

**CATALOG**

**ST. GREGORY'S UNIVERSITY  
COLLEGE FOR WORKING ADULTS**

**2009-2011**

**St. Gregory's University  
College for Working Adults  
Catalog**

**Table of Contents**

**St. Gregory's University..... 5**  
**College for Working Adults ..... 5**  
**Mission and Goals of St. Gregory's University..... 6**  
**Mission Statement for St. Gregory's University ..... 7**  
**College for Working Adults ..... 7**  
**Five Characteristics Distinguish St Gregory's University College for Working  
Adults from Traditional Education..... 8**  
**Educational Goals Statement..... 9**  
**General Information ..... 11**  
    HISTORY..... 11  
    ACCREDITATION ..... 11  
    ST. GREGORY'S ABBEY..... 11  
**Admissions Policy ..... 12**  
    MASTER OF SCIENCE IN MANAGEMENT ..... 12  
    Student Learning Outcomes ..... 12  
    General Core Curriculum ..... 12  
    Management Electives ..... 12  
    Health Care Electives ..... 12  
    Admission Requirements..... 13  
    Assessment Policy..... 13  
    Transfer Policy..... 13  
    Graduation Requirements..... 13  
    Course Descriptions ..... 13  
    General Core Curriculum..... 14  
    Management Electives ..... 15  
    Health Care Electives ..... 15  
**Admissions Policy ..... 17**  
    ASSOCIATES OF SCIENCE IN BUSINESS ..... 17  
    Student Learning Outcomes ..... 17  
    Required Coursework..... 17  
    Admissions Requirements ..... 18  
    Graduation Requirements..... 18  
    General Transfer Policies ..... 18  
    Course Waivers/Substitutions..... 19  
    Course Descriptions ..... 19  
**Admissions Policy ..... 24**  
    BACHELOR OF SCIENCE IN BUSINESS ..... 24  
    Student Learning Outcomes ..... 24  
    Required Coursework..... 24  
        Baccalaureate Level Admissions Requirements:..... 25  
        Baccalaureate Graduation Requirements..... 25

(all degree-completion bachelor level programs) .....	25
Residency Requirements.....	26
General Transfer Policies .....	26
Course Waivers/Substitutions.....	26
Course Descriptions .....	27
<b>Admissions Policy .....</b>	<b>30</b>
BACHELOR OF SCIENCE IN SOCIAL SCIENCE.....	30
Student Learning Outcomes .....	30
Baccalaureate Level Admissions Requirements:.....	31
Baccalaureate Graduation Requirements.....	31
(all degree-completion bachelor level programs).....	31
Residency Requirements:.....	32
General Transfer Policies .....	32
Course Waivers/Substitutions.....	33
Course Descriptions .....	34
<b>Online Course Enrollment .....</b>	<b>37</b>
Admission Requirements.....	37
Exceptions .....	37
Admission Requirements.....	37
Continued Enrollment in online classes .....	37
<b>Online Course Descriptions .....</b>	<b>38</b>
AREA OF CONCENTRATION IN HUMAN RESOURCE MANAGEMENT .....	38
Course Sequence .....	38
Course Descriptions .....	38
AREA OF CONCENTRATION IN SALES AND SALES MANAGEMENT .....	39
Curriculum Sequence .....	39
Course Descriptions .....	39
<b>Financial Aid Information .....</b>	<b>41</b>
POLICIES .....	41
SATISFACTORY ACADEMIC PROGRESS .....	41
Qualitative Standards .....	41
Quantitative Standards .....	41
Probation .....	41
Appeals and Reinstatements.....	42
ENTRANCE INTERVIEW .....	42
EXIT INTERVIEW.....	42
ATTENDANCE .....	42
LEAVE OF ABSENCE .....	42
Required Documentation .....	42
Unforeseen Circumstances.....	43
Mid Course Leaves of Absences Due to Unforeseen Circumstances.....	43
Number of Approved Leaves .....	43
Completion of Course Requirement.....	43
Leave of Absence as a Result of Transfer Credit .....	44
Completion of Coursework upon Return.....	44
LOA Returns Prior to the Scheduled End Date.....	44
Failure to Return .....	44
Withdrawals .....	44

RETURN OF FUNDS CALCULATION* .....	45
<b>PROCEDURES</b> .....	<b>46</b>
HOW TO APPLY FOR FINANCIAL AID: .....	46
TYPES OF FEDERAL FINANCIAL AID (Title IV Funds) .....	46
Non-Need Based Loans .....	46
ADDITIONAL RESOURCES .....	47
Program Transfers.....	47
Areas of Concentrations (AOC) .....	47
<b>Student Services</b> .....	<b>48</b>
ACADEMIC ADVISING.....	48
UNDERGRADUATE PROGRAMS .....	48
TEXTBOOKS AND COURSE MATERIALS.....	48
LIBRARY SERVICES AND RESOURCES .....	48
ST. GREGORY'S UNIVERSITY IDENTIFICATION CARDS .....	49
<b>Educational Policies</b> .....	<b>50</b>
STUDENT RESPONSIBILITY .....	50
CHANGE IN STUDENT STATUS.....	50
Address/Phone/Name Change .....	50
Individual Course Withdrawal .....	50
Program Withdrawal .....	50
TUITION REFUND POLICY .....	51
COURSE RESCHEDULE.....	51
ATTENDANCE POLICY .....	51
ADA POLICY .....	52
CONDUCT POLICY.....	52
TOBACCO-FREE CAMPUS.....	52
CANCELLATION OF CLASSES.....	52
EDUCATIONAL PHILOSOPHY AND PRACTICE .....	53
<b>Learning Team Guidelines</b> .....	<b>54</b>
DUTIES OF THE CLASS REPRESENTATIVE .....	55
FACULTY AND CLASS REPRESENTATIVE MEETINGS .....	55
ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT.....	56
STUDENTS' RIGHT TO PRIVACY .....	56
FIELD TRIP POLICY .....	57
POLICY ON DISCRIMINATION AND EQUAL OPPORTUNITY .....	57
ACCESSIBILITY FOR PERSONS WITH DISABILITIES .....	57
NON-ACADEMIC GRIEVANCES .....	57
SCHOLASTIC HONORS .....	58
Superior Academic Achievement.....	58
<b>General Academic Policies</b> .....	<b>59</b>
GRADING PROCEDURES.....	59
Incompletes .....	59
Audit Status .....	59
Administrative Withdrawal.....	59
P/F: Pass (P)/Fail (F) .....	59
N .....	60
W .....	60
REQUIREMENTS FOR CONTINUED ENROLLMENT.....	60

REQUIREMENTS FOR GRADUATION .....	60
ACADEMIC PROBATION.....	60
REMOVAL FROM PROBATION.....	60
ACADEMIC DISMISSAL.....	60
GRADE REPORTS AND TRANSCRIPTS.....	60
STUDENT'S RIGHT TO GRADE APPEAL.....	61
ACADEMIC ETHICS.....	61

Pertinent information about St. Gregory’s University College for Working Adults is contained in this Catalog. Further information is available to students and prospective students from the Student Services office. The address and telephone number of the student services department:

CWA Student Services Department  
 St. Gregory’s University CWA  
 5801 E 41<sup>st</sup> Street, Suite 900  
 Tulsa, OK 74135  
 (918) 610-8888

St. Gregory’s University reserves the right to change at any time the policies and program requirements described herein.

Every student is responsible for reading and understanding the academic requirements and other requirements for graduation contained in this catalog.

## **St. Gregory's University College for Working Adults**

St. Gregory's University College for Working Adults is committed to producing well prepared, capable, forward-looking, and liberally-educated men and women fully able to work productively in a career and live enriched and enriching lives. At St. Gregory's University, the learning experience makes possible close, positive interaction between faculty and students, nurturing within a rigorous academic framework broad opportunities for challenge and growth. This atmosphere of dialogue and intimacy stretches the minds of students, stimulates their inquisitiveness, and encourages the realization of their full potential as both scholars and human beings.

In addition to the solid academic grounding that St. Gregory's University offers, it seeks to bring together a richly diverse student body, composed of individuals of all races, creeds, ages, and nationalities. St. Gregory's University fosters an atmosphere of mutual respect, in which members of the community enrich each other through the sharing of a wide spectrum of backgrounds and develop a sense of responsibility to the community as a whole.

The registration of a student signifies the assumption of definitive obligations between that student and the University. It is an agreement on the student's part to fulfill the terms of the contract for the program and indicates acceptance of financial and general regulation of the University. The Student Handbook provides the student with information related to St. Gregory's University's adult program and corresponding policies and procedures. While every effort is made to provide accurate and current information, St. Gregory's University College for Working Adults reserves the right to change, without notice, statements in the Handbook concerning rules, policies, fees, curriculum, courses, calendar, or other matters. Students enrolled at the St. Gregory's University College for Working Adults agree to comply with the University's rules and regulations.

# Mission and Goals of St. Gregory's University

St. Gregory's is a Roman Catholic University, offering through the bachelor's degree level a liberal arts education that has been cherished and handed down in the educational institutions of the Benedictine Order. St. Gregory's University promotes the education of the whole person in the context of a Christian community in which students are encouraged to develop a love of learning and to live lives of balance, generosity, and integrity. As Oklahoma's only Catholic University, St. Gregory's reaches out to Catholics and to members of other faiths who value the distinctive benefits it offers.

As an academic community, St. Gregory's

- Fosters intellectual curiosity, a love of learning, and the search for wisdom.
- Develops literacy in language, mathematics, science, and computer skills.
- Teaches communication and critical thinking skills.

As a Catholic community, St. Gregory's

- Fosters Catholic faith and Catholic moral development.
- Offers opportunities for Christian service.

As a Benedictine community, St. Gregory's

- Promotes the disciplines of prayer, work, study, and leisure.
- Emphasizes the reflective dimension of life.
- Fosters community living.

As a human community, St. Gregory's

- Fosters personal and social development.
- Promotes individual freedom, responsibility, and self discipline.
- Promotes responsible citizenship and concern for the problems of society.

The personal character of the campus community and the mix of faculty members and students contribute to the carrying out of the St Gregory's mission, which is reflected in the attainment of the following goals:

- To inculcate in students an appreciation for the arts and sciences and the habit of scholarship, the foundation of a lifelong quest for learning.
- To promote in students an appreciation for values, showing how church and religion assist them in finding the true meaning of life.
- To help students come to know themselves and to relate well to others, building in them a sense of self-assurance, initiative, and responsibility.
- To develop in students skills of logical and quantitative thinking and of written and spoken communication.
- To offer them the opportunities to perform in various student activities, which protect their individuality, encourage creativity, and give balance to their lives.
- To prepare them to live lives of service as citizens and members of social groups.

## **Mission Statement for St. Gregory's University College for Working Adults**

The mission of St. Gregory's University College for Working Adults is to provide high-quality, non-traditional education leading to an associate's degree or a bachelor's degree in business management and business information systems. St. Gregory's University College for Working Adults is designed for adult learners who have work experience and who wish to maintain their professional and personal activities while pursuing their educational goals.

St. Gregory's University College for Working Adults provides its students with a unique combination of quality, service, and convenience in contemporary academic study by blending proven academic practices with an innovative instructional delivery system.

St. Gregory's University College for Working Adults strives to provide the most up-to-date and practical business and management education possible through the following:

- The use of academically qualified business professionals to teach professionally oriented courses, integrating theory and practice in a meaningful way.
- Emphasis on an instructional model utilizing small groups of experienced adults working in teams to solve management problems.
- Thoughtful attention to the ethical issues that arise in business and management activities.
- Regular review and updating of curriculum by business leaders and other management experts.

St. Gregory's University College for Working Adults facilitates degree completion for working adults by scheduling classes at convenient times and providing pre-planned, local course sequences in a compressed time frame and by providing extensive student support through simplified registration, delivery of electronic library searches, and personalized educational counseling, among other things.

St. Gregory's strives to provide its students with business and management knowledge and skills built upon a holistic foundation, in preparation for assuming significant roles in business and in life.

## **Five Characteristics Distinguish St Gregory's University College for Working Adults from Traditional Education**

1. **Acceleration:** The accelerated pace of the program places much of the learning responsibility with the student. Students are expected to spend considerable time each week preparing for class. Because courses run for only five weeks, every meeting is important.
2. **Cohort learning:** St. Gregory's University College for Working Adults believes that the student should learn from shared experiences with other students as well as from textbooks and lectures. Classmates are an important component of the St. Gregory's University College for Working Adults education. Students should seek opportunities both to learn from classmates and to help them learn.
3. **Facilitation:** The role of the faculty member is to guide and stimulate the class. Because St. Gregory's University believes in cohort learning, some courses will have little formal lecturing. Students are expected to be actively involved in the classroom learning environment.
4. **Variety of instructional formats:** Teaching strategies in the St. Gregory's University program include seminar, small groups, experiential learning, simulation, presentations, and brainstorming. Case studies and research projects are used extensively.
5. **Adult learning:** St. Gregory's University maintains that adult students should be responsible for their own education. The role of the St. Gregory's University staff and faculty members is to facilitate students' exposure to the learning experience; the students are responsible for assimilating the information. St. Gregory's University assumes the responsibility to provide appropriate learning opportunities; the student must decide how these opportunities will be used.

