

**UNIVERSITY OF HOLY CROSS
NEW ORLEANS, LOUISIANA**

2018-2019 CATALOG



ADDENDUM/ERRATA

Effective October 1, 2018 – June 30, 2019

Below are listed additions and corrections to the [2018-2019 University Catalog](#) since its publication on July 1, 2018. They do not appear in the PDF version of the full Catalog, which is posted on the University of Holy Cross website at the link above.

Page 18:

The section on “**Return of Title IV Funds FOR TITLE IV AID RECIPIENTS ONLY (Section 668.22[i])**” has been updated as follows:

Designated Official

The designated office for students to contact to withdraw from a class or completely withdraw from UHC is the Registrar’s Office. As per the [UHC Student Handbook](#):

Students who want to drop all of their classes need to do so through the Office of the Registrar. The institution does not withdraw students who stop attending classes.

The student is not an official withdrawal from the University until the process is completed through the Registrar’s Office.

Official Withdrawal

An official withdrawal is defined by the process of students’ completing the official UHC procedure for removing themselves from all courses with a grade of “W.” When a student reduces his or her course load from 12 credits to 9 credits, the reduction represents a change in enrollment status, not a withdrawal.

Official Withdrawal Process

To withdraw from UHC, a student must contact the Registrar’s Office. The student must complete a Withdrawal Request and meet with a number of UHC student service offices, including the Office of Financial Aid.

Unofficial Withdrawal

Unofficial withdrawal from UHC will be processed when a student can be confirmed as no longer attending classes, but has not yet processed the paperwork with the Registrar’s Office for an official withdrawal. Since UHC is not required to take attendance, the withdrawal date (last date of attendance) will be set at the latest point of attendance during the term (if known).

UHC has an FN grade to be used by faculty to grade a student who has failed the course due to excessive absences. This grade is calculated in the student’s GPA in the same manner as an F. The FN is given to 1) students who never attended class but did not withdraw, or 2) students who stopped attending before the withdrawal deadline but did not withdraw. Students who stop attending after the withdrawal deadline and do not complete their course requirements receive an F grade not an FN. NOTE: the withdrawal deadline occurs after the 60% point in the term at UHC. If the student withdrew due to extenuating circumstances (illness, accident, grievous personal loss), the withdrawal date will be decided by the Provost on a case-by-case basis.

No Passing Grades

Students who complete a term without passing at least one course, with all grades of Withdrawal (W) or Failure Non-Attendance (FN), are to be considered unofficial withdrawals.

Students with all grades of W, FN, or I, and no other letter grades will be evaluated for Return of Unearned Funds once the term’s grades have been processed by the Registrar’s Office, approximately two weeks after the term ends.

For these withdrawals, the withdrawal date is the midpoint of the payment period or period of enrollment, as applicable, or the last date of an academically-related activity in which the student participated.

Incompletes

Students who have grades of Incomplete (I) are potential unofficial withdrawals. Students become unofficial withdrawals once the University-mandated time to clear an Incomplete grade has passed. Per university policy, in order to receive a grade of I in a course, the student must agree in writing to complete the requirements within a specified period of time, not to exceed 10 weeks after the end of the semester in which the course was taken, including the summer sessions. Failure of the student to submit the work by the specified date results in a grade of F being recorded for the course

Last Date of Attendance (LDA)

Since UHC is not required to take attendance, the withdrawal date is the date the student first provided notification to the school or began the school's withdrawal process.

If present, the Office of Financial Aid can use a student's last date of attendance at an academically-related activity, as documented in Power Campus, as the student's withdrawal date.

If a student begins the withdrawal process or otherwise provides official notification of his or her intent to withdraw and then attends an academically-related activity after that date, UHC has the option of using that last actual attendance date as the student's withdrawal date, provided documentation exists in Power Campus of the student's attendance at the activity.

Page 34:

Changes to the Transfer of Credit Policy are highlighted below.

