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 alumni, students, staff, faculty, and friends.

Mission Statement

We are a liberal arts institution whose roots are in the faith and tradition of the Roman Catholic Church. We continue under its sponsorship. We provide an atmosphere hospitable to faith, in which the academic study of the Roman Catholic tradition and the experience of Christian life may be pursued with respect and freedom and where non-Catholic faculty and students are recognized and supported as full and equal participants in the University community.

We are a university primarily concerned with people, ideas, and values. We are an institution with a social conscience. We are united in the belief that women and men of divergent backgrounds and abilities should have an opportunity to learn and practice critical thought and to realize their intellectual potential in an academic setting that is both responsive and stimulating.

The liberal arts, and the principles of liberal education, stand at the core of St. Thomas University. Finding new and more effective ways of studying the liberal arts is a priority. We contend that one of the roles of the University is to help people put ideas and values into action. In that belief, we offer professional programs which reflect the knowledge, methods, and values of the liberal arts disciplines.

We take pride in welcoming students who show potential, as well as those of proven ability; those who pursue a traditional academic career and those who do not; those who study part time as well as those who study full time. We want our students to succeed, to grow in self-esteem, to experience the joy of intellectual accomplishment. We provide an educational environment in which faculty are accessible, flexible, and committed to excellence in teaching. We encourage our faculty to examine teaching and learning in a critical manner. We foster scholarship and research because we recognize their role in the advancement of knowledge, and in sustaining the quality of teaching and the intellectual life of the University.

We believe that learning engages the whole person; we seek to provide an environment conducive to enriching student life. In this regard, pastoral care is of special concern.
Our shared campus with the University of New Brunswick provides our students and faculty with the best of two worlds—the advantages of a small, intimate, academic community and the amenities of a much larger institution. We take full advantage of this arrangement, upholding our obligations under the affiliation agreement we have with our neighbouring institution, and seeking new avenues of cooperation and partnership beneficial to both communities.

We strive to preserve the tradition of academic freedom. We seek to provide a learning and working atmosphere that is free of discrimination, injustice, and violence, and that is responsive, understanding, open, and fair.

We see ourselves as an important community resource. We welcome the opportunity to share our facilities, talents, and expertise with others; to form partnerships with groups and organizations—whether they are next door or around the world—whose mission, goals, and objectives are in harmony with our own; and to provide cultural, religious, artistic, athletic, and social programming that enhances the quality of life of our city and our province.

The Goals of a Liberal Education at St. Thomas University

Liberal education is an inquiry into what it means to be human — a quest to understand the rational, spiritual, and aesthetic dimensions of human life. Because St. Thomas University is devoted to open-minded inquiry, it encourages a variety of disciplinary approaches to this quest.

Liberal education is more important than ever. In a culture where image and icon often short-circuit reason, liberal education seeks to free people from thoughtless adherence to the authoritative opinions of their time and place. In an age where information is prepared for massive and quick consumption, liberal education seeks to strengthen the capacity to raise fundamental questions. In an era characterized by enormous pressures to conform, liberal education seeks to inspire the imagination and engage the spirit.

At St. Thomas University, the goals of a liberal education are pursued within a humanistic and Catholic tradition. The University aims to create an academic, cultural, and social environment in which each student can develop:

1. An independent, inquiring mind.
A liberal education teaches people how to think; it does not dictate what they ought to think. It encourages, through independent reasoning and fair-minded inquiry, the recognition of unstated assumptions, the thoughtful reconsideration of received ideas, and the challenging of simplistic generalizations. The liberal arts thus explore controversial and competing ideas in ways that demand informed, careful, and considered judgment.

2. A breadth of knowledge and depth of understanding.
Through both general and specialized studies, a liberal education seeks to stimulate an understanding of the content, methods, and theoretical approaches of different disciplines, as well as a capacity to integrate knowledge across disciplinary boundaries.

3. An awareness of the perennial questions and new challenges confronting humanity.
A liberal education encourages appreciation of the variety and complexity of circumstances and human responses to them in different times and places.

4. A depth and consistency of moral judgment.
A liberal education emphasizes the seriousness and difficulty of moral and ethical issues, and the necessity of examining them thoroughly.

5. An ability to write and speak with clarity and precision.
A liberal education recognizes the connection between clear thinking and effective communication. It fosters the ability to develop sustained, well-reasoned, and clearly presented arguments.

