, will be allowed up to three semesters to achieve a cumulative grade point average of at least 2.0.

Expulsion

Students will be expelled if they have been readmitted but fail to meet their academic readmission requirements as determined by the Academic Standing Committee. Expelled students who can document extenuating circumstances have the right to appeal to the committee. Appeals should be directed to the registrar. Expulsion represents a complete severance of ties to the University. Students who have been expelled from St. Lawrence University do not have the option to apply for readmission.

Academic Resources and Supports

Academic Advising

Ideally, students at St. Lawrence University should engage in an organized process of academic planning throughout their four years of studying, playing sports, socializing and discovering who they are as young adults. The idea is to find a path leading to the good life each person envisions, a path informed by serious study in the liberal arts, one which allows each person to reach his or her

full potential. By academic planning, we mean that students intentionally discover and map their academic, intellectual and co-curricular lives, aiming at reaching specific goals as a thinking person. Academic planning therefore goes well beyond the selection of courses. Done well, academic planning includes thoughtful reflection about a particular course of study so that students choose courses, plan semesters and seek internship and study abroad opportunities according to a broader set of academic goals. Academic planning also means fully examining and taking advantage of the numerous co-curricular opportunities that are available to enhance students' coursework and intellectual growth.

All first-year students at St. Lawrence participate in the First-Year Program and are assigned a primary faculty advisor who is also a faculty member in their residential college. Most students remain with their First-Year Program advisor for their first four semesters, usually until the end of the sophomore year. Given interests and intention, however, a student may take on a second, or co-advisor, whenever she or he wishes – this is frequently done in the sciences or in connection with pre-professional programs associated with medical, dental and veterinary studies.

Once the first semester has been completed, a student may change his or her advisor to a faculty member from an anticipated field of study. In all cases, such a change requires the consent of the proposed advisor.

By the end of the sophomore year, each student has to declare a major. When this is done, students shift to advisors in the major departments. A student is encouraged to seek out a major advisor from among those people he or she has had in class; that is, from someone the student already knows. If the student has no preference, an advisor from the major department will be assigned by the department chair. Students who declare two majors must have two advisors, one for each field. The faculty advisor in the major department works with students to ensure their academic progress throughout the remainder of their academic career at St. Lawrence. In addition, faculty advisors help juniors and seniors plan the most appropriate program within the major. Faculty

advisors also guide students as they consider graduate or professional schools, career avenues or other post-graduation opportunities.

Students at St. Lawrence are expected to solicit advice from resource persons associated with other programs or departments relevant to their intellectual and personal development. Every student has the opportunity to use the resources of the academic advising office. The student life division also provides counseling to students through a variety of offices including student development, career services and counseling services. (See the Student Life section of this *Catalog*).

Sophomore Initiative

In numerous ways, the sophomore year is critical to a student's academic planning and overall trajectory. Normally, students declare a major in the spring semester of the sophomore year, so students need to be contemplating major possibilities during their second year. More than a major, however, sophomore students should be thinking about the intellectual and career contexts of a major—what internship possibilities might a person pursue? How might study abroad be aligned with coursework and a major? What research would the student like to pursue as a junior and a senior? All of these questions should be posed – and to the degree possible, answered – during the sophomore year.

Because of these considerations, St. Lawrence has been developing a Sophomore Initiative intended to help second-year students pose and answer these questions. A series of sophomore dinners includes discussion of life goals; these have been complemented by other programs specifically for sophomores. Beginning in fall 2008, .5- unit seminars open only to sophomores have been offered; by design, these focus on questions connected to finding a personal intellectual and career path.

Academic Advising Programs Office

Every student has his or her own style of learning. The office of academic advising programs serves as a resource for all students at St. Lawrence, by helping students not only to identify

academic areas of strength and areas in need of improvement, but also to implement specific strategies to achieve greater academic success. To help students accomplish their academic goals, the office of academic advising hosts the following programs:

Peer Tutoring Program

Tutoring is free for all students. All St. Lawrence University students are welcome to sign up for peer tutoring, which is available in almost every subject and is offered for most introductory-level courses. The peer tutors are St. Lawrence students who have distinguished themselves in their departments with high grades and productive study habits. They are recommended by faculty members and participate in a five-hour training process.

Individual Academic Counseling

Any student at St. Lawrence who would like to achieve more academically may request an individual meeting with the coordinator of academic support. The coordinator will then work with the student to develop a plan with the goal of achieving increased academic success and motivation. Such plans may include individualized work in the areas of goal-setting, time management and learning strategies as applied in a university setting. This meeting may lead to further meetings or work with other resources on campus.

Academic Success Workshops

At the beginning of each semester, a series of workshops is offered on various topics, such as time management and best practices for successful college students. In addition, any student, student organization, faculty member or coach may request specific workshops on these or other related topics.

Academic Support Office

The initiatives of this office are intended to help students achieve their academic potential, or help students discover and address what might be interfering with their academic success. To achieve these goals, the coordinator works closely with faculty, staff and the First-Year Program.

Providing academic support for students takes many forms. One aspect is skills development. For example, one widely recognized and important element of collegiate academic success is successful time management. This office provides time management workshops, seminars and consultations, for groups or for individuals, on request. In addition, a workshop specifically about time management during final exams, which includes elements of stress management, is also available.

Academic Skills Assessment

Another aspect of academic support is to provide academic strategies assessments for students to identify academic strengths and weaknesses. Inventories are available to assess study skills, learning styles and study practices and attitudes. Following the use of these inventories, counseling and referral assistance are available to help students make the best use of the knowledge gained from these instruments.

Faculty and Staff Interactions

The coordinator of academic support also works closely with faculty and staff. Some of the more specific activities include consulting with faculty to design intervention assistance for students who are struggling academically; developing early warning initiatives to identify and help intervene with students at academic risk early in the semester; involvement with campus retention initiatives; involvement with the First-Year Program through teaching, advising, workshops and interaction with FYP faculty and staff; providing training for academic advisors about students at academic risk; and collaborating with faculty and staff to design programs to help students succeed academically.

Munn Center for Rhetoric and Communication Writing Centers

Writing well is not a once-learned skill; instead, it evolves through sustained practice over the four years of a student's undergraduate experience.

