

Our Mission

Preamble

St. Thomas University is a small, Catholic institution whose central liberal arts program is complemented by professional programs in education and social work. St. Thomas University takes pride in and seeks to nurture its Catholic and humanistic heritage, its concern for social issues, its interaction with the community beyond the campus and its sensitivity to the needs of individual students. A strong sense of community unites its members, and its commitment to service is a defining characteristic of its mission.

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We value the tradition of academic freedom. We seek to provide a learning and teaching atmosphere that is free of discrimination, injustice, and violence, and that is transparent, understanding, open, and fair.

We are also an important community. We welcome the opportunity of dialogue, collaboration, and partnership; of mutual respect and support.

5. An ability to write and speak with clarity and precision.

A liberal education recognizes the connection between clear thinking and effective communication. In fact, the ability to develop, explain, defend, and clearly present arguments.

6. A capacity and life long desire for learning.

Because liberal education is a process of learning, a person has a desire for an education, a life long project. Liberal education seeks to create in students a love of learning and the capacity to continue their personal and intellectual development long after they have left St. Thomas University.

The Value of a Liberal Education

When considering the value of an educated citizen, many people wonder if all that he or she will lead to a satisfying, well-paying job. In his or her perspective, he or she is not doing better than a liberal education in an increasingly technical and specialized world. Although technical and specialized training is still always needed, employers are increasingly emphasizing that they need well-educated generalists who are flexible, creative, and capable of seeing the broader picture. Employers in business, industry, government, health care, and other sectors are looking for people who have learned how to learn, people who are excellent communicators and team players. In brief, they are looking for well-rounded, liberal educated citizens. The bottom line? Succeed in the highly competitive world of education in general, and the liberal arts graduate program in particular has a life-time value that is higher than that of other programs.

From a broader perspective, liberal education is valuable because a democratic society needs citizens who can think for themselves and can participate in the improvement of the society. We need to be able to understand, in a critical and independent way, the issues and concerns in which we are immersed. Liberal education contributes to this understanding by making a virtue of the historical and cultural context of modern life. Students educated in the liberal arts recognize the importance of the constitution, a citizen of a democracy, the rule of law, and so on.

From an individual perspective, liberal education is valuable because it enables personal growth and the cultivation of other human individuals. The entirety of life has a career, no matter how satisfying that career might be. An individual, even if he or she is not in intellectual and emotional difficulties, is provided with the creative and aesthetic, intellectual, and liberal arts. Liberal education aims to help students understand and appreciate culture and civilization in the modern era. A student contributes to the development of well-rounded individuals with a depth of human understanding and a high degree of personal achievement. Employers, in turn, place a high value on well-rounded individuals because they are the ones who make the best informed, the most effective managers. The value of a liberal education, in short, is the enhancement of the individual, of the society, and of the human condition.

Statement of Mutual Academic Expectations of Instructors and Students

In the interest of promoting an optimal learning environment, the St. Thomas University Senate has adopted this statement of the mutual academic expectations of students and instructors. The academic faculty has agreed to be the essential element of a strong academic climate. It will provide both instructors and students with an ideal of how each should be able to expect from the other in their shared efforts for a successful educational experience. This document is intended to establish a statement of principle on the following points, contained in Section Five of the Calendar.

Professionalism

In a sound academic climate, both instructors and students approach their role in a professional manner. They are familiar with and respect the policies and regulations of their college and of the University as a whole, and they uphold the ideal of the Mission Statement and realize the Goal of a Liberal Education.

Instructors are both academically competent and emotionally competent in their subject matter, and are committed to applying themselves to their teaching as a key to the best of their abilities. Students honor the same commitment and responsibility to their discipline and to their employment. The normal expectation is that students do a "load" of work outside the classroom for each hour of class time. Students are committed to applying themselves to their learning as a key to the best of their abilities.

