The Robert and Patricia Gussin Spiritan Division of Academic Programs, the gateway to Duquesne that allows students to grow and develop at their own pace during their first year at the University.
FOREWORD

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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INTRODUCTION

The Gussin Spiritan Division of Academic Programs strives to enhance the academic skills development and self-confidence of all students, while lending support to the academic achievements of students, stressing the value of academic excellence, assisting students in their total intellectual and professional development, and encouraging a love for learning, thus promoting the philosophy of life-long education.

STUDENT AGREEMENT

In the Student Agreement, the Gussin Spiritan Division of Academic Programs (GSD) has agreed to provide a full range of services to Division students, and the students have agreed to participate in those services that the Division deems appropriate to assure their academic success during their freshman year. Such services as “academic advisement, counseling, diagnostic testing, tutoring, and academic skill building programs” are mandated for Division students. 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.

During the Summer Semester and continuing through the academic year, we will work to identify student-specific needs and tailor our services accordingly. Diagnostic testing conducted during the Summer Semester will help to develop student-specific academic action plans to ensure they are progressing towards their intended major and school of study.

MISSION, GOALS & HISTORY

MISSION OF DUQUESNE UNIVERSITY

Duquesne University of the Holy Spirit is a Catholic university, founded by members of the Congregation of the Holy Spirit, 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.

Duquesne serves God by serving students through:

- Commitment to excellence in liberal and professional education
- Profound concern for moral and spiritual values
- Maintaining an ecumenical atmosphere open to diversity
- Service to the Church, the community, the nation and the world
- Attentiveness to global concerns
MISSION OF THE GUSSIN SPIRITAN DIVISION OF ACADEMIC PROGRAMS

The mission of the Robert and Patricia Gussin Spiritan Division of Academic Programs is to teach, support, and build futures through a diverse and inclusive community of excellence centered on ethics, service, equity, and community engagement.

GOALS OF THE GUSSIN SPIRITAN DIVISION OF ACADEMIC PROGRAMS

- Foster a student-centered environment.
- Provide a holistic approach to learning by addressing both the affective and cognitive needs of Division students.
- Offer undergraduates individualized advising, counseling, tutoring, and instruction that promote successful completion of the Division’s core curriculum as well as courses external to the division’s offerings leading to eventual declaration of majors in various degree programs within schools of the university.
- Provide scholarly and cultural knowledge to effect successful transitions of first-year students into the life of the university.
- Facilitate student transitions to university programs of study.
- Advocate for a climate of inclusion, equity, and collaboration in working with colleagues across the university.
- Enforce greater transparency, efficiency measures, and accountability in Division processes and systems.
- Expand service populations to create a more responsive and sustainable community.
- Pursue capital requests: endowments, grants, and fundraising campaigns.

HISTORY OF THE GUSSIN SPIRITAN DIVISION OF ACADEMIC PROGRAMS

The Gussin Spiritan Division of Academic Programs was established in 1997 and was founded to benefit young adults who are best served through careful advisement and individualized instructional services. The Division provides small classes, early registration, tutoring, diagnostic testing, counseling, campus employment and mentoring opportunities.

In the fall of 2004, Drs. Robert and Patricia Gussin made a generous gift to the University endowing the Gussin Spiritan Division of Academic Programs; thus, the Division was renamed, “The Robert and Patricia Gussin Spiritan Division of Academic Programs.” The Gussins’ 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 GUSSIN SPIRITAN DIVISION PROGRAM

FIRST-YEAR EXPERIENCE

The Gussin Spiritan Division of Academic Programs is a first-year experience. Students enter the program during the Summer Semester and remain in the Division for fall and spring semesters as well. At the end of the student’s first year, he/she may transfer to his school of major, provided he/she has completed all Division requirements and courses and meets transfer requirements of their intended school of major.

CURRICULUM

The Gussin Spiritan Division (GSD) curriculum includes University Core courses—courses taken by all Duquesne University students, (e.g., Thinking and Writing Across the Curriculum) and Division Core courses. Many University Core courses are taught by instructors employed by the GSD. Others are taught by faculty from other academic departments across/off campus. In all cases, GSD students receive the same quality education and are expected to complete the same course requirements as all other University students.

All GSD students are required to complete the first-year curriculum as part of the student agreement. In addition, whenever possible, students may be enrolled in one or more introductory courses in their major. However, **ALL** Division courses **MUST** be completed before students can transfer to their school of major.

The following courses course are included in the GSD curriculum:

**Summer (6 GSD credits)**
- University Core English 101 – *Thinking and Writing Across the Curriculum* (3 cr.)
- University Core – *Research and Information Skills* (1 cr.)
- Division Core – *Strategies for Academic Success* (1 cr.)
- Division Core – *Introduction to University Success* (1 cr.)
- Fundamentals of College Writing
- Thinking and Writing Seminar
- Writing Clinic
- Computer Lab

**Fall and Spring (19 GSD credits)**
- University Core English 102 – *Imaginative Literature and Critical Writing Field* (3 cr.)
- University Core – *Exploring Intercultural Communication* (3 cr.) – Theme Area Global Diversity (TAGD)
- University Core – *Public Speaking* (3 cr.) – Theme Area Faith and Reasoning (TAFR)
- University Core – *Basic Philosophical Questions* (3 cr.)
- University Core – *Biblical and Historical Perspective* (3 cr.)
- Division Core – *Field Observation 207* (2 cr.)
- Division Core – *Field Observation 208* (2 cr.)
DIVISION FRESHMAN CREDIT TALLY