The Munn Center for Rhetoric and Communication's WORD Studio offers writing assistance to all students, from those writing FYP papers to seniors constructing honors theses. The peer tutors at the Munn Center work with writers from every academic major and minor; they are not all English majors, but rather strong writers from a variety of disciplines. Writers can receive detailed, constructive responses to their work from these well-trained peer tutors at any stage of the writing process, from brainstorming to learning self-editing skills. There are no charges or fees for tutoring; appointments, although encouraged, are not required.

In addition to offering individual tutoring, the Munn Center also provides training and support for First-Year Program writing mentors, offers in-class workshops on writing topics, and provides handouts and resources both in the center and online.

The Munn Center for Rhetoric and Communication, located in the Owen D. Young Library, is open 75 hours a week during fall and spring semesters, as well as for abbreviated hours during Summerterm. It also oversees three satellite centers: the Spanish and French Writing Centers in Carnegie Hall, the Sociology Writing Lab in Piskor Hall and the Science Writing Center in Launders Library.

Quantitative Resource Center

Quantitative skills are a necessary set of tools for success in many endeavors of modern life. To support students as they grow and develop their quantitative abilities, the Quantitative Resource Center (QRC), which opened in fall 2007, offers mathematical, statistical and computational help in support of both coursework and research to all students at St. Lawrence University. The mentors at the QRC represent a range of majors but all have strong quantitative backgrounds and all are trained in the relevant software that is utilized across campus. There are no charges or fees for mentoring. The QRC is open approximately 75 hours per week for students to drop in.

Located in Bewkes Hall, the QRC also provides training and promotion of all things quantitative to faculty. This support takes the form of workshops, seminars and forums to advance quantita-

tive comprehension throughout the St. Lawrence community.

Provisions for Students with Special Needs

The office of academic services for students with special needs was established to assist individuals on the St. Lawrence campus who have disabilities. A student who is admitted to St. Lawrence and has a learning disability must present written documentation by a licensed diagnostician who has diagnosed the student according to the definition of learning disability as stated in Section 5, Part B of Public Law 94-142.

St. Lawrence grants “reasonable accommodations” to documented learning-disabled students as established by the Vocational Rehabilitation Act of 1973. Such accommodations, which are the student’s responsibility to request, are granted as needed on a case-by-case basis, and are arranged by the student and professor upon consultation with the director of the office of special needs. All requests for accommodations must be supported by appropriate documentation provided by the student.

The staff of the office of special needs also serves other individuals with disabilities. Anyone who has any disability is provided counsel on the facilities, equipment and accommodations available at St. Lawrence.

Further information about St. Lawrence’s accommodation policy is available from the director of the office of academic services for students with special needs, or see www.stlawu.edu/needs/index.html. Academic requirements that are an essential part of the University’s education goals may be accommodated, but may not be waived.

Collegiate Science and Technology Entry Program

The Collegiate Science and Technology Entry Program (CSTEP) was established in 1986 by the state of New York to provide services to New York students from underrepresented popula-

tions who seek careers in the sciences, mathematics, health-related professions, technology fields, law and the licensed professions in New York State. At St. Lawrence University, CSTEP provides academic, career and personal counseling; opportunities to explore graduate school programs and career options; encouragement of and support for internship and research projects; assistance in preparation for GREs, MCATs and LSATs; opportunities to hone leadership skills; recognition of achievement; networking opportunities with peers and career professionals; workshop opportunities; and monetary assistance in support of program goals.

Qualifications for CSTEP require that students be New York State residents, full-time University students and African American, Hispanic or Native American or meet low income guidelines as set by the state. Applicants also need to express an interest in a CSTEP career and maintain a GPA of 2.5 or above. Applications are usually accepted in the fall of the year; forms may be obtained in the CSTEP office or by contacting the office.

The Center for Teaching and Learning

Founded in 2001, the University’s Center for Teaching and Learning promotes student learning through facilitating excellence in teaching practices and supporting a wide range of faculty professional development activities. The center’s mission is to provide relevant, engaging and ongoing faculty development to further creativity, risk-taking, collaboration and professional renewal among faculty members at all stages in their teaching careers. Specifically, the goals of the center are to expose faculty to current knowledge and practice regarding teaching and learning; provide a forum for formal and informal exchanges of ideas and expertise; and stimulate, support and reinforce pedagogies that optimize student learning. The center organizes a number of annual programs such as New Faculty Orientation and May Faculty College, and offers support such as pedagogy travel funds and instructional and technology grants, all in the service of professional development.

Information Technology

Information Technology is an integral component of academic life at St. Lawrence University. The "IT" division supports the campus through a wide variety of services including certified Dell, Gateway and Apple computer repair services; a computer purchase program; teaching and learning technologies and computer labs; e-mail, network and Internet; technology training; black-and-white as well as color printing, duplicating, scanning and mail processing services; and audiovisual support for events.

The University encourages the integration of technologies in all academic disciplines to enhance the teaching and learning experience for the liberal arts. Students interested in technology training are welcome to participate in regularly scheduled workshops led by specially trained educational technologies student staff or utilize online training modules. This student staff also provides curricular support in addition to direct support to faculty and staff. IT also employs students through the IT HelpDesk, where they gain technical skills and valuable hands-on experience in desktop support.

Computing and Media Facilities

The IT division maintains 259 computers in public access computer labs across campus and supports 99 readily scheduled teaching and learning spaces equipped with academic and presentation technologies. In addition to widely available wired networking and Internet access, secure wireless networking is available in all University-owned student residences, along with the Student Center, ODY and science libraries, Johnson Hall of Science and a number of other buildings. Networked laser printing is readily available in most labs. All residential computer labs are open 24 hours; most classroom computer labs are open 8 a.m.-11 p.m. Lab computers run Microsoft Windows Vista with Office 2007, while Macintosh computers run Tiger and with Office 2008.

Further, the division operates a campus-wide cable television system, providing 12 University

channels and basic cable to every room on campus, free of charge. Students may subscribe to digital cable (the University contracts with Time Warner Cable) to receive premium channels, Digital Video Recorder (DVR) capabilities and Pay-Per-View programming.

