The Robert and Patricia Gussin Spiritan Division of Academic Programs, the gateway to Duquesne for a select group of students, is an initiative that allows them to grow and develop at their own pace during their first year at the University.
FORWARD

It is with pleasure that we, the faculty and staff, welcome your son or daughter to the Robert and Patricia Gussin Spiritan Division of Academic Programs and your participation in his/her successful transition to college.

The mission of the Robert and Patricia Gussin Spiritan Division of Academic Programs requires that we make available to our students programs and services to help them develop both academically and socially. So it is that we will support your son’s/daughter’s efforts to become a successful learner, not only during the Summer Semester and his/her first academic year at Duquesne, but throughout his/her undergraduate time on campus. His/her commitment and our services, doubtless, will guide him/her to academic and social success.

This handbook is designed to help you understand how best to support your son/daughter as he/she begins the college experience as a Gussin Spiritan Division student at Duquesne University. Undergirding the information contained in this publication are the mutual promises made in the Student agreement which your son/daughter entered into with Duquesne University and the Robert and Patricia Gussin Spiritan Division of Academic Programs when he/she accepted admission to the University as well as the academic policies of the University. A facsimile of the Student agreement is found in the Appendix to this handbook.

I invite you to be involved in your son’s/daughter’s educational development but ask you to allow him/her to meet the challenges that college presents independently so that he/she will appreciate the successes–or failures--that follow. As a parent myself, I can assure you that the lessons learned through the challenges will build confidence, and you will be proud!

Our pledge to you is that your son/daughter will have our support, expertise, and resources in a partnership that will lead to realization of his/her dreams for the future. By heeding the tips ( ) included throughout this handbook, you will be an integral part of the support on which your son/daughter can depend.

Judith R. Griggs, Ph.D.
Director
Robert and Patricia Gussin Spiritan Division of Academic Programs
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PART I: INTRODUCTION

In the Student agreement, the Robert and Patricia Gussin Spiritan Division of Academic Programs (SDAP) agreed to provide and your son/daughter agreed to participate in a full range of services to assure his/her academic success during the freshman year. Such services as “academic advisement, counseling, diagnostic testing, tutoring, and academic skill building programs” are mandated for the Gussin Spiritan Division student. National and international research and experience have shown these services to be critical to student success during the first year of college. At Duquesne University, the record shows that the frequency and type of support services provided to and accepted by our students directly impact their successes and failures.

Beginning in the Summer Semester and continuing through the academic year, we will work to identify your son’s/daughter’s specific needs and will tailor our services to assure his/her success at Duquesne. An individualized “prescription”—a directive to advisors, counselors, and tutors to achieve the desired effect, i.e., academic success—will be developed for your son/daughter through a review of the diagnostic testing done in the Summer Semester. It will be strengthened through ongoing communication with your son/daughter and with his/her course instructors throughout the academic year.

PART II: GENERAL INFORMATION

PHILOSOPHY, OBJECTIVES, AND MISSION OF DUQUESNE UNIVERSITY

Duquesne University of the Holy Ghost is a Catholic university, founded by members of the Congregation of the Holy Ghost, and sustained through a secular and religious partnership.

The motto of Duquesne University is Spiritus est qui vivificat, "It is the Spirit who gives life." Enriching the life of the mind and the life of the spirit of every member of its community is the mission of Duquesne.

It is Duquesne University's special trust to seek truth and disseminate knowledge within a moral and spiritual framework in order to prepare leaders distinguished not only by their academic and professional expertise, but also by their ethics, and guided by consciences sensitive to the needs of society.

Therefore, Duquesne is a community of students, faculty, administrators, and others who are willing to make these commitments:

- To create undergraduate and graduate education of the highest quality in liberal and professional disciplines.
• To examine the moral and ethical foundations of their thought and action, and to develop their personal values and ethical commitment.
• To participate in an ecumenical dialogue open to all beliefs.
• To extend educational opportunities to those with special financial, educational, and physical needs.
• To promote world community through the development of an international and intercultural vision of the global needs and international responsibilities for peace, justice, and freedom.

Duquesne serves God by serving students - through an academic community dedicated to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service, to the Church, the community, the nation, and the world.

Duquesne offers a wide variety of programs and curricula from which students may select freely in accordance with their interests, capabilities and goals in life. Complemented by a broad spectrum of non-academic activities and programs, the curriculum at Duquesne University is designed to prepare young men and women who, upon entering their chosen careers, will possess a broad, well-balanced and fully integrated education and perspective of themselves and the world.

MISSION OF THE GUSSIN SPIRITAN DIVISION OF ACADEMIC PROGRAMS

The mission of the Gussin Spiritan Division of Academic Programs is teaching, caring, and building futures through a community of excellence.

The Division’s focus with students the first year is on developing skills in the areas that underpin academic success in all programs of study: reading proficiency, written and oral communications, critical thinking, problem solving, study skills, and a working knowledge of the various electronic technologies.

The ethnic makeup of the Division participants is multicultural in nature. We focus on the total development of the student while at Duquesne University.

GOALS OF THE GUSSIN SPIRITAN DIVISION OF ACADEMIC PROGRAMS

• To provide a holistic approach to learning and to attend to both the affective and cognitive needs of its undergraduates.
To offer undergraduates individualized and personalized programs and services in advising, counseling, tutoring and other instructional activities to promote successful completion of courses, skill development, and eventual transfer into various degree programs within schools of the University.

To provide scholarly and cultural knowledge and to effect successful transitions of first year students into the life of the University.

**GUSSIN SPIRITAN DIVISION OBJECTIVES**

- To identify students' strengths and weaknesses in order to design an individual program which will enable them to realize their full potential as members of the academic community;
- To enhance the academic skills development and self-confidence of students;
- To lend support to the academic achievement of students;
- To stress the value of academic excellence to all students;
- To assist students in their total intellectual, professional, and personal development;
- To stress students' self-responsibility in completing their undergraduate education;
- To assist students with identification of a major and selection of courses which will allow them to complete their degree requirements;
- To encourage a love of learning so as to promote the philosophy of life-long education.