Assignments and Evaluation

A professional both instructor and student take equal responsibility regarding assignments and evaluation. Instructors have the role of each assignment, especially in clear evaluation in the course outline and do not allow the student to have the control of the class. The instructor has the grade, and in accordance with clear academic criteria and in accordance with the syllabus and standard. The student does not make a final decision and provide adequate comment to enable the student and the teacher for the grade. Finally, in the course, the student is able in the application of deadline when the student has legitimate reason for special consideration.

Students accept the responsibility of a scheduled evaluation of a plan of work scheduled. The specific deadline for submission of assignments, keep back copies, and take care of delivery of assignments, only appropriate place. Students make use of the instructor's comment in order to improve their performance in the future.

Conduct in the Classroom

St. Thomas University is dedicated to free and reasoned discussion, intellectual debate, and the exploration of diverse and competing ideas.

Students can expect to be encouraged to participate actively in class, to engage in intellectual debate, and to have their contribution regarded as a valuable part of the learning process. Instructors can expect students to attend class regularly and to come prepared to contribute effectively to the work of the class.

St. Thomas can be pecuniarily independent and of her behavior in the classroom has no effect on her. In this case, the student can cooperate in the maintenance of a climate of free personal judgment, in learning and handling men.

For further information on course regulations, evaluating and grading, academic standing, academic misconduct, withdrawal procedures, and appeal procedures, please see Section Five: Regulations.

St. Thomas University's History

The origin of St. Thomas University dates back to 1910. At that time, the Most Reverend Thomas F. Baugh, Bishop of Charleston, initiated the Basilian Fathers of Taroni to assume charge of an institution in Charleston, North Carolina, providing education for both a second- and junior college level. The institution was called St. Thomas College.

The Basilian Fathers remained at St. Thomas until 1923. That year the school was placed under the direction of the clergy of the Diocese of Charleston. In 1938, the Diocese of Charleston became the Diocese of Baltimore. In 1959, a section of Northumberland County, including the historic territorial limits of St. Thomas College, was transferred from the Diocese of Baltimore to the Diocese of Saint John.

Degree Granting Institution

From 1910 until 1934, St. Thomas College was an independent high school and junior college. It became a degree-granting institution upon receipt of a University Charter on March 9, 1934, a which time the provincial legislation of North Carolina enacted the following:

— St. Thomas College shall be held, and taken, and hereby declared to be a University, in which all and the power of each institution, and the Board of Governors thereof shall have full power and authority to confer upon persons the degree of Bachelor of Arts, and Doctor in the several arts, and faculties in the manner and upon the conditions which may be determined by the Board of Governors.

St. Thomas University

In 1960, an act of the provincial legislation of North Carolina changed the name of St. Thomas College to St. Thomas University. The following year, the high school component was eliminated from the curriculum.

In 1962, a special commission on higher education in North Carolina recommended that St. Thomas University enter into a federation agreement with the University of North Carolina and relocate on the campus of the latter institution. In 1963, an agreement was drawn up between St. Thomas University and the University of North Carolina. According to this agreement, St. Thomas University continues to organize and conduct degree and education. The agreement further provides that St. Thomas University make regulations governing the admission of cooperative leading of each degree and gain control of the content and administration of curriculum. To avoid duplication, the two universities will share the use of facilities and facilities in common; namely, the library, the bookstore, and some athletic facilities. Moreover, the students from each campus benefit from the cultural activities of the other.

Growth and Development

On September 2, 1964, St. Thomas University opened its new premises in Fredrick. Since its relocation, the University has undergone significant growth in the number of students, faculty, and facilities. From fewer than 500 students, 22 faculty and 3 buildings at the time, St. Thomas has grown to more than 2400 students, 121 full-time faculty and 12 buildings.

Expansion is well planned and St. Thomas is nationally recognized for the beauty of its campus and the quality of its learning environment. In 1964, the initial construction consisted of the Administration Building (now George Martin Hall), Harrington Hall (residence), and Holy Cross House (classroom, faculty office and residence). Vanier Hall (residence) was added in 1965; Edmund Casey Hall (classroom and faculty office) in 1969; a new wing of Edmund Casey Hall in 1985; St. James Dominican Hall (student area, classroom) in 1994, and the J.B. O'Keefe Fitness Center and the Fore Hill Residence in 1999.