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits Earned</th>
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<tbody>
<tr>
<td>Total Gussin Spiritan Division Core1</td>
<td>25</td>
</tr>
<tr>
<td>Total Student Selected Courses (including but not limited to courses in the intended school’s curriculum)</td>
<td>9</td>
</tr>
<tr>
<td>Grand Total Freshman Year credits (Max of 25 credits)</td>
<td>34</td>
</tr>
</tbody>
</table>

THE FIELD EXPERIENCE – SERVICE LEARNING COMPONENT

A hallmark of the Spiritan tradition—the Spiritans are the congregation of priests and brothers who founded and own the University and for whom the Division is named—is service to the community. It is within this context that the Division curriculum requires a field experience course that satisfies the University service learning requirement and brings Division students face-to-face with local elementary, middle and high school students for tutoring and mentoring. Students in other schools and divisions of the University also engage in service learning as graduation requirements.

The Gussin Spiritan Division curriculum devotes four credits to service learning in a required field experience course. Instruction in the field experience course for the fall semester covers an array of learning experiences to ready students for tutoring young students 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 local communities or after-school programs.

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1 The Gussin Spiritan Division core includes University core requirements that all Duquesne students must complete.
2 Students generally earn 36 credits by the end of the spring semester, and the 12 additional credits taken should apply to students’ intended schools of major.
3 Completion of a service learning experience is required of all Duquesne University students in order to qualify for graduation.
### University Core Curriculum

<table>
<thead>
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<th>University Core Courses (21 credit hours)</th>
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<tr>
<td><strong>English Composition</strong> (6 credits total)</td>
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<tr>
<td>UCOR 101 <em>Thinking and Writing Across the Curriculum</em> (3 cr.)</td>
</tr>
<tr>
<td>UCOR 102 <em>Imaginative Literature and Critical Writing</em> (3 cr.)</td>
</tr>
<tr>
<td><strong>Philosophy</strong> (3 credits)</td>
</tr>
<tr>
<td>UCOR 132 <em>Basic Philosophical Questions</em></td>
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The Theme Areas are:

- **Creative Arts**
- *Faith and Reason*
- *Global Diversity*
- **Social Justice**

*Theme Area requirements in *Faith and Reason* and *Global Diversity* are already satisfied within the GSD curriculum.*

### Declaring a Major

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

GSD students complete a specific curriculum of University and Division core courses, and then transfer to one of Duquesne’s schools of study. Once students have completed their first-year curriculum with passing grades, they generally declare a major in their school of transfer.
Details about the various majors offered by University schools can be found online:

**McAnulty College and Graduate School of Liberal Arts** - [www.duq.edu/liberal-arts](http://www.duq.edu/liberal-arts)

**Bayer School of Natural and Environmental Sciences** - [www.duq.edu/science](http://www.duq.edu/science)

**A.J. Palumbo School of Business Administration** - [www.duq.edu/business](http://www.duq.edu/business)

**School of Education** - [www.duq.edu/education](http://www.duq.edu/education)

**School of Nursing** - [www.duq.edu/nursing](http://www.duq.edu/nursing)

**School of Pharmacy** - [www.duq.edu/pharmacy](http://www.duq.edu/pharmacy)

**Rangos School of Health Sciences** - [www.duq.edu/health-sciences](http://www.duq.edu/health-sciences)

**Mary Pappert School of Music** - [www.duq.edu/music](http://www.duq.edu/music)

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**Summer Semester**

The Summer Semester is a college experience designed to provide an early introduction to college life. Students will be engaged in classes Monday through Friday from 9 a.m. until 4 p.m. Evenings will include a writing clinic and a computer lab.

Students will also be given a series of diagnostic tests to determine appropriate academic assistance for fall and spring semesters.

Students participating in the Gussin Spiritan Division five-week Summer Semester are enrolled in credit and non-credit courses and can expect services to enhance their learning experience and activities/events chosen to add to the development of community among the students. Many services will continue throughout the student’s tenure at the University.

The Summer Semester requires all Gussin Spiritan Division students to live on Campus, a requirement designed to enhance community building among Division students. *(Summer residence hall regulations can be found in the Appendix).*

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**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 practical use of technology to support course work, focus on developing critical reading and thinking skills, and explore such topics as individual learning styles and motivation.
GSD Activities and Events

- The Summer Semester begins with the Student/Parent Orientation.
- Summer activities and off-campus events are designed for student cultural enrichment, community building, and relaxation. The selection of off-campus activities varies from summer to summer, and results from student surveys are used to plan such events. All planned activities and events are mandatory.
- The Summer Semester concludes with an awards ceremony.
- In the Spring Semester, the Annual GSD Reception is held.

Division and University Student Support Services

Special Student Services

The Gussin Spiritan Division and the University offer support to students with diagnosed learning disabilities. However, there are specific differences between the laws and requirements set for elementary and secondary schools and for colleges and universities.