6. A capacity and life long desire for learning.
Because liberal education is a process of questioning, rather than a set of answers, it is by definition 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 any type of education, many people wonder first of all whether it will lead to a satisfying, well-paying job. In this respect, there is no doubt — a liberal education is an excellent personal investment. Although specialists and technically trained workers will always be needed, employers are saying emphatically that they need well-educated generalists who are flexible, creative, curious, 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 with excellent communication and teamwork skills — in brief, they are looking for well-rounded, liberally educated people. The bottom line? Studies show that university education is an excellent investment in general, and that liberal arts graduates in particular have lifetime earnings as high or higher than graduates 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 that society. We need to be able to understand, in a critical and independent way, the issues and structures in which we are immersed. Liberal education contributes to this understanding by making us aware of the historical and cultural contexts of modern life. Students educated in the liberal arts recognize the issues that confront us, as citizens of a democracy, here and now.

From an individual perspective, liberal education is valuable because it enables personal growth and the cultivation of our human individuality. There is, after all, more to life than a career, no matter how satisfying that career might be. As individuals, we also need the intellectual and emotional nourishment provided by the creative arts — theatre, music, literature, art. Liberal education aims to help us understand and appreciate cultures and culture in the widest sense. As such it contributes to the development of well-rounded individuals with a depth of human understanding and a high degree of personal satisfaction. Employers, in turn, put a high value on well-rounded individuals because they are the ones who make the best informed, the most "human" judgments. The value of a liberal education, in short, is that it enhances your prosperity, your society, and your humanity.

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 statement articulates what we agree to be the essential elements of a strong academic culture. It thereby provides both instructors and students with an ideal of what each should be able to expect from the other in their shared quest for a successful educational experience. This document is intended to serve as a statement of principles only. For specific regulations, consult Section Seven of the Calendar.

Professionalism

In a sound academic culture, both instructors and students approach their roles in a professional manner. They are familiar with and respect the policies and regulations of their courses and of the University as a whole, and strive to uphold the ideals of the Mission Statement and to realize the Goals of a Liberal Education.

Instructors are both academically competent and reasonably current in their subject matter, and are committed to applying themselves to their teaching tasks to the best of their ability. Students show the same commitment and responsibility to their studies as they would to their employment. The normal expectation is that students do at least two hours of work outside the classroom for each hour of class time. Students are committed to applying themselves to their learning tasks to the best of their ability.

Assignments and Evaluation

As professionals both instructors and students take seriously their mutual responsibilities regarding assignments and evaluation. Instructors ensure that the value of each assignment, test, or examination is clearly established in the course outline and do not alter those values without the consent of the class. They strive to ensure that they grade students in accordance with clearly stated criteria and in accordance with prevailing standards. They return student work in a timely fashion and provide adequate comments to enable students to understand the reason for the grade. Finally, instructors show flexibility in the application of deadlines when students have legitimate reasons for special consideration.

Students accept the primacy of a scheduled test or examination over travel plans or work schedules. They respect deadlines for submission of assignments, keep backup copies, and take care to deliver assignments only to appropriate places. Students make use of the instructor's comments in order to improve their performance in the future.

Conduct in the Classroom

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

Students can expect to be encouraged to participate actively in classes, to enter into intellectual debate, and to have their contributions treated respectfully by their instructors. Instructors can expect students to attend class regularly and to come prepared to contribute effectively to the work of the class.

Students can expect their instructors to terminate verbal and other behaviour in the classroom that is not respectful of others. Instructors can expect students to cooperate in the maintenance of a climate that is free from personal intimidation, insult, and harassment.

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. Barry, Bishop of Chatham, invited the Basilian Fathers of Toronto to assume charge of an institution in Chatham, New Brunswick, providing education for boys at the secondary and junior college levels. 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 Chatham. In 1938, the Diocese of Chatham became the Diocese of Bathurst. In 1959, a section of Northumberland County, including within its territorial limits St. Thomas College, was transferred from the Diocese of Bathurst to the Diocese of Saint John.

Degree Granting Institution
From 1910 until 1934, St. Thomas College retained its original status as a High School and Junior College. It became a degree-granting institution upon receipt of a University Charter on March 9, 1934, at which time the provincial legislature of New Brunswick enacted the following:

"St. Thomas College shall be held, and taken, and is hereby declared to be a University with all and every power of such an institution, and the Board of Governors thereof shall have full power and authority to confer upon properly qualified persons the degree of Bachelor, Master, and Doctor in the several arts and faculties in the manner and upon the conditions which may be ordered by the Board of Governors."