TRANSFER OF CREDIT POLICY

The Admissions Office performs the initial evaluation of credits for all course work completed at a regionally accredited college or university. The review is conducted in accordance with courses of study and requirements for graduation at University of Holy Cross (UHC). The University awards transfer credit for college-level, academic courses completed at other regionally accredited two-year and four-year post-secondary institutions in which a grade of C or better (2.0) was earned. Courses completed in quarter hours will be converted into semester hours. Grades of C- (1.667) will not be accepted. Developmental courses will not be accepted for credit.

Transferrable course work does not necessarily constitute applicable course work to the declared degree plan. Only sixty-six (66) semester hours of credit are transferable from an accredited college or university, unless otherwise stated for a particular course of study. For students with more than sixty-six (66) hours, the sixty-six (66) hours that best complete the degree plan as of the first semester the student attends UHC will be transferred. Transferrable courses are calculated into the student's UHC cumulative GPA. The Registrar or his or her designee is responsible for the final evaluation of credits.

Community college courses may not be transferred into UHC as upper-division courses (300-400 level), even though UHC may have an upper-division course with exactly the same name and description. Community college courses may not be used to fulfill the 30-hour upper-division requirement for graduation at UHC. However, the course may be used as a substitute for an upper-division course with an approved substitution form signed by the Chair and Dean.

Page 199:

The following highlighted changes have been made to the Early Entry Counseling program.

EARLY ENTRY COUNSELING

BIO	101	General Biology	4
		Natural Science Elective	5
ENG	101	English Composition I	3
ENG	102	English Composition II	3
ENG		Literature Elective	3
HIS		History Electives	3
MAT	105	College Algebra	3
PSY	101	General Psychology	3
SOC	101	Introduction to Sociology	3
SPE	101	Fundamentals of Public Speaking	3
ART/FNA/MUS		Elective	3
PHI		Philosophy Electives	6
THE		Theology Electives	6
		General Electives	12
COU/PSY		Counseling or Psychology Electives	9
COU/PSY		Counseling or Psychology Electives (300-level or above)	6
COU	305	Juvenile Delinquency	3
COU	318	Interviewing and Counseling	3
COU	450	Sexual Trauma	3
COU	408	Advanced Interviewing and Counseling	3
PSY	335	Statistics for Psychology and Counseling Majors	3
PSY	402	Human Sexuality	3
PSY	421	Advanced Abnormal Psychology	3
PSY	407	Death and Dying	3
PSY	490	Research	3
COU	600	Human Growth and Development	3
COU	601n	Introduction to Techniques of Professional Counseling	3
COU	602	Social and Cultural Foundations	3
COU	605	Career and Lifestyle Development	3
COU	606	Theories of Counseling	3
COU	607	Theory and Practice of Group Counseling.....	3
COU	609	Professional Orientation/Ethics	3
COU	610	Research Methodology and Program Evaluation	3
COU	615N	Diagnosis and Treatment of Mental Disorders	3

COU 616	Techniques of Counseling.....	3
COU 618	Appraisal in Counseling.....	3
COU 699	Practicum in Counseling	3
COU 701	Internship I	3
COU 702	Internship II	3
COU	Specific graduate courses in one of the three specialties for Graduate Counseling: Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, or School Counseling. (See curriculum under Graduate Counseling.).....	18
	Total Hours in Early Entry Counseling	159

PAGE 217:

The change highlighted below has been made to the Grade Point Requirements section of the Ph.D. in Counselor Education and Supervision program:

GRADE POINT REQUIREMENTS

An overall GPA of 3.00 or higher on a 4.00 scale is required for the maintenance of good standing in the Doctoral program. Passing grades for Doctoral students are A and B. A graduate student who attains a C in any course is automatically placed on probationary status and a remediation plan is designed by the Graduate Counseling Faculty. The student must repeat the course during the next semester it is offered and receive a minimum grade of B in the course the second time it is taken. The student’s status is then subject to review by the Graduate Counseling Faculty. If the student does not receive a minimum grade of B in the course when it is retaken, the student is dropped from the Doctoral program. **A maximum of one grade of C may be earned during the doctoral program.**

Page 227-228:

The correction highlighted below has been made to the Bachelor of Science in Elementary Education Program:

SOPHOMORE

FALL SEMESTER

EDU 201	Literature for Children and Youth	3
HIS 201	History of the United States I.....	3
	Natural Science Elective	3
	Free Elective	3
SPE 101	Fundamentals of Public Speaking	3
ENG	ENG Literature Elective (200 or above)	3
		(18)

Page 235:

The following change has been made to the Admission Procedure to the Master’s programs in Education:

3. ~~Three letters of recommendation written by people qualified to evaluate academic potential and personal and professional promise.~~ A professional goals statement to include how you hope this degree will advance your career.