The burden moves from the educational unit to the student once the student enrolls in college.

Specifically, the student, not the University, must identify him/herself as a student with special needs. Once we have been informed of a student’s special needs for accommodation—such as extended time to take an examination—the University will arrange for such accommodations. Ultimately, the student is responsible for initiating and following through with the process of seeking accommodations. The Office of Freshmen Development and Disability Services, www.duq.edu/disability-services (412-396-6657), as well as the Gussin Spiritan Division of Academic Advisor will assist in this process.

Tutoring

Gussin Spiritan Division advisor and counselors monitor student progress throughout the Summer Semester and academic year, and will intervene when they learn of a student’s academic difficulties in any course(s) by recommending tutoring for the student. Tutoring is an academic tool used by successful students across campus. It supplements class attendance and augments study time. Tutoring is not a substitute for class attendance and tutors will not do a student’s work.

The LD diagnosis can be no more than three years old.

Tutors are available for most courses at no charge.
The Gussin Spiritan Division Academic Advisor may determine that students should be assigned a tutor in one or more courses. Such assignments are made to ensure success in the selected course(s), so regular and active participation in such tutoring is expected. (Remember -- failure to engage in mandated tutoring, especially if a student’s progress in the course(s) is substandard, is a violation of the student agreement).

**PERSONAL DEVELOPMENT COUNSELING**

The Gussin Spiritan Division recognizes that many students enter college uncertain of their educational and career goals. Some lack well-established plans, and for others, the transition into college may cause anxiety and stress, as may the lack of knowledge about campus resources.

The primary goal of the Division’s Counseling Component is to assist students with personal and academic adjustment to college and to help them define their educational and career goals. While counseling is an optional and confidential service of the Gussin Spiritan Division, we prefer to meet with students regularly throughout the semester, as students must learn to manage the social, emotional and practical sides of life. In counseling, we strive to address a wide range of experiences in a meaningful way.

**DUQUESNE UNIVERSITY ACADEMIC POLICIES**

**ACADEMIC INTEGRITY POLICY**

We, the Duquesne University family—students, administration, faculty, staff—have expectations regarding how we conduct ourselves, both on campus and off.

The *Code of Student Rights, Responsibilities, and Conduct* details what the University demands of all students. The student code lists twelve expectations. The fourth one challenges students to “Be honest and have integrity in all that you do.”

Honesty and integrity are expected in student conduct as a Duquesne University student and unconditionally required in students’ pursuit of a Duquesne degree. The University Academic Integrity Policy explains the expectations to which students are held as a result of their enrollment at Duquesne. All Duquesne University students are required to be aware of and avoid all forms of cheating on exams, class work and homework. Students can expect that instructors will emphasize the Academic Integrity Policy through discussion as well as by including the written statement in the course syllabus.

The Academic Integrity Policy defines which behaviors constitute honesty and integrity in course work and which do not. In addition, the policy defines violations by students as any behavior that seeks “credit for intellectual work that is not their own.” Specifically, the policy prohibits:

- “Cheating on quizzes, tests, examinations, or projects.” Cheating is defined as all “forms of deception intended to affect grades or other outcomes…” Essentially, any unauthorized prop or method used to improve your grade on a quiz, test, exam, or project illegitimately is cheating.
Gussin Spiritan Division instructors, administration and students are obliged by the University to report violations of the Academic Integrity Policy. Penalties for violations include “oral and/or written reprimand; lowered grade or failure in 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.”

The syllabus for each course should include an Academic Integrity statement, and instructors generally spend some class time going over the policy. It is in a student’s best interest to understand the policy and to be diligent in avoiding any and all violations, because they will be held accountable for any violation “…whether or not [it is] of a deliberate intent to deceive…”

We cannot emphasize too strongly the importance of meeting the University’s and the Division’s academic integrity expectations. Violations are dealt with swiftly and with serious Consequences.

CONFIDENTIALITY OF STUDENT RECORDS

Duquesne University regards the eighteen-year-old or older student’s personal information and academic record as a matter of confidence between the student and the University. The contents of such a student’s records may be revealed only in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA): Public Law 93- 380, Section 438, as amended, i.e., to a third party/parties only if the student grants a written waiver of privacy.

So that we may bring information about Gussin Spiritan Division students to their parents’/guardians’ attention, students must grant a waiver of their rights. This is not a requirement of the Division, but we believe that parents/guardians play an important role in students’ personal and academic development. A student’s permission to allow us to share information about them to their parents will enhance parents’ impact on student success as a University student. However, students can be sure that we will reveal nothing of a confidential nature that is revealed in counseling.
**REGISTRATION**

Each academic semester has a pre-registration, final registration and late registration period. The registration periods are available on the “Registration” tab of the University Registrar’s website. ([www.duq.edu/academics/university-registrar](http://www.duq.edu/academics/university-registrar))

The Gussin Spiritan Division Academic Advisor is the only person authorized to register GSD students and to change their class schedules.

Check the academic calendar for each semester for University-established drop-add deadline dates. ([www.duq.edu/academic-calendar](http://www.duq.edu/academic-calendar)).

For a student’s registration to be recognized as official, either full payment of tuition and fees must be paid by final registration or a payment plan must be arranged with the Student Accounts Department. For details, call this office at 412-396-6585. Additionally, all obligations, financial or otherwise, must be met before a student can register for a future semester.