University Libraries

The St. Lawrence University libraries' mission statement sets forth the following key goals:

1. Prepare students for a lifetime of learning by teaching them not only how to locate information but also how to evaluate the sources retrieved;
2. Build, maintain and make accessible on-site collections that support the liberal arts;
3. Expand gateways to scholarly resources beyond the bounds of the campus.

Toward the achievement of these goals, the libraries make available to students and faculty over 1.6 million items, including more than 587,000 books, approximately 413,000 government documents, 1,600 print subscriptions, 598,000 microform units and over 6,500 videos. In addition to these local print and microform resources, the libraries provide access to the world's scholarship by means of a library Web page that connects to collections and resources available through the World Wide Web. It is possible to search more than 107 networked bibliographic databases as well as over 20,000 online full-text periodicals from any location on or off campus. For an online view of the libraries' services and collections, visit www.stlawu.edu/library.

Library Facilities

Even as the St. Lawrence libraries staff has aggressively added scholarly resources in electronic form to the already substantial print collections, they have also attempted to create physical spaces that support both *research* and *instruction*. Thus, Owen D. Young ("ODY") Library offers:

Three electronic classrooms, equipped with workstations and state-of-the-art teaching equipment for hands-on learning. When the classrooms

are not scheduled for class use, they are available for individual use.

Fourteen group study/seminar rooms available for individual and group use.

The library is wireless on all three levels, and has 200 seats in locations that are wired for network and Internet access.

A Help Desk, which offers assistance with both research and technological matters and is supported by students trained to provide in-depth research and technology assistance.

Laptops for in-library use by students, faculty and staff. Each is equipped with a wireless network card and can connect to the campus network; they are available for faculty to reserve for classroom use in the libraries.

In addition to ODY, which houses the college's major collections in the social sciences and humanities, Lauanders Science Library (opened in 1994) houses the science and technology collections. It occupies the upper two floors of Madill Hall and triples the space available for science resources and services. Highlights include many attractive group studies, a seminar room with a projector for online instruction, a map room and a new geographic information system (GIS) lab. Lauanders is wireless on both floors.

Seating is available in ODY and Lauanders libraries to nearly half of the student body at any given time.

Library Instruction

Research competency is one of the formal curricular objectives of the University. By the time a student graduates, she or he is expected to be able "to conduct research and think critically." Students at St. Lawrence learn how to use library resources intelligently in the new bibliographic instruction/electronic classroom in ODY and in the Lauanders Library seminar room. Library instruction is offered in courses across the curriculum and through a variety of general and special offerings. A term paper consultation service provides individual help for students working on research papers or special projects.

Special Collections

ODY Library's large collection of primary scholarly resources may be viewed and used in the Frank and Anne Piskor Special Collections reading room. This area also houses the Herbert A. Vance Archives, which preserves the University's historical documents and records. Each semester the special collections staff offers instruction to courses across the curriculum, including fine arts, languages, English, history, environmental studies and economics. The area includes a laboratory press that allows students to explore the art and history of books through hands-on activities.

Highlights of St. Lawrence's special collections include the Ulysses S. Milburn Collection of Hawthorniana, the Book Arts Collection and the Frank P. Piskor Collection of Robert Frost. Other special collections include manuscripts devoted to Canton-born artist Frederic Remington, the Adirondacks, the St. Lawrence Seaway and other aspects of northern New York history. For access to the special collections Web page, go to www.stlawu.edu/library/libarc.

Richard F. Brush Art Gallery and Permanent Collection

Named in recognition of Trustee Emeritus and arts patron Richard F. Brush '52, the art gallery is an academic resource whose mission is to acquire, preserve, interpret, exhibit and otherwise make accessible works of art for the benefit of a variety of audiences in support of the educational goals of the University. Programs and activities are designed to balance a range of disciplinary and interdisciplinary objectives in recognition of diverse functions and meanings of art. As such, the gallery provides a forum for the creative and critical expressions of artists, historians, curators and scholars. The gallery seeks to integrate all of its activities into the University's academic programs and curricular initiatives.

Stewardship of the University's Permanent Collection and an ambitious program of temporary exhibitions are the central components of the

gallery. Related activities such as lectures, panel discussions, residencies, tours, digital initiatives, acquisitions, conservation projects and campus displays provide educational opportunities for students, faculty and the broader community. The gallery encourages such involvement in the use of the collection, the exhibition program and all related educational activities.

The Permanent Collection contains over 7,000 art objects and artifacts that are frequently displayed in the gallery and used for tours and classroom discussions. While dating to the University's founding, the gallery's most vital growth has taken place in the last 50 years. Twentieth-century works on paper, such as photographs, prints, drawings, portfolios and artists' books, represent the strengths of the collection. Paintings and sculptures by Frank Stella, George Segal, Louise Nevelson, Isamu Noguchi, Milton Avery and Frederic Remington are among the collection's highlights.

The gallery presents 12 to 14 rotating exhibitions during each academic year, including work by regional, national and international artists. Exhibitions are organized by faculty, gallery staff, guest curators and artists and traveling exhibition organizations, drawing objects from the University's Permanent Collection, museums and arts institutions, artists, private lenders and commercial galleries. Recently, Eric Nakamura, co-publisher of *Giant Robot* magazine, curated an exhibition of contemporary Asian and Asian American art entitled *Heavenly Friends*.

Students actively participate in all aspects of the gallery, learning museum standards in art handling as well as matting, framing and installing works of art for exhibitions. Student-guided tours of exhibitions and the collection storage facility are available throughout the year. An annual juried student art exhibition is presented every spring semester, as is a juried senior fine arts exhibition, and students conduct research and write about artists and works of art for exhibitions and course projects. Selected students have presented exhibitions as the culmination of their work through the Sullivan University Fellows Program or other University-sponsored programs.

In addition, the gallery oversees ZONE 4, a book-binding and papermaking program in which students create personal journals and collaborative artists' books made with handmade paper. Workshops are offered to students in courses across the curriculum. New arts facilities include a studio equipped to make paper in both Western and Eastern traditions.

The gallery serves the needs of the University community as well as students and faculty from regional primary and secondary schools and colleges, visiting scholars and others. Its programs and activities serve as an academic and cultural resource for northern New York. The Richard F. Brush Art Gallery maintains legal and ethical standards prescribed by the American Association of Museums. For more information, visit www.stlawu.edu/gallery.