# Educational Goals Statement

The mission of St. Gregory's University is to build upon the following educational goals:

## **Goal 1: To Develop Skills of Critical Thinking and Reasoning**

In keeping with St. Gregory's University's commitment to education of the highest quality for the whole person, the University recognizes education as a lifelong process. Hence, of greater importance than the actual knowledge gained during a student's college years are the skills for acquiring, integrating, and applying new knowledge encountered throughout life. Students are motivated to develop and further refine their abilities to think clearly, logically, and creatively for the discovery of effective responses to life's challenges.

## **Goal 2: To Develop and Foster the Process of Enlightened Inquiry and Intellectual Discovery**

By focusing on the creative elements of learning and the importance of fostering intellectual curiosity, St. Gregory's University encourages an awareness of the imaginative and creative elements of intellectual endeavor, develops in students a familiarity with philosophies, research, and practical application in a variety of academic disciplines and promotes intellectual self-awareness and initiative.

## **Goal 3: To Develop an Awareness of Breadth and Depth of Human Cultural Achievements Through Participation in Exceptional Cultural Activities**

As a Christian institution, St. Gregory's University recognizes the profound link between the transcendent creative art and spiritual expression. Thus St. Gregory's University emphasizes active participation in significant aesthetic events and stresses the highest quality of materials chosen for performance and analysis as well as excellence in presentation and creation. St. Gregory's University strives to expand the student's cultural awareness so that a life devoted to thinking on whatever is true, whatever is honorable, whatever is just, whatever is lovely, whatever is gracious, excellent, and worthy of praise will be the richest possible life.

## **Goal 4: To Facilitate Emotional Growth and Development of Personal Values Within an Active Christian Environment**

St. Gregory's University seeks to foster in students a positive self concept, a feeling of personal worth, and psychological well-being; to develop an awareness of how emotions, attitudes, and values influence thought and behavior; to encourage continuing development of personal values; and to foster a sense of personal responsibility for one's views and acts.

**Goal 5: To Prepare Students for Personally Satisfying Careers**

St. Gregory's University provides the opportunity to achieve academic and professional competence in a chosen program of study as offered through highly individualized instruction and student-faculty contact, both inside and outside the classroom. The St. Gregory's University provides in its curriculum the knowledge and skills required for employment and advancement in professional fields of endeavor.

**Goal 6: To Develop Students' Written and Spoken Communication Skills**

Because St. Gregory's University believes that active written and spoken communication is essential to success in all academic disciplines, it places emphasis upon fostering these skills. Increasing the students' ability to use the language effectively in written and spoken communication is encouraged across the curriculum, and opportunities are provided for developing skills within the classroom environment and in co-curricular activities.

**Goal 7: To Facilitate Social Development and Effectiveness in Interpersonal Relationships**

St. Gregory's University recognizes that the educated person is one who can interact effectively with others, not only in the St. Gregory's University community but also in the world at large. To facilitate this skill, the University provides opportunities for students to participate actively in roles that will enhance their academic and social lives and provide needed experience that will foster effective interpersonal relationships. St. Gregory's University's policy of openness to divergent cultures and nationalities and the students' willingness to relate freely with peers who have different backgrounds and personalities from their own prepare them to participate more effectively in a broader social context after their graduation.

**Goal 8: To Maintain a Caring, Christian Atmosphere that Fosters a Sense of Community and Social Responsibility**

The commitment to Christian values provides the foundation for the development of a sense of community. St. Gregory's University creates an environment that encourages the acceptance and appreciation of cultural and social diversity while assuming the obligation to eliminate discrimination and foster equality of opportunity. The values of social responsibility thereby implied are imparted to the students to explore social issues, to participate in decision-making processes, and to assume responsibility and leadership roles. By providing such opportunities for the development of a sense of social responsibility, the University affirms its dedication to the enrichment of society.

# General Information

## HISTORY

St. Gregory's University was founded in 1875 by the Benedictine monks who came to this country as missionaries to work with the Indian population of what was then the Indian Territory. It was originally chartered as the Catholic University of Oklahoma in 1916. From the laying of the cornerstone of the first building in 1913 to the completion of the new Campus Community Living Center in 2001, Oklahoma's oldest institution of higher education has continued to grow in its commitment to the needs of education.

## ACCREDITATION

St. Gregory's University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (30 N. LaSalle St., #2400, Chicago, IL 60602) and the Oklahoma State Regents for Higher Education. It is approved by the U.S. Department of Justice for the admission of international students and by the State Accrediting Agency of Oklahoma for the admission of eligible veterans. It is also approved by the U.S. Department of Education for Distribution of federal financial aid programs.

## ST. GREGORY'S ABBEY

The Right Reverend Abbot and the priests and brothers who administer and teach at the University reside in St. Gregory's Abbey on the east side of the main campus in Shawnee, OK.

# Admissions Policy

## MASTER OF SCIENCE IN MANAGEMENT

The Master of Science in Management program (MSM) is a 36-credit, 74-week program which consists of a general core curriculum totaling 22 semester hours, and electives totaling 14 semester hours in the Management or Health Care areas of specialization. The MSM is designed to provide the fundamental business skills in profit and non-profit management needed to achieve organizational imperatives in an ethical manner. Graduates are prepared for leadership roles and possess effective oral and written communication skills as well as the interpersonal skills required of an effective leader. Coursework develops appropriate critical thinking and problem-solving skills necessary for success within the complex organizations of the 21<sup>st</sup> century.

### Student Learning Outcomes

*Graduates of the MSM Program will be able to:*

1. Integrate and implement sound management principles to develop effective leadership skills and proper administration of resources.
2. Apply critical, conceptual and innovative abilities in the recognition and resolution of organizational problems within a legal and ethical framework.
3. Demonstrate effective interpersonal, oral, and written communication skills.
4. Utilize Project Management skills, standard research methods, and best practices literature to the development and execution of an applied research project.

### General Core Curriculum (22 credit hours)

BU 5113	Organizational Management
BU 5013	Applied Business Research and Statistics
BU 5103	Leadership
BU 5134	Financial Management
BU 5143	Legal Environment of Contemporary Business
BU 5153	Managers and Integrity
BU 5183	Policy and Strategic Management

### Management Electives (14 credit hours)

BU 5163	Strategic Human Resources Management
BU 5123	Marketing Management
BU 5173	Motivation, Development and Change
BU 5995	Applied Research Project

### Health Care Electives (14 credit hours)

BU 5213	Health Care Administration
BU 5233	Financial and Economic Principles in Health Care
BU 5223	Process Improvement in the Health Care Industry
BU 5245	Applied Health Care Research Project

## Admission Requirements

In order to be admitted into the MSM program, students must provide documentation of the following:

- A Baccalaureate Degree from a U.S. regionally accredited institution with a grade point average and academic proficiency consistent with the expectations for Master's level course work. This admission requirement is met by students who have earned a 2.7 grade point average (GPA) on a 4.0 scale in undergraduate course work at the institution from which they received their baccalaureate degree. Students with less than a 2.7 GPA are welcome to apply, but must also submit an application essay indicating why they believe they are academically prepared to enter this program.
- A professional resume demonstrating a minimum of three (3) years of significant work experience
- Two letters of professional recommendation on company letterhead (One letter must be from the applicant's current employer—an individual with a supervisory or managerial relationship to the applicant—and one from someone who can comment on the applicant's ability.)
- Score of 600 on TOEFL if native language is not English
- Students not meeting the above requirements may be considered for admission on a probationary basis. If admitted to the program, the student must attain a grade of "B" or better during the first two courses in order to remain in the program.

## Assessment Policy

Instead of using assessments prior to admission, all students will initiate their study in *Organizational Management* which incorporates assessments of skills in writing, critical thinking, public speaking, and other relevant indicators of success. The goal is to identify areas of support that students may require to best ensure their success. In cases where it is determined that students do not have the skills to succeed even with support, or where additional development might better prepare them to succeed, these students will not be allowed to continue in the graduate program.

## Transfer Policy

A maximum of six graduate-level credit hours may be transferred in from accredited sources. All transfer requests will be evaluated on a case-by-case basis, based on the length of time from completion of the course and the correspondence of the objectives of the course with a course in the St. Gregory's program

## Graduation Requirements

1. Successful completion of 36 hours of credit in graduate level courses.
2. Maintenance of a grade point average of "B" or better in all coursework with no more than two courses completed with a grade of "C."
3. Completion of all coursework within three years of the date of initial enrollment.
4. Completion of an Applied Research course with a minimum grade of "B."

## Course Descriptions



## Management Electives

**BU 5163 Strategic Human Resources Management 3 credits**

This course examines strategic human resource management processes as a basis for critical dialogue on corporate-level and business strategy formulation and implementation. Students identify human resource management areas for organizations to leverage and evaluate these in terms of changing environments. Skills are developed in strategic human resource planning and the alignment of human resource strategies with organizational mission, strategies, goals, and objectives. These human resource processes are examined in terms of future opportunities and ethical issues that arise from competing business decisions.

**BU 5123 Marketing Management 3 credits**

Aids students in examining marketing concepts, policies, and procedures related to consumer and industrial goods. Integrates the techniques and functions of management and marketing as they relate product, place, price and promotion. Emphasizes the analytical tools used to aid marketing decision-making.

**BU 5173 Motivation, Development and Change 3 credits**

The course is designed to introduce students to the phenomenon of organizational change and transformation and provide a methodological framework for leading and implementing change within all types of organizations (e.g., profit, non-profit, educational, governmental, and non-secular). Emphasis is placed on the concept of change, the role of a leader in change, qualitative support for change, and the practical application of change management approaches.

**BU 5995 Applied Research Project 5 credits**

This course will facilitate students through the process of applying Project Management skills, standard research methods, sound business theory, and industry best practices to the development and execution of an applied research project.

## Health Care Electives

**BU 5213 Health Care Administration 3 credits**

The course is designed to assist students in understanding and preparing for the unique challenges presented to managers in health services administration careers. Through the integration of industry best practices and business administration/management theory focused on providing leadership to various profit and non-profit delivery systems.

**BU 5233 Financial and Economic Principles in Health Care 3 credits**

This course presents basic concepts of economics and preparation for financial management in the health care arena. Tools will be developed to make economic-based policy decisions in the modern health care organization. Course objectives are framed around emerging health care policy for the 21st century and how financial and economic considerations play a crucial role in establishing policy.

**BU 5223 Process Improvement in the Health Care Industry 3 credits**

This course is designed to integrate practical concerns with theoretical constructs in the area of health care quality management. Emphasis is placed on student's ability to address change proactively and meet the challenges of transition in the workplace. Students learn to apply effective strategies for managing transition at individual, group, and organizational levels. Students will develop accurate measurements for evaluating care, utilizing data as a basis for process improvement, establish

guidelines for the complex integration of collaborative services in health care, and apply methods for improving accountability.

**BU 5245      Applied Health Care Research Project**

**5 credits**

This course will facilitate students through the process of applying Project Management skills, standard research methods, sound business theory, and industry best practices in the health care industry to the development and execution of an applied research project.

# Admissions Policy

## ASSOCIATES OF SCIENCE IN BUSINESS

The 65-credit, 109-week Associate of Science in Business program (ASB) is designed to provide a practical business education along with a strong liberal arts foundation. Coursework covers diverse concepts such as introductory management, computer applications, written and oral communications, economics, critical thinking, accounting, and art appreciation. ASB students will be able to apply the concepts and skills gained in this program to a variety of industries and will be well-equipped to handle leadership challenges in today's complex business environment.

### Student Learning Outcomes

Upon completion of the requirements for the Associate of Science degree in business, the student will be able to:

1. Synthesize the history, ideas, and contributions of the Western and Catholic intellectual traditions.
2. Exercise the fundamental skills of critical thinking, reflective reading, written and oral communication, mathematics, and creative expression.
3. Exhibit an appreciation of and reverence for diverse ways of thinking and knowing.
4. Demonstrate Fundamental Business Skills.