A student’s registration can be blocked by “holds” imposed on his/her account. If such a hold exists, the student is not permitted to register. Further, students will only receive credit for courses in which he/she is officially registered.

The following holds may exist on a student’s account:

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

**COURSE WITHDRAWAL**

Duquesne University **first-semestër freshman** may officially withdraw from one or more courses up to the last day of classes, except for athletes who must meet NCAA regulations requiring them to maintain full-time status. After the first semester, students may withdraw from courses according to the date specified in the academic calendar for the semester in which s/he is registered.

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 the course. A “W” grade is preferable to an “F.” A course withdrawal (“W”) will have no negative impact 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 repeat such course.

The University requires students to attend the specific course for which they are registered to ensure that they receive credit, i.e., a grade for the course.
RECEIVING AN INCOMPLETE “I” GRADE

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. As a general rule, to be eligible for an “I” grade, students must have completed two-thirds of the course work at minimum “C” level.

If a student has an “I” grades in any course, he/she will have until approximately the mid-term of the following semester to complete course requirements. Failure to complete requirements by the date indicated in the academic calendar 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.

ATTAINING DEAN’S LIST STATUS

Academic excellence is recognized at Duquesne through the Dean’s Lists compiled each semester by the College, the Schools of the University and the Gussin Spiritan Division. To be on the Dean’s List, a student must have completed at least 12 credits that semester (excluding any Pass/Fail credits) and earned a QPA of at least 3.5 for the semester, with no grade lower than a “C” and with no “I” or “W” grades.

WITHDRAWING FROM THE UNIVERSITY

Should a student decide to withdraw from the University once the semester has started, he/she must notify the Gussin Spiritan Division Director and Academic Advisor of their decision in writing. Depending on when during the semester a student withdraws or the reason for withdrawal, he/she may be eligible for a partial refund of tuition or tuition payment may be due.

There is an official University tuition refund schedule in place ranging from 100 percent if the withdrawal is effective the first day of classes to zero if the withdrawal comes later than the end of the fourth week of the semester.

WHY WITHDRAW?

To ensure against permanent failing grades on your transcript and re-admission problems should you decide to return to Duquesne at a future date, it is imperative that you officially withdraw from the University rather than simply stopping class attendance. Failure to officially withdraw from the University could also negatively impact any future applications to other colleges as those colleges will require transcripts of previous college work.

TAKING COURSES AT OTHER COLLEGES OR UNIVERSITIES

Students may be permitted to take a course or two at another college or university. The student’s Academic Advisor must be consulted and he/she must provide written authorization for this to occur. Failure to secure the approval may result in Duquesne University’s rejection of the credits earned at the other institution.
STUDENT ACADEMIC PROGRESS

MEASURING STUDENT’S PROGRESS TOWARD HIS/HER DEGREE

The University policy on academic progress states that “progress toward a degree is measured by the cumulative quality point average,” and the student whose record does not demonstrate such progress is subject to dismissal. In general, therefore, the following actions apply to Duquesne students whose cumulative academic averages do not meet established University standards:

- Any student who fails three courses in a semester may be dismissed from the University regardless of the number of credits attempted or completed.
- A freshman who has attempted 15 or more credits in one academic year but has not achieved a QPA of 2.0 is, in general, subject to the following:
  - Academic warning if the QPA is 1.75-1.99
  - Probation if the QPA is 1.50-1.74
  - Dismissal if the QPA is under 1.50

MEASURING STUDENT PROGRESS IN THE DIVISION

While students are subject to the University academic standards that measure their progress toward your degree, the Division will evaluate student progress toward their major. Such progress includes:

- Completion of the Division’s required first-year curriculum
- Achievement of a cumulative quality point average of at least 2.0
- Completion of any courses deemed pre-requisite by the applicable department

MID-TERM AND FINAL GRADE REPORTS

The Gussin Spiritan Division will be in contact with course instructors throughout the semester. Should a student have a “D” or an “F” in any course by the mid-term, she/he will receive a mid-term grade report and will be required to meet with their instructor(s) and academic advisor to identify strategies for improvement over the second half of the semester. Students who earn multiple mid-term “D’s” and/or “F’s” will be required to meet with the GSD Student Standing Committee. Final grades will be available on DORI approximately one week after the official end of a semester.

7 The freshman student who has earned less than a 2.0 overall QPA for the first semester and/or had three or more F’s for that semester, is required by the University to be enrolled in the course, Pathways to Success in his/her second semester and is restricted to no more than 13 credits, including this course, for that semester.

8 Mid-term grades do not become a part of your permanent academic record.
COMPUTING QUALITY POINT AVERAGE

Students can compute their Quality Point Average (QPA) by adding the quality points they have earned and dividing the total by the number of credits they have attempted. For example, a student carried 12 credits in a semester (four three-credit courses) and earned 2 A’s, 1 B and 1 C, he/she would have a QPA of 3.25 for that semester (39 quality points divided by 12 credits attempted). The numerical value of each letter grade is A=4; B=3; C=2; D=1; and F=0.