**HISTORY OF THE GUSSIN SPIRITAN DIVISION OF ACADEMIC PROGRAMS**

The Gussin Spiritan Division of Academic Programs has evolved from a long tradition of working with students, specifically through the Program for Academic Excellence (PAE). Currently a component of the Gussin Spiritan Division, PAE began as a stand-alone program in 1977. It was a University partnership with Commonwealth of Pennsylvania legislation under the Higher Education Equal Opportunity Program (ACT 101).

The specific goal of Act 101 is to provide comprehensive support services to college students--freshmen and sophomores in particular--who meet state-mandated academic and financial guidelines, and who are chosen for enrollment at the University on the basis of their scholastic potential, motivation and aspirations. For Duquesne students who do not meet the State
financial guidelines, PAE provides a companion program called the Learning Skills Program (LSP).

One of the opportunities provided by the Program for Academic Excellence was a Summer Semester. The first one was in July 1978. The Summer Semester remains a centerpiece for entering Gussin Spiritan Division students and, when coupled with academic advisement, counseling and tutoring, provides them with a comprehensive network of support. Many of the objectives and programs of PAE are embedded in the philosophy and operations of the Gussin Spiritan Division of Academic Programs, which was founded to benefit young adults who are best served through close advisement and differentiated instructional services. Division students are exposed to a set of college-level courses designed to address their individual needs. They encounter Gussin Spiritan Division faculty committed to working with the whole student and an environment that is hospitable and supportive.

The first cohort of Gussin Spiritan Division students attended the Summer Semester in 1997 and enrolled at Duquesne for the fall 1997 semester. Annually, an average of 35-45 first-year students enter Duquesne as Gussin Spiritan Division students, including PAE and others who can benefit from the services provided to Division students.

Gussin Spiritan Division students complete a specific curriculum of University and Division core courses, then transfer to the College or to one of Duquesne’s schools. During their Gussin Spiritan Division year, students also may take one or more courses deemed “core courses” by the College or the school to which they intend to transfer.

In the fall 2004, Drs. Robert and Patricia Gussin made a generous gift to the University endowing the Gussin Spiritan Division of Academic Programs. The endowment ensures that the Division will continue to support a select group of young adult students each year as they enter Duquesne and encourage their progress through to degree completion. The students, faculty, and staff of the Gussin Spiritan Division thank the Gussin family for their faith and generosity.

**Performance Statistics of Gussin Spiritan Division Students**

Gussin Spiritan Division students are academically competitive and among the most successful freshmen at Duquesne University. For instance:

- More than 48 percent of the 2006-2007 student cohort attained overall quality point averages (QPA’s) of 3.0 and above for their first year.
- Thirteen and a half percent of that group earned averages above 3.5.
- Since the Division’s beginning in 1997 with a cohort of nineteen students, 158 Spiritan Division students have earned Duquesne University degrees.
Clearly, Gussin Spiritan Division students have a positive reputation across campus as serious-minded and goal-oriented individuals.

PART III: THE PROGRAM AND SERVICES OF THE SDAP

Parents play an important role in a student’s successful transition to college, and an informed parent is an asset to the student. To ensure your role as an informed parent, here is some of the information you should know about the Duquesne University Gussin Spiritan Division experience so you can help your son/daughter achieve success.

SPIRITAN DIVISION FACULTY AND PROFESSIONAL STAFF

Some University core courses—e.g., Thinking and Writing across the Curriculum and Imaginative Literature and Creative Writing—are taught by instructors employed by the Gussin Spiritan Division. Others are taught by faculty from other academic departments across campus. In all cases, SDAP students can expect to face the same course requirements and instructor expectations of any student in any course at the University.

Gussin Spiritan Division advisors\(^1\) and counselors\(^2\) will be monitoring student progress throughout the Summer Semester and the academic year, and they will intervene when they learn of a student’s academic difficulties in any of his/her courses by recommending tutoring for the student.\(^3\)

SUPPORT FOR LEARNING DISABLED STUDENTS

The University and the Gussin Spiritan Division offer support to students with diagnosed learning disabilities. However, there are specific differences between the requirements placed by law on a student’s elementary and secondary schools and those placed on that student’s

\(^1\)The SDAP student will have an academic advisor who is responsible for helping him/her select and register for courses in any semester. That advisor will monitor the SDAP student’s progress throughout the semester.

\(^2\)A counselor is assigned to each SDAP student. Encourage your son/daughter to make an appointment to see his/her Gussin Spiritan Division counselor if he/she is experiencing adjustment problems—being away from home and family or roommate conflicts, etc. Such problems are normal among freshman students, and help is just a phone call away.

\(^3\)Tutors are available in all courses at no charge.
college or university. The burden moves from the educational unit to the student once the student enrolls in college.

Specifically, the student, not the University, will identify himself/herself as a student with special needs. Once informed of the student’s special needs for accommodation—such as extended time to take an examination—the University will arrange for such accommodations. Whereas your son’s/daughter’s elementary or secondary school was obliged to create an IEP for him/her, the University has no such obligation. Ultimately, the student is responsible for initiating and following through with the process of seeking and getting accommodations. The Office of Freshmen Development and Special Student Services, www.duq.edu/fdss (412-396-6657), as well as the Academic Advisor for the Gussin Spiritan Division of Academic Programs, (412-396-6035) duq.edu/spiritan-division will work to help your son/daughter capitalize on the talents she/he brings to the college experience.

THE SUMMER SEMESTER

The Summer Semester is a college experience designed to ease SDAP students into college life and measure the aptitudes and skills they bring to the university experience.

The Gussin Spiritan Division of Academic Programs is committed to helping the student achieve success. To this end, the Summer Semester curriculum includes opportunities to assess and develop the basic, technical, and personal skills necessary for academic and social success both in college and later in the adult world of work.

Students generally will be engaged in classes Monday through Friday from 9 a.m. until 4 p.m. with free time for lunch. Evenings will include tutoring and other support as students complete assignments.