### Required Coursework

<b>BU 1003</b>	<b>Process Skills For Success in College</b>	3 Credits
<b>EN 1134</b>	<b>Communications I</b>	4 Credits
<b>CS 1123</b>	<b>Computer Applications for Business</b>	3 Credits
<b>CO 1133</b>	<b>Fundamentals of Speech</b>	3 Credits
<b>TH 1033</b>	<b>Faith in the Modern World</b>	3 Credits
<b>BU 1023</b>	<b>Introduction to Management</b>	3 Credits
<b>BU 1313</b>	<b>Diverse Workforce</b>	3 Credits
<b>PH 1143</b>	<b>Western Civilization &amp; Culture</b>	3 Credits
<b>HI 1463</b>	<b>Economic History of United States</b>	3 Credits
<b>PO 1133</b>	<b>U.S. Government</b>	3 Credits
<b>MA 1414</b>	<b>Math Solution for Business</b>	4 Credits
<b>EC 1133</b>	<b>Consumer Economics</b>	3 Credits
<b>AR 1133</b>	<b>Art Appreciation</b>	3 Credits
<b>BU 2033</b>	<b>Advertising and Consumer Behavior</b>	3 Credits
<b>PS 2013</b>	<b>Environmental Studies</b>	3 Credits
<b>PH 1133</b>	<b>Critical Thinking</b>	3 Credits
<b>BU 2133</b>	<b>Principles of Accounting</b>	3 Credits
<b>BU 2043</b>	<b>Financial Planning</b>	3 Credits
<b>LS 1133</b>	<b>Nutrition</b>	3 Credits
<b>EN 1333</b>	<b>Literature and Ideas</b>	3 Credits
<b>BU 2323</b>	<b>Introduction to Human Resources</b>	3 Credits

## Admissions Requirements

- Proof of high school graduation or GED
- No minimum college transfer credit requirement
- Official transcripts from all higher education institutions attended
- A GPA of 2.0 on prior college course work
- Applicants with less than a 2.0 GPA may be admitted on probation. An essay indicating why they believe they are academically prepared to enter the program should be included in the application packet.
- Must have 2 years of relevant work experience and be currently employed full time, or if temporarily unemployed, be able to verify access to a work/organizational environment
- Score of 500 on TOEFL for applicants whose native language is not English

## Graduation Requirements

<b>Total Number of Credits</b>	<b>65</b>
<b>General Education Credits</b>	<b>35</b>
To include:	
English Composition (Communications I and Literature and Ideas fulfill this.)	7
Communications (Fundamentals of Speech fulfills this.)	3
Humanities (Critical Thinking and Art Appreciation fulfill this.)	6
Social Sciences (U.S. Government and Western Civilization fulfill this.)	6
Math (Mathematical Solutions for Business fulfills this.)	4
Sciences (Nutrition and Environmental Studies fulfill this.)	6
Religion (Faith in the Modern World fulfills this.)	3

## General Transfer Policies

The following transfer policies apply to the adult program:

- There is no maximum on the number of credits that will transfer into St. Gregory's University College for Working Adults. However, students must meet a minimum 30 credit residency requirement for the bachelor's level program; they do not have to be the last 30 credits. Students must meet a minimum 30-credit residency requirement for the associate's level program.
- There is no limit to the number of lower-division credits that may transfer, including credits from 2-year institutions.



CS 1123            Computer Applications for Business            3 Credits  
This course is designed to extend the student's computer skills to a level necessary for survival in the business world. Competencies will include creating and maintaining active links, posting Web applications, developing spreadsheet and database templates, and designing and documenting macros. Students are to create professional quality reports and forms including, charts, graphs, tables, input forms, and query scenarios.

CO 1133            Fundamentals of Speech            3 Credits  
Fundamentals of Speech is a course designed to increase student effectiveness in public speaking and interpersonal communication. The course offers the opportunity for students to develop new applications of the theories underlying informative and persuasive communication and to apply them in speeches. Students will develop competency in the basic principles of informative and persuasive communication and the ability to organize, research, and present ideas on a selected topic.

TH 1033            Faith in the Modern World            3 Credits  
Designed as an introductory course 1) to examine the religious themes that ground the human condition and are common to all religions, 2) to introduce the student to Christian revelation through guided readings of selections from the Old and New Testaments, and 3) to show how the New Testament faith in Jesus Christ is lived in the Catholic Christian community, with emphasis on those things held in common by all Christian churches.

BU 1023            Introduction to Management            3 Credits  
Employees need more than a boss: they need a leader . . . a person who provides both support and direction in the correct balance. Today's leader must assess employee development needs and inspire others to a common goal. This course gives the student new skills to apply management/leadership techniques, to interpret and address employee needs, and to build a foundation for effective management. Students will have refined insights to serve as coaches, teachers, and mentors within the team framework. Topics studied include program planning, written and oral communication skills, and personality inventories among other topics of interest.

BU 1313            Diverse Workforce            3 Credits  
This course is designed to provide and explore the definitions of diversity, to discuss various techniques of managing a diverse workforce, and to explore the numerous benefits that occur when a diverse workforce achieves goals and objectives together.  
This class will focus on the broad dimensions of diversity and how these dimensions have an effect on the relationships around us. Stereotypes, prejudice, discrimination, ethnicity, race, culture, and tolerance will be deeply explored as they relate to diversity. A wide variety of applications will be used to convey learning. Open discussion among students is strongly encouraged and a willingness to look within one's self is essential.

PH 1143            Western Civilization & Culture            3 Credits  
Knowledge of the development of civilization provides us with a context for understanding human nature and its concerns. This course is designed to provide an integrated study of Western culture with emphasis given to the philosophy, the artistic creations, and the history, which shaped the culture of each period. Major components include ancient Egyptian civilization, the Greek and Roman classical civilizations, the Middle Ages, the Renaissance, and the Reformation.

HI 1463            Economic History of United States            3 Credits  
The course will examine a variety of issues in the economic history of the United States. Several themes will be given emphasis, including the diversity of the U.S. population and the way different groups have played different roles in the country's economic development; the interaction between the state and the economy; the role of education and technological change; the great material success of the U.S. economy and the disruptions in that success; and the interactions between social conflict and economic change. The goal of the course is to introduce students to some of the important factors that have shaped the historical background for the current U.S. economy and to use the examination of history to develop students' understanding of basic economic concepts.

PO 1133            U.S. Government            3 Credits  
This course is designed to provide students with an understanding of American politics, government, and democracy. Knowledge of the basic political institutions and how the policymaking system operates will be highlighted. Major components include the Constitution, federalism, civil liberties and civil rights, public opinion and political behavior, political parties, Congress, presidency, judiciary, and the federal bureaucracy. Domestic affairs such as the budget, taxing, and spending policies will be discussed. Foreign and defense policies will be noted.

MA 1414            Math Solution for Business            4 Credits  
The liberal arts student benefits from an understanding of both the beauty and application of mathematics in the real world. This course is designed to strengthen students' literacy in mathematics through the basic skills for critical evaluation of quantitative arguments including logic, critical appraisal of graphs and tables, use of simple applied mathematical models, and an introduction to elementary statistics.

EC 1133            Consumer Economics            3 Credits  
Economic concepts are vital to understanding individual choices and business decisions. In this course, students will develop a basic understanding of the elements of economics useful in understanding consumer decision making. Major components include economic growth, market structures, demand, supply, elasticity, competition and monopoly, production and demand, pricing and employment, taxes, and current economic issues.

AR 1133            Art Appreciation            3 Credits  
This course is designed to acquaint students with basic concepts in the visual arts through exploring several types of art media in hands-on assignments and through slide lectures. In addition, this course will introduce various types of two-dimensional and three-dimensional artwork and architecture created throughout history, dating from the Paleolithic era through the present day. Emphasis is placed on developing strategies for creative activities as well as providing a basic introduction to categories in art and resources for further exploration.

BU 2033            Advertising and Consumer Behavior            3 Credits  
This course is a comprehensive study that covers the basic principles and practices of advertising with an emphasis on its social and economic functions, its role in business, how it is planned and created, and its problems and opportunities. Students will study the norm and idiosyncrasies associated with personal and group behavior patterns in the acquisition of goods and services in a market environment. Demographics, other subcultures, and external market forces are explored, as well as the consumer decision process. The new "virtual" consumer is also discussed.



Topics covered include: the laws, recruitment and hiring, planning, job analysis, training and development, performance appraisal, pay and benefits, unions plus employee safety and health needs.

# Admissions Policy

## BACHELOR OF SCIENCE IN BUSINESS

The 46-credit, 78-week Bachelor of Science in Business ( BSB) program provides a comprehensive business education that prepares graduates for a variety of leadership roles in business and industry. Coursework covers practical concepts such as communications, economics, marketing, statistics, business law, human resources, information systems, finance and accounting, international business, and ethics. BSB graduates will be well-prepared to make significant contributions to their organizations and to society. This is also an excellent program for small business owners.

### Student Learning Outcomes

Upon completion of the requirements for the Bachelor of Science degree in business, the student will be able to:

1. demonstrate fundamental business skills in marketing, management and finance;
2. demonstrate development and achievement of organizational goals in an ethical and legal manner;
3. demonstrate appropriate problem solving skills;
4. demonstrate effective business communication skills;
5. demonstrate interpersonal skills required of leaders and team members to realize effective team performance; and
6. demonstrate integration of acquired skills to formulate strategies to establish and accomplish individual and organizational goals in a global environment.

### Required Coursework

<b>BU 3133</b>	<b>Principles of Team Management/Leadership</b>	<b>3 Credits</b>
<b>EN 3243</b>	<b>Communications II</b>	<b>3 Credits</b>
<b>TH 1033</b>	<b>Faith in the Modern World</b>	<b>3 Credits</b>
<b>PH 4103</b>	<b>Business Ethics</b>	<b>3 Credits</b>
<b>BU 4012</b>	<b>Management Seminar</b>	<b>2 Credits</b>
<b>MA 3034</b>	<b>Statistics for Business</b>	<b>4 Credits</b>
<b>EC 3003</b>	<b>Managerial Economics</b>	<b>3 Credits</b>
<b>BU 3243</b>	<b>Managerial Marketing</b>	<b>3 Credits</b>
<b>BU 3153</b>	<b>Business Law</b>	<b>3 Credits</b>
<b>BU 4073</b>	<b>Human Resources</b>	<b>3 Credits</b>
<b>BU 4523</b>	<b>Accounting Control Systems</b>	<b>3 Credits</b>
<b>BU 4323</b>	<b>Management Information Systems</b>	<b>3 Credits</b>
<b>BU 4243</b>	<b>Financial Management</b>	<b>3 Credits</b>
<b>BU 4423</b>	<b>International Business</b>	<b>3 Credits</b>
<b>BU 4994</b>	<b>Senior Seminar Capstone</b>	<b>4 Credits</b>

## Baccalaureate Level Admissions Requirements:

- A minimum of 54 college-level credits from an accredited college or university or from CLEP, PEP, ACE, or other standardized evaluations
- Official transcripts from all higher education institutions attended
- A GPA of 2.0 for bachelor's degree program on previous course work
- Must have 2 years of relevant work experience and be currently employed full time, or if temporarily unemployed, be able to verify access to a work/organizational environment
- Score of 500 on TOEFL for applicants whose native language is not English

There are no course prerequisites for admission to the degree completion programs, nor is there an essay, interview, test, or minimum age. Applicants who lack all criteria for admission as shown above may be required to submit additional materials for the admissions committee's consideration as a special admission.

## Baccalaureate Graduation Requirements

### (all degree-completion bachelor level programs)

<b>Total Number of Credits</b>	<b>124</b>
<b>General Education Credits</b>	<b>42</b>
To include:	
English Composition (Communications I , Communication II & Literature and Ideas in the Associate program are designed to fulfill this requirement.)	6
Communications (To come from the fields of speech, oral communication, and interpersonal communication. )	3
Social Sciences (To come from the fields of history, Western Civilization, psychology, sociology, government, economics, political science, anthropology, geography. Managerial Economics in the BSB program, and U.S. Government and Western Civilization in the associate program are designed to fulfill this requirement.)	9
Humanities (To come from the fields of performing (maximum 3 credit hours) and nonperforming arts, philosophy, and language. Art Appreciation in the associate program; and Business Ethics in the BSB are designed to fulfill this requirement.)	9
Math (Statistics for Business is designed to fulfill this requirement.)	4
Science—one of the courses should have a lab component (To come from the fields of biology, chemistry, ecology, physics, astronomy, ecology, geology, botany, zoology, anatomy and physiology, nutrition, and all natural/physical sciences. Environmental Science and Nutrition in the associate program are designed to fulfill this requirement.)	6
Religion/Theology—Faith in the Modern World (A Theology/Biblical/Scripture studies course fulfills this.)	3
General Education Elective	3

(One additional course in the general education category, to be selected from any of the above categories, fulfills this.)

## **Residency Requirements:**

Completion of the sequenced program curriculum, less the six credits allowed in transfer, is required for residency. Credits may be taken after completion of the sequenced program at another institution and transferred back to St. Gregory's University to fulfill additional degree requirements. The last 30 credits do not need to be from St. Gregory's, as a minimum of 36 credits will have been completed through the sequenced program.