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 the student should be placed on probation or dismissed from the University. Recognizing that the first year of college may be challenging, 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. Extended Retention is an option exercised on behalf of the struggling student who is in full compliance with the contract signed at the beginning of the year.

SPECIAL NOTE: The University requires first-semester freshmen who do not achieve a 2.0 to complete the one-credit course, Pathways to Success in the spring semester.

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 and participated in GSD activities.

Students who do not meet the University standard for academic achievement by the end of their second year will not be permitted to continue their studies at Duquesne. A dismissal decision is based on regular progress reviews by the Gussin Spiritan Division Student Standing Committee and the University. The GSD Student Standing Committee will advise students in writing if they are dismissed from the University.

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9 The 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.
END-OF-YEAR EVALUATION

The Gussin Spiritan Division evaluates the progress of its first-year students at the end of the fall and spring semesters. Students are assessed to determine whether or not they have met the Division requirements and are eligible to transfer to their intended school of major. Students may request an internal transfer to their school of choice at the end of the spring semester provided they meet all requirements.

(For example, to transfer to the School of Business, students must have a minimum 2.5 cumulative QPA and have earned a “C” or higher grade in College Algebra and Calculus for Non-Science).

Students who do not meet the Division’s or the school’s requirements will remain in the Gussin Spiritan Division until such requirements have been met.

TRANSFERRING TO SCHOOL OF MAJOR

The Gussin Spiritan Division Academic Advisor meets with each student to determine if he/she is permitted to transfer at the end of the spring semester. In addition, students must complete an internal transfer application and follow the procedures as required. Any question about the transfer process should be directed to the GSD Academic Advisor.

CAMPUS RESOURCES

University departments provide information and/or services to students, faculty and staff. These departments have specific policies and procedures, including those influenced by external factors such as state and/or federal legislation. It is essential for students to know where to go for assistance on campus.

Financial Aid

If you have questions about financial aid packages or the status of an application for aid, contact the Office of Financial Aid at 412-396-6607 or online at www.duq.edu/financial-aid.

Student 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/academics/gumberg-library.

Michael P. Weber Learning Skills Center

The Michael P. 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.
STUDENT LIFE AT DUQUESNE UNIVERSITY

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

Residence Life is the office to call, 412-396-6655, with questions about fall and spring semester room assignment or online at www.duq.edu/residence-life.

Duquesne residence students are assigned a mailbox numbers in the Student Mail Center located on the second floor of the Towers Living and Learning Center. For details call 412-396-6601.

Parkhurst Dining can answer your questions about campus dining. Call 412-396-6612 or go online to www.duq.edu/life-at-duquesne/dining.

Campus parking is strictly enforced, and violations are ticketed.

Need information about parking on campus? Call Parking and Traffic Management at 421-396-5267 or see them online at www.duq.edu/about/campus/parking.

Do not forget that every new student must show evidence of the required immunizations or present exemption forms. Reach the Health Services online at www.duq.edu/health-service or by phone at 412-396-1650.

Address your campus technology questions like internet connections or email accounts to Computing & Technology Services (CTS) at 412-396-HELP (4357) or online at www.duq.edu/about/campus/computing-and-technology.

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 find 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.

FRESHMAN ORIENTATION

We strongly urge our Gussin Spiritan Division students to participate in orientation: a student created and 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.

**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/.

**Gussin Spiritan Division Student Responsibilities**

In accepting admission to Duquesne, your son/daughter and the University entered into the GSDAP Student agreement (see Appendix), which outlines the responsibilities he/she has to the University and the duties the University has to him/her.

It is critical to his/her success that he/she honor the promises made in that signing the agreement and remain in compliance accordingly. It is easy for a student to stay in compliance with the GSD contract, and the following behaviors will guarantee it:

- Attending classes regularly and arriving on-time. Attendance is taken at each session 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 six meetings a semester with the Gussin Spiritan Division Advisor to discuss his/her academic progress
- Participating in the Gussin Spiritan Division’s Academic Strategies course and Seminar
- Creating an e-Portfolio website to document personal and academic growth and achievements during freshman year
- 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 term
FACTS 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.

2. What happens after a student finishes the Gussin Spiritan Division curriculum, but has been told that he/she still cannot declare his/her major yet?
   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 cannot do that yet, it means that there is some other requirement that he/she has not yet met a minimum QPA, completed pre-requisite courses. Check with the GSD Academic Advisor for clarification.

3. Do courses taken in the Gussin Spiritan Division count toward a student’s degree? Gussin Spiritan Division students take the same courses as other first-year students. So, yes, these courses count toward a student’s degree either as core or elective courses.

4. Will Gussin Spiritan Division students take all of their classes with other Gussin Spiritan Division students?
   GSD students will be with each other 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 broadest possible support so that the student can be academically successful. The remainder of the freshman courses, including introductory courses in the intended major, will be with the general University population.