The Summer Semester Curriculum

In addition to the University first-semester core English course, Thinking and Writing across the Curriculum, the Summer Semester curriculum includes three one-credit courses—Strategies for Academic Success, Introduction to University success, and Research and Information Skills. These courses orient students to the college experience at Duquesne, introduce new students to computing at the University and the effective use of technology to support course work, focus on developing critical reading skills and thinking skills, and explore such topics as individual learning styles and motivation.

A credit is defined as the successful completion of one hour per week of lecture or recitation, or at least two hours per week of laboratory work for a semester of 15 weeks.

► Expect your son/daughter to put in the time and effort to set the stage for academic year success by excelling in the Summer Semester.
Credit courses require fifteen hours/week of instructional time for every credit attempted, so students will spend 90 hours in classes over the five-week Summer Semester—15 hours/week for the English course and 5 hours/week for each of the one-credit courses. Homework, quizzes, examinations, and research papers are common throughout the curriculum.

All Summer Semester courses have a tuition price tag and result in a University transcript record of the student’s course performance. A student who fails or withdraws from one of the Summer Semester courses will find that failure or withdrawal recorded on his/her transcript. If the failure or withdrawal is in the Core English course, the student will have to repeat that course in the fall—and pay the prevailing academic year tuition rate. That student will be out of step with his/her fellow cohort students in that the rest of the class will be enrolled in the Core 102 English course in the Fall Semester while he/she is repeating Core 101 because English 101 and 102 are sequential courses, i.e., they must be taken in order.

The one-credit course, Research and Information Skills, is a University requirement and the student who has withdrawn from or failed the course will not be able to graduate until he/she has retaken—at the prevailing tuition rate for that semester--and passed the course. The other two one-credit courses are Spiritan Division requirements, so a failure or withdrawal from any of those courses will require the student to repeat the course—at the prevailing academic year tuition rate—before that student can declare his/her major.

It’s not All Work in the Summer Semester!

A major goal of the Summer Semester is to help students develop effective time management skills. To that end, there will be several activities provided to help students learn to balance their academic responsibilities with their social activities, a lesson they will hopefully carry with them into the academic year.

The summer experience includes several mandatory activities and off-campus events designed for both community building and relaxation. The selection of off-campus activities varies from summer to summer. Past evening social activities have included a Pirates baseball game, dinner and a play, dinner and dancing, and a day at Kennywood. Summer mandatory events include the Student/Parent Orientation to begin the semester and the awards ceremony near the end.

The Gussin Spiritan Division 1st Year Curriculum

It is important to understand the content of the SDAP curriculum so that you can help your son/daughter fully appreciate the opportunity he/she has to develop good academic habits in
an environment that challenges him/her to do his/her best and encourages his/her continuing progress and persistence to graduation.

Starting with the Summer Semester, the Gussin Spiritan Division Curriculum (find the Division curriculum in the appendix of this handbook) includes University core courses which ALL DUQUESNE STUDENTS MUST COMPLETE as well as courses which will count as elective credits toward the student’s major. In addition, he/she may be taking an introductory course or two in his/her intended major.

**The Service Learning Course**

The Gussin Spiritan Division is named for the congregation of priests and brothers who founded and own the University. A hallmark of the Congregation’s tradition is service to the community. It is within this service context that the University is incorporating service learning into its curricular offerings across campus. The Gussin Spiritan Division curriculum devotes three credits to service learning in a required field experience course.

A two-part course, instruction in the field experience course for the fall semester covers an array of learning experiences to ready the Gussin Spiritan Division student for tutoring youngsters in the spring semester. The service component can be satisfied on campus over the spring on Saturday mornings and/or Tuesday and Thursday evenings or off campus in the local communities in school-day or after-school programs.

**Declaring a Major**

The SDAP curriculum is a first-year program designed to help the student make a smooth transition to college. One of the Division’s objectives is to help the student achieve balance between the academic rigors of the curriculum and the demands of extra-curricular and social activities.

Once the student has completed the first year curriculum with passing grades, he/she generally declares a major in one of the University’s schools.

For details about the majors offered by the various University schools, go to their specific websites:
PART IV: UNIVERSITY ACADEMIC POLICIES

REGISTRATION

Generally speaking, each semester and summer session has a pre-registration, a final registration, and a late registration period. These are detailed in the “Schedule of Courses” published for each semester and summer session.

The SDAP Academic Advisor is the only person authorized to register SDAP students and to change their class schedules.

Check the academic calendar for each semester/summer session for University-established drop-add deadline dates and clarification of details (www.duq.edu/registrar/schedules/calendar.cfm).

In order for a student’s registration to be recognized as official, either full payment of tuition and fees or a payment plan arranged with the Student Finance and Deferment office is due at final registration. Additionally, all obligations, financial or otherwise, must be met before a student can be registered for a future semester or summer.

A student’s registration can be blocked by “holds” imposed on his/her account. If such a hold exists, the student’s attempt at registration for a future semester/summer session will fail. That means that the student’s name will not appear on the official class roster, and he/she will
receive no credit for class attendance/work submitted in any course for which he/she is not officially registered.

Your son’s/daughter’s registration can be blocked by:

- Student Accounts Office for unpaid tuition and fees balances.
- Student Health Services for his/her failure to provide required immunization records.
- Other departments such as Parking, the Library, Facilities Management, etc., for unpaid parking or library fines, property damage assessments, etc.

Should your son/daughter find his/her registration blocked, he/she should check with the SDAP academic advisor and make the arrangements necessary to complete the process.

**Course Withdrawal**

A Duquesne University first semester freshman may officially withdraw from one or more courses up to the last day of classes for that semester. After the first semester of the freshman year, the student may officially withdraw from courses according to the date announced in the academic calendar for the semester or summer session in which he/she is registered for the course ([www.duq.edu/registrar/schedules/calendar.cfm](http://www.duq.edu/registrar/schedules/calendar.cfm)).

