



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.

e 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

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

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. Duce	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-

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

www.stu.ca/cryr

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.

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 birth of Pope John XXIII (1892-1963), the centennial of the death of Pope John XXIII (1892-1963), and the centennial of the death of Pope John XXIII (1892-1963).

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 special 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.

Irving Chair in Journalism

The Irving Chair in Journalism, a \$1 million endowment of the Irving family, brings a distinguished journalist to campus for teaching and public lectures. Past chairs have been Patrick Martin, comment editor of *The Globe and Mail*, Jane Purves, former editor of *The Chronicle Herald* and *Halifax Daily News*, and Neil Reynolds, national affairs columnist for *The Globe and Mail Report on Business*. The endowment also sponsors a New Brunswick lecture series by the chair holder. In addition, Brunswick News has instituted a journalism internship and apprenticeship program and numerous second- and third-year students are employed during the summer at newspapers in New Brunswick.

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

Academic Calendar 2020 – 2021

2020

April 2	Intersession begins
May 11	Baccalaureate Mass
May 12	Spring Convocation
May 18	Victoria Day – University closed
June 18	Intersession ends
June 29	Summer Session begins
July 1	Canada Day - University Closed
July 3	Summer Convocation
August 3	New Brunswick Day - University closed
August 7	Summer Session ends
September 4-12	Welcome Week
September 7	Labour Day - University closed
September 9	Classes begin
September 13	Opening Mass
September 18	Last day to confirm registration by arranging payment of fees
September 18	Last day to add Fall term and full-year courses
October 1	Last day to apply for November 1 Graduation
October 12	Thanksgiving Day - University closed
October 16	Deadline to opt out of Health Plan
October 30	Last day to withdraw from first-semester courses without academic penalty
October 30	Last day for partial refunds of first-semester fees
October 31	Last day to apply for Spring Convocation
November 1	Deadline to declare major
November 9-13	Fall Reading Week – No classes
November 11	Remembrance Day - University closed
November 27	Last day to hold class tests in first semester
December 10	Last day of classes for first semester
Dec. 11-13	Reading days - no classes
December 14	Semester 1 examinations begin
December 19	Semester 1 examinations end
December 21	Make-up Exam Period
December 24-31	Christmas Break – University closed

2021

January 1

New Year's Day – University closed

January 4

University Offices Open
University closed