Commons College

Commons College is a voluntary academic-residential community created by students in 1984. Students share a common residence and, with the help of a faculty member, develop an academic course each semester. Community service is an integral part of Commons, and students in the program organize and participate in their own community service projects. They also elect their own coordinators and form their own residential and academic committees. Those successfully completing the Commons course receive one-half course credit for each semester. Unless exempted by the faculty advisor, students enrolled in the course must live in the residence. Commons College accepts applications in the spring semester.

Additional upper-class colleges can be formed in consultation with an associate dean of academic affairs and the director of residence life.

Community-Based Learning Programs

St. Lawrence's Community-Based Learning (CBL) programs offer opportunities to combine community engagement and service with course-based activities and assignments in ways that are designed to promote student learning and personal development. By combining classrooms and

communities, students are learning by doing and doing by learning. In recent years, students have combined course work with service at nursing homes, day care centers, organic farms, tutoring programs, environmental agencies, social service programs, criminal and family courts, the offices of the public defender and the district attorney, community food banks and a variety of agencies and programs associated with the needs of the poor and disabled.

There are three main components to any CBL program or course: reflection, reciprocity, and exposure to and appreciation of difference. Reflection requires that students understand the broader historical, social, political, economic, environmental and/or physical/natural contexts of their experience in the community, and has taken many forms: research projects, short papers, oral presentations, journals, collaborative projects and/or creative projects. Reciprocity means that all parties (students, instructors and community partners) involved in the CBL experience are teaching and learning. CBL courses and programs emphasize partnerships where defining and assessing community needs and developing approaches to address them are done collaboratively among the students, instructors and community partners. Appreciation means that in addition to race, ethnicity, gender and sexuality, which are typically the foci of diversity initiatives, CBL courses and programs also open the doors of understanding to social class, geography, disability and age. CBL allows for the understanding of diversity in all its forms from a more personal and critical perspective.

All CBL courses integrate community experiences with course material. Students prepare by engaging in relevant readings; often, members of the community come to class to discuss expectations in students' placements. Students also participate in orientation programs within the agencies in which they are placed.

On average, CBL courses require approximately 40 hours of community participation per semester. Hours are typically spread across the 14 weeks of the semester calendar rather than done in large blocks over a short period of time.

Courses that have recently included a CBL component include:

CBL

100. Civic Engagement, Service and Community: An Introduction to Community-Based Learning.

This .5-unit course begins with an examination of what we mean by service to the community (When students are placed in the local community, who serves whom and what is being served?), then focuses on civic commitment and responsibility. The course also asks, "Do we, as a University, have an obligation to make the world around us a better place for all?" Also addressed via students' placements are the day-to-day struggles that agencies face as they attempt to meet the needs of their clients; this is approached in the broader context of the effects of macroeconomic changes and political actions on small towns and rural communities in the United States.

101. Leadership Development Studies.

This .5-unit course examines the role of leaders and leadership from historical and theoretical perspectives. Students are asked to develop an understanding of leadership from a historical/theoretical perspective, and to apply theories of leadership to communities both on campus and beyond. Students are required to participate in on-campus leadership and to actively practice the leadership skills and material discussed in class in their leadership roles.

147. Intercultural Community-Based Learning: Privilege, Reciprocity, and Social Justice (Akwasasne Semester).

247. SPTP: Human Rights and Development Disabilities.

Biology

121. Natural World.

389. Advanced Neuroscience.

Economics

307. Law and Economics.

315. Public Sector Economics.

English

243D. Creative Non-Fiction Writing.

Environmental Studies

326. Once and Future Forests.

Fine Arts

240. Sculpture and Extended Media II.

First-Year Program

187A. Making a Difference: Active Citizenship in a Multicultural Democracy.

187N. Having an Impact: Leadership, Teamwork, and Motivation.

188A. Native American Children and Youth.

188E. Utopia in the Modern World.

188G. Food for Thought.

188P. Capoeira – Resistance in Movement, Rhythm, Ritual and Song.

Global Studies

230. Secrets and Lies: Nationalism, Violence and Memory.

250. La Frontera: Cultural Identities on the Mexican-U.S. Borderland.

Government

103. Introduction to American Politics.

480. SYE: Internships.

History

229. Introduction to Native American History.

299. Pro-Seminar.

480. SYE: Senior Seminar.

Performance and Communication Arts

221. Intercultural Communication.

313. Special Topics.

322. Native American Oral Traditions.

Philosophy

203. Ethical Theory.

310. Philosophy of the Environment.

Psychology

413. Community Psychology.

443. Introduction to Clinical Psychology.

480. Seminar.

Sociology

238. Social Services, Agencies and Advocacy.

275. Medical Sociology.

315. Family and Relationship Violence.

Sport Studies and Exercise Science

320. Coaching Theory.

The Center for Civic Engagement and Leadership

Community-based learning is a part of the Center for Civic Engagement and Leadership, whose mission is to increase and enhance opportunities for students to be agents of positive social change both on and off campus. The center combines academic and co-curricular activities within a living-learning community where students work together with community partners

to develop and direct community projects that address locally identified needs. The emphasis of the programming is to develop citizenship and leadership skills through community-based learning including course work, independent studies, participatory action research and dialogue training; volunteerism, where students, faculty and staff support and enhance community initiatives that address community needs; and leadership training, practice and reflection.

Although faculty and staff oversee the operation of the center, students determine the nature of the programs and projects of engagement, through the Community Mentor Program. Student community mentors (CMs), who are paid members of the center staff, work with community partners to identify needs within their organizations and develop campus-community partnership programs to address those needs. All mentors are required to successfully complete CBL101, Leadership Development Studies.

Outdoor Studies Program

The outdoor studies program at St. Lawrence University encompasses three constituent entities: the outdoor studies minor, the Adirondack Semester and the Outdoor Program.

The *outdoor studies minor* (see page 170) is a multidisciplinary approach to the study of nature and human relationships to nature that brings together scientific inquiry, ethical analysis, self-reflection, literary and artistic representation, political theory and direct experience with community dynamics. The minor uses outdoor settings and activities to promote academic goals.