Official withdrawal means that the student will receive a “W” grade for each course officially dropped. Failure to officially drop a course which the student has not completed or for which his/her work is deficient will earn the student an “F” in that course. A “W” grade is preferable to an “F.” A course withdrawal (“W”) will have no negative effect on a student’s quality point average (QPA). An “F” will!

Official withdrawal from a core course or one required to complete a program, major, or degree means that the student will have to register for the course again, and that re-registration will be at the rate of tuition and fees in effect for the academic year in which the re-registration occurs.

**Taking an Incomplete in a Course**

An “I” (incomplete) grade results from the student’s consultation and agreement with the instructor, who will weigh the circumstance surrounding the student’s
inability to complete the required course work by the end of the semester. Failure to get the instructor’s okay will leave that instructor with no choice but to give the student an “F” for the course. An “I” is preferable to an “F.”

If a student has “I” grades (incomplete) for courses in a semester or summer session, he/she will have until approximately the mid-term of the following semester to complete course require-ments. Failure to complete requirements by the date announced in the academic schedule will result in automatic conversion of the “I” grade to an “F.” The student will have to repeat any course for which he/she earned an “F.” The tuition and fees in effect for the academic year in which he/she will be repeating the course will apply.

**Academic Retention or Dismissal**

The University policy on academic probation or dismissal is that “progress toward a degree is measured by the cumulative quality point average.” In general, a student who fails three or more courses in a semester or who does not achieve a minimum quality point average (QPA) of at least 2.0 by the end of the first year can be academically dismissed from the University.

The Gussin Spiritan Division is dedicated to student retention and looks at a student’s overall attempt at academic success in determining if that student should be placed on probation or dismissed from the University. Recognizing that the first-year of college may be challenging for a student, the Division has the option of setting aside the above University standards for probation and dismissal if the student has not achieved the required QPA by the end of the first year at Duquesne. **Known as extended retention, this option is exercised on behalf of the struggling student who is in full compliance with the contract signed at the beginning of the year.**

Specifically, the eligible student will have a good-to-excellent record of class attendance and will have completed and submitted all assignments as required. Additionally, the student will have sought and used tutoring or the support of the reading specialist and participated in SDAP activities.  

4The work of a student in extended retention is closely monitored to assure his/her success by the end of the second academic year. He/she may not be able to continue at Duquesne if, by the end of the fourth semester, his/her cumulative QPA falls below 2.0.
PART V: CAMPUS RESOURCES

University departments provide information and/or services to students, faculty, and staff. Most departments operate from a set of policies and procedures, some internal and others influenced by external factors such as state or federal legislation. It is important for students and their parents to know and understand such policies and procedures.

Financial Aid

If you have questions about your son’s/daughter’s aid package or the status of his/her application for aid, contact the Office of Financial Aid at 412-396-6607 or online at http://www.duq.edu/financial-aid/.

Campus Employment

Student employment on campus, including Work-Study, is a financial aid program managed by the Human Resources Department, 412-396-6053 or www.duq.edu/hr/.

Gumberg Library

The Gumberg Library is generally open seven days a week during the fall and spring semesters. Hours vary near holidays and final exam periods. For full information, go to www.duq.edu/library/.

Michael P. Weber Learning Skills Center

The Weber Learning Skills Center provides several programs and services to all Duquesne University students, including a free tutorial service. Central to its mission is helping students succeed. Go to www.duq.edu/learning-skills for full information.

PART VI: STUDENT LIFE AT DUQUESNE

The Spiritan Campus Ministry is a faith resource for all University students, faculty and staff. Go to their website, www.duq.edu/campus-ministry/ for information on spiritual formation, bible studies, Mass schedule, etc.

Residence Life is the office to call, 412-396-5028, with questions about fall and spring semester room assignment or online at www.duq.edu/residence-life/.

The Division of Student Life establishes and administers the code of student conduct, including living in the residence halls. Violations may be referred to the Office of Judicial Affairs.
Duquesne residence students are assigned box numbers in the Student Mail Center located on the second floor of the Towers Living and Learning Center. For details call 412-396-6192 or go to www.duq.edu/parents/student-services/mail.cfm.

Aramark, Inc. can answer your questions about campus dining. Call 412-396-5819 or go online to www.campusdish.com/en-US/CSMA/Duquesne/MealPlans/.

Need information about parking on campus? Call Parking and Traffic Management at 412-396-5267 or see them online at www.duq.edu/parking/.

Don’t forget that every new student must show evidence of the required immunizations. Reach the Health Services online at www.duq.edu/health-service/ or by phone at 412-396-1650.

Address your campus technology questions--Internet connections, email accounts, etc.—to Computing & Technology Services at 412-396-HELP (4357) or online at www.duq.edu/cts/.

All registered students will need a University ID card to access residence halls and library and dining services. Go to www.duq.edu/ducard/ to full information and office location. In compliance with Public Law 101-226 (Drug Free Schools and Communities Act, 1989), the University has adopted and implemented a program that prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol on campus.

**FRESHMEN ORIENTATION**

We strongly urge our SDAP freshmen to participate in orientation, a student created and run program that generally runs Wednesday through Thursday of the week before the start of the fall semester. Orientation is an opportunity to meet other students—both new and returning—and to learn first hand about all the programs and services available to students at Duquesne University. If your son/daughter has not received or have lost his/her orientation program information, call 412-396-6641 or go online to www.duq.edu/orientation/.

**FRESHMAN PARENTS’ WEEKEND**

Parents’ weekend is an annual event sponsored by the office of freshman development. Go to www.duq.edu/freshman-development/parent-weekend-schedule.cfm for complete information.
OTHER CAMPUS RESOURCES

If you have other questions, check the “Schedule of Classes” booklet for complete information on such things as billing, ID cards, and final registration. The booklet identifies the department to call with your specific questions and provides phone numbers.

For other information about Duquesne University, i.e., other programs and resources, go to www.duq.edu.