Page 240:

The additions highlighted below have been made to the Master’s Program in Educational Leadership:

Certification/Licensure Requirement

The certifying test in Educational Leadership is the School Leaders Licensure Assessment (SLLA). Passage of the SLLA is required for program completion and certification. Teaching successfully for a minimum of five (5) years and a job placement as an assistant principal or principal are also required in order to receive this stand-alone endorsement. The applicant must have a valid Louisiana Teaching Certificate, categorized as Level II/Class B or above.

Page 251:

The change highlighted below has been made to the Education Doctoral Program of Study in Executive Leadership:

EDD 819	Guided Dissertation Seminar 4 (Dissertation research is repeated as needed until the dissertation is successfully defended. EDD 820 – 6 credit hours or EDD 821 – 1 credit hour may be taken to fulfill this requirement.)
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Page 278:

The hyperlinks in the following section have been revised:

- Graduates of the Radiologic Technology Program are eligible for the American Registry of Radiologic Technologists (ARRT) National Certification Examination. The student must comply with the “Rules of Ethics” set forth in the ARRT’s “[Standards of Ethics](#).” Any previous felony convictions, plea of guilty, or plea of Nolo Contendere (No Contest) to a felony or misdemeanor, will be investigated by the [ARRT](#) before determining the student’s eligibility to sit for the National Certification Examination.

Course Descriptions:

The following courses have been added to the 2018-2019 Catalog:

BIO 240 NATURAL HISTORY OF LOUISIANA BIRDS 4 sem. hrs.
Prerequisite: BIO 101

This course is a survey of the avifauna of Louisiana. Lecture covers basic elements of ornithology, including anatomy, phylogeny and systematics, ecology, physiology, and behavioral biology. Field trips to visit urban and natural habitats to demonstrate the diversity and abundance of birds in Louisiana are included.

EDD 820 DISSERTATION RESEARCH 6 sem. hrs.

This course is designed to support candidates in the continuing development and refinement of their dissertations. Assistance is provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. This course requires permission of the dissertation chair and Program Coordinator to register. Graded S/U.

EDD 821 DISSERTATION RESEARCH 1 sem. hr.

This course is designed to support candidates in the continuing development and refinement of their dissertations. Assistance is provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. This course requires permission of the dissertation chair and Program Coordinator to register. Graded S/U.

MAT 103 MATHEMATICS FOR ELEMENTARY TEACHERS I 3 sem. hrs.

This course focuses on key concepts of mathematics and the ability to solve problems and to reason in a quantitative context. Problems presented require the integration of multiple skills to achieve a solution. Major content areas for this course are Number and Quantity, Operations, Statistics, and Probability.

MAT 104 MATHEMATICS FOR ELEMENTARY TEACHERS II 3 sem. hrs.

This course focuses on key concepts of mathematics and the ability to solve problems and to reason in a quantitative context. Problems presented require the integration of multiple skills to achieve a solution. Major content areas for this course are Algebra and Functions, Algebraic Thinking, Geometry, and Measurement.

Additions and changes to the following course descriptions are highlighted:

BIO 457 CARDIORESPIRATORY PHYSIOLOGY 4 sem. hrs.

Prerequisites: BIO 261 and BIO 262

This course focuses on aspects of cardiorespiratory physiology which are essential to the understanding and management of critically ill patients. Topics include EKG interpretation, arterial blood gas analysis, and ventilator management. The course is designed for students preparing for careers in medicine, cardiorespiratory science, respiratory therapy, critical care, anesthesia, emergency care, or as physician assistants. Laboratory is integrated with lecture. Laboratory exercises involving electrocardiography, echocardiography, pulmonary function testing, and other physiologic studies may require that students engage in in-class physical examinations. Professional demeanor is expected at all times. (Same as HSC 457; offered in Fall semester only.)