The *Adirondack Semester* (see page 55) offers students the opportunity to immerse themselves full-time in the natural world. Adirondack Semester students experience and reflect critically upon alternative perceptions of how to live responsibly, not just as global citizens of the human community, but as interconnected parts of the global ecosystem.

The *Outdoor Program* (see below) cultivates emotional and intellectual growth by teaching outdoor skills and by facilitating experiences in the outdoors for classes and other campus groups. (While it teaches skills and develops leadership directly, the outdoor studies minor develops these as byproducts of its academic activities in the outdoors. Both seek to foster experiential learning and concern for the natural world.)

Program Objectives

With differing emphases, the three components of the outdoor studies program promote the following objectives:

Stewardship: The program seeks to enhance understanding of the ways humans have related to nature, and have thought about their relations with nature, in different times and places. It seeks also to increase awareness of the many benefits of intimate contact with wild nature; to increase introspection about our own relations with the natural world; and to prepare students to make responsible decisions about the fate of wild nature that increasing technological power has thrust upon the human race.

Links between the outdoors and the classroom: The program employs the power of experience in outdoor activities to foster student growth and learning.

Leadership: Using the challenges of outdoor activities, the program seeks to foster the knowledge and inclinations necessary for effective and responsible leadership in a modern setting.

Lifelong skills and interests: The program seeks to enable students to become self-confident, knowledgeable and ecologically responsible participants in outdoor activities.

The Outdoor Program

The Outdoor Program offers skills training and outdoor leadership development through group, class and individual exploration of the natural world. It has four main emphases:

Skills: *Clinics* are designed to introduce participants to an outdoor skill or activity. They are usually held on campus and are scheduled to accommodate students' class schedules, typically in the afternoon or on a weekend day. *Courses* are

designed to provide students with in-depth and thorough instruction aimed at instilling proficiency in a skill area. Courses typically take place in the Adirondacks, involve at least one overnight experience and occur on a weekend. *Extended courses* are designed to offer unique expedition experiences and instruction for technical and higher-skill activities. These courses are multi-day trips during school breaks and can take place anywhere in the world.

Guide service for academic support: Logistical, material and personnel support are provided to academic classes wishing to use natural settings in their curricula. The Outdoor Program offers a large selection of outdoor equipment for group use, as well as trained student guides to lead safe excursions.

Hadwen Guide training: The Outdoor Program utilizes student instructors for staffing programs and facilities. Student instructors, called Hadwen Guides, are selected on the basis of expertise in a specific outdoor activity, leadership experience, safety consciousness and teaching ability. All guides complete the semester-long Outdoor Leadership Experience course (see below). Many are employed in outdoor education during the summer and are professionally certified through special skills training organizations (NOLS, Outward Bound, Professional Ski Instructors Association, American Canoe Association). Application forms for the Hadwen Guide program are available from the Outdoor Program office in mid-November.

Outdoor Leadership Experience course: A non-credit, semester-long course in outdoor leadership is offered to students who want to work in the field of outdoor education and who are accepted into the Hadwen Guide training program. The course focuses on leadership, decision-making, risk management, outdoor technical skills and safety. It incorporates class sessions, field sessions and a six-day field experience in the Adirondacks. Certifications in CPR, wilderness first aid and basic water safety are obtained through the course. Students who successfully complete the course are able and encouraged to take the New York State Guide exam and become licensed. The course is taught as a staff training program for Outdoor Program staff.

Leadership and team-building opportunities:

The Outdoor Program seeks to develop personal responsibility and leadership skills, including planning, judgment and knowledge of group dynamics. It operates an extensive low and high ropes “challenge course” designed to give campus and community groups a dynamic and exhilarating method of enhancing teamwork, communication and self-knowledge. Using student facilitators, the Outdoor Program offers programs for campus groups and off-campus groups. Other leadership and team-building programs can be custom-designed to meet specific objectives.

McNair Scholars Program

The McNair Post-baccalaureate Achievement Program was established by the United States Department of Education in 1989 and is administered through the federal TRIO Programs. It provides eligible students with the opportunities necessary to successfully apply to graduate and Ph.D. programs. The McNair Program has been sponsored at St. Lawrence since 2003.

Eligible students need to be full-time students at the University and U.S. citizens (or show proof of permanent residency). They must also be either first-generation and low-income students or members of a group historically underrepresented in graduate education (African American, Native American, Hispanic). A GPA of 3.0 or above is expected.

Each fall and spring, new McNair Scholars are named. They are assigned faculty mentors who work with them as they conduct research and advise them as they plan their graduate school applications.

McNair Scholars must have completed their sophomore year to participate in the campus summer research internship, and all scholars participate in the academic year components. A healthy stipend and room plus money for board are provided during the summer research internship. Scholars are also given opportunities to prepare for and take the Graduate Record Examination. They attend seminars and workshops designed to improve their leadership, career planning and research and presentation skills. McNair Scholars are encour-

aged to apply to and visit graduate schools as well as present their research at conferences.

Each year, up to 20 qualified students are enrolled in the Pre-McNair Program, a St. Lawrence University initiative in conjunction with the McNair grant that is designed to give first-year students and sophomores opportunities to become familiar with the graduate school process. Pre-McNair Scholars also learn about research requirements and graduate school entrance exams. The program helps prepare students for a successful application to the McNair Post-baccalaureate Achievement Program.

Requirements for Graduate and Professional Schools

Students who decide to pursue graduate study should make their intentions known to their academic advisors and the director of career services and leadership education as early as possible in their undergraduate careers. Applications to graduate and professional schools are typically submitted between December and March of the senior year, with the exception of medical school. These applications are due the summer following junior year. Preliminary identification and discussion of appropriate programs of study should be undertaken in the junior year. At that time, students should also begin to research fellowship and scholarship programs available in support of graduate study. Information about specific fellowship and scholarship programs is available on the career services and leadership education Web page at www.stlawu.edu/career/scholarships.

Application to graduate or professional school usually requires submission of the following: a statement of academic purpose and experience, three to five letters of recommendation, undergraduate academic transcripts and a report of graduate admissions examination scores. The statement of academic purpose is an important component of the application. Students are encouraged to submit a draft of their statement to their academic and/or career advisor(s) for review and revision prior to its inclusion in the ap-

plication packet. Students are also urged to solicit letters of recommendation from faculty and advisors well before the application deadline date.