PART VII: HOW TO BE AN INVOLVED PARENT

While there is no doubt that as a parent you will want to help your son/daughter manage the challenges that a successful college transition presents, it is important that your involvement be encouraging more than it is directive. Parental involvement is encouraged and critical, but you are urged to be a parent, not a teacher. **Frame your discussions so that what your son/daughter hears is free of judgment but packed with support.** Here are some suggestions for the Summer Semester and the freshman year that you can use throughout your son’s/daughter’s college experience:

**Show interest in your son’s/daughter’s college stories. Ask your how he’s/she’s feeling about life at college.** Find out about . . .
- His/her classroom comfort level.
- What it’s like living in the dorm.
- How he’s/she’s getting along with his/her roommate.
- The friends he/she is making and the things he/she is doing socially as well as academically. Suggest that a friend or two join him/her for a weekend at home.

**Be sensitive. He/she may be homesick.**
- Ask if he/she has found a good place to eat—or is missing home-cooked meals.
- Find out how he/she is adjusting to having a roommate for the first time.
- Encourage his/her brothers and sisters to keep in touch.

**Encourage him/her to consult the syllabus for each of his/her courses everyday.**
- Ask if he/she understands the course requirements as outlined in each syllabus.
- Encourage him/her to enter important course information—assignment due dates, quiz/exam dates, date, time, and place of final exam, etc.—in his/her academic planner.
- If he/she is having difficulty keeping up with the work or understanding the content in any of his courses, encourage him/her to get tutoring.

By all means, help your son/daughter with his/her course work, but, like a good tutor, don’t do the work for him/her.

Foster his/her growth by allowing him/her to be accountable for his/her failures as well as proud of his/her successes.
- Remind him/her that time management is essential to college success, both academically and socially.
- Encourage him/her to get to class on time—and seldom if ever to miss a class.
- Ask if he/she is getting his/her work done and in on schedule, etc.
- Encourage him/her to set realistic goals.
- Remind him/her that tutoring is not a substitute for class attendance and that tutors will not do his/work for him/her.

Show that you care about his/her future. Find out . . .
- If he/she thinks she’s on the right track for his/her intended major?
- If he/she has misgivings about his/her chosen major career aspirations and encourage him/her to seek career counseling assistance.

Academic integrity is a big deal—at Duquesne and on every campus. If it’s a new concept to you, find out what it means?
- Discuss Duquesne’s Academic Integrity Policy (see Appendix) with your son/daughter to make sure that he/she never finds himself/herself failing an assignment or a course—or on the brink of dismissal from the University—because of a violation.

Your son/daughter holds the key to how much the Gussin Spiritan Division staff and faculty can share with you. Talk to him/her about the Federal Family Education Rights and Privacy Act (FERPA), which limits the information about his/her campus experience that Duquesne’s personnel can share with you without his/her permission once he/she turns eighteen (www.duq.edu/hr/admin-policies/tap28.cfm).
- Encourage him/her to sign the waiver that allows us to discuss his/her progress with you.
- Understand that an eighteen year old has the legal right to refuse. Paying your son’s/daughter’s tuition does not give you access to his/her records. The right you had to his/her records K-12 now transfer exclusively to your son/daughter.

PART VIII: GUSSIN SPIRITAN DIVISION STUDENT RESPONSIBILITIES

In accepting admission to Duquesne, your son/daughter and the University entered into the SDAP Student agreement (see Appendix), which outlines the responsibilities he/she has to the University and the responsibilities the University has to him/her. It is critical to his/her success that he/she honor the promises made in that signing and stay in compliance.
It is easy for a student to stay in compliance with the SDAP contract, and the following behaviors will guarantee it:

- Attending classes regularly and arriving on-time. Attendance is taken at each class and reported to the Gussin Spiritan Division immediately following the session. To earn at least a “C” grade in a course, the student must attend 85 percent of the class sessions for the course.
- Completing course assignments and examinations at the highest level of competence.
- Having at least four meetings a semester with the Gussin Spiritan Division Advisor to discuss his/her academic progress.
- Participating in the Gussin Spiritan Division study skills course and the Gussin Spiritan Division Seminar.
- Keeping a regular schedule of meetings with a tutor if his/work in one or more courses needs improvement.
- Participating in any course review sessions prescribed for him/her.
- Meeting with the Academic Advisor each semester to select his/her courses and pre-register for next semester.

**PART IX: FAQs ABOUT THE GUSSIN SPIRITAN DIVISION**

Here are some of the more frequently asked questions about Duquesne’s University’s Gussin Spiritan Division of Academic Programs:

1. **What’s the Gussin Spiritan Division?**

   The Gussin Spiritan Division is an initiative that allows first-year students and students new to the University to grow and develop at their own pace. The Division’s faculty and staff are selected for their dedication to helping each student achieve the highest level of academic success possible for that student.

2. **My son/daughter has finished the Gussin Spiritan Division curriculum, but has been told that he/she still cannot declare his/her major yet. Why?**

   In general, once the student has completed the Gussin Spiritan Division curriculum, he/she may declare his/her major. If the student has been told that he/she can’t do that yet, it means that there is some other requirement that he/she has not yet met, e.g. a minimum QPA, completed pre-requisite courses, etc. Check with the SDAP academic advisor for clarification.

3. **Do the courses my son/daughter is taking in the Gussin Spiritan Division count toward his/her degree?**
Compare the academic schedules of freshmen in any of the schools of the University, and you will see that our students are taking the same courses as other first-year students; so yes, Gussin Spiritan Division courses do count toward your son’s/daughter’s degree either as core or elective courses.

4. **Will all of my sons'/daughter’s freshmen classes be with other Gussin Spiritan Division students?**

He/she will be in classes with other Gussin Spiritan Division students in a series of “anchor” courses. These are University core courses and are taught by faculty hand selected for their dedication to and experience in working with students within the framework of the Division’s philosophy, which is to provide the widest possible support so that the student can be academically successful. The remainder of his/her freshman courses, including introductory courses in the intended major, will be with the general University population.