5. Will students in the Gussin Spiritan Division 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 critical, however, that those credits be in courses listed by the student’s school or department as satisfying the requirements for the major and degree. Some programs, such as Pharmacy, Nursing and Health Sciences, require more credits and generally cannot be completed in four years.
   Staying in touch with the GSD Academic Advisor will assure that students stay on track in their academic program.
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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 ____________________________________
Timothy R. Austin, Ph.D.
Provost and Academic Vice President

By _____________________________________________________________________
Gussin Spiritan Division of Academic Programs
Student

By ____________________________________
Judith R. Griggs, Ph.D.
Director, Gussin Spiritan Division of Academic Programs

By _____________________________________________________________________
Debra Zugates, Director, M.S.Ed.
Office of Admissions
Duquesne University
Academic Integrity Policy and Procedures

I. Introduction
An essential element of Duquesne University's mission to educate the mind, the heart and the spirit is the University's commitment to maintaining and promoting an atmosphere where knowledge and inquiry are respected and encouraged. At Duquesne, as at other American institutions of higher education, our individual and collective search for truth and understanding is founded on the core principle of academic integrity. For Duquesne students and professors alike, academic integrity is essential to our efforts to master existing knowledge, to discover or create new knowledge, and to demonstrate or transmit our knowledge or understanding through academic endeavors like test-taking, writing and teaching.

Academic integrity at Duquesne can be summarized briefly. In its simplest terms, academic integrity is the pursuit of knowledge and understanding in an honest and forthright manner. This is because intellectual endeavors—on site or online; in the library or the laboratory; in a classroom, a Living-Learning Center, or any off-campus learning environment—can only be conducted in an atmosphere of respect for the truth, commitment to the unfettered spirit of inquiry, and acknowledgment of the different contributions and perspectives of others.

- Academic integrity means pursuing truth with true passion while maintaining the humility to recognize and accept that our own understanding may be incomplete or contingent.
- Academic integrity means acknowledging the contributions of others, specifically and completely, using the conventions for acknowledging sources that are appropriate to particular intellectual traditions or disciplines.
- Academic integrity means representing others' work accurately and distinguishing clearly our own ideas and insights, and our language, from the work (and wording) of others.
- Academic integrity means seeking or receiving credit (including grades and other measures of accomplishment) only insofar as we have earned it as a result of our own intellectual efforts; it means not taking credit for work that is not our own.
- Academic integrity means representing ideas and opinions with which we may disagree
in a clear and fair manner, according the same respect to material we may criticize that we would wish for our own work.

- Academic integrity means taking examinations and completing assessments honestly, and according to directions, so that results are a true measure of our own attainments.
- Academic integrity means treating the work of others-in laboratories, collaborative projects, or any learning endeavors-with the respect we would wish for our own work.

Academic integrity means, in short, that we at Duquesne are dedicated to pursuing our academic and intellectual endeavors with honesty and honor.

The Policy and Procedures set forth here govern the administration of academic integrity throughout Duquesne University and cover the specific roles and responsibilities of individual schools and programs. All student appeals related to academic integrity are to be governed exclusively by the University (and College/School) Academic Integrity Policy and Procedures. The University Policy and Procedures will be promulgated on the Duquesne University web site, in the Student Handbook, and through other means so they may be easily accessed by all members of the Duquesne community.

All members of the Duquesne University community—including faculty, students, administration and staff—are responsible for upholding academic integrity and maintaining a culture in which academic integrity can flourish.

Faculty responsibilities include maintaining integrity in their own work and professional lives. Faculty are also responsible for teaching students about academic integrity, particularly in accordance with the specific expectations and conventions of their disciplines, and structuring assignments and examinations in ways that will help students maintain academic integrity. If faculty believe or suspect that academic integrity may have been violated, they must also play a central role in investigating and judging violations and administering sanctions.

Student responsibilities include maintaining academic integrity in all class assignments, examinations, research and/or writing projects, and any other academic endeavors related to their courses of study.
II. Definitions and Standards: Violations of Academic Integrity

Academic integrity can be compromised in any number of ways. 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 or who destroy or contaminate 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 as well as wireless communication or computing devices, calculators, formulas, computers, 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 also 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 possession 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, the use—whether by summary, paraphrase, copying, direct quotation, or a combination of such methods—of the published or unpublished work or the specific ideas of another person or source without full, clear and specific acknowledgment (including the use of quotation marks or other conventions to indicate the source's 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 persons or an agency or entity engaged in providing or selling term papers or other academic materials. Plagiarism may also include the submission, without the instructor's approval, of work submitted for credit in another course.

- **Deceit in academic matters.** Deceit may include, but is not limited to, deliberately
furnishing false information to or withholding relevant information from any University instructor, official, or office.

- **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.

### III. Academic Sanctions

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) lowered grade or failure on an assignment; lowered course grade; course failure; suspension or dismissal from a course; suspension or dismissal from the College or School or from the University; and/or revocation of a degree. If a student is accused of an academic integrity violation before the published course withdrawal deadline, he or she may not withdraw to avoid a course grade sanction. If a student is guilty of violating academic integrity, information regarding the violation and sanction will be maintained by the Office of the Provost.

### Academic Integrity Procedures

All schools of the University will have academic integrity policies and procedures that are consistent with the University Policy and Procedures. As a rule, School procedures will specify standards and expectations appropriate to that School and its mission; students enrolled in courses offered by that School will be governed by its procedures. Provisions in the policies and procedures of a School may deviate from and supersede the University Policy and Procedures only when they represent accepted practice for the discipline concerned as this is reflected in publications of the relevant professional association or accrediting body. Each such provision must be approved by the Provost and Vice President for Academic Affairs and clearly noted as an exception to the University Policy and Procedures wherever the School's policy and
procedures are published. In all cases, School procedures will specify mechanisms for insuring that students accused of academic integrity violations are afforded the protections of due process, including the availability of School-level appeals processes.