St. Thomas University
In 1960, an act of the provincial legislature of New Brunswick changed the name of St. Thomas College to St. Thomas University. The following year, the high school courses were eliminated from the curriculum.

In 1962, a royal commission on higher education in New Brunswick recommended that St. Thomas University enter into a federation agreement with the University of New Brunswick and relocate on the campus of the latter institution. In 1963, an agreement was drawn up between St. Thomas University and the University of New Brunswick. According to this agreement, St. Thomas University continues to grant its own degrees in arts and education. The agreement further provides that St. Thomas University make regulations governing student admission to courses leading to such degrees and retain control of the content and administration of its curriculum. To avoid duplication, the two universities avail themselves of various services and facilities in common; namely, the library, the bookstore, and some athletic facilities. Moreover, 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 Fredericton. 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 that time, St. Thomas has grown to more than 2400 students, 121 full-time faculty and 12 buildings.

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

The new century saw the opening of the Welcome Centre (Admissions) and Brian Mulroney Hall (classrooms, faculty offices, and student areas) in 2001; Chatham Hall was added to the Forest Hill Residence in 2003. During that year, St. Thomas University also began leasing classroom space in a CBC broadcast facility for use by its journalism program, a unique and beneficial arrangement. Margaret Norrie McCain Hall, an academic building consisting of a large auditorium, a two-storey student study hall, and numerous classrooms and seminar rooms, opened for students in January 2007.

Leadership

In the course of its history, St. Thomas University has had thirteen presidents. Listed here, with their dates of office, they are:

Very Rev. Nicholas Roche, C.S.B.	1910-1911
Very Rev. William J. Roach, C.S.B.	1911-1919
Very Rev. Frederick Meader, C.S.B.	1920-1923
Very Rev. Raymond Hawkes	1923-1927
Most. Rev. James M. Hill, D.D.	1928-1945
Very Rev. Charles V. O'Hanley	1945-1948
Very Rev. A.L. McFadden	1948-1961
Rev. Msgr. Donald C. Duffie	1961-1975
Rev. Msgr. George W. Martin	1975-1990
Dr. Daniel W. O'Brien	1990-2006
Dr. Michael W. Higgins	2006-2009
Mr. Dennis Cochrane	2010-2011
Ms. Dawn Russell	2011-2023
Dr. Kim Fenwick (Acting)	2022-2023
Dr. M. Nauman Farooqi	2023-

St. Thomas University is a member of many organizations including the Association of Atlantic Universities, the Association of Universities and Colleges of Canada, the Association of Catholic Colleges and Universities of Canada, the International Federation of Catholic Universities, the International Council of Universities of Saint Thomas Aquinas, the Canadian Federation for the Humanities and the Royal Society of Canada.

Research Centres

Atlantic Human Rights Centre
www.stu.ca/ahrc
The Atlantic Human Rights Research and Development Centre was established to promote and develop multidisciplinary teaching and research in the area of human rights at the regional, national, and international levels. The centre promotes and stimulates informed thinking about human rights and their implication for law and society through excellence in analysis and research. In accordance with its objectives, AHRC conducts a wide assortment of activities, including the two annual lectures by distinguished human rights speakers: the Dr. Bernie Vigod Memorial Lecture in Human Rights in the fall semester and the Dr. Abdul Lodhi Lecture in the winter semester. The Centre conducts an intensive summer course for teachers on teaching for and about human rights.

Centre for Interdisciplinary Research on Narrative
The Centre for Interdisciplinary Research on Narrative serves those working with narrative ideas and approaches in various disciplines within St. Thomas University and beyond.

Centre for Research on Youth At Risk
The Centre for Research on Youth at Risk was established in 1998 drawing together research associates from the departments of criminology, education, psychology and social work. Focusing on research which addresses developmental and social strategies to enhance the lives of all youth and particularly those who are in trouble with the law, the Centre provides research, consultation and outreach to a variety of community organizations. The work of the Centre is enhanced through an adult-youth partnership with high school and university students who form an advisory group to the research centre. In 2010, the Centre became a key partner with the national Centre of Excellence on Youth Engagement with other academic institutions at Brock, Saint Mary's, Wilfrid Laurier, and the University of Victoria. Youth justice, youth homelessness, peer abuse, school violence, and Intergenerational programming have been key areas of research interest.