## **General Transfer Policies**

The following transfer policies apply to the adult program:

- There is no maximum on the number of credits that will transfer into St. Gregory's University College for Working Adults. However, students must meet a minimum 30 credit residency requirement for the bachelor's level program; they do not have to be the last 30 credits. Students must meet a minimum 30-credit residency requirement for the associate's level program.
- There is no limit to the number of lower-division credits that may transfer, including credits from 2-year institutions.
- Associate's degrees from accredited 2-year institutions within the state of Oklahoma may be accepted in transfer as having met all liberal arts requirements, with the exception of one course in religion.
- The College will accept the lower- or upper-division designation of the course by the awarding institution. Lower-division credit is typically awarded to freshman- and sophomore-level course work. Upper division refers to junior and senior course work.
- The cumulative GPA does not transfer. A student's GPA at St. Gregory's University is determined by work completed at St. Gregory's University.
- Students may be required to submit a catalog or course description in the case of institutions outside the region when the content and/or academic level of the course is in question.

## **Course Waivers/Substitutions**

St. Gregory's University requires that all bachelor's degree students complete all core courses in the program. A student may petition for up to two course substitutions in the core program. A request in writing can be made to substitute these for the required courses. Forms for substitutions are available in the Student Services office. Course waivers must meet the following criteria to be considered:

- The course must have been completed and transcribed from a college or university with regional accreditation.
- The course must have been completed within the past 10 years with a grade of C (2.0) or better.
- The course must be comparable in content and credits to the course it is replacing and must be an upper-division course.
- The course must meet established course objectives and outcomes.
- Course waivers will be reviewed by the Director of Student Services and the Dean.
- The following courses will not be substituted under any circumstances because: 1) the course integrates many of the degree courses requiring students to apply concepts studied throughout the curriculum to current business problems; or, 2) is a General Education requirement; or 3) it forms the foundation of the bachelor's degree competencies, which must be satisfactorily

achieved: Process Skills for College, Communications I, Computer Applications, Faith in the Modern World, Principles of Team Management, Communications II, Issues and Trends in Human Services, Group Leadership Skills, Senior Seminar Capstone

## Course Descriptions

BU 3133 Principles of Team Management/Leadership 3 Credits

An introductory course for adult students pursuing an undergraduate degree. Topics include program planning, group interaction, written and oral communication skills, personality inventory and other items. A degree completion plan must be finalized prior to enrollment in any other course work.

EN 3243 Communications II 3 Credits

Communications II is a course designed to introduce students to a range of technical and professional writing. The course will focus on the development of professional communication with technology as well as planning, writing, and completing reports and proposals. An emphasis will be given to integrating abstract knowledge in business correspondence and the mechanics of effective written communication. Students will demonstrate skill in designing and delivering an oral presentation.

TH 1033 Faith in the Modern World 3 Credits

Designed as an introductory course, students will examine the religious themes which ground the human condition and are common to all religions, will be introduced to Christian revelation through guided reading of selections from the Old and New Testaments, and will learn how the New Testament faith in Jesus Christ is lived in the Catholic Christian community, with emphasis on those things held commonly by all Christian churches.

PH 4103 Business Ethics 3 Credits

This course will examine a number of issues arising in business ethics, including employee rights, product liability and safety, marketing ethics, affirmative action, sweatshops, global business, etc. This course will begin with an introduction of the basics of philosophical ethics: utilitarianism, rights, duties, relativism, ethics and law, and so forth. Ethical relationships between business' and their major stakeholders: employees, consumers, and society at large will also be examined.

BU 4012 Management Seminar 2 Credits

An advance course which focuses on the essentials of management. This course will cover the management environment and managerial roles and responsibilities such as: decision making, organizing, change management, leading individuals and groups, and controlling fundamental activities and processes. Various discussion formats and research methods will be used to apply the knowledge gained from the course to the current business world.

MA 3034 Statistics for Business 4 Credits

This course is an applications course to provide a familiarity with the scope and application of statistical analysis. Topics include basic statistical techniques, descriptive measures, elementary probability, sampling, estimation and testing, regression, correlation, and analysis of variance. Examples are drawn from business and economics.

EC 3003 Managerial Economics 3 Credits

Managerial Economics is a course that expands the study of economics to specific issues facing managers. The development of specific theoretical and analytical tools of economics in managerial

decision making is exercised. Emphasis is placed on empirical studies and case analyses of applications in traditional, international, and virtual settings.

BU 3243      Managerial Marketing      3 Credits

As a manager in an ever-changing, fast-paced, technology-driven society, the magnitude of understanding our product or service while meeting the needs of our customers is vital to our existence, not only in a traditional sense, but in the virtual aspect as well. This course offers a managerial approach to marketing with a focus on matching organizational goals with customers' needs in an ethical and socially responsible manner, while addressing basic marketing concepts, processes, problems, and applications.

BU 3153      Business Law      3 Credits

This course is an overview of the legal aspects of commercial relations and transactions including discussions of the general laws under which businesses operate, such as contracts, sales, agency, employment, real estate, and so forth. Problems and case analyses will look at traditional legal matters and the conflict and confusion associated with e-commerce and cross-border legal issues.

BU 4073      Human Resources      3 Credits

Human Resources Management is an advanced and comprehensive study of the field of Human Resources. Areas covered include employee interviewing, counseling and coaching, hiring procedures and selection process, job design and evaluation, management, and labor relations, compensation, benefits and employment law. Special emphasis will be on the role of the company manager in dealing with disciplinary issues, ensuring employee fairness while protecting the company from potential litigation plus the understanding and utilization of Human Resources programs and services.

BU 4523      Accounting Control Systems      3 Credits

Accounting Control Systems is a study of the uses of accounting data by decision makers within the organization with emphasis on developing effective internal controls. The theory and real-world application of quality cost measurement, activity-based costing, and performance evaluation will be explored.

BU 4323      Management Information Systems      3 Credits

Management Information Systems is an introductory course examining the role of information systems in meeting the needs of decision makers within organizations. Emphasis will be placed on strategic uses of the information system in traditional and virtual environments. Case analyses will be used to simulate planning, acquiring, designing system controls, and implementing an information system. Issues involved in maintaining, updating, and upgrading an information system will also be addressed.

BU 4243      Financial Management      3 Credits

This course is a study of an organization's problems in obtaining, allocating, and managing funds. It examines the sources of funds; costs of obtaining these funds; management of the firm's capital structure; and financial planning for a firm's growth and expansion. Students will study capital structure, capital budgeting, and cost of capital. Problems and case analyses cover bond and stock markets as well as short-term financing issues.

BU 4423      International Business      3 Credits

International Business is an advanced course over the theories and mechanics of doing business abroad, covering exporting, joint ventures, and foreign direct investment. Cases are used to analyze the economics and politics of international trade, the functions and forms of monetary systems, and the successful and not-so-successful strategies of international business. Extensive use of the Internet will allow students to keep up with fast-changing events relating to world trade.

BU 4994 Senior Seminar Capstone

4 Credits

The Senior Seminar is an integrative, "capstone" course stressing the application of all prior learning concerning major business problems through case analyses and simulations/gaming. Policy formulation and executive action are stressed as the conceptual approach for establishing guiding principles for courses of action.

# Admissions Policy

## BACHELOR OF SCIENCE IN SOCIAL SCIENCE

The 46-credit, 78 week Bachelor of Science in Social Services (BSSS) program is designed for individuals interested in providing direct care, counseling, teaching, or other professional social service assistance. St. Gregory's integrated curricula approach links Christian values, ethics, critical thinking, problem solving, research and writing skills, technology, and teamwork to each area of human growth and development. These elements of instruction form a critical base of knowledge and skills for entrance into the social service profession as well as preparation for further career development or graduate study.

### Student Learning Outcomes

Upon completion of the core requirements for the Bachelor of Science in Social Science degree, the student will be able to:

1. demonstrate competence in conducting research, in writing, in presentation skills and in the use of computers and other technology in research, writing and presenting;
2. demonstrate the ability to understand and use basic statistics;
3. demonstrate language skill in a variety of interpersonal and group settings, as well as familiarity with theories of language structure, language acquisition and language development;
4. recognize and demonstrate respect for socio-cultural and international diversity;
5. demonstrate insight into their own and others' development as well as behavior and mental processes including spiritual behavior; students will apply effective strategies for self-management, self-improvement, and leadership; and students will apply effective strategies for ethical development;
6. compare and contrast the diverse historical views of the person (philosophical, religious, artistic, scientific) as well as modern biological, psycho-dynamic and sociological ones, and begin to create their own well-reasoned, holistic theory of human development and the human person;
7. recognize the basic material, biological, and human features and systems of the world and their inter-relationships, and ethically analyze the impact of humans on environmental systems with present and future consequences;
8. demonstrate realistic ideas about how to implement their social science knowledge, skills, and values in various occupational pursuits and settings; and
9. demonstrate interdisciplinary discussion and study, relating the social sciences to one or more other academic disciplines.

**Human Services Major (46 cr.)**

SS 3113	Issues and Trends in Human Services	3 Credits
PY 3023	Group Leadership Skills	3 Credits
TH 1033	Faith in the Modern World	3 Credits
SS 4033	Professional and Ethical Issues in HS	3 Credits
SS 4223	Integrated Statistics and Research I	3 Credits
PY 4213	Psychology of Personality	3 Credits
PY 3113	Developmental Psychology	3 Credits
PY 3143	Abnormal Psychology	3 Credits
SO 3023	Social Ecology	3 Credits
SS 4103	Human Services Apps/Case Management	3 Credits
SO 3013	A Sociology of Marriage and Family	3 Credits
SO 4213	Modern Social Problems	3 Credits
PY 4123	Theories and Practice of Counseling	3 Credits
SS 4233	Integrated Statistics and Research II	3 Credits
SS 4994	Senior Seminar	4 Credits

**Baccalaureate Level Admissions Requirements:**

- A minimum of 54 college-level credits from an accredited college or university or from CLEP, PEP, ACE, or other standardized evaluations
- Official transcripts from all higher education institutions attended
- A GPA of 2.0 for bachelor's degree program on previous course work
- Must have 2 years of relevant work experience and be currently employed full time, or if temporarily unemployed, be able to verify access to a work/organizational environment
- Score of 500 on TOEFL for applicants whose native language is not English

There are no course prerequisites for admission to the degree completion programs, nor is there an essay, interview, test, or minimum age. Applicants who lack all criteria for admission as shown above may be required to submit additional materials for the admissions committee's consideration as a special admission.

**Baccalaureate Graduation Requirements**

**(all degree-completion bachelor level programs)**

<b>Total Number of Credits</b>	<b>124</b>
<b>General Education Credits</b>	<b>42</b>
To include:	
English Composition (Communications I , Communication II & Literature and Ideas in the Associate program are designed to fulfill this requirement.)	6
Communications (To come from the fields of speech, oral communication, and interpersonal communication).	3
Social Science (To come from the fields of history, Western Civilization, psychology, sociology, government, economics, political science, anthropology, geography. Managerial Economics in the BSB program, and U.S.	9

Government and Western Civilization in the associate program are designed to fulfill this requirement.)	
Humanities (To come from the fields of performing (maximum 3 credit hours) and nonperforming arts, philosophy, and language. Art Appreciation in the associate program; and Business Ethics in the BSB are designed to fulfill this requirement.)	9
Math (Statistics for Business is designed to fulfill this requirement.)	4
Science—one of the courses should have a lab component (To come from the fields of biology, chemistry, ecology, physics, astronomy, ecology, geology, botany, zoology, anatomy and physiology, nutrition, and all natural/physical sciences. Environmental Science and Nutrition in the associate program are designed to fulfill this requirement.)	6
Religion/Theology—Faith in the Modern World (A Theology/Biblical/Scripture studies course fulfills this.)	3
General Education Elective (One additional course in the general education category, to be selected from any of the above categories, fulfills this.)	3

### Residency Requirements:

Completion of the sequenced program curriculum, less the six credits allowed in transfer, is required for residency. Credits may be taken after completion of the sequenced program at another institution and transferred back to St. Gregory's University to fulfill additional degree requirements. The last 30 credits do not need to be from St. Gregory's, as a minimum of 36 credits will have been completed through the sequenced program.

### General Transfer Policies

The following transfer policies apply to the adult program:

- There is no maximum on the number of credits that will transfer into St. Gregory's University College for Working Adults. However, students must meet a minimum 30 credit residency requirement for the bachelor's level program; they do not have to be the last 30 credits. Students must meet a minimum 30-credit residency requirement for the associate's level program.
- There is no limit to the number of lower-division credits that may transfer, including credits from 2-year institutions.
- Associate's degrees from accredited 2-year institutions within the state of Oklahoma may be accepted in transfer as having met all liberal arts requirements, with the exception of one course in religion.
- The College will accept the lower- or upper-division designation of the course by the awarding institution. Lower-division credit is typically awarded to freshman- and sophomore-level course work. Upper division refers to junior and senior course work.
- The cumulative GPA does not transfer. A student's GPA at St. Gregory's University is determined by work completed at St. Gregory's University.
- Students may be required to submit a catalog or course description in the case of institutions outside the region when the content and/or academic level of the course is in question.