Students should also prepare to take the specific entrance examination if required for admission to their program of study. Career services staff can provide general information about these tests and apprise students of available test preparation and practice materials. Inquiries about specific examinations and their test dates and requests for application materials should be directed as follows:

- Graduate Record Examination (GRE): Career Services
- Law School Admission Test (LSAT): Career Services
- Graduate Management Admission Test (GMAT): Career Services
- Medical College Admission Test (MCAT): Chair, Health Careers Committee
- Dental Admission Test (DAT): Chair, Health Careers Committee
- Optometry College Admission Test (OCAT): Chair, Health Careers Committee
- Veterinarian Admission Test (VAT): Chair, Health Careers Committee

Some of these examinations are electronic and some are paper and pencil. Some tests are administered locally; all are administered regionally.

Pre-Professional Programs

Medical, Dental, Veterinary

Undergraduate programs of study at St. Lawrence lead to professional training in medicine, dentistry, optometry, podiatry, nursing, physical therapy and veterinary medicine. Arrangements may be made to enter an accredited health professional school upon the completion of 24 course units at St. Lawrence. In these cases, St. Lawrence University will award the bachelor's degree upon graduation from the professional school and on further condition that all distribution requirements prescribed by the University have also been fulfilled. Medical, dental and veterinary medical schools, however, are increasingly advising students to complete the four-year college courses before beginning their professional training.

The courses required by most medical and dental schools are:

- General biology (Biology 101, 102)
- General chemistry (Chemistry 103, 104 or 105)
- Organic chemistry (Chemistry 221, 222)
- English (any two courses)
- College physics (Physics 103, 104 or 151, 152)

These courses should be completed before the student takes the Medical College Admission Test (MCAT), the Dental Admission Test (DAT) or the Veterinary Aptitude Test (VAT).

In addition, a number of medical schools require or recommend one or two semesters of mathematics, with some schools requiring calculus. An increasing number of medical schools are also requiring one semester of biochemistry (without lab). Most veterinary schools require biochemistry and microbiology in addition to the requirements listed for medical and dental schools.

For students interested in medical school, there are two Early Assurance Programs with the College of Medicine of the SUNY Upstate Medical University at Syracuse. Under the general program, sophomores may be eligible for guaranteed admission into medical school after completion of their senior year. A new (2009) program targets students interested in rural medicine. Students can also apply to the Early Assurance Program at the College of Medicine at SUNY Buffalo.

For students interested in dental school, an Early Assurance Program at the SUNY Buffalo School of Dentistry is available. In this program, sophomores may be eligible for a guaranteed admission into this dental school after completion of their senior year.

Students interested in health careers should use their time at St. Lawrence to gain as much in-depth experience as possible in the humanities and social sciences. For further advice, consult any member of the Health Careers Committee.

Law

Students who are interested in law (or law in combination with business, public service, social work, and other fields) will be well served by the academic programs and pre-law advising at

St. Lawrence. The Pre-law Advising Committee provides group briefings for students during the first and sophomore years and again in the junior year. More specialized individual advising is available for more advanced students as they prepare in a more intensive way for the Law School Admission Test (LSAT) and begin applications to law schools.

The LSAT is administered at St. Lawrence on all four dates on which it is available anywhere in the U.S. or overseas. In the academic advising office the Pre-law Advising Committee maintains a large store of information and materials about the legal profession and preparation for law study and about specific law schools.

Preparation for the study and practice of law is an honored tradition at St. Lawrence. Graduates have received degrees from over 60 law schools, including Harvard, Yale, Chicago, Stanford, Columbia, Georgetown, New York University, Cornell and others approved by the American Bar Association. These graduates are engaged in the traditional practice of law and in professional work in many other fields including banking and finance, judicial and legislative service, public administration, teaching, educational administration, human resources and law enforcement.

The right preparation for law school is a good liberal arts education, and that is precisely the purpose of St. Lawrence University. There is no "magic major" for pre-law students. Majors most frequently chosen by students interested in law have been government, history, economics, English and psychology. Students are advised to keep their interests broad and to take solid and challenging courses in all the fields of study that make up the curriculum of a good liberal arts college.

Students are encouraged to make sure that they have good writing skills by taking basic and advanced courses in composition. They should also make sure that they learn the basics of American history and government and of economics and accounting. Study of philosophy and reasoning is also encouraged to sharpen the skills needed for later professional training. After all of these preparatory studies, students are ready for the

courses on Law and Courts in the United States (preferably in the fall of the junior year), Environmental Law and Politics (recommended for those particularly interested in environmental studies and always available in the spring of the student's junior and senior years) and Constitutional Law (suggested especially for the spring term of the senior year for those who are ready to make the transition to the study of law and other graduate and professional education).

Members of the Pre-law Advising Committee are available to speak with all students interested in pursuing a career in law. Prospective students are invited to e-mail or call committee members at any time:

- Robert Thacker
Professor of Canadian Studies and English
Associate Dean for Academic Advising
rthacker@stlawu.edu
315-229-5964
- Carol Bate
Director of Career Services
cbate@stlawu.edu
315-229-5906
- Cathy Crosby-Currie
Associate Professor of Psychology and
Associate Dean of the First Year
cacrcu@stlawu.edu
315-229-5167

Education

St. Lawrence University offers undergraduate courses that prepare students for teaching in public and/or private schools. The University has registered its programs with the New York State Education Department leading to initial and/or professional teaching certification for New York State. Under the requirements of the New York Board of Regents, effective in 2004, students completing required undergraduate study in education are eligible for initial certification in New York and comparable initial certification in all reciprocating U.S. states and Canadian provinces. See Education, page 97, for details.

St. Lawrence also has graduate programs leading to initial and/or professional teaching certification in New York State and all reciprocating

U.S. states and Canadian provinces. The undergraduate and graduate-level programs in teacher education hold full national accreditation by the Teacher Education Accreditation Council (TEAC). The University also offers other graduate programs in counseling and school leadership. Because New York State's regulations for certification often change, information and advice should be obtained from the St. Lawrence University education department. For details about the University's graduate programs leading to post-baccalaureate teaching certification, the master's degree and the certificate of advanced study, see the University's *Graduate Catalog*, available from the education department.

