

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.

Our mission is to provide a liberal arts education that is rooted in the Catholic tradition and that prepares students for careers and leadership in a global society. We are committed to the highest standards of academic excellence and to the development of the whole person, including the intellectual, moral, and spiritual dimensions of our students' lives.

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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 to have our facilities, talents, and expertise shared; our partnership is a goal.

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 the hard work will lead to a satisfying, well-paying job. In his time, perhaps even today, a liberal education is an excellent personal investment. Although practical and technical training is still always needed, employers are increasingly highlighting the need for 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 people. The bottom line? Succeed in today's highly competitive job market in general, and have a liberal education in particular has a life-time value. A high school graduate of the program.

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 good and no.

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, eventually, needs to be in intellectual and emotional maturity, provided by the creative and aesthetic, music, literature, etc. Liberal education aims to help students understand and appreciate culture and civilization in the modern era. A citizen 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.

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 faculty and students. The academic faculty has agreed to be the principal element of a strong academic climate. It will provide both in-classroom and out-of-classroom an ideal of which 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: Section Five of the Calendar.

Professionalism

In a sound academic climate, both in-classroom and out-of-classroom approach their role in a professional manner. The academic faculty and the policies and regulations of the college and of the University as a whole, and they uphold the ideal of the Mission Statement and to realize the Goal of a Liberal Education.

In-classroom and out-of-classroom academically competent and enable them in their respective areas, and are committed to applying them to their teaching tasks to the best of their abilities. Students who have committed themselves to the discipline should do so in their employment. The normal expectations in the classroom should be a high level of work to provide the climate for each hour of class time. Students are committed to applying them to their learning tasks to the best of their abilities.

Assignments and Evaluation

A professional both in-classroom and out-of-classroom take responsibility for the assignment and evaluation. In-classroom and out-of-classroom have the role of each assignment, the student's assignment is clearly established in the course outline and do not allow the student to have the content of the class. The student's open time has the grade, the student in accordance with the class's academic and in accordance with the syllabus and standard. The student's work in a timely fashion and provide adequate comment to enable the student to understand and learn for the grade. Finally, in-classroom and out-of-classroom have the ability in the application of deadline when the student has the legitimate reason for special consideration.

Students accept the responsibility of a scheduled student's assignment or a plan of work scheduled. The student's deadline for submission of assignments, keep back copies, and take care of delivery assignments, only appropriate place. Students make use of the in-classroom 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 in-classroom. In-classroom can expect the student 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, Master, 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 student admission to cooperate in leading to each degree and gain control of the content and administration of its 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 student from each campus benefits 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 year saw the opening of the Welcome Center in 2004, the new residence building in 2005, the new

ACADEMIC CALENDAR 2014 – 2015

2014

April 28	Instruction begin
May 11	Baccalaureate May 10:00 am
May 12	Spring Convocation 2:00 pm
May 19	Victoria Day Uni closure
June 19	Instruction end
June 30	Summer Session begin
July 1	Canada Day Uni closure
July 11	Summer Convocation
August 4	Ben Mack 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 f̄o 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 f̄o Mā ch 1 g ad a ̄ ion
Jan 31	Applica ̄ ion deadline f̄o 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 ̄ f̄o p̄ a ̄ jal ̄ ef nd of econd- eme ̄ fee
Mā ch 2-6	Mid- ̄ e 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 p̄ ing Con oca ̄ ion - 2:00 pm
Ma 18	Vic ̄ ō ia Da ̄ -Uni ̄ i ̄ clo ed
J ne 18	In ̄ e ̄ ion end
J ne 29	S ̄ mmē Se ̄ ion begin
J l 1	Canada Da ̄ -Uni ̄ i ̄ clo ed
J l 10	S ̄ mmē Con oca ̄ ion
Ag 3	Ne B̄ n ick Da ̄ -Uni ̄ i ̄ clo ed
Ag 7	S ̄ mmē 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 completed all of the criteria for an program of Honor in a particular subject.
Continuation deposit	An advance payment on tuition made at the time of admission and an indication has 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/her.
Corequisite	A course which must be taken concurrently in another course.
Course load	An individual in a specific discipline on a specific topic. The number of courses in which a student is enrolled. The normal full-time course load for undergraduate program is 30 credit hours per academic year (September to April).
Credit hour	The allocated amount of a course. A 1 credit hour course is normally a 45-minute lecture for the whole academic year (September to April). A three credit-hour course is normally a 45-minute lecture (September to December or January to April).
Cumulative GPA	The grade point average (GPA) on all courses completed in a program.
Dean, List	A list of outstanding scholars in a field. A student graduating from a program who, in the previous year at S. Thomas University, 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 academic year (60 credit hours).
Elective course	A non-compulsory course chosen by a student for which credit is given in a program.
Exchange student	A second student at S. Thomas is sent paying S. Thomas tuition and board and an exchange agreement between S. Thomas and a partner institution, or a student at S. Thomas from a partner institution.
Field of study	Professional experience which a student must complete in a program.