The next century saw the opening of the Welcome Center in 2004, the new building for the

ACADEMIC CALENDAR 2014 – 2015

2014

April 28	Institution begin
May 11	Baccalaureate May 10:00 am
May 12	Spring Convocation 2:00 pm
May 19	Vicinia Day Uni closure
June 19	Institution end
June 30	Summer Session begin
July 1	Canada Day Uni closure
July 11	Summer Convocation
August 4	National Day Uni closure
August 8	Summer Session end
August 31- September 7	Welcome Week
September 1	Labour Day
September 4	Classes begin
September 4	Opening Mass
September 12	Deadline for continuing education bargaining payment of fee
September 12	Deadline for add course
October 6	Deadline for application for No merit Grant
October 13	Thanksgiving Day Uni closure
October 17	Deadline for approval of Health Plan
October 24	Deadline for withdrawal from course and fee i.e. academic penalty
October 24	Deadline for partial refund of course fee
November 1	Deadline for declare major
November 10	Fall Term Reading Day no classes
November 11	Remembrance Day Uni closure
November 14	Deadline for application for Spring Convocation
November 21	

2015

Jan 2	Uni ̄ i ̄ open
Jan 5	Clas e ̄ e me
Jan 14	La ̄ da ̄ p add co ̄ e
Jan 14	La ̄ da ̄ p i ̄ h̄ a f om f ll- eā co ̄ e i ̄ ho ̄ academic penal ̄
Jan 15	Applica ̄ ion deadline f̄ BEd P̄ og am
Jan 23	Celebr a ̄ ion of Fea ̄ Da ̄ of S ̄ Thoma A ̄ ina , pa ̄ on ain_of ̄ he Uni ̄ i ̄
Jan 30	La ̄ da ̄ p appl f̄ Mā ch 1 g ad a ̄ ion
Jan 31	Applica ̄ ion deadline f̄ BSW po ̄ -deg ee p̄ og amme
Feb 27	La ̄ da ̄ p i ̄ h̄ a f om econd- eme ̄ co ̄ e i ̄ ho ̄ academic penal ̄
Feb 27	La ̄ da ̄ f̄ p̄ a ̄ i al ̄ ef nd of econd- eme ̄ fee
Mā ch 2-6	Mid- ̄ m̄ b̄ eak - no clas e
Mā ch 13	S ̄ den Re eā ch & Idea Fat
Mā ch 27	La ̄ da ̄ p hold clas e ̄ in econd eme ̄
Apr 3-6	Ea ̄ ̄ -Uni ̄ i ̄ clo ed
Apr 8	La ̄ da ̄ of clas e in econd eme ̄
Apr 9 - 12	Reading Da ̄ - no clas e
Apr 13	Final e amina ̄ ion begin
Apr 16	Final e amina ̄ ion end
Apr 17	In ̄ e ̄ ion begin
Ma 10	Baccala ̄ eā e Ma ̄ 10:00 am
Ma 12	S̄ ing Con oca ̄ ion - 2:00 pm
Ma 18	Vic ̄ ia Da ̄ -Uni ̄ i ̄ clo ed
J ne 18	In ̄ e ̄ ion end
J ne 29	S mm̄ Se ̄ ion begin
J l 1	Canada Da ̄ -Uni ̄ i ̄ clo ed
J l 10	S mm̄ Con oca ̄ ion
Ag 3	Ne B̄ n ick Da ̄ -Uni ̄ i ̄ clo ed
Ag 7	S mm̄ Se ̄ ion end