## Course Waivers/Substitutions

St. Gregory's University requires that all bachelor's degree students complete all core courses in the program. A student may petition for up to two course substitutions in the core program. A request in writing can be made to substitute these for the required courses. Forms for substitutions are available in the Student Services office. Course waivers must meet the following criteria to be considered:

- The course must have been completed and transcribed from a college or university with regional accreditation.
- The course must have been completed within the past 10 years with a grade of C (2.0) or better.
- The course must be comparable in content and credits to the course it is replacing and must be an upper-division course.
- The course must meet established course objectives and outcomes.
- Course waivers will be reviewed by the Director of Student Services and the Dean.
- The following courses will not be substituted under any circumstances because: 1) the course integrates many of the degree courses requiring students to apply concepts studied throughout the curriculum to current business problems; or, 2) is a General Education requirement; or 3) it forms the foundation of the bachelor's degree competencies, which must be satisfactorily achieved: Process Skills for College, Communications I, Computer Applications, Faith in the Modern World, Principles of Team Management, Communications II, Issues and Trends in Human Services, Group Leadership Skills, Senior Seminar Capstone

## Course Descriptions

### **SS 3113            Issues and Trends in Human Services            3 Credits**

This introductory course presents current trends and issues in social services, along with reviewing the history and variety of approaches to human service practice over the past century. The vast number, types, and roles of helping professions will be explored and complimentary knowledge, skills, and attitudes will be identified. Students will gain a broad understanding of approaches in human services, as well as knowledge of basic generalist practice. Students will also become familiar with service learning, visit a number of social service agencies, and learn basic academic skills to be used in their academic career at St. Gregory's.

### **PY 3023            Group Leadership Skills            3 Credits**

This course provides a practical and theoretical introduction to working with individuals in group settings across the spectrum of group work modalities, from basic treatment to teambuilding to education and support groups. Counseling for emotional and mental illness will also be covered, as well as issues for pastors, managers, educators, coaches, etc. Students will learn basic techniques, group structures, dynamics and processes, and how to deal with typical problems that often arise. Students will also directly experience group work.

### **TH 1033            Faith in the Modern World            3 Credits**

Designed as an introductory course, students will examine the religious themes which ground the human condition and are common to all religions, will be introduced to Christian revelation through guided reading of selections from the Old and New Testaments, and will learn how the New Testament faith in Jesus Christ is lived in the Catholic Christian community, with emphasis on those things held commonly by all Christian churches.

### **SS 4033            Professional and Ethical Issues in Human Services            3 Credits**

Working with people in professional settings requires serious ethical considerations and practices. This course explores confidentiality and federal HIPAA requirements, cultural competency practices, boundary setting, proper service delivery, and advocacy. Students will review professional standards of various national human service organizations, as well as explore their own ethical and professional values and concerns in relation to providing professional social services.

### **SS 4223            Integrated Statistics and Research I            3 Credits**

Designed to equip students with basic statistical knowledge and research skills, this course focuses on applications of these skills and competencies within the helping professions. Attention will first be given to helping students become more skilled consumers of empirical research literature. In addition to lectures on basic research and statistical concepts, students will work in research teams to apply this knowledge in the context of a comprehensive research project. The first semester will cover designing and writing a research proposal, applying theory, understanding basic quantitative and qualitative research methodologies, research ethics, and survey/protocol development.

### **PY 4213            Psychology of Personality            3 Credits**

Develops an understanding of personality theory and structure as it pertains to different schools of psychology including psychoanalytic/neo-analytic, behavioral, humanistic, cognitive, and trait theories. Major components include: personality adjustment and maladjustment, psychological dynamics, self concept, motivation, frustration and conflict, compatibilities, and resources of personal growth and development. Personality disorders will also be explored as defined within the DSM-IV-R (or latest version).





# Online Course Enrollment

## Admission Requirements

Student with a junior level standing will be allowed to enroll in online classes. Junior level refers to students with at least 60 hours of college credits; this includes transfer credits and St. Gregory's University College for working Adults coursework.

## Exceptions

1. Non degree seeking and degree seeking students can enroll in online courses after completing.
2. Non degree seeking students will be cash paying students or have tuition deferred based on company of employment paying for tuition, these students will not qualify for Federal Financial aid
3. Students will be required to take a one -time online orientation

## Admission Requirements

1. Students will need to complete a the College for working adult application process
2. Full transcripts from previously attended institution will be required
3. Students will be required to pay the CWA applications and registration fee

## Continued Enrollment in online classes

1. Enrolled students are required complete the online orientation a week before the scheduled first day of class.
2. Enrolled students should log into WEBCT and complete the discussion question required the first day of class to confirm participation in the course
3. Students who do not complete this first day of class discussion on the scheduled first day of class will be withdrawn from the online course.
4. Full tuition will be refunded for students who are withdrawn from the online class for not completing the first class discussion
5. Participation in the first class discussion will result in a full tuition charge for the class that is non-refundable. If a student decides to drop the class after completing this discussion they will be charged 100% tuition for the course.
6. Student will not be enrolled in an online class one week before the scheduled start date.

# Online Course Descriptions

## AREA OF CONCENTRATION IN HUMAN RESOURCE MANAGEMENT

The Area of Concentration (AOC) in Human Resources Management addresses issues that the HR employee faces daily, from legal matters to staff recruitment and development. It is designed for those who have functional responsibility to carry out the duties of an organization's human resource department: seasoned HR staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; or specialists wanting to broaden their knowledge base. The program focuses on practical applications and techniques associated with the principles of human resource management. Students in this AOC will learn practical solutions to critical issues that impact the workplace every day.

### Course Sequence

- BU 4213 Employee Development (3 Cr., 5 Weeks)
- BU 4223 Staffing: Selection and Placement (3 Cr., 5 Weeks)
- BU 4343 Employee and Labor Relations (3 Cr., 5 Weeks)
- BU 4413 Wage, Salary, and Benefits Administration (3 Cr., 5 Weeks)
- BU 4333 Occupational Health and Safety (3 Cr., 5 Weeks)
- BU 4083 Strategic Management: Human Resources (3 Cr., 5 Weeks)

### Course Descriptions

#### **BU 4213 Employee Development 3 Credits**

This course focuses on the philosophy and critical organizational practices required for building and sustaining an organizational culture supportive of a learning environment. It provides opportunities for students to explore needs analysis, instructional design, strategic training, educational technology, evaluation methodologies, and career management issues. The role of the human resources professional as an advocate for performance improvement and workforce development is the primary focus area of this course.

#### **BU 4223 Staffing: Selection and Placement 3 Credits**

This course identifies the essential practices and functions of staff selection and placement, including identifying staffing needs, recruiting externally and internally, assessing applicants, making selection and placement decisions, and managing the staffing system. In addition, students examine human resources' responsibility for ensuring that employee selection practices meet the organization's long-term strategic plans for staffing requirements. Also addressed are issues related to compliance with labor laws and regulations.

#### **BU 4343 Employee and Labor Relations 3 Credits**

This overview course provides human resources professionals with information on the laws and regulations that affect labor and employee relations, discipline, discharge, and grievance/dispute resolution. Students learn the procedures for responding to charges of discrimination and wrongful discharge.

#### **BU 4413 Wage, Salary, and Benefits Administration 3 Credits**

This course introduces students to organizational approaches to compensation, including base pay, incentive pay, and benefits that assist the organization in attracting, retaining, and motivating employees. Students will examine compensation plan objectives; plan design considerations; the link

between pay and performance; legal requirements and constraints on pay programs; and the interplay among financial, communication, and administrative concerns. This course emphasizes a holistic, "total compensation" approach that focuses on the effectiveness of the entire pay structure in aiding the organization's efforts to attain its goals. Individual components of the compensation system are examined, with an emphasis on how they are integrated into the total compensation system.

**BU 4333 Occupational Health and Safety**

**3 Credits**

This course introduces students to the basics of safety management, approaching safety management from the perspective of the manager who has had no other formal safety training. Besides focusing on the relationship of safety management to the sciences (behavioral science, physiology, epidemiology, and ergonomics), it alerts students to the legal responsibilities for safety and associated liabilities. Furthermore, it introduces students to the Occupational Safety and Health Administration (OSHA) and ways in which safety managers might be required to interact with this federal agency. In addition, the course deals with workers' compensation, the legal requirements of supervisors for safety, and the impact of management systems on safety performance, while alerting students to the many ethical and moral dilemmas in safety management.

**BU 4083 Strategic Management: Human Resources**

**3 Credits**

This course examines strategic human resource management processes as a basis for critical dialogue on corporate-level and business strategy formulation and implementation. Students identify human resource management areas for organizations to leverage and evaluate these in terms of changing environments. Skills are developed in strategic human resource planning and the alignment of human resource strategies with organizational mission, strategies, goals, and objectives. These human resource processes are examined in terms of future opportunities and ethical issues that arise from competing business decisions.

## **AREA OF CONCENTRATION IN SALES AND SALES MANAGEMENT**

The Area of Concentration (AOC) in Sales and Sales Management emphasizes the knowledge and skills essential for success in sales and sales management careers. The AOC provides courses in selling skills and techniques, interpersonal effectiveness in management and sales, sales closing skills and techniques, effective negotiating and bargaining techniques, and the role and functions of a sales manager in the overall organization.

### **Curriculum Sequence**

BU 4113 Fundamentals of Selling (3 Cr., 5 Weeks)

BU 4233 Managing Sales Relationships for Productivity (3 Cr., 5 Weeks)

BU 4253 Psychology of Sales (3 Cr., 5 Weeks)

BU 4353 Negotiating Skills in Business (3 Cr., 5 Weeks)

BU 4433 Sales Management (3 Cr., 5 Weeks)

### **Course Descriptions**

**BU 4113 Fundamentals of Selling**

**3 credits**

This course provides a comprehensive approach to the fundamentals of selling, focusing on effective strategies throughout the sales cycle, including: identifying customer needs; developing relationships; product presentations and qualifying sales; and closing and servicing a sale. Students apply these concepts through preparation of sales proposals and presentations.



# Financial Aid Information

## POLICIES

The U.S. Department of Education has criteria in place that students must achieve before being eligible to receive Federal Title IV Funds. A student must demonstrate an **Ability to Benefit** from a post-secondary education. A **High School Diploma** or **GED (General Education Development)** are two of the documents that will satisfy this requirement.

A student also must be admitted to a degree program and enrolled in course work towards the completion of that degree. This will be referred to as a **Degree-Seeking** student. All eligible males must be registered for the selective service in order to receive aid.

## SATISFACTORY ACADEMIC PROGRESS

Federal regulations require institutions to establish and apply reasonable standards of satisfactory progress for the purpose of the receipt of financial assistance under the Title IV programs. Progress will be evaluated at the end of each 12 credit hour timeframe and must be measured qualitatively and quantitatively. The criteria will outline the definition of student progress towards a degree and the consequences to the student if progress is not achieved.

### Qualitative Standards

Students must maintain an acceptable cumulative Grade Point Average (GPA) throughout the duration of their programs. The cumulative GPA will be calculated using only credits and grades earned at St. Gregory's University. All courses are included in the cumulative GPA except for those in which grades of "W," "I," "P/F," "AU," or "AW" are received. The minimum cumulative GPA is 2.0. The GPA will be checked at the end of each 12 attempted credit hour timeframe.

### Quantitative Standards

Students must progress at a rate that would allow them to complete their program within a timeframe not to exceed 150% of the normal published program length. All credits earned, including transfer and SGU-CWA credits, will be included in determining the total 150% timeframe. Students will not be eligible for additional financial aid once the 150% maximum has been reached. There is no probation or appeal available once the 150% maximum has been met.

<u>Program</u>	<u>Published Program Length</u>	<u>150% Credit Limit</u>
Associates	65	97
Bachelors	124	186

Students must earn at least 75% of the credits that they attempt. A 75% completion rate means that students are successfully completing 18 out of 24 credit hours attempted. Hours with a grade of "W," "I," "P/F," "AU," or "AW" are not considered to have been successfully completed.

### Probation

Any student who does not meet Satisfactory Academic Progress (SAP) will be placed on probation. A student may receive financial aid while on probation. While on probation, the student will be allowed to

attempt 12 credit hours. If the qualitative and quantitative requirements are not met after the 12 credit hours, the student will receive no further financial aid.

## **Appeals and Reinstatements**

If a student loses eligibility for financial aid, he/she can request one 12 credit hour timeframe to get back into compliance with the SAP policy. The student will have to notify the Financial Aid Office once the qualitative and quantitative minimums have been achieved to see if eligibility for financial aid can be reinstated.

## **ENTRANCE INTERVIEW**

An entrance interview is required for students receiving federal student loans and must be completed prior to disbursing funds.

## **EXIT INTERVIEW**

An exit interview is required for students who withdraw or graduate. This is to inform lenders of his/her last date of attendance and begins the six month deferment period until the student must begin repaying his/her loans

## **ATTENDANCE**

Class attendance is mandatory at the university. For other questions concerning the attendance policy, please refer to the Student Services Handbook.