Centre for Research with Vulnerable Women and Youth
The Centre for Research on Youth at Risk was established in 1998 and focuses on research which addresses developmental and social strategies to enhance the lives of all youth and particularly those who are in trouble with the law, the Centre provides research, consultation and outreach to a variety of community organizations

Endowed Chairs

The Pope John XXIII Chair of Studies in Catholic Theology
The decision to establish this Chair was taken to mark three events of historical significance that took place in 1984: the bicentennial of the province of New Brunswick, the fiftieth anniversary of the granting of St. Thomas University's charter, and the visit of His Holiness Pope John Paul II to New Brunswick. The Chair is an expression of the University's commitment to Catholic teaching and research. The Chair, formally established May 9, 1988, is designed to bring distinguished scholars to St. Thomas who will provide leadership in the promotion of Catholic theology through teaching, research, and availability to the Roman Catholic community of New Brunswick.

Chair in Canadian Citizenship and Human Rights

The endowed Chair of Studies in Canadian Citizenship and Human Rights is located at St. Thomas University's Atlantic Human Rights Centre. The centre was established in 1988 on the occasion of the 40th anniversary of the United Nations' Universal Declaration of Human Rights, and has as its objective teaching and research in the area of citizenship and human rights. In May 1993, the University and the Government of Canada joined in the establishment of a special Chair of Studies in Canadian Citizenship and Human Rights which, for the University, became a specific project being funded by the St. Thomas University 2000 Fund. This Chair is designed to provide for the teaching of courses and for undertaking research in the field of citizenship and human rights; developing curriculum materials for citizenship education at the school level; facilitating study programs; establishing a national network of individuals and organizations working in the area of citizenship education; and organizing seminars, workshops, and conferences. The Chair works closely with the teachers and researchers in such disciplines as education and political science, as well as human rights.

Chair in Criminology and Criminal Justice

The Chair in Criminology and Criminal Justice was established in 1998 as a result of the generous contributions of the Solicitor General of Canada and the New Brunswick Department of Solicitor General. The Chair of Criminology and Criminal Justice will provide an impetus for academic and applied research on problems in criminal justice. The appointees under the Chair of Criminology and Criminal Justice will be available to the federal and provincial departments of the Solicitor General and will be open to conduct community-based seminars and workshops throughout the Atlantic region and on a national basis. Through the Chair of Criminology and Criminal Justice, the University and its partners will be responding to the criminology and criminal justice needs of Canadian society.

Chair in Gerontology

St. Thomas University signified its commitment to the field of aging in 1982 when it convened a national consultation on aging in contemporary society. Among the goals of the University's national fundraising campaign, launched in the same year, was the establishment of a Chair in Gerontology. Activities of the Chair were initiated during the 1986-87 academic year. The establishment of the Chair in Gerontology has created a centre for research, teaching, community development, and human relations in the field of aging. Workshops, visiting lecturers, and seminars on various aspects of aging are made available to groups who serve the elderly, including the staff of senior citizens' and nursing homes, social workers, families of seniors, nurses, and volunteers. An attempt is made to provide programs that directly involve older persons.

Chair in Native Studies

The Chair in Native Studies was established in 1984 as a result of St. Thomas University's long-standing interest in the educational needs of Native students, and its relationship with the First Nations communities of New Brunswick. The Chair is supported by an endowment trust fund which was created by an agreement between the Government of Canada, The Union of New Brunswick Indians, and St. Thomas University. The Chair in Native Studies supports the interdisciplinary program in Native studies that is offered at St. Thomas University. An important goal of the Chair is to promote the survival of Native peoples and cultures. To this end, the Chair serves both to make university resources available to Aboriginal communities and to promote understanding of Native issues in the larger society. Since the Chair was established in 1984, it has undertaken research and publication in the areas of Native

languages, education, history, and treaty and Aboriginal rights. Under the auspices of the Chair, a Native language immersion teaching certificate program, the first in the country, has been established at St. Thomas University, along with an active program of research and publication of materials in the Mi'kmaq and Maliseet languages.

Aquinas Chair in Interdisciplinary Studies

The Aquinas Chair in Interdisciplinary Studies was established in 1996. The permanent endowment for this professorship was made available from donations made to the St. Thomas University 2000 Fund which had established the creation of a fund for teaching excellence and innovation as one of its objectives. The Aquinas Chair in Interdisciplinary Studies provides intellectual and administrative leadership in the Aquinas program (a first-year Interdisciplinary program), promotes scholarship in the liberal arts, and designs and pilots alternative, cross-disciplinary, and other interdisciplinary curricula.

