Thank you for your interest in graduate study at St. Lawrence University. Applying to graduate school is an important step and we look forward to working with you throughout the application process. Please return this completed application to:

Office of Graduate Studies
Atwood Hall, Rm 20
23 Romoda Dr.
Canton, NY 13617
315-229-5061 / (315) 229-7423 (fax)
9:00 a.m. – 4:30 p.m. EST, weekdays

Application Fee: $50.00 – Made payable to St. Lawrence University

Application Deadlines:
Spring Admission – January 10
Summer Session – May 1
Fall Admission – August 15

NOTE: Counseling & Human Development Programs accept applications for Summer & Fall admission only.

Application Checklist:
(The following items must be submitted along with the completed application form in order to be considered for admission.)

General Studies Program:
- Official transcripts of all prior undergraduate and graduate work.
- A two-page writing sample describing your background, your reason for applying to this program, and your goals in the profession.
- Three current letters of recommendation.
- A completed immunization form.

Counseling and Human Development Programs & Mental Health Counseling Program:
- Official transcripts of all prior undergraduate and graduate work.
- A personal statement for admission consisting of at least 2 pages. (See page 6 of this application).
- Three current letters of recommendation.
- A completed immunization form.

(Note: The GRE exam is not required for admission into the Counseling and Human Development Program or the Mental Health Counseling Program. However, if you have taken the exam and would like to submit your scores, you may do so.)

Educational Leadership Program & SBL Satellite Cohort:
- Official transcripts of all prior undergraduate and graduate work.
- A personal statement for admission consisting of at least 5 pages. (See page 6 of this application).
- Three current letters of recommendation.
- A completed immunization form.

Certificate of Advanced Study (CAS) in Educational Leadership:
- Include three letters of recommendation:
  * One from a practicing school building or district administrator.
  * One from an individual with first-hand knowledge of your professional competence.
  * One from an individual who has knowledge of your academic competence.
- Possess a permanent or professional certificate in classroom teaching or pupil personnel service.
- Provide evidence of satisfactory completion of three years of educational work in a public school.

NOTE: Students completing Part I of the combined program in educational leadership will NOT receive the C.A.S. until they complete Part II.
Graduate Application

Personal Information

Last ____________________________________ First ____________________________________ M.I. ____________________________________ Former/Maiden ____________________________
Social Security No. ____________________________________ Date of Birth mm/dd/yy ____________________________ Gender: [ ] Male [ ] Female
Country of Birth ____________________________________ Country of Citizenship ____________________________________ Dual Citizenship? [ ] Yes [ ] No

Email Address ____________________________________

Home Address

Street ____________________________________ City ____________________________________ State/Province ____________________________________ Zip/Postal Code ____________________________________
Home Phone ____________________________________ Cell Phone ____________________________________ Work Phone ____________________________________

Mailing Address (if different)

Street ____________________________________ City ____________________________________ State/Province ____________________________________ Zip/Postal Code ____________________________________

Program of Study (check one)

[ ] Counseling & Human Development
☐ School Counseling (M.Ed.) cous.med
☐ Mental Health Counseling (M.S.) mhms.ms
☐ Certificate of Advanced Study (C.A.S.) counc.cas

[ ] Educational Leadership
☐ School Building Leader (M.Ed.) edbl.med
☐ Non-Certification (M.Ed.) edis.med
☐ School Building Leader – Part I edic.non
☐ School District Leader (C.A.S.) edic.cas

[ ] SBL Satellite Campus Cohort
☐ Located on the campus of Paul Smith’s College. Special tuition applies ($200 per credit discount). edic.non.psc

[ ] General Studies
☐ Initial/Professional Certification (M.Ed.) geni.med
☐ Professional Certification (M.Ed.) genp.med
☐ Non-Certification (M.Ed.) genn.med
☐ Post-Baccalaureate Certification pbtc.non

For certification options, list certificate subject area(s) below:

__________________________________________

Enrollment Status

I plan to enroll for... [ ] Fall 20___ [ ] Spring 20___ [ ] Summer 20___
I plan to enroll... [ ] Full time [ ] Part time

Fall & Spring Semesters: Full-time enrollment = 3.33 units per semester (1 unit = .83 credit hrs.)
Summer Session: Full-time enrollment = 1.66 units (1 unit = .83 credit hrs.)
Current and Prior Education

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<th>Degree</th>
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*Official transcripts of course work taken at other institutions must be forwarded to the Education Department for review.*

Are you employed as an assistant coach in athletics at SLU? If yes, complete the following.

_________ 
Assistantship Position

_________ 
Supervisor’s Name

Teacher Certification

If you currently hold certification, please indicate below:

- [ ] Initial
- [ ] Professional
- [ ] Provisional
- [ ] Permanent

_________ 
Certificate No.

_________ 
Area(s)

_________ 
State

_________ 
Effective Date mm/dd/yy

List all honors earned in previous college work:

________________________________________________________________________

________________________________________________________________________

List Professional organizations of which you are a member:

________________________________________________________________________

________________________________________________________________________

Do you intend to apply for a graduate assistantship

- [ ] Yes
- [ ] No

Do you have transfer work?

- [ ] Yes
- [ ] No

*Transfer work must be approved by the program coordinator and department chair before credit can be awarded.*
Racial/Ethnic Background

The Federal Government has changed the categories for reporting race and ethnicity for colleges, to make them comparable to U.S. Census data. Please take a minute and answer the 2 questions below. St. Lawrence recognizes and values difference; the information you provide here will also assist us with our planning and programming. For questions, contact Christine Zimmerman, Director of Institutional Research.