Chat	The professional representative for an academic Department.
Cerijca of Honor	The ceremonial recognition given to a S. Thomas student graduating who has been recognized as all of the criteria of the program for Honor in a particular subject.
Continuation deposit	An advance payment on tuition made at the time of admission and an indication that a candidate is accepting the admission offer.
Continuing education	A student who has enrolled at the University during the previous academic semester and is continuing his or her education.
Cotest	A contest which may be taken concurrently in another semester.
Cotest load	A unit of credit in a specific discipline on a specific topic. The number of cotests in which a student is enrolled. The normal full-time cotest load for undergraduate programs is 30 credit hours per academic year (September to April).
Credit hour	The allocated unit of a cotest. A 1 credit hour cotest is normally a 45-minute lecture for the whole academic year (September to April). A 3 credit hour cotest is normally a 45-minute lecture (September to December or January to April).
Cumulative GPA	The grade point average (GPA) on all cotests completed in a program.
Dean, List	A list of outstanding scholars in a field of study graduating from the University of St. Thomas. A student who has maintained a minimum average of 3.70 (A-) on a minimum of 30 credit hours.
Department	An academic division of the faculty, teaching a specific discipline.
Discipline	A subject area or branch of knowledge.
Distinction	Recognition awarded to a student in a degree program who has attained a combined average of 3.70 or higher on all academic years (60 credit hours).
Elective cotest	A non-compulsory cotest chosen by a student for which credit is given in a program.
Exchange student	A second student at St. Thomas who is participating in a St. Thomas fee-based program and an exchange agreement between St. Thomas and a partner institution, or a student at St. Thomas from a partner institution.
Field of study	Professional experience which a student may complete in a program.

Full-time den	One who is enrolled in a minimum of 9 credit hours per semester and who charges full tuition fees.
GPA Grade Point Average	The GPA is a numerical average based on grade points from all classes.
Honors	In-depth study in a designated area of concentration in the Bachelor of Arts Program. Required for admission to most graduate schools.
Interdisciplinary degree	A selection of courses from two disciplines, but related by a clear theme or unifying principle.
Intention	The election in Major Declaration which a limited number of eligible credit courses are offered by St. Thomas University.
Letter of permission	A documenting of official approval for a St. Thomas student to take a credit course elsewhere in order to earn credit for a St. Thomas program.
Limited enrollment	Program courses have a limited number of students.
Major	A formal recognition of a designated area of concentration in the Bachelor of Arts Program for which a student must complete specific courses. A Major is required of all students in the BA Program and normally consists of 36 credit hours.
Minor	The approved selection of courses (all 18 credit hours) in a specific discipline in the BA Program. Merit recognition is a secondary area of concentration. Minor students are not required for the BA Program.
Non-degree den	One who takes credit courses as a means of demonstrating ability to succeed at the University level, as a means of acquiring the enhancement of experience for a specific program, or for preparation of professional development.
Orientation	A program of academic and social activities prior to introduction to the University.
Part-time den	A student who is enrolled in a minimum of 6 or 7 (in credit hours) per semester and pays a tuition fee per course.
Post-baccalaureate	A bachelor's degree program which requires the program completion of an undergraduate degree program as a prerequisite.
Practicum	Professional experience which a student must complete in certain programs.
Prerequisite course	A course which must be completed before enrolling in an advanced-level course in the same related discipline.

Regi ^{str} ation of ce ^{nt} re	The of ^{fer} ing of ce ^{nt} re is open to all students enrolled in any class at the University. The registration of ce ^{nt} re collects the fee, records the course and marks on transcripts, advises students, schedules exams, and general administrative information on academic procedure and registration.
Regi ^{str} ation	The process of enrolling in specific courses. The major step in this process is the admission to the University, payment of fees, election of courses and completion of registration forms.
Seminars	A course, usually an advanced level, in which classes are normally small and where the focus is generally on independent research. Each has a designated through the preparation of papers.
Session	The academic period in which courses are scheduled to begin and end. Sessions include the regular academic year (September to April), summer (September to December), second semester (January to April), intersession (May and June), and summer session (July and August).
Summer session	The session in July and August during which a limited number of regular courses are available to students.
Transcript	A document prepared by the registration office recording a student's enrollment of official academic history, including courses taken and grade assigned.
Transfer student	One who has previously attended another institution.
Transfer	The course of a transfer student's program.
Transferential	In conjunction with a student's individual or small group.
Undergraduate student	One enrolled in a transfer student's degree.
Withdrawal	One who is making a course for credit transfer to another institution, usually in a half of permission.