5. **Will my son/daughter be able to graduate in four years?**

Perhaps! Most majors require that a student completes 120 or more credits in order to be eligible for graduation—no matter how many years it may take to earn those credits. It’s very important, however, that those credits be in courses listed by his/her school or department as satisfying the requirements for the major and degree. Some programs, such as Pharmacy and Health Sciences, require more credits and generally cannot be completed in four years.

Staying in touch with his/her advisor will assure that your son/daughter stays on track in his/her academic program.
PART X: SPIRITAN DIVISION STAFF DIRECTORY

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STUDENT AGREEMENT
GUSSIN SPIRITAN DIVISION OF ACADEMIC PROGRAMS

THIS AGREEMENT entered into this _______ day of ____________________, 20__, between the Central Administration of the Gussin Spiritan Division of Academic Programs, hereinafter known as the Gussin Spiritan Division of Academic Programs, and

____________________________________________________

(Please print student's name)

hereinafter known as Gussin Spiritan Division Student.

WITNESSETH

Whereas, the Gussin Spiritan Division of Academic Programs possesses certain services in prescriptive education which include academic advising, counseling, diagnostic testing, tutoring and academic skill building programs and exercises; and

Whereas, the Gussin Spiritan Division of Academic Programs Student will be required to participate in those services that the Gussin Spiritan Division of Academic Programs deems appropriate:

1. The Gussin Spiritan Division of Academic Programs agrees to provide the following services for the Gussin Spiritan Division Student: academic advisement, counseling, diagnostic testing, tutoring, and academic skill building programs and exercises. As long as the Gussin Spiritan Division of Academic Programs Student conscientiously and consistently participates to the satisfaction of the Gussin Spiritan Division of Academic Programs, he/she will have two years to establish an overall "C" cumulative quality point average.

2. The Gussin Spiritan Division of Academic Programs Student agrees to conscientiously and consistently participate to the satisfaction of the Gussin Spiritan Division of Academic Programs. Failure to comply will result in dismissal from the Gussin Spiritan Division of Academic Programs and its benefits and services and may result in dismissal from the University.

3. This document constitutes the entire agreement between the parties and may not be changed unless in writing signed by the parties hereto.

The parties hereto have affixed their signatures.

By ___________________________________  By___________________________________
Dr. Ralph L. Pearson     Judith R. Griggs, Ph.D.
Provost and Academic Vice President   Director, Gussin Spiritan Division of Academic Programs

By___________________________________  By ___________________________________
Gussin Spiritan Division of Academic                                        Paul-James Cukana, Director.
Programs Student      Office of Admissions

Gussin Spiritan Division of Academic Programs
Duquesne University Academic Integrity Policy
Approved by Academic Council on May 2, 2005
Revised and reviewed by Academic Council on March 6, 2006

Note: This document follows the Mission Statement in the University Catalog

As an essential element of the Duquesne University mission to educate the mind, heart, and spirit, members of the University dedicate themselves to upholding the highest moral and ethical principles. Since the quest for truth and understanding must be conducted in an honest manner, upholding Academic Integrity is a responsibility and obligation of all members of the University community, including faculty, administration, staff, and students. Students are responsible for maintaining Academic Integrity with class assignments, examinations, and any other requirements related to their courses of study.

Individuals who seek or receive credit for intellectual work that is not their own violate Academic Integrity, as do individuals who falsify or ignore data to reach a predetermined conclusion or who destroy or contaminate another person’s data or intellectual property. Violations of Academic Integrity may include, but are not limited to, the following:

- **Cheating.** Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include, but is not limited to, notes or other written documents, unauthorized calculators and/or formulas, computer programs, software, data, or text.) In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes. Cheating may include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems. Cheating may also include student acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

- **Plagiarism.** Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, student use—whether by summary, paraphrase, copying, direct quotation, or a combination—of the published or unpublished work or specific ideas of another person or source without full and clear acknowledgment (including the use of quotation marks to indicate the source’s specific language). Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution. Also, plagiarism may include the submission of a paper prepared in whole or in part by another person or agency engaged in providing or selling term papers or other academic materials.

- **Deceit in academic matters.** Deceit may include, but is not limited to, furnishing false information regarding academic matters to any University instructor, official, or office with intent to deceive.

- **Misuse of documents.** Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized). It may also include misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

- **Assistance in the violation of Academic Integrity.** Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

Violations of Academic Integrity—whether or not they are the result of a deliberate intent to deceive—are subject to academic sanctions, including (but not limited to) oral and/or written reprimand; lowered grade or failure on an assignment; lowered course grade; failure of a course; suspension or dismissal from a class; suspension or dismissal from the School or the University; and/or revocation of a degree. Information regarding such violations will be maintained in student academic files and may be included in transcripts and other official University documents.

**Statement of Responsibility for Communicating, Educating and Learning about Academic Integrity**

To create and maintain a culture of Academic Integrity at Duquesne University, all members of the community must take an active role. Responsible leadership on the part of the University Standing
Committee on Academic Integrity, the Office of the Provost, the Center for Teaching Excellence, the administration of each School, and all faculty and students is needed. Many problems can be prevented through careful and systematic education and communication. A climate of positive scholarship with integrity can be fostered through open dialogue and learning.

Although this listing of roles and responsibilities suggests courses of action that, if followed, will greatly reduce the likelihood of cheating and plagiarism, no one segment of the University community alone can ensure attainment of Academic Integrity. Not only must all work together, but all must maintain vigilance over time, provide continual reinforcement of key messages and expectations, and keep channels of communication open and free-flowing. The allocation of specific responsibility to one or more parties does not relieve others of their individual and collective duties; Academic Integrity is a common asset and needs to be nurtured by all.

The procedures that follow are practical suggestions for promoting a positive academic environment founded on scholarship, inquiry, the pursuit of excellence, and mutual trust. As such, they are neither comprehensive nor exhaustive, but are intended to guide prevention, education, communication, policy review, effective administration and individual action.