1. Do you consider yourself as?
   - Hispanic or Latino
   - Not Hispanic or Latino

2. What is your race? Please mark one or more races.
   - White
   - Black or African American
   - Asian
   - American Indian or Alaska Native
   - Native Hawaiian or Other Pacific Islander

Please feel free to further clarify your responses above.

Signature

__________________________________________________________

Signature

__________________________________________________________

Date

Print Name

My signature above indicates that all information provided in this application is complete, factually correct and honestly prepared. I understand that any misrepresentation may result in refusal into or dismissal from the program.

FOR DEPARTMENTAL USE ONLY:

Date Admitted ____________________________ Anticipated Completion Date ____________________________

Program Coordinator Signature ____________________________
Educational Leadership Program – Personal Statement for Admission

The Nine Essential Characteristics of Effective Leaders for NYS

Educational Leadership is to prepare leaders who exemplify the New York State Nine Essential Characteristics of Effective Leaders. Please respond to each characteristic in paragraph form. This is your personal statement and will help us become better acquainted.

1. Leaders know and understand what it means and what it takes to be a leader.
2. Leaders have a vision for schools that they constantly share and promote.
3. Leaders communicate clearly and effectively.
4. Leaders collaborate and cooperate with others.
5. Leaders persevere and take the “long view.”
6. Leaders support, develop and nurture staff.
7. Leaders hold themselves and others responsible and accountable.
8. Leaders never stop learning and honing their skills.
9. Leaders have the courage to take informed risks.

Counseling & Human Development Program - Personal Statement for Admission

One of the more challenging tasks in admissions has been our ability to learn the values, experiences and interests of the candidate as well as the candidate’s understanding of the program at St. Lawrence University.

The following question-statements are only suggestive. They give you a chance to react and serve as a focus on the processes and values you will encounter in the program. As you respond you may discover that there are value assumptions with which you do not agree and knowing this beforehand seems crucial.

You may find that you do not have the knowledge, awareness or experience to answer some of the questions. It is the attempt to reflect on these issues that is most important.

Please respond to each in paragraph form. This is your own personal statement and will help us become better acquainted.

1. **Personal initiative, self-discipline, responsibility...the ability to create a plan, follow through to attainment of goals with a minimum of external motivation.**
   - Probably much of the significant learning in this program will come from you.
   - You may wish to reflect on your life when you felt good about your own self-discipline and self-responsibility. You might describe independent studies or projects, experiences in work-educational settings or other situations in which you were proud of your own initiative and internal motivation.

2. **Self-awareness and commitment to continued personal growth and development.**
   - It is hoped that one of the principle outcomes of the program would be that you become more aware of yourself, your values, beliefs, and your effect on others. It is our belief that helpers are aware and growing individuals in their own lives.
   - You might wish to consider this criterion by examining changes in your own life. Your ability to identify critical junctures, decision points and personal reactions to these life issues may also serve to demonstrate self-awareness and commitment to continued development.

3. **Intellectual-academic ability.**
   - Traditionally courses, years of schooling, grades and test scores have been the major criteria for measuring this characteristic.
   - We choose to broaden this definition to include many alternative learning possibilities or experiences that clarify your unique learning ability.
   - To demonstrate this you might include samples from extra-curricular activities, travel, particular school-college experiences, as well as work experiences.
4. **Willingness to accept an ever-changing world of uncertainty.**
   - Sometimes our particular need for predictability and certainty gets in the way of our willingness to risk and to grow.
   - This criterion is possibly best dealt with by asking the following questions. How aware you of change? How comfortable with it? Do you have tolerance for ambiguity? How do you deal with uncertainty? By drawing upon your past experiences, answer these questions and give examples of how you’ve dealt with those situations in the past and how you would like to continue this process in the future.

5. **Ability to work with, accept and appreciate people with different cultural, ethnic, religious backgrounds as well as differing values and beliefs.**
   - A person centered approach is by definition involved with these questions, i.e., a new awareness of the richness that results when differences among people are prized.
   - This commitment may be exemplified by your work with, or experiences with, people different from you. You might include any experiences or interactions that show your own ability and/or desire to become more aware of and accepting of differences.

6. **Ability and commitment to work with issues involving sex discrimination in our society.**
   - A person centered approach assumes values and attitudes regarding people as people, rather than male and female roles.
   - Could you respond to this issue by describing personal experiences that illustrate your behavior and thinking regarding this subtle form of oppression of both sexes?

7. **A fundamental respect and caring for people and a belief in their potential for growth and a trust in their autonomy.**
   - Here, you might take the time to reflect on your view of the human condition relating to and how you interact with people.
   - Some questions worth considering might be: How ready are you to develop this basic positive belief toward human potentially? How willing are you to work, experience, and learn in a program which has as its center this value?

8. **Empathy: the ability to understand and respond to another’s deeper feelings and perceptions.**
   - This is a critical attitude and skill in a person centered approach.
   - This criterion might be examined by examining your own beliefs regarding empathy; when and from whom you most recently experienced it? How did you feel? How was it helpful?

9. **A commitment to choice and responsibility.**
   - These are concepts which are all pervasive in a humane approach to understanding people.
   - You may wish to explore your meaning of choice and being responsible for yourself, describing your own choices and times when you have or have not responsibility and the difference that makes.

10. **Further Perspectives**
    - Here you might choose to explain those thoughts, feelings, values, and beliefs that have not been included.
    - This may be the place for you to describe your own "way of being" as well as your hopes and goals in the helping professions.