While individual faculty members will generally have responsibility for course-level sanctions (that is, sanctions up to and including a reduced or failing course grade), schools will follow the procedures outlined for handling more serious situations involving students enrolled in their programs or taking their courses—that is, situations that could potentially lead to more severe sanctions than failure in a course (for example, repeated or particularly egregious violations that might lead to suspension or dismissal from the School or University). The College and individual schools are responsible for

- promulgating School policies and procedures to their students and faculty alike and providing ready access to their policies and procedures (e.g., on School websites);
- educating students about School expectations regarding academic integrity and specific methods and conventions for maintaining it;
- overseeing academic integrity in their courses and programs; and
- maintaining School records of academic integrity violations.

In courses that are not offered by a specific School (e.g., University Core courses), the policy and procedures of the department or faculty member offering the course will apply. In areas of the University that do not have their own policy and procedures (e.g., the Honors College), the policy and procedures of the McAnulty College and Graduate School of Liberal Arts will apply by default.

ALL academic integrity cases that result in sanctions including, or more serious than, a failing grade for an assignment must be reported to the appropriate offices, including the Office of the Dean of the School in which the student is enrolled (see below) and the Office of the Provost, which maintains records of violations of academic integrity. Each School (College) should develop guidelines for contacting the Office of the Provost with inquiries about whether a particular student has committed a prior academic integrity violation and evaluating any information it receives.
I. Roles and Responsibilities within the College and the Schools

Course instructors are responsible for upholding academic integrity in regard to work under their supervision performed both in and outside of class. They have primary responsibility for evaluating evidence of violations and imposing appropriate sanctions. All cases that result in sanctions including, or greater than, a failing grade for the assignment on which the violation allegedly occurred must be discussed with the instructor's department chair or program director within 5 university days. If the student is majoring in a different area from the one where the violation occurred, the relevant department chair and Dean should also be notified. If the instructor determines that the sanction to be applied is equivalent to or greater than a failing grade for the assignment, the instructor should inform the student of the sanction in writing or via email, generally within 10 university days. At that time, the instructor should also inform the student that it is his or her right to appeal the instructor's finding of a violation and/or imposition of a sanction to the School (College) Academic Integrity Appeals Committee or its equivalent. The student should initiate any appeal within 10 university days after the instructor has communicated with her or him regarding a violation or sanction.

The recommendation of the School (College) Academic Integrity Appeals Committee will be communicated in writing or via email to the Dean, and, if the student is not enrolled in that School, the Dean of the student's School. The Dean of the student's primary School/College may impose the sanction as recommended or impose a lesser sanction. For especially serious sanctions (e.g., suspension or dismissal from the University), the Dean will forward a recommendation to the Provost and Vice President for Academic Affairs for implementation.

Each School's (College's) Academic Integrity/Standing Committee should have oversight of matters related to academic integrity in that School (College).

II. Role and Responsibilities of Provost and Vice President for Academic Affairs

In the most serious cases, defined as those that might lead to suspension or dismissal from the University, the Dean's recommendation is transmitted to the Provost and Vice President for Academic Affairs for action within 10 university days of its receipt. If the student requests a University-level review (see below) or if the Provost has any concerns about the evidence or the
fairness of the School's proceedings, the Provost may refer the case to the University Academic Integrity Appeals Committee.

The Provost will determine the student's ability to attend classes, clinicals or internships during the appeal process, based on the severity and context of the academic integrity violation. If the student's appeal is granted, the student will be provided with an accommodation to address any class or clinical time missed during the appeal process.

III. Role and Responsibilities of the University Academic Integrity Appeals Committee
A student has the right to a University-level review of his or her case. Often this will be conducted informally by the Provost (or his or her designee), who will review the written record of the case. The Provost may refer the case to the University Academic Integrity Appeals Committee for review if the student presents compelling evidence that the proceedings in the School or College were inadequate. The Committee, at its discretion, may wish to go beyond an examination of the written record and hold a hearing at which the student and other witnesses may appear. The Committee must forward its recommendations regarding the case to the Provost within 15 university days or receiving the referral.

The University Academic Integrity Appeals Committee hearing an academic integrity case shall consist of three faculty members (chosen by lot from a pool of eleven elected to represent all of the schools in the University plus the Gumberg Library) and two students (chosen by lot from a pool of ten elected students representing all schools in the University). The faculty members and students chosen to serve on any academic integrity case may not be members of the department in which the alleged infraction occurred. Undergraduate representatives will participate in cases dealing with undergraduate students and graduate representatives in cases dealing with graduate students.

IV. Role and Responsibilities of the University Academic Integrity Committee
Oversight of matters related to academic integrity is vested in the University Academic Integrity Committee, which is advisory to the Provost and Vice President for Academic Affairs. This committee will include representatives from the schools and the College, Gumberg Library, the Graduate and Professional Students Association, and the Student Government Association.
Among its responsibilities are monitoring University and School (College) policies and procedures pertaining to academic integrity and advising the Provost on academic integrity issues. In concert with the staff of the Center for Teaching Excellence and/or Gumberg Library, the committee will identify and share resources and best practices for maintaining academic integrity.
Summer Residence Hall Guidelines

The following rules/regulations have been established for the safety and protection of all Gussin Spiritan Division (GSD) students who must live on campus during the summer semester.