The Dalton K. Camp Endowment in Journalism

Dalton Camp, who received an honorary doctor of letters degree from St. Thomas University in 1992, was Canada's finest non-fiction stylist. He left a remarkable legacy in political columns and book-length journalistic studies of Canadian politics and public policy. Throughout his extraordinary career, Camp always found time to encourage and support young journalists. The Dalton K. Camp Endowment in Journalism provides funding for scholarships and bursaries for journalism students, for the development of journalism internships, and for a distinguished lecture series that is broadcast nationally on the CBC.

Academic Calendar 2024-2025

2024

April 29	Intersession begins
April 30	Application deadline for BSW program
May 13	Baccalaureate Mass
May 14	Spring Convocation
May 20	Victoria Day - **University closed**
June 20	Intersession ends
July 1	Canada Day – **University closed**
July 2	Summer Session begins
July 5	Summer Convocation
August 5	New Brunswick Day - **University closed**
August 9	Summer Session ends

Aug. 30 -Sep. 8	Welcome Week
September 2	Labour Day - **University closed**
September 4	Classes begin
September 8	Opening Mass
September 13	Last day to confirm registration by arranging payment of fees
September 13	Last day to add Fall term and full-year courses
September 30	National Day for Truth and Reconciliation – **University closed**
October 1	Last day to apply for November 1 Graduation
October 11	Deadline to opt out of Health Plan
October 14	Thanksgiving Day - **University closed**
October 29	Last day to withdraw from first-semester courses without academic penalty
October 29	Last day for partial refunds of first-semester fees
November 1	Last day to apply for Spring Convocation
November 1	Deadline to declare major
November 1	November Graduation
November 11-15	Fall Reading Week – **No classes**
November 11	Remembrance Day – **University closed**
November 22	Last day to hold class tests in first semester
December 5	Last day of classes for first semester
December 6	Reading Day - **no classes**
December 9 - 14	December Examination Period
December 16	Make-up Exam Period
December 24-Jan.1	Christmas Break – **University closed**

2025

January 2	University Offices Open
January 6	Classes resume
January 15	Application deadline for BEd Program
January 17	Last day to add Winter term courses
January 17	Last day to withdraw from full-year courses without academic penalty
January 31	Last day to apply for March 1 graduation
February 17	NB Family Day – **University closed**
March 3 - 7	March Reading Week- **no classes**
March 7	Last day to withdraw from second-semester courses without academic penalty
March 7	Last day for partial refunds of second-semester fees
March 14	Student Research & Ideas Fair
March 28	Last day to hold class tests in second semester
April 9	Last day of classes in second semester
April 10	Reading Day - **no classes**
April 11-17	April Examination Period
April 18 – 21	Easter **- University closed**
April 22	Make-up Exam Period
April 30	Application deadline for BSW program
May 5	Intersession begins
May 12	Baccalaureate Mass
May 13	Spring Convocation
May 19	Victoria Day - **University closed**
June 26	Intersession ends
June 30	Summer Session begins
July 1	Canada Day – **University closed**
July 4	Summer Convocation
August 4	New Brunswick Day - **University closed**
August 8	Summer Session ends

NOTE: Dates for the Education and Social Work schools may differ. Please consult with the appropriate school.

Glossary of University Terms

In reading this calendar, you are likely to find terms that are unfamiliar to you. We've prepared this glossary to help you understand terms that are frequently used at university. If there are words that are not covered in this glossary that you find confusing or difficult to understand, contact the Admissions Office or, if you are in high school, speak with your guidance counsellor.