## **LEAVE OF ABSENCE**

Students must request a leave of absence by contacting Student Services. If the student is a financial aid recipient, the student must meet with the Financial Aid office after initiating the Leave of Absence request with Student Services. An LOA is necessary for breaks in attendance that are more than 35 days. A student must request, sign, and return his/her Leave of Absence Request Form to Student Services on or before his/her last date of attendance in order for the LOA to be approved. Failure to meet these guidelines will result in an unapproved LOA. Unapproved LOA's will result in a return of funds calculation. Some funds may have to be returned to the lender while the student is out of attendance as a result of the calculation. If a student fails to return from a LOA, the student will be withdrawn from the university and a return of funds calculation will be completed. St. Gregory's University College for Working Adults may grant up to two leave of absences not to exceed 180 days in a 12-month period. It is the university policy that students are permitted only the amount of days absolutely needed for the leave. Generally, each leave may not exceed 70 days (two courses) in length. During an approved LOA the student is not considered withdrawn, and for those students with Title IV funds no Return of Funds Calculation is required. However, a LOA may impact loan and/or grant disbursement dates and amounts that have been awarded. A student on an approved LOA will not be eligible for loan disbursements and no additional charges will be placed on the student's account.

## **Required Documentation**

A Leave of Absence (LOA) will be considered an approved leave of absence if St. Gregory's University determines that there is a reasonable expectation that the student will return. In addition, the student

must follow the St. Gregory's University policy in requesting the leave of absence. **The student must complete a Leave of Absence Request Form, sign, date, and return the form to Student Services on or before the last date of attendance before the leave of absence is scheduled to begin.** The request must include the reason for the leave. Leave of Absence Requests forms are available in the Student Services office. **This procedure must be followed or your LOA request will be denied. You will be withdrawn from the university and re-admitted to your next scheduled course.**

## **Unforeseen Circumstances**

**Unforeseen circumstances are defined by St. Gregory's University as family and medical emergencies, military requirements, course cancellation, and natural disasters.** Unforeseen work-related LOAs will be processed and approved on a case by case basis. **For a Leave of Absence to be approved after the last date of attendance it must meet the institution's definition of unforeseen circumstances and the LOA Request Form must include the student's signature.**

**St. Gregory's University may approve a LOA request due to unforeseen circumstances if the institution documents the reason for its decision and the student provides appropriate documentation that substantiates the unforeseen circumstance to the Student Services office within 35 days from your last date of attendance.** A Return of Title IV Funds calculation will be completed if the student does not provide appropriate documentation to Student Services within the given timeframe, if the LOA request is denied, or if the LOA form is not signed by the student.

Although a LOA request form is still required, St. Gregory's University will waive the requirement for aforementioned documentation for a Leave of Absence for a student who is directly affected by a federally declared disaster; serving on active duty during a war or other military operation or national emergency; performing qualified National Guard duty during a war or other military operation or national emergency; or resides or is employed in an area declared a disaster area by any federal, state, or local official in connection with a national emergency. However, in order to be in compliance with the federal government, St. Gregory's University must deny a LOA Request where the student's signature is missing from the form.

## **Mid Course Leaves of Absences Due to Unforeseen Circumstances**

To ensure that no additional charges will be placed on a student's account during a leave of absence due to unforeseen circumstances, charges for the course which the student is taking when the unforeseen circumstance occurs will be reversed from the student's account.

## **Number of Approved Leaves**

St. Gregory's University may grant a maximum of 2 non-consecutive Leaves of Absence in a 12-month period. The count will be based on the number of days between the last date of attendance and the re-entry date. The initial last date of attendance is used when determining the start date for the 12-month period referred to above.

## **Completion of Course Requirement**

Students who return from a LOA must complete one course before an additional LOA request will be approved. Students who need to leave school prior to the completion of a course may drop the course, but appropriate charges will apply (see the Tuition Refund Policy section of the Student Handbook). A

Return of Title IV funds calculation will be completed if the student is out of attendance for more than 35 days after dropping said course.

### **Leave of Absence as a Result of Transfer Credit**

If a Leave of Absence is a result of a transfer credit, the leave of absence will not count toward the 2 leave of absence limit; however, the days the student is on Leave of Absence will count toward the 180 day maximum. Transfer credits are defined as coursework previously completed from an institution that substitutes credits in the student's program of study. Students are required to complete LOA paperwork if the transfer credit will result in them being out of attendance for more than 35 days.

### **Completion of Coursework upon Return**

Title IV regulations indicate that upon the student's return from a LOA that was started mid course, the student should be permitted to complete the coursework they began prior to the LOA. Therefore, St. Gregory's University extends to all students the ability to make up their coursework upon their return by retaking the course or by starting a new course in the program. If a student returns to repeat prior coursework, the student is still considered to be on a LOA until the point in the course when the student began the LOA. The days the student spends in class before the course reaches the point at which the student began the LOA will be counted in the 180 days maximum for an approved leave of absence.

### **LOA Returns Prior to the Scheduled End Date**

Students may return early from an approved LOA prior to the LOA end date. The LOA will be shortened to the student's return date. In the event that the student returns to the same course the return date will be the point in the course when the leave took place. The student will still be considered on LOA until the course reaches the point at which the student began the Leave.

### **Failure to Return**

**Failure to return from Leave of Absence on the date specified on the Leave of Absence Request Form will result in the student being withdrawn from the program and a Return of Title IV funds calculation being completed.** Failure to return from an approved LOA may affect student loan repayment terms, including the exhaustion of some or all of the six month grace period that student loan recipients are granted before their loans go into repayment. A student on an approved Leave of Absence will be considered enrolled at St. Gregory's University and therefore their LOA will not impact their six month grace period. If a student does not return from an approved Leave of Absence, the withdrawal date will be the last date of attendance and the time where the student is out of attendance will count against the student's six month grace period.

### **Withdrawals**

Students who withdraw from an enrolled class before it is completed must contact Student Services to complete necessary paperwork. The student will then be responsible for any outstanding balances owed to St. Gregory's University. If the student plans on doing a complete withdrawal, he/she must contact student services. A copy of the withdrawal form will be given to the Accounting office for settlement of the student's account. A return of funds calculation will be completed for all Title IV recipients.

## **RETURN OF FUNDS CALCULATION\***

A student who has completed more than 60% of their coursework in the payment period has earned all of their federal financial aid according to Title IV regulations. A student who has not completed more than 60% of their coursework in the payment period will not be eligible for all Title IV funds that they received. A school has 45 days from the date the school determines that the student withdrew to complete a return of funds calculation and return all unearned funds to the lender or federal government per the results of the calculation.

**\* A return of Title IV funds will not be calculated for students that are on an approved LOA, unless said LOA remains unsigned by the student, or the student does not return from his/her approved LOA on the date listed on the LOA Request Form.**

# PROCEDURES

## HOW TO APPLY FOR FINANCIAL AID:

*St. GREGORY'S UNIVERSITY FEDERAL SCHOOL CODE IS 003183.*

The **Free Application for Federal Student Aid (FAFSA)** should be completed on or after January 1<sup>st</sup> or as soon as your federal tax returns are completed. Submitting the FAFSA via the internet is the most expedient manner for the student to process their financial aid forms. The website is [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Applicants will receive a **Student Aid Report (SAR)** and the university will receive a report electronically provided the correct Title IV Federal School Code of **003183** is used. The **United States Department of Education** selects applicants nationwide for a process called verification. If selected, the student will be required to submit other documents before their financial aid can be processed. The university also has the authority to select a student for verification. You will be notified if additional documentation is required for your file. Please respond promptly to all requests for documentation. The U.S. Department of Education uses information from the FAFSA to compute an **Expected Family Contribution (EFC)**, **which determines the type and amount of aid** you are eligible to receive.

## TYPES OF FEDERAL FINANCIAL AID (Title IV Funds)

The **Federal Pell Grant** is a grant funded by the federal government that is designed to help undergraduate students with established financial need. In order to be eligible for the grant, you must have an Expected Family Contribution (EFC) of 4617 or less. The EFC can be found on your FAFSA. Depending upon the value of the EFC, you can receive anywhere from \$976 to \$5350 in grant money per year.

The **Oklahoma Tuition Aid Grant (OTAG)** is a state grant for Oklahoma residents in the amount of \$1300 a year. Since this grant is designed for traditional programs, the funds are disbursed twice a year around October/November and March/April. These funds are not a guarantee, and they depend upon the amount of available funds from the state. In order to be eligible for the grant you must have submitted your FAFSA by April 1<sup>st</sup> for best consideration, and you must have an EFC of 1700 or less.

The **Oklahoma Tuition Equalization Grant (OTEG)** is a state grant for Oklahoma residents in the amount of \$2000 a year. Since this grant is designed for traditional programs, the funds are disbursed twice a year around October/November and March/April. These funds are not a guarantee, and they depend upon the amount of available funds from the state. In order to be eligible for the grant, independent students and parents of dependent students must have a combined AGI of less than \$50,000 a year.

The **Subsidized Stafford Loan** is an income-based loan. The federal government pays the interest on these loans while you are in school and during the six month grace period between graduation and the date that your loans go back into re-payment. The interest rate is currently 5.6% for any loans disbursed between July 1, 2009 and June 30, 2010. Subsidized loans go into repayment six months after you either graduate or withdraw from the university.

## Non-Need Based Loans

**Unsubsidized Stafford Loan** is a non income-based loan. The interest starts immediately accruing after the loan is disbursed from the bank. The government does not pay the interest on this loan. Currently the interest rate is 6.8% for any loans disbursed between July 1, 2009 and June 30, 2010. You have the

option to pay the interest on the loan while you are in school and during the six month period between graduation and re-payment. Contact your lender to make arrangements. Unsubsidized loans go into repayment six months after you either graduate or withdraw from the university.

**PARENT PLUS LOAN** is for parents of dependent students, and a credit check is required to qualify. The first payment will be due within 60 days of the last disbursement. The interest is not paid by the federal government, and it is currently 8.5% for any loans disbursed between July 1, 2009 and June 30, 2010. If Plus loan is denied, you may qualify for additional Stafford Unsubsidized loans with denial letter.

**Private/Alternative Loan**—These loans are credit-based loans that are designed to compensate for educational expenses not covered by federal Stafford loans and grants. In order to apply for one of these loans, you must contact a local bank.

**Veteran Benefits**—it is very important for the student to inform us if these benefits will be received as they will affect your financial aid eligibility.

## **ADDITIONAL RESOURCES**

Any additional monetary funds available to the student are considered resources and must be part of a student's financial aid package. Students should inform the financial aid department of other types of aid being received such as Native American Tribal Grants and Vocational Rehabilitation Funding, company tuition reimbursement, or any other outside scholarships (including funds received from a student's parish). This information is a necessary part of your financial aid package.

### **Program Transfers**

Students enrolled as Associate-seeking are encouraged to graduate from their specified program before taking classes designated as belonging to another program. In the case that a student decides to take upper-level courses while enrolled in a lower-level program, the student must be prepared to pay out of pocket for credit hours not covered by their financial aid award. Students currently enrolled as Bachelor-seeking but have no plans to continue their enrollment at St. Gregory's University past the Associate level, must fill out a Change of Status form before the end of their second financial aid award year. In this case, financial aid cannot be awarded until a Change of Status form has been filled out.

### **Areas of Concentrations (AOC)**

The way in which a student is accepted into the university will determine whether or not a student is eligible for financial aid to cover the tuition for an AOC. Any student who is accepted into the university as a degree-seeking student may receive financial aid to cover both their degree program and an AOC. A student who previously received a degree from St. Gregory's University may only receive loan money to pay for an AOC if the student completes another degree program at the university. A student who previously received a degree from St. Gregory's University may not receive financial aid if he/she only wants an AOC. If a student received a degree from another university, he/she may receive only loan money to pay for an AOC if the student completes a degree program from St. Gregory's University. If a student who received a degree from another university only wants an AOC at St. Gregory's University, he/she will not be eligible to receive financial aid funds.

***References: 2004-2005 United States Department of Education: Federal Student Aid Handbook and Student Guide***

# Student Services

## ACADEMIC ADVISING

All students are provided opportunities to meet with student services staff members prior to enrollment and throughout the duration of their program. Counseling will provide students with an understanding of their academic status and the requirements they must satisfy for the completion of their degree program.

## UNDERGRADUATE PROGRAMS

Associate's degree-seeking students who have been admitted to the program are eligible to attend a scheduled academic advising session. At the session, students develop a plan for satisfying degree requirements and meeting their educational objectives.

Bachelor's degree-seeking students are eligible upon admission to attend a degree completion academic advising session. The plan formulated outlines choices for completion of general education requirements and electives to satisfy degree requirements.

An approved plan must be on file with the University by the time the students complete their first course in either the associate's degree or bachelor's degree program.

## TEXTBOOKS AND COURSE MATERIALS

Students are responsible for purchasing their own textbooks through the University's preferred vendor, Founders Book Store. Ordering forms and textbook information are available in the Director of Student Services' office.