Full-time student	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 transfer credit to 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 (usually 18 credit hours) in a specific discipline in the BA Program. Merit recognition and a second designated area of concentration. Minor students are not required for the BA Program.
Non-degree student	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 the beginning of the University year.
Part-time student	A student who is enrolled in a minimum of 6 or 7 credit hours (6 credit hours) per semester and pays a tuition fee per course.
Post-baccalaureate	A bachelor's degree program which features the program completion of an undergraduate degree program at a previous time.
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} ar of ^{ice}	The of ^{ice} e st abli ^{sh} ed fo ^r o ^{ve} rs ^{ee} ing all den ^o minat ^{ed} en ^{ter} ing cla ^{ss} es a ^t the Uni ^{ve} rsi ^{ty} . The regi ^{str} ar of ^{ice} collec ^{ts} den ^o minat ^{ed} fee ^s , ec ^o no ^m ic co st and ma ⁱⁿ ten ^{an} ce on ^{er} an ^{nu} al ip ^{se} , ad ^{mi} ssi ^o n den ^o minat ^{ed} , ched ^{le} fee ^s , and gene ^r al p ^{ro} vide ^s info ^r mation on academic p ^{ro} ced ^u re and reg ^u lation ^s .
Regi ^{str} ation	The p ^{ro} cess of en ^{ter} olling in p ^{ro} ced ^u re. The maj ^{or} p ^{ar} t in hi st ory p ^{ro} ced ^u re ad ^{mi} ssi ^o n o ^f the Uni ^{ve} rsi ^{ty} , pa ^{ym} en ^t of fee ^s , elec ^{ti} o ⁿ of co st and comple ^{ti} o ⁿ of a regi ^{str} ation fo ^r m.
Semin ^{ar}	A co ^u rs ^e , p ^{ro} vide ^d all a ^t the ad ^{van} ced le ^{vel} , in whi ^{ch} cla ^{ss} es are no ^t small ^{er} and the e ^{ss} en ^t ial foc ^u s i ^s gene ^r ally on independ ^{en} t e ^{ss} ay ha nd ed i ⁿ whi ^{ch} the den ^o minat ^{ed} p ^{ro} g ^{ra} m the p ^{re} sen ^t ation of paper ^s .
Se ^{ss} ion	The acad ^{em} ic p ^{er} iod i ⁿ whi ^{ch} co ^u rs ^e are ched ^{le} d to begin and end. Se ^{ss} ion i ⁿ clud ^e s the reg ^u lar acad ^{em} ic se ^{ss} ion (Sep ^{tem} ber to Ap ^{ri} l), s ^{pe} cial se ^{ss} ion (Sep ^{tem} ber to Dec ^{em} ber), econ ^o m ^{ic} se ^{ss} ion (Jan ^u ary to Ap ^{ri} l), in ^{te} er ^{me} di ^{ate} se ^{ss} ion (Ma ^y and Ju ^{ne}), and s ^{pe} cial se ^{ss} ion (Ju ^{ly} and Aug ^{ust}).
S ^{pe} cial se ^{ss} ion	The se ^{ss} ion i ⁿ Ju ^{ly} and Aug ^{ust} d ^{ur} ing whi ^{ch} a limi ^{te} d num ^{ber} of reg ^u lar co ^u rs ^e are avail ^{ab} le o ⁿ den ^o minat ^{ed} .
Tan ^{ce} ip ^{se}	A doc ^u ment p ^{re} pare ^d by the regi ^{str} ar of ^{ice} ec ^o no ^m ic a ^t den ^o minat ^{ed} , en ^{ter} ing of ^{fi} cial acad ^{em} ic hi st ory, i ⁿ clud ^{ing} co st taken and g ^{ra} de assign ^{ed} .
Tan ^{ce} fee ^s den ^o minat ^{ed}	One ho ^u rsly p ^{er} io ^d allow ^{ed} ano th er uni ^{ve} rsi ^{ty} .
T ^{er} mi ^{na} tion	The co ^u rs ^e of a uni ^{ve} rsi ^{ty} co ^u rs ^e p ^{ro} g ^{ra} m.
T ^{er} mi ^{na} l	In ^{te} er ^{me} di ^{ate} se ^{ss} ion o ⁿ den ^o minat ^{ed} indi ^{vid} ual s ^{ma} ll g ^{ro} up ^s .
Und ^{er} grad ^{uate} fee ^s den ^o minat ^{ed}	One en ^{ter} olling in a uni ^{ve} rsi ^{ty} deg ^{ree} .
Vi ^{si} ting fee ^s den ^o minat ^{ed}	One ho ^u rsly p ^{er} io ^d fo ^r co ^u rs ^e ip ^{se} o ⁿ ano th er uni ^{ve} rsi ^{ty} , p ^{ro} vide ^d all i ⁿ ha nd of p ^{er} mi ^{ssi} o ⁿ .