

**Academic Integrity Policy  
of the  
McAnulty College and Graduate School of Liberal Arts  
Duquesne University  
September 16, 2006**

At the heart of any university, and at the core of the tradition of Catholic education, lie the liberal arts, the disciplines that ask what it means to be a human being in relation to other humans, to society, and to God. In the McAnulty College and Graduate School of Liberal Arts, the home of the liberal arts at Duquesne University, we strive for academic excellence, search for truth, aspire to live a virtuous life, respect the dignity of the human person, foster a spirit of service to the poor and to all others, and seek to build the communities in which we live and work.

Central to a liberal arts education is the pursuit of truth, knowledge, and wisdom—a pursuit that requires academic integrity from all members of the educational community. The students, faculty, and staff of the McAnulty College and Graduate School are engaged in a collective search for truth in which its members not only seek to understand and appreciate the knowledge produced throughout history, but also strive to produce new knowledge. The knowledge we produce—whether in the form of published books, articles, scientific experiments, artwork, multimedia work, lesson plans, homework, or mathematical equations and formulae—is our work; it is our livelihood; it is the evidence of our learning.

Academic integrity is perhaps the key value in an intellectual community. Academic integrity requires that the members of the McAnulty community not seek or receive credit for intellectual work that is not their own, not falsify or ignore data in order to reach a predetermined conclusion, and not destroy or contaminate another's data or intellectual property. Students, faculty members, and staff members who violate the tenets of academic integrity do not just break the rules of our school: they violate the very spirit of our tradition and community. Academic integrity, moreover, is not limited to the classroom.

Violations of academic