Basic Engineering Combined Plan

Students can combine a liberal arts education with an engineering degree through St. Lawrence's combined engineering program with five engineering schools (Clarkson University, Columbia University, Rensselaer Polytechnic Institute, the University of Rochester and the University of Southern California). The most popular option is the 3+2 plan, in which a student spends three years at St. Lawrence and two years at the engineering school, and graduates with a bachelor's degree from each institution; 4+2 programs are also available, as well as 4+1 in special cases.

All regular distribution and graduation requirements, as well as those requirements established by the student's major department under this program, must be met prior to enrolling in an engineering school.

A minimum of 25 semester units must be earned at St. Lawrence. Grades lower than 2.0 will not be acceptable for the minimum 25 semester units.

Some engineering schools may have additional requirements. Please consult the engineering liaison officer for details.

In addition to the requirements above, the following courses, none of which can be taken on a pass/fail basis, must be completed:

- Chemistry 103, 104; or Chemistry 105
- Physics 151, 152 (engineering schools will not give credit for Physics 103,104)
- Calculus sequence (Mathematics 135,136,205)
- Mathematics 230
- Computer Science 140 or 219

Additional courses are recommended for certain engineering disciplines, for example:

- For mechanical engineering: Physics 307 and 333.
- For electrical engineering: Physics 307, 308, 333 and a course in electrical circuits available through cross-registration.
- For computer engineering: Computer Science 219, 220, and 256
- For environmental engineering: Chemistry 221, 222 and Biology 101, 102.
- For chemical engineering: Chemistry 205, 221, 222, 341, 342, and 351 or 352.

Students entering St. Lawrence with the intention of pursuing the 3+2 engineering program should make known their interest to the engineering liaison officer, who can provide assistance in meeting these requirements. Students must satisfactorily complete a program that is approved by both the liaison officer and a major department to be certified for admission to the chosen engineering school. Information about additional special requirements of individual engineering schools is available from the liaison officer.

Financial aid from the engineering schools for the final two years is generally need-based for United States citizens. International students should be aware that many schools offer no assistance to them, and it is unlikely that these schools will provide anything near full scholarships for even the most needy international students.

Pre-Management Program

Many St. Lawrence students choose to pursue graduate programs in management or careers in business. Majors from any discipline may complete the pre-management program, which combines an individually tailored course of study with career-building programs and leadership skills development. Participants should work

closely with the program coordinator and with career services. A certificate is awarded to students successfully completing the program.

Academic Requirements (8 courses)

I. Introductory Courses (3 courses)

Each of the following three (3) courses must be taken:

Accounting (Economics)

203. Financial Accounting. (no FY students)

204. Managerial Accounting. (no FY students)

Economics

100. Introduction to Economics.

II. Quantitative and Statistical Methods (1 course)

One (1) of the following courses must be taken:

Biology

303. Biometrics.

Economics

200. Quantitative Methods in Economics.

(prerequisite: Economics 100)

Mathematics

113. Applied Statistics.

213. Applied Regression Analysis.

Psychology

205. Research Methods in Psychology.

(prerequisite: Psychology 100 or 101)

Sociology

301. Quantitative Research Methods.

III. Other Electives (4 courses)

At least four (4) of the following courses must be taken:

Computer Science

140. Introduction to Computer Programming.

Economics

305. Industrial Organization and Public Policy.

(prerequisites: Economics 200 and 251) or

307. Law and Economics.

(prerequisite: Economics 251)

313. Financial Economics.

(prerequisites: Economics 200 and 251)

Government

316. Ethics in Business and the Professions.

Marketing

320. Principles of Marketing.**

Operations Management

331. Operations/Production Management.**

Psychology

313. Industrial/Organizational Psychology.

(prerequisite: Psychology 100 or 101) or

Organizational Studies

286. Organizational Behavior.**

**0.833 units transferred for SLU credit. Marketing 320, Operations Management 331, and Organizational Studies 286 are offered via cross-registration at Clarkson University. It is recommended that students have junior or senior standing when taking these courses.

4+1 MBA Programs

St. Lawrence University has agreements with the graduate schools at Clarkson University, Union College and Rochester Institute of Technology that allow students to plan their undergraduate program to include courses that serve as foundation courses for graduate study. Students must complete a regular undergraduate major and meet prescribed admission standards in addition to the foundation courses. Those who are admitted can expect to complete the requirements for the MBA degree in one year rather than the usual two or more. In addition, applicants with outstanding academic records will receive a prompt decision concerning admission and financial aid. Preliminary inquiries concerning these programs may be made by consulting with the pre-management coordinator.

Simon Early Leaders Program

St. Lawrence participates in a collaborative relationship with the Simon Graduate School of Business at the University of Rochester in which St. Lawrence faculty nominate current students and recent graduates for the Simon Early Leaders Program. The program is designed to allow graduates of select colleges and universities who demonstrate outstanding leadership potential and high scholarship access to a graduate business education without the typical prerequisite years of professional experience. Nominees receive a fee-waived application to the Simon Graduate School of Business and those who are admitted receive merit-based scholarship support of \$5,000 to \$30,000 per year. St. Lawrence typically nominates five to ten Simon Early Leaders each year.

Seminary Preparation

Students who wish to attend seminary to prepare for the ministry, priesthood or rabbinate should take a broad range of courses in the liberal arts and sciences: English composition and literature; philosophy and religion; history; and the social and natural sciences. Work in a modern language – French, German or Spanish – and/or in Greek, Hebrew or Latin (the latter not offered at St. Lawrence) is also desirable. Enrollment in at least one course that is designated “service learning” is highly recommended, as is a semester on one of the University’s international or domestic off-campus programs. Interested students may consult with the University chaplain.

Army and Air Force Reserve Officer Training

Both Army and Air Force Reserve Officer Training Corps (ROTC and AFROTC) programs at nearby Clarkson University in Potsdam, N.Y., are open to St. Lawrence University students. For more information, contact the ROTC office at 315-268-7705 or the AFROTC office at 315-268-7989, or go to www.clarkson.edu.