Students

- learn what Academic Integrity means and why it is vital to the Mission of the Duquesne University community
- ask the course instructor whenever unsure of what may constitute plagiarism or cheating, or if uncertain of what resources or tools may be used in completing an assignment or exam
- find out the specific policy and procedures on Academic Integrity for the School in which they are enrolled
- identify resources (websites, Librarians, Resident Advisors) that may be consulted when faced with questions about when and how to cite works consulted
- carefully document all research and work done in the completion of each assignment for which other resources are consulted
- alert course faculty or School administrators upon learning that another student may have cheated or plagiarized

Faculty and Librarians (including Graduate Teaching Assistants)

- discuss the importance of Academic Integrity, especially early in each course
- include on course syllabi a statement about Academic Integrity, possible sanctions for plagiarism and cheating, and positive impact of Academic Integrity on the University community and the field of study or profession
- explain what constitutes plagiarism and how to avoid it and encourage open discussion and inquiry about University, School and faculty expectations for Academic Integrity
- model desired behaviors by citing sources in lectures and giving complete references for works cited in handouts and assignments
- provide clear guidelines about standards and expectations regarding collaboration, citation, use of notes during exams, etc.
- assign narrow and specific research topics, collect intermediate drafts, and/or require oral presentation of student work
- change exams and problem sets annually
• reduce the temptation to cheat by, for example, having students sit at a distance from each other or producing alternate versions of an exam
• particularize the importance and relevance of integrity and ethics to the specific discipline
• inform students about resources available for dealing with academic difficulty
• support consistent handling of Academic Integrity cases by reporting suspected instances of cheating or plagiarism to the appropriate member of School administration

School Administration
• develop and communicate School-specific policies and procedures for reporting violations of Academic Integrity
• communicate University and School policies on Academic Integrity to new students and faculty, incorporating use of the School website, orientation programs, bulletin boards, department and faculty meetings, etc.
• incorporate education about Academic Integrity and proper use of resources into the curriculum, such as in writing-intensive courses
• create forums for discussion by faculty of problems encountered that may be discipline-specific, or create peer mentoring opportunities for improving faculty members’ teaching practice, to include fostering Academic Integrity
• support faculty who report bona fide cases of cheating and plagiarism by imposing appropriate sanctions on offenders

Office of the Provost
• monitor communication and education efforts as carried out by individual Schools, and bring to their attention inconsistencies that may cause confusion
• assess effectiveness of the Academic Integrity policy implementation as reported by Schools in annual reports
• serve as liaison to other University personnel whose cooperation and support in maintaining Academic Integrity is critical (e.g., Student Life, Office of Research, Division of Public Affairs)
• oversee the work of the University Standing Committee on Academic Integrity Policy
• approve policies and procedures of the College and the Schools

University Standing Committee on Academic Integrity Policy
• monitor policies and procedures pertaining to Academic Integrity
• share best practices where applicable
• advise the Provost on Academic Integrity issues

Center for Teaching Excellence
• monitor the need for ongoing faculty and teaching assistant development on specific issues related to maintaining Academic Integrity
• periodically evaluate best practices in higher education and advise relevant University leaders about opportunities to enhance the Duquesne University commitment to Academic Integrity
• identify and make available resources (articles, books, videos, websites, etc.) that may prove helpful to faculty in preventing plagiarism and cheating

• partner with individual Schools to offer faculty development programs on a regular basis that are tailored to the unique needs of faculty

• organize a mentoring or consulting program for faculty seeking assistance with Academic Integrity issues

University Academic Integrity Appeals Committee

• hear appeals of School-level rulings and make recommendations to the Provost

All

• protect the reputation of all other community members who may at one time have been suspected or accused of violating Academic Integrity

• affirm, recognize and celebrate adherence to the highest standards of Academic Integrity whenever they are observed

Procedures
Four University-wide documents address Academic Integrity: The Student Code, Academic Due Process for Students, Academic Integrity Student Procedures, and the University Academic Integrity Policy. These documents are at once complementary and overlapping.

The Academic Integrity Student Procedures document directs all Schools to develop guidelines and procedures for handling Academic Integrity issues. Schools are obligated to develop procedures consistent with University Academic Integrity Policy, due process, state and federal law. Each academic unit shall establish its own record-keeping procedures. Also, student violations and any sanction shall be communicated in writing to the University Director of Judicial Affairs, who maintains a confidential database that includes academic and other violations of University policy.

I. Roles and Responsibilities within the College or the Schools

Course instructors are responsible for upholding the University standards of Academic Integrity in regard to work performed both in and outside of class. They have primary responsibility for evaluating evidence of violations and imposing appropriate sanctions. All cases which result in a sanction greater than failure on the paper or exam on which the violation allegedly occurred, must be discussed with the chairperson of the faculty member’s academic department. In cases where the student is not a member of the department offering the course in which the violation occurs, the department chair or Dean of the student’s major department (School) should be notified. If the faculty member and the chair determine that the sanction to be applied is greater than failure on the exam or paper, the student should be informed of the sanction in writing by the department chair or the Dean of the School in which the violation occurred, and should also be informed that it is his or her right to appeal the decision to the School (College) Student Standing Committee, or its equivalent, for adjudication. All written appeals to the Student Standing Committee must be filed within thirty days of pronouncement of the initial sanction. The Student Standing Committee of the School in which the alleged violation occurred shall be designated to decide the case and recommend the appropriate sanction.

Any sanction recommended by the Student Standing Committee will be communicated in writing to the Dean of the School (College) in which the violation occurred, and the Dean of the School (College) in which the student is enrolled. In cases where two academic units are involved, the decision making process shall be initiated by the Dean of the School (College) where the violation occurred. The Dean may impose the sanction as recommended or modify it by imposing a lesser sanction. The Dean shall be the final arbiter and the decision may not be appealed to the Student Judicial Board. The Dean will inform the student in writing of the decision and will inform the Dean of the School (College) in which the student is enrolled.

II. Role and Responsibility of the University Provost

In cases in which the alleged violation is so serious as to require a recommendation by the Dean of the School or the College to impose a sanction greater than failure of the course, a student may appeal to the University Provost. The University Provost will review the case and make a determination or elect to convene the University Academic Integrity Appeals Committee (not the Academic Due Process Committee)
for adjudication. The University Provost will communicate any decision in writing to all parties concerned within a period of thirty days.