1. Meetings
   
   ALL residence hall meetings are MANDATORY.

2. Curfew
   
   The curfew schedule is as follows:
   
   a. Sunday 11:30 PM
   b. Monday – Thursday 11:00 PM
   c. Friday and Saturday 1:00 AM (applies to students on campus for the weekend)

   Students must be in the Residence Hall by curfew and on their respective floors one hour after curfew.

3. Quiet Hours
   
   “Excessive noise or behavior that disturbs others, endangers personal safety, or violates the desired standards of quiet conducive to study or sleep is not permitted. All residents must observe quiet hour regulations. Quiet hours must also be observed in common areas and lounges. Loud stereos, televisions and other distracting noises will not be tolerated and will result in disciplinary action.”

   For complete details, see, www.duq.edu/life-at-duquesne/residence-life.

   **Quiet hours must be observed between:**
   
   a. 8:00 PM to 8:00 AM Sunday-Thursday
   b. Midnight (12:00 AM) to 8:00 AM Friday and Saturday

4. Sign In/Out Procedure
   
   In case of an emergency and for safety reasons, the GSD Residence Staff must be informed when students leave campus. Students who leave campus during the week MUST notify their assigned Resident Assistant or the Resident Director. Students must return to the Living Learning Center by curfew.
5. **Weekends**

The Residence Staff must be advised each week which students are staying on campus and which students are leaving campus for the weekend.

a. Students must advise their Resident Assistant by **11:00 PM, Wednesday** whether they are leaving or staying on campus.

b. Parents must sign the weekend release form at the start of the summer semester.

c. The Parent(s)/Guardian(s) of students leaving campus will be notified on Thursday evening.

6. **Campus Leave Policy**

Students who want to leave campus between **9:00 AM and 9:00 PM, Monday through Thursday**, MUST submit a **WRITTEN** request to the Associate Director (hotep@duq.edu) at least 24 hours before their intended departure. Requests must include a phone number(s) where you and your parents can be reached, the time you expect to leave campus, the time you expect to return, and the reason for the leave.

Keep in mind that academic obligations during the summer semester do not change if students are granted leave during the week. Students will be **required** to complete all class assignments and exams.

Parents and students should consider scheduling medical/dental appointments, or family events on weekends or before/after the Summer Semester begins, if possible.

7. **Visiting Hours**

The following visitation guidelines are designed to respect and protect the rights of all GSD students and to foster an environment for study and harmonious living.

University policy mandates that each student is responsible for his/her guests, including parents. Students must sign in all guests at the front desk upon their arrival and sign out upon their departure. **ALL guests MUST have valid identification to enter the Living/Learning Centers, NO EXCEPTIONS!**

Additionally, NO VISITOR(S) should be in students’ rooms during class periods or any other scheduled activities, such as tutoring and cultural events.
Visiting hours:
  a. After classes end until 6:45 PM, and from 9:15 PM until 10:45 PM, Monday-Thursday.
  b. After 10:00 AM until 12:45 AM on Fridays & Saturdays.
  c. After 10:00 AM until 11:15 PM on Sunday.
  d. All guests MUST be checked out prior to curfew.
  e. No visitors are permitted before 10 AM; however, parents/guardians may visit at any time.

8. Drug & Alcohol Policy:
   “All matters relating to alcohol are governed by the Pennsylvania Liquor Code and related state statutes. As members of the general public of the Commonwealth, students are expected to have full knowledge of these laws. As members of the resident student body, students are required to observe Pennsylvania laws.”
   “The drinking age in Pennsylvania is 21 years or over. No person under 21 years of age is permitted to consume, transport, possess, or be in the presence of any alcoholic beverage. Failure to comply will result in disciplinary action. In addition, students who are under the age of 21 are also prohibited from having full or empty alcohol containers and/or paraphernalia in the Living/Learning Centers. This includes, but is not limited to: cans, bottles, shot glasses and bongs/funnels.” For complete details, see, www.duq.edu/life-at-duquesne/residence-life.

9. Living & Learning Center Safety:
   Duquesne University strictly prohibits hall sports of any kind. “The playing of sports (e.g., baseball, basketball, football, hockey, soccer, Frisbee, the riding of a skateboard, bicycle, roller skates, rollerblades, etc.) and the throwing of water or water balloons in the living area is prohibited. Storage of sporting equipment (e.g., bicycles, hockey equipment, etc.) is not permitted in public areas (e.g., lounges, hallways, bathrooms, etc.). Sports items or equipment may be confiscated until judicial review and will not be returned except to be removed directly from the building.”
10. Violations:
   a. First offence – verbal warning
   b. Second offence – loss of visiting privileges; other appropriate penalties may be imposed
   c. Third offence – prompt notification of parents/guardian; loss of visitation privileges other appropriate penalties may be imposed
   d. Fourth offence – meeting with the Director and possible expulsion from the Gussin Spiritan Division of Academic Programs and Duquesne University
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