## LIBRARY SERVICES AND RESOURCES

St. Gregory's University is committed to making library resources available to all students. (Please refer to the Library Handbook for more details on library resources and services.) The main campus library (James J. Kelly Library) is located on the 2nd floor of the Janeway Academic Center. SOULS (the online catalog) provides access to more than 75,000 volumes and more than 8,000 full-text periodicals in electronic format.

The mission of the library is to support the curriculum areas of the University through the provision of appropriate resources, both electronic and print, and to give the students the skills they need to navigate the universe of information that is available to them.

Students are encouraged to use resources in the pursuit of academic endeavors and to honor the relationship between St. Gregory's University and other cooperating libraries. Failure to honor commitments to any lending library may result in the holding of grades and transcripts until all obligations are met.

## **ST. GREGORY'S UNIVERSITY IDENTIFICATION CARDS**

Each student will be issued a St. Gregory's University College for Working Adults identification card. This card will list the library barcode and student ID number. It should be used in all situations in which student identification is requested. The identification card allows the students to attend most main campus functions open to St. Gregory's University students (excluding the Mabee Aerobic Center). The card may be requested at various cooperating library facilities.

# Educational Policies

## STUDENT RESPONSIBILITY

**It is the responsibility of each student to be aware of and to meet the Handbook requirements for graduation and to adhere to all other rules, regulations, and deadlines published in this Student Handbook.** Students are generally governed by the catalog that is in effect when they enroll at St. Gregory's University College for Working Adults. If an interruption occurs so that the student is no longer continuously enrolled, the requirements applicable at the time of re-enrollment shall apply. While academic advisors assist students in interpreting requirements and policies and making plans, final responsibility for meeting requirements and adhering to policies belongs to each student.

## CHANGE IN STUDENT STATUS

### Address/Phone/Name Change

Students making an address, phone, or name change should provide printed documentation to the CWA Academic Records office at the time of the change.

### Individual Course Withdrawal

Students requesting to withdraw from an individual course must do so in writing, **including the student's signature**. Change of Status forms are available at the CWA office, or the student may write a letter of request. The date of receipt of the written notification is the date used in determining whether any tuition refund is due. See the Tuition Refund Policy section of this Handbook.

If notification is not received, the student will be assessed a failing grade for the course and will not be eligible for any tuition refund. Students receiving financial aid through any of the Title IV programs must understand that it is the general practice of this institution to grant more than one leave of absence in a 12-month period (academic year) not to exceed 180 days in length.

Exceptions to this policy may be requested if additional documentation demonstrates that such an extension is necessary. See the Withdrawals and Refunds subsection under Financial Aid. See Withdrawal under Grading Procedures for information regarding academic assessment.

A student in the undergraduate business programs may, if desired, remain with his or her original group after withdrawing from an individual course. The determining factor is the sequence of the course from which the student has withdrawn. The student should contact the Student Services office to make arrangements for staying with his/her original group or making a permanent group change.

### Program Withdrawal

A student who finds it necessary to withdraw from the program must submit written notification, **including the student's signature**. Change of Status forms are available at the CWA office, or the student may write a letter of request. The date of receipt of written notification is the date used in determining whether any tuition refund is due. See the Tuition Refund Policy section of this Handbook. If the withdrawal is temporary, the student should contact the

Student Services office to discuss arrangements for returning to the program. Students receiving financial aid through any of the Title IV programs must understand that it is the general practice of this institution to grant more than one leave of absence in a 12-month period (academic year), not to exceed 180 days in length. Exceptions to this policy may be requested if additional documentation demonstrates that such an extension is necessary. The Leave of Absence policy is available upon request from the Student Services office. Also, see the Withdrawals and Refunds subsection under Financial Aid. See Withdrawal under Grading Procedures for information regarding academic assessment.

## **TUITION REFUND POLICY**

Students are advised of financial obligation for the program at the time of application. A schedule of payments and an analysis of fee structure are outlined. Students are expected to meet these obligations according to the schedule. A service charge will be assessed on all past due balances and for any check returned due to insufficient funds. Any questions regarding payments or problems associated with making those payments should be directed to the Accounting office.

St. Gregory's University reserves the right to change the tuition and fee schedule at any time.

Refund policy guidelines are as follows:

1. Application, registration, and graduation fees are non refundable.
2. Education Resource Fees are non-refundable.
3. Tuition is refunded as follows:
  - a. Written notification of withdrawal received by Student Services prior to the first class session of a course—full tuition refund
  - b. Written notification of withdrawal received by Student Services prior to the second class session of a course—75% tuition refund
  - c. Withdrawal after second class session of a course—no tuition refunds

See the Withdrawal subsection under the Educational Policies section of this Handbook and the Withdrawals and Refunds subsection under Financial Aid.

## **COURSE RESCHEDULE**

A student who finds it necessary to reschedule an individual course should contact the Student Services office to make the necessary arrangements. Students repeating a course will incur additional tuition expense for that course and possible educational resource expenses if materials have changed. For information regarding academic assessment, see the Repeat subsection under the Grading Policies section of this Handbook.

## **ATTENDANCE POLICY**

Attendance at all class meetings and study group sessions is mandatory because of the accelerated nature of the College for Working Adults Program. A student who misses one class meeting, for any reason whatsoever, must understand that his or her academic progress is in serious jeopardy. A student who has missed or will miss one class meeting must schedule a conference with the faculty member to determine what steps are required to ensure that readings, assignments, and activities will be submitted on time including supplementary assignments. The responsibility for completing assignments rests with

the student. Failure to comply with these regulations will negatively affect the final course grade. According to the student handbook, work missed must be made up with an additional three- to five-page, word-processed paper; topic to be assigned by faculty. Supplementary assignments are mandatory; failure to complete the supplementary assignments will result in a 5% reduction in the final grade for the course. Under no circumstances may a student miss two classes and receive credit for the course. This is a University policy and is not at the discretion of the faculty member. The student will be required to repeat the course. Students who must repeat a course will incur additional tuition expense for that course.

## **ADA POLICY**

St. Gregory's University complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request to the Director of Student Services prior to the end of the **first week of classes**.

## **CONDUCT POLICY**

The interactive, nontraditional nature of the St. Gregory's University College for Working Adults programs may occasionally result in interactions with a good deal of give and take among participants. The utmost personal respect should be shown among faculty members, staff, and students. St. Gregory's University reserves the right to deny admission, continued enrollment, or readmission to any applicant or student whose personal history and background indicate that his or her presence at St. Gregory's University would endanger the health, safety, welfare, or property of the members of the academic community or interfere with the orderly and effective performance of the University's functions. Appeals should be addressed to the Dean of the College for Working Adults. St. Gregory's University prohibits the unlawful possession, use, manufacture, or distribution of alcohol or drugs by students or faculty members on its property or as part of any of its activities. The University is committed to a program to prevent the abuse of alcohol and the illegal use of drugs. Any student or faculty member found to be abusing alcohol or using, possessing, manufacturing, or distributing controlled substances in violation of the law on University property or at University sites shall be subject to disciplinary action as determined by the Academic Standards and Policies Committee. Appeals should be addressed to the Dean of the College for Working Adults.

## **TOBACCO-FREE CAMPUS**

All buildings owned and leased by St. Gregory's University are tobacco-free. Neither smoking nor chewing of tobacco is allowed within the buildings.

## **CANCELLATION OF CLASSES**

In case of inclement weather or unsafe conditions that exist on the day of a scheduled class meeting, the class representative should initiate a telephone call to the CWA office after 3:00 p.m. Decision for class cancellations due to weather will be decided by the Dean. All class cancellations must be made up, regardless of the reason for cancellation. The faculty member, class representative, and class members should reach a consensus on an alternate meeting time (e.g., Saturday morning) during the first class meeting following the cancellation.

The class representative will contact the CWA office to inform the Director of Student Services of the alternate time. The Director of Student Services will then make arrangements for the class meeting site.

This will be communicated to the class representative, who will notify the faculty member and remaining class members.

## EDUCATIONAL PHILOSOPHY AND PRACTICE

The educational philosophy and practice of the St. Gregory's University College for Working Adults recognize the distinction between younger college students and students who have assumed the adult responsibilities of self-determination, financial independence, and professional development. The focus of the College for Working Adults, therefore, is on two critical learning objectives.

The **first** of these is shared participant responsibility for self-directed learning. Professional and personal growth requires that individuals develop the skills necessary to manage their own learning. Throughout all CWA programs, students are expected to seek answers to their questions, identify and develop resources to address their concerns, and take charge of their own learning. For this reason, the programs are designed to provide the structure and support necessary to encourage independence and self-direction.

The **second** objective is to develop the interpersonal skills necessary for effective participation in groups. Traditionally, the role of the student is relatively passive. The educational model advocated by the College for Working Adults, however, demands active participation by students in their educational process, thus placing substantial responsibility on the student. To this end, learning teams are an integral part of the CWA educational model. Learning teams function as mutual support mechanisms through which students can learn more effective problem solving from the professional expertise of peers. At St. Gregory's University, students learn from one another by participating in the process of inquiry and active involvement with the study group. Rather than deriving from a single source, learning encompasses multiple life experiences. CWA students enthusiastically support learning teams as a tool.

Surveys of graduates indicate that learning teams are extremely beneficial in helping students achieve the prescribed learning outcomes. When students accept that they can learn from one another, a system of trust and support evolves and the learning process becomes interactive.

Learning teams meet outside of the required class time to discuss and prepare assignments and to share learning resources. Each course generally requires a group project in the form of a written and/or oral report, usually presented to the class for discussion and critique. Grades reflect the team's ability to integrate each member's contribution.

Working adults seldom have sufficient time to devote to full-time, formal education. By sharing the learning responsibility in a learning team, more information can be disseminated in less time, and talents and experiences can be shared. Thus, more content is covered in CWA courses than would be possible through an individual effort. Learning team members make a commitment to work together and assist each other in meeting course objectives and outcomes. Through the learning team process, learning is enhanced because students have the opportunity to analyze their experiences, and compare and contrast these experiences with theories presented in the curriculum materials.

Therefore, to better serve the needs of working adult students, St. Gregory's University College for Working Adults has developed and instituted the learning team concepts.

## Learning Team Guidelines

All students in CWA are required by our accrediting body, the Higher Learning Commission, to meet with learning teams for four hours per week for the duration of the program as an integral part of the academic and accrediting process for accelerated degree completion programs.

The following types of meeting locations include:

- Unoccupied SGU classrooms & Academic Learning Center when tutoring is not in session
- Other educational classrooms (community group meeting rooms, churches)
- Local, city, or state libraries
- Company conference or meeting rooms
- Online meetings
- Teleconferencing
- E-mail meetings

During each learning team meeting all team members assess each member's contribution and report it to the faculty member using the Learning Team Log.

Faculty teaching the first course in the program facilitates the creation of the learning teams. The following are the guidelines to formation of a learning team that will strengthen the team and provide for a diversity of skills and knowledge:

- Learning teams consist of three or four members.
- Nepotism is not an acceptable practice by most corporations in the United States for good reasons. We believe the same good reasons apply to learning team environment; no family members will be placed on the same team.
- Coworkers are discouraged from being on the same team at any time.
- Individual faculty members may change the team composition for instructional activities at any time.
- CWA students change teams during the 5<sup>th</sup> and 10<sup>th</sup> course in the program.

Drop-in students from other cohorts are responsible for contacting a class representative, faculty, or Student Services to assist them in finding a learning team to join.

Each learning team prepares a constitution and presents it to the faculty during the first course. The purpose of the team constitution is to define team ground rules and determine how the team will handle internal conflict and integrating new members. It has been found to be a great tool for building consensus among team members. This constitution should address issues of operation and responsibilities. Working together as an effective unit is one of the goals of the program design. Therefore, learning team members are expected to resolve conflicts if they should arise, or contact Student Services for assistance. The team constitution is a critical component of learning team management and should be considered a living document to which team members can refer at any time during the program.

## DUTIES OF THE CLASS REPRESENTATIVE

Every group of CWA students will have a class representative. The class representative is primarily an "information broker," providing the communication link between St. Gregory's University and the class members. Class representatives will receive extra periodic mailings and other news from the CWA office for distribution to class members.

Students should not be isolated from information; individual inquiries are welcomed at the CWA office. Many times a topic may be of class-wide interest or concern though, and the class representative will offer to make one call to the office on behalf of everyone. For instance where immediate replies from the CWA office might be required, either several students may call individually, or the class representative can make one call and then send the answer to all class members via the telephone chain.