III. Role and Responsibilities of the University Academic Integrity Appeals Committee
The University Academic Integrity Appeals Committee shall consist of the following: two faculty members chosen by lot by the University Provost from a pool of eleven elected faculty representing all Schools in the University plus the Gumberg Library; two students chosen by lot from a pool of ten elected students representing all Schools in the University; and the University Director of Judicial Affairs. Faculty and students chosen to serve on any Academic Integrity case may not be members of the department in which the alleged infraction occurred. Undergraduate students will sit on the University Committee in cases dealing with undergraduate students. Graduate students will sit on the University Committee in cases dealing with graduate students. The University Academic Integrity Appeals Committee will conduct a hearing following the same procedures established for the University Academic Due Process Committee and issue a final recommendation to the Provost. Again, in cases of alleged violation of Academic Integrity, the procedure described herein shall have precedence over the University Academic Due Process procedure.

The recommendation of the University Academic Integrity Appeals Committee will be presented in writing to the University Provost for procedural review and implementation. The Provost may ratify, modify, or suspend the recommended sanction. The University Provost will communicate his or her findings in writing to all parties concerned within a period of thirty days.
SUMMER SEMESTER RESIDENCE HALL GOVERNANCE

Division students are required to live on campus for the duration of the summer semester. For the safety and protection of all, Duquesne University and the Gussin Spiritan Division have established the following regulations:

1. **On Time**

   Students must be on their floor each night according to the following schedule:

   - Sunday - 11:30 p.m.
   - Monday through Thursday - 11:00 p.m.
   - Friday and Saturday - 1 a.m. (if the student will be staying on campus over the weekend).

2. **Sign In/Out Procedure**

   So that we will know where a student is and when he/she will return—in the event that his/her parents are trying to reach him/her or an emergency occurs—the following policy on sign-out/sign-in has been set:

   a. If leaving the Living/Learning Center or campus after the last class of the day, the student must sign out on the form posted near the elevator and indicate his/her destination. When the student returns, he/she will sign in on the same form indicating the time of return.

   b. If staying on campus over the weekend, the student will follow the sign-in/sign out procedure described above.

3. **Weekends**

   NOTE: By notifying the residence staff of his/her intentions for the weekend, the student assures the availability of meals over the weekend and protects his/her safety.

   a. If staying on campus over the weekend, the will sign in and out of the building/campus just as during the week.

   b. The student is to advise the Resident Assistant by Wednesday at 11 p.m. that he/she will be leaving campus for the weekend.

   NOTE: Parent(s)/guardian(s) will be notified on Thursday evening that the student will not be staying on campus for the weekend.
4. Campus Leave Policy

The student wishing to leave campus between 9 am and 9 pm Monday through Thursday, must submit a written request at least 48 hours before the intended departure. The request must include a phone number(s) where the student and the parents can be reached, the expected departure time, the expected return time, and the reason for the leave.

Remember that academic obligations during the Summer Semester do not change if a student is granted leave during the week. He/she will still be required to complete class assignments and take exams.

The student should consider the following suggestions to eliminate the need to seek leave:

- Schedule medical and dental appointments for weekends or before or after the Summer Semester so that they will not interfere with his/her academic responsibilities.

- Family events are important, but sometimes they can interfere with the student’s need to write a paper or prepare for an exam. Perhaps family events can be rescheduled for weekends or for after the Summer Semester.

No guarantee is made that a request for campus leave will be granted.

5. Visiting Hours

The following guidelines on visiting are designed to respect and protect the rights all Spiritan Division students. They guarantee that students will have quiet time for study and sleep, and that students will live in harmony.

A student must be considerate of his/her roommate. Guests should be entertained in the TV lounge instead of in the dorm room.

NOTE: It is University policy that students are responsible for their guests, including parents, and that the student must sign them in at the main desk upon arrival and out upon leaving.

Additionally, no visitors should be in a student’s room during class periods or for the duration of other Summer Semester activities, such as tutoring or nights out.

a. Visiting hours are from the end of the last class until 6:45 p.m., and again from 8:45 p.m. to 10:45 p.m., Monday through Thursday. Visiting extends until 12:45 a.m. on Fridays and Saturdays and until 11:15 p.m. on Sundays.

The student must submit a written request no less than 24 hours before the intended departure to Dr. Uhuru Hotep by email to hotep@duq.edu or carry it to the Spiritan Division offices.
b. The student’s roommate and floor mates may want to sleep in, so no visitors are allowed in the dorm room before 10 am on Saturdays and Sundays.

NOTE: Parents and guardians may visit in a student’s room at any time.

6. Duquesne University Policy on Drugs and Alcohol
The University’s policy, in compliance with State law, forbids drugs and alcohol in the Living/Learning Centers. This policy applies equally to all residents and their guests. Violations will be dealt with according to University procedures and legal regulations.

7. Safety First

a. For student safety, the University has a policy prohibiting the playing of sports in the hallways of the Living/Learning Centers—no hockey, basketball, soccer, tennis, frisbees, or . . .

b. Attendance at residence hall meetings called during the Summer Semester is mandatory. The student’s cooperation and attention during such meetings will move things along quickly.

8. Violations of Residence Hall Governance

a. First offense - verbal warning.

b. Second offense loss of visiting hours privileges; other appropriate penalties may be imposed.

c. Third violation - prompt notification of parents/guardian loss of visiting hours privileges; other appropriate penalties may be imposed.

d. Fourth violation - meeting with the Director and possible expulsion from the Program.
GUSSIN SPIRITAN DIVISION STUDENT BENEFITS AND RESPONSIBILITIES

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SUGGESTED READINGS FOR GUSSIN SPIRITAN DIVISION STUDENTS

In addition to reading all of the books and articles assigned instructors in the various courses, the student may find one or more of the following informative and entertaining:


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