Summerterm

The University operates a diverse academic summer program that includes both undergraduate and graduate courses. A five-week undergraduate session features a variety of courses, including special summer field courses that make use of the local environment and off-campus study opportunities. The education department conducts

two graduate sessions of three weeks each; the curriculum is especially valuable for educators, counselors, administrators and others in the helping professions. Approximately 400 students enroll in the summer academic program.

In addition to the academic sessions, several conferences and youth programs are held on campus. More than 1,500 young adults participate in sports schools during the summer.

Further information may be obtained from the office of the academic dean at 315-229-5993.

Auditing Courses

Area Resident Auditing is a program designed to serve the educational needs and interests of local residents at a low cost. “Auditing” means attending a class without working for or receiving formal credit. Although the program offers a top-quality educational experience, no written exams or papers are expected and no final grades are issued, but auditors may request a certificate of attendance from the professor.

The program is open to adult residents of the North Country. An elementary or high school diploma is not required. High school students, faculty and regularly enrolled students at area colleges, and St. Lawrence faculty and staff are not eligible.

Persons over 60 years of age may audit a course by paying a registration fee of \$35 per course. The fee for younger adults is \$100 per course (\$50 for Summerterm). The audit fee must be paid at the time of registration and is not refundable.

Inventory of Registered Programs¹

Program Title	Degree	Code	HEGIS
<i>Bachelor of Arts/Bachelor of Science Programs</i>			
African Studies–Anthropology	BA	21401	2299
African Studies–Economics	BA	21402	2299
African Studies–Government	BA	21400	2299
African Studies–History	BA	21399	2299
Anthropology	BA	83565	2202
Anthropology–Canadian Studies	BA	19102	4903
Biology	BS	09784	0401
Biochemistry	BS	25090	0414
Biophysics	BS	09786	0415
Chemistry	BS	09810	1905
Computer Science	BS	22059	0701
Conservation Biology	BS	31841	0499
Economics	BA	09817	2204
Economics–Canadian Studies	BA	81114	4903
Economics–Mathematics	BA	83566	2299
Economics–Mathematics	BS	83567	2299
English	BA	09800	1501
English–Canadian Studies	BA	81118	4903
Environmental Studies	BA	22863	0420
Environmental Studies–Anthropology	BA	19100	0499
Environmental Studies–Biology	BS	89035	0499
Environmental Studies–Chemistry	BS	89036	0499
Environmental Studies–Economics	BA	89039	0499
Environmental Studies–English	BA	22613	0499
Environmental Studies–Geology	BS	89037	0499
Environmental Studies–Government	BA	89040	0499
Environmental Studies–Philosophy	BA	19101	0499
Environmental Studies–Psychology	BS	89038	0499
Environmental Studies–Sociology	BA	89041	0499
Estudios Hispánicos	BA	09798	1105
Fine Arts	BA	09792	1001
Fine Arts–Canadian Studies	BA	81115	4903
Francoophone Studies	BA	09795	1102
Geology	BS	09812	1914
Geophysics	BS	09813	1916
German Studies	BA	09797	1103
Global Studies	BA	22915	0399
Government	BA	09819	2207
Government–Asian Studies	BA	86043	2299
Government–Canadian Studies	BA	81113	4903
History	BA	09818	2205
History–Asian Studies	BA	86044	2299
History–Canadian Studies	BA	81112	4903
Mathematics	BS	09806	1701
Mathematics–Computer Science	BS	85373	1799
Multifield Program	BA	78014	4901
Multifield Program	BS	78015	4901
Multi-Language Major	BA	80026	1199
Music	BA	09793	1005
Neuroscience	BS	25089	0425
Performance and Communication Arts	BA	79187	1007
Philosophy	BA	09802	1509
Physics	BS	09807	1902
Psychology	BS	09815	2001
Religious Studies	BA	09803	1510
Religious Studies–Asian Studies	BA	86045	1599
Religious Studies–Canadian Studies	BA	19103	4903
Sociology	BA	09820	2208
Sociology–Canadian Studies	BA	81116	4903

Undergraduate Teacher Certification Programs (Initial)

Adolescence Education: 7-12 English	BA	25731	1501.01
Adolescence Education: 7-12 Social Studies	BA	25732	2201.01
Adolescence Education: 7-12 French	BA	25733	1102.01
Adolescence Education: 7-12 German	BA	25734	1103.01
Adolescence Education: 7-12 Spanish	BA	25735	1105.01
Adolescence Education: 7-12 Mathematics	BA	25736	1701.01
Adolescence Education: 7-12 Mathematics	BS	25737	1701.01
Adolescence Education: 7-12 Biology	BS	25738	0401.01
Adolescence Education: 7-12 Chemistry	BS	25739	1905.01
Adolescence Education: 7-12 Earth Science	BS	25740	1917.01
Adolescence Education: 7-12 Physics	BS	25741	1902.01
Special Subjects: K-12 Visual Arts	BA	25742	0831
Special Subjects: K-12 Visual Arts	non-granting		
(joint program with SUNY Potsdam)	BS	26310	0831

Post-Baccalaureate Teacher Certification Programs (Initial)

Post-Baccalaureate Teacher Cert.	Adv. Cr.	25729	0803
<i>for SLU graduates; all certificate titles listed above</i>			
Post-Baccalaureate Teacher Cert.	Adv. Cr.	25730	0803
<i>for non-SLU graduates; all certificate titles listed above</i>			

Master's Level Certification Programs

Teacher Certification (Initial & Professional)			
General Studies in Education	M.Ed.	25727	0803
<i>all certificate titles listed above</i>			
Teacher Certification (Professional only)			
General Studies in Education	M.Ed.	25728	0803
<i>all certificate titles listed above, both at 7-12 and/or 5-9 level</i>			
Counseling and Human Development			
School Counselor (Prov/Perm Cert.)	M.Ed.	09787	0826.01
Mental Health Counselor (Lic. Qual.)	M.S.	30654	2104.10
Educational Leadership			
School Building Leader (Initial/Prof)	M. Ed.	29111	0828

¹The programs listed in this table have been approved by the New York State Department of Education at St. Lawrence University. Not all programs continue to be offered. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.