Typical expectations for the class representative are as follows:

1. Contact the faculty member prior to the first class meeting with questions or clarification about the first assignment and relay the information to the class.
2. Develop and coordinate the use of the telephone chain for informing class members of important information (e.g., inclement weather, faculty member illness, etc.).
3. Serve as a spokesperson for the class in order to maintain a constructive dialogue with St. Gregory's University.
4. Distribute and collect the Student End-of-Course Survey and return them to the CWA office.
5. Assist faculty members when beginning a new course (e.g., give the faculty member a list of the study groups at the first class session).
6. Oversee the distribution of program course materials.
7. Contact the Director of Student Services if a class member is consistently or unexpectedly absent so contact can be made to assist the student in any appropriate manner.
8. Attend and participate in periodic class representative and faculty meetings conducted by the Director of Student Services and the Dean.
9. Ensure that the classroom is left in satisfactory condition at the end of class.
10. Facilitate the organizing of social events as appropriate.

## FACULTY AND CLASS REPRESENTATIVE MEETINGS

Information on program quality is obtained from regularly scheduled meetings held for class representatives and faculty members. These regular meetings provide a forum for the presentation of feedback from program participants, the review and analysis of academic accounting records, and the

formulation of suggestions for change. Experience has shown that these meetings provide a valuable forum for problem identification and resolution. Program and procedural changes may be made when these groups provide a clear indication that a change is needed. These meetings are conducted by the Dean.

## **ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT**

The College for Working Adults is committed to the assessment of student learning beyond the systematic evaluation that occurs in each course of study. The assessment initiative is dynamic and continuously being shaped by student, faculty, and administrative input.

The assessment processes are designed to document student proficiency in skills and competencies as well as their mastery of knowledge appropriate to each degree. The results of the assessment activities are regularly employed in planning and implementation to assure continuous improvement and to enhance student learning. Assessment results also are shared as appropriate with accrediting bodies. Moreover, a system comprised of a series of survey instruments is designed to gather evaluative information from students and faculty regarding academic quality.

**Student End-of-Course Survey:** This instrument, administered at the end of each course of instruction, asks the students to evaluate the performance of the faculty member and the quality of the curriculum. The questionnaire is distributed, collected, and returned to the CWA office by the class representative.

**Faculty End-of-Course Survey:** This instrument, completed by the faculty member at the end of each course, closely parallels the Student End-of-Course Survey. It solicits the faculty member's evaluation of both the curriculum materials and the students' success with the course. It is sent directly to faculty members and is submitted to the CWA office along with the grade sheet for the course.

## **STUDENTS' RIGHT TO PRIVACY**

St. Gregory's University maintains compliance with the Family Rights and Privacy Act of 1974 (amended January 1975 and appearing in its final form in June 1976). The Privacy Act defines requirements that are designed to protect the privacy of the students' records that are maintained by St. Gregory's University. The law requires that students must be provided access to official records directly related to them. This does not include private records maintained by instructional, supervisory, or administrative personnel. Students who wish to see their records must make an appointment through the CWA office.

Students may not remove any materials but are entitled, at their own expense, to one copy of any material contained in their files. Students must be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.

The student's written consent must be received prior to releasing identifiable data from the records to anyone other than a specified list of exceptions. St. Gregory's University is authorized under the act to release public directory information concerning students.

Directory information may include the student's name, home address, home telephone number, e-mail address, date and place of birth, degree program, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended by the student, and any other

information authorized in writing by the student. Directory information is subject to release by St. Gregory's University at any time unless the Director of Student Services received a prior written request from the student specifying that the information should not be released.

St. Gregory's University is authorized to provide access to student records to St. Gregory's University officials and employees who have legitimate educational interests in such access; these are persons who have responsibilities in St. Gregory's University's academic, administrative, or service functions.

## **FIELD TRIP POLICY**

Students and faculty at the College for Working Adults are encouraged to take advantage of the diversity of educational opportunities and experiences available in the vicinity. On such occasions, students and faculty are personally responsible for transportation to and from, and attendance at, off-site experiences, whether for required or voluntary activities. Faculty members are required to notify the Director of Student Services at least one week in advance of any off-site meetings or trips.

## **POLICY ON DISCRIMINATION AND EQUAL OPPORTUNITY**

St. Gregory's University is an equal opportunity, co-educational, and Catholic institution of higher learning. It is open to students and faculty of all faiths, and does not discriminate in admissions or employment on the basis of race, color, gender, age, disability, religion, national origin, or veteran status.

## **ACCESSIBILITY FOR PERSONS WITH DISABILITIES**

Although certain facilities are not fully physically accessible to persons with disabilities, St. Gregory's University will take such means necessary to ensure that no qualified handicapped person is denied the benefits or use of, or excluded from participation in any programs or activities provided by the University. St. Gregory's University College for Working Adults will meet federal standards of accessibility by reassignment of classes or other services to accessible locations, or by alterations or new construction.

Structural changes to existing facilities are not required where other methods are sufficient to comply with the federal standards as published. Because scheduling of classes and arranging housing in accessible facilities may require reasonable advanced planning, handicapped students accepted for admission should identify themselves within 4 months of the start of the semester of admission and indicate the nature of accommodation they may need.

## **NON-ACADEMIC GRIEVANCES**

Students must initially attempt to resolve grievances of a non-academic nature with the individuals involved. If the grievance is not resolved, the student must present to the Director of Student Services, in writing, a clear, concise statement of the grievance, which includes the following:

- The name of the person(s) against whom the grievance is made
- The date(s) the incident occurred
- A description of the incident(s) with specific supporting evidence
- A brief summary of prior attempts to resolve the matter, including the names of persons with whom the matter was discussed and the results of the discussions

- A specific statement of the remedial action or relief sought

All non-academic grievances must be filed within 30 days of the incident. Upon receipt of the written grievance statement, the Director of Student Services will contact the person(s) against whom the grievance is made and will request a response in writing within an assigned deadline within 10 working days. If the matter is not resolved, the grievant may request in writing that the grievance be reviewed by the Grievance Committee. The committee meets on an as-needed basis to review any pending grievances.

## **SCHOLASTIC HONORS**

CWA bachelor's students who have completed all the core program credits by their graduation are considered for Scholastic Honors. The determination of Scholastic Honors is made 2 months prior to each graduation ceremony and is based on the cumulative grade point average of all credits applied to the degree program as follows:

3.95–4.0	Summa Cum Laude
3.85–3.94	Magna Cum Laude
3.70–3.84	Cum Laude

Scholastic progress is evaluated in terms of hours of credit, indicating the amount of work, and grade points, indicating quality of the work. A student receives one grade point per credit hour for each D, two for each C, three for each B, and four for each A. In determining the student's grade point average, the grade point total is divided by the total number of hours of credit earned and failed. Thus grade point averages of 1.0, 2.0, 3.0, and 4.0 indicate a D, C, B, and A average respectively. For satisfactory progress toward a degree, the student must maintain an average of 2.0.

## **Superior Academic Achievement**

At the end of each academic quarter, the President's Honor List as well as the Dean's Honor List is published in recognition of superior academic achievement. A full-time student who has earned a grade point average of 4.00 (A) is eligible for inclusion on the President's Honor List. A full-time student who has earned a grade point average of 3.50 to 3.99 is eligible for inclusion on the Dean's Honor List. A student receiving a grade of I, D, or F, however, is automatically disqualified.

# General Academic Policies

## GRADING PROCEDURES

Formal grade reports are issued to the student upon completion of each course. Grade reports indicate courses taken, credits received, and grades assigned. Grades will not be issued to any student who has failed to pay the course tuition. Grades will be available to students one week after completion of each course on the St. Gregory's University Campus Connect site.

The University uses the following grade point system to evaluate student performance:

A	4.0	Excellent
B	3.0	Good
C	2.0	Fair
D	1.0	Unsatisfactory
F	0.0	Failure
W		Passing at time of withdrawal
I		Incomplete
P/F		Pass/Fail
AU		Audit
AW		Administrative withdrawal
NG		No grade

### Incompletes

Students who fail to complete all course requirements on a timely basis due to specific circumstances or events may petition in writing to the Instructor for the grade of I. Work must be completed within 5 weeks from the final meeting date of the course. The student who fails to complete all course requirements within a year deadline will have his or her grade of I changed to an F. The student will be required to repeat the course at his or her own expense.

### Audit Status

Audit Status (AU) is used for students not interested in obtaining a course grade but who are enrolled simply to get course information. The allowable time to change an enrollment status from audit to credit is before the second day of class full tuition costs will apply.

### Administrative Withdrawal

Administrative Withdrawal (AW) may be assigned by the Dean to indicate that the student has been involuntarily withdrawn by the institution during the designated time for disciplinary or financial reasons or for inadequate attendance.

### P/F: Pass (P)/Fail (F)

Pass is awarded for satisfactory completion of a course in which all the grades must be either P or F.

## **N**

An N grade may be used to indicate that the faculty member did not submit the course grade by the appropriate deadline. The N grade must be replaced by the appropriate letter grade prior to the end of the second course.

## **W**

An automatic grade of W is issued when a student initiates a withdrawal following the withdrawal policy.

## **REQUIREMENTS FOR CONTINUED ENROLLMENT**

St. Gregory's University requires a 2.0 grade point average for graduation and uses this average as a guide in assessing the academic progress of students.

## **REQUIREMENTS FOR GRADUATION**

Candidates for all degree programs must earn a grade of C or better in all their divisional Core requirements. Candidates for a Bachelor's Degree must successfully complete the exit requirements of their degree area, including participating in a senior seminar and earning a grade of C or better in the Divisional Core requirements.

## **ACADEMIC PROBATION**

Students are placed on academic probation if they fail to meet the 2.0 cumulative GPA during the course of their studies.

## **REMOVAL FROM PROBATION**

A student will be placed on academic probation for a period of four consecutive courses (12 hours) when his or her GPA falls below the 2.0 cumulative GPA requirement. Students are removed from academic probation if and when they achieve a 2.0 cumulative GPA.

## **ACADEMIC DISMISSAL**

Academic dismissal will result if a student fails to clear his/her academic probation status within the probationary period of four consecutive courses (12 hours). Readmission eligibility for disqualified students commences 6 months after the probationary period ends. At that time, a letter explaining the reason for the scholastic deficiencies, the manner in which the intervening time has been spent, and why the student should be given favorable consideration for readmission should be sent to the Dean.

## **GRADE REPORTS AND TRANSCRIPTS**

At the end of each course, the faculty member submits grades for each student. The grades are recorded and are available to students two weeks after grades are received from the faculty member on Campus Connect. Payments must be up to date in order for grades to be issued. A student who requires a duplicate grade must request an official transcript. The Registrar's office on the main campus prepares the student's official transcript. The transcript will show the courses, grades, credit, and dates of instruction for each course.

Requests for transcripts of course work must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and be signed by the student.

There is no charge for the first transcript request. A \$5.00 fee will be applied for each additional transcript. The fee must accompany the request.

## **STUDENT'S RIGHT TO GRADE APPEAL**

Students should understand that evaluation in the form of grading is viewed by the University as a contractual relationship between the faculty members and the student, and although students have the right to protest, actual changes in grades are both rare and at the option of faculty members. The Dean will intervene only in extreme circumstances and even then only as an intermediary.

If a student believes there is a concrete reason to protest a grade for a course, the procedures are as follows:

- The student should contact the Student Services office and request a Grade Appeal form.
- The student should complete the form and return it to the Student Services office within 2 weeks of receipt of the protested grade. A copy of the grade appeal will be kept on file in the Student Services office, and a copy will be sent to the faculty member.
- The faculty member will respond to the grade appeal through the Student Services office, which will notify the student in writing of the disposition of the appeal.
- The Academic Grievance Committee will review with the faculty member all relevant written documents submitted by the student.

Grade changes may be made administratively only if there is sufficient reason to believe that the grading procedure was biased or issued in error. The Academic Grievance Committee must make such determinations.

## **ACADEMIC ETHICS**

St. Gregory's University expects its students to demonstrate integrity in their academic work. Acts violating academic honesty include the following:

1. Cheating on examinations, quizzes or other written work;
2. Giving assistance to or receiving assistance from another during an examination or quiz;
3. Plagiarism, defined as:
  - a. The use of another's published work (either through a full quotation, partial quotation, paraphrase, or summary of an author's ideas) without proper citation;
  - b. The use of another student's work as one's own; and
  - c. The purchase, use or provision of an already prepared paper;
4. Falsifying any academic record; and
5. Obtaining, or attempting to obtain, copies of uncirculated examinations or examination questions.

Students found to have committed one or more of acts 1–3 will receive an F for the examination, written work, or quiz in question, and (if deemed appropriate by the instructor) for the course. The instructor must then provide written notification of the incident to the Dean. If the Dean determines

that it is not the first incident of academic dishonesty by the student, the matter will be referred to the Academic Council. After reviewing the incident, the Academic Council will recommend to the Vice President for Academic Affairs an appropriate penalty, which may include academic probation for up to one year, suspension for up to one year, or expulsion.

Acts 4 or 5 will lead to a hearing with the Dean for the College for Working Adults, since they are major social infractions, the penalty for which may be dismissal.

The University reserves the right to make changes to institutional policies without prior notice to the student.