Academic year	An academic session from September to April.
Academic probation	Conditional permission to proceed in a program.
Admission	The acceptance of an applicant as a student, allowing the student to register.
Admissions office	The office responsible for responding to inquiries on the university's programs, regulations, and admission requirements. The admissions office adjudicates applications for admission to the University, coordinates campus tours and off-campus information sessions, and generally provides information on admission procedures.
Admission requirements	Prerequisites for admission to a program; guidelines for academic success at university.
Advanced placement	The process whereby students are excused from taking a particular course, usually at the introductory level, because they have already acquired the necessary background. Unlike advanced standing, this process does not reduce the number of courses which a student must successfully complete to obtain the degree.
Advanced standing	Recognition of transfer credit for courses completed elsewhere.
Application deadline	The date by which the completed application form and all required supporting documents must be submitted to the admissions office.
Applied arts	Programs which offer the fundamentals of a liberal arts education together with "career specific" technical training and practical experience. St. Thomas University offers applied arts programs in criminal justice and gerontology.
Audit student	One who attends classes with the approval of the instructor but who does not receive course grade or credit.
Bachelor's degree	The credential awarded to students who satisfy the requirements of a four-year undergraduate program in arts, criminal justice, gerontology, Journalism, or social work, or an intensive post-baccalaureate program in education or social work.

Chair	The professor responsible for an academic Department.
Certificate of Honours	The credential which recognizes that a St. Thomas standing graduate has subsequently completed all of the current program requirements for Honours in a particular subject.
Confirmation deposit	An advance payment on tuition made at the time of admission as an indication that a candidate is accepting the admissions offer.
Continuing student	A student who was enrolled at the University during the previous academic semester and is continuing this year.
Co-requisite	A course which must be taken concurrently with another course.
Course load	A unit of study in a specific discipline or on a specific topic. The number of courses in which a student is enroled. The normal full-time course load for undergraduate programs is 30 credit hours per academic year (September to April).
Credit hour	The value assigned to a course. A six credit–hour course is normally taught for the whole academic year (September to April). A three credit-hour course is normally taught in one semester (September to December or January to April).
Cumulative GPA	The grade point average (GPA) on all courses completed within a program.
Dean's List	A list of outstanding scholars in four-year undergraduate programs who, in the previous year at St. Thomas University, have 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 graduates in undergraduate degree programs who attain a combined average of 3.7 over their last two academic years (60 credit hours).
Elective course	A non-compulsory course chosen by a student for which credit is given toward a program.
Exchange student	A second or third-year St. Thomas student paying St. Thomas fees while studying abroad under an exchange agreement between St. Thomas and a partner institution, or a visiting student at St. Thomas from a partner institution.
Field work	Professional work experience which students must complete in certain programs.

Full-time student	One who is enrolled in a minimum of 9 credit hours per semester and who is charged full tuition fees.
Grade Point Average	The GPA is a numerical average based on grade points from equivalent letter grades.
Honours	In-depth study in a student's area of concentration within the Bachelor of Arts Program. Required for admission to most graduate schools.
Interdisciplinary studies	A selection of courses from various disciplines, but related by a clear theme or unifying principle.
Intersession	The session in May-June during which a limited number of regular credit courses are offered by St. Thomas University.
Letter of permission	A document giving official approval for a St. Thomas student to take a credit course at another university for transfer credit to a St. Thomas program.
Limited enrolment	Programs or courses that admit a limited number of students.
Major	A formally recognized area of concentration within the Bachelor of Arts Program for which students 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 within the BA Program to merit recognition as a secondary area of concentration. Minors are not required for the BA Program.
Non-degree student	One who takes credit courses as a means of demonstraing ability to succeed at the University level, as a means of satisfying the entrance requirements for a specific program, or for purposes of professional development.
Orientation	A program of academic and social activities to introduce new students to the University.
Part-time student	A student who is enrolled in a maximum of two classes (six 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 work experience which students must complete in certain programs.
Prerequisite course	A course which must be completed before registering in an advanced-level course in the same or related discipline.

Registrar's office	The office responsible for overseeing all students currently taking classes at the University. The registrar's office collects student fees, records courses and marks on transcripts, advises students, schedules exams, and generally provides information on academic procedures and regulations.
Registration	The process of enrolling in specific courses. The major steps in this process are admission to the University, payment of fees, selection of courses and completion of a registration form.
Seminar	A course, usually at the advanced level, in which classes are normally small and where the focus is generally on independent research shared with other students through the presentation of papers.
Sessions	The academic periods within which courses are scheduled to begin and end. Sessions include the regular academic year (September to April), first semester (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 credit courses are available to students.
Transcript	A document prepared by the registrar's office recording a student's entire official academic history, including courses taken and grades assigned.
Transfer student	One who has previously attended another university.
Tuition	The cost of a university course or program.
Tutorial	Instruction given to students individually or in small groups.
Undergraduate student	One enrolled in a first university degree.
Visiting student	One who is taking courses for credit transfer to another university, usually with a letter of permission.