BIO 557 CARDIORESPIRATORY PHYSIOLOGY 4 sem. hrs.

Prerequisite: Graduate standing

This course focuses on aspects of cardiorespiratory physiology that are essential to the understanding and management of critically ill patients. Topics include EKG interpretation, arterial blood gas analysis, and ventilator management. The course is designed for students preparing for careers in medicine, cardiorespiratory science, critical care, anesthesia, emergency care, or as physician assistants. Laboratory is integrated with lecture. Students are given lab-based assignments designed to build competency in basic interpretation of electrocardiograms, pulmonary function testing, and/or echocardiography. Laboratory assignments may require that students engage in in-class physical examinations. Professional demeanor is expected at all times. (Offered in Fall semester only.)

HSC 200 PATIENT EVALUATION 2 sem. hrs.

Instruction is given in obtaining the various components of a complete patient history and the performance of a basic physical examination. Topics also include the importance of proper communication with patients, family members, and coworkers; patient dignity and respect; professional and ethical conduct; and considerations of safety issues. This course is open to all students in all disciplines. This course is primarily intended for pre-med, pre-PA and pre-NDT students. Laboratory exercises require that students engage in in-class physical examinations. Professional demeanor is expected at all times. Lecture is integrated with laboratory and a lab fee is assessed.

HSC 330 ELECTROCARDIOGRAPHY 3 sem. hrs.

This course covers basic principles of electrocardiography (EKG), including cardiac electrophysiology, understanding of normal EKG waveforms, interpretation of normal and abnormal EKG patterns, and practical application and performance of monitoring methods. This course is open to students in all disciplines. This course is primarily intended for health science and biology majors. Laboratory exercises require that students engage in in-class physical examinations. Professional demeanor is expected at all times. Lecture is integrated with laboratory and a lab fee is assessed.

Page 434:

The following listing reflects changes to the President's Cabinet for 2018-2019:

2018– 2019

PRESIDENT'S CABINET

Dr. David M. "Buck" Landry

University President

B.A., Tulane University; M.A., American University; Ph.D., University of Notre Dame

Dr. Victoria M. Dahmes

Provost and Vice President for Academic Affairs; Professor of Education; SACSCOC Liaison

B.S., Western Michigan University; M.Ed., Loyola University of New Orleans;

Ph.D., University of New Orleans; Post-graduate training: John F. Kennedy School of Government, Harvard University

Dr. Kenneth F. Tedesco

Executive Vice President for Advancement

B.A., St. Edward's University; M.Ed., University of New Orleans;

Ed.S., Louisiana State University; Ed.D., University of Holy Cross

Chris Bundick

Vice President for Finance and Chief Financial Officer

B.S., Louisiana College; M. Div., New Orleans Baptist Theological Seminary

David M. Catherman

Vice President for Philanthropy and Marketing

B.A., Eisenhower College of the Rochester Institute of Technology

Dr. Rosaria Guastella

Vice President for Enrollment Management

B.A., Newcomb College of Tulane University; M.Ed. and Ph.D., University of New Orleans

Meredith Reed

Vice President for Student Engagement and Advising

Director of the Center for Teaching and Learning

B.S., Howard University; M.Ed., University of New Orleans; NCC

Angela Ruiz

Vice President for Mission Integration and Campus Minister

B.A., Southeastern Louisiana University; M.S.W., Tulane University

Page 63:

The following definition of Dual Majors has been added to the University Offerings section of the Catalog:

REQUIREMENTS FOR A DUAL MAJOR

Undergraduate students may pursue two majors while enrolled at the University of Holy Cross. A dual major consists of meeting the requirements of two majors, resulting in either a BA or BS degree with one diploma issued. Both majors are printed on a single diploma. (For example, a student may elect to pursue a major in Accounting and a major in Business Administration as a Bachelor of Science degree.) Students may not pursue more than two majors concurrently in a single degree program. Please note that not all majors are compatible for earning dual majors. Students electing a dual major are encouraged to consult their financial aid counselor regarding aid eligibility. It is also suggested that they consult with their academic advisors about the possibility of earning an AA or AS degree while in the process of completing their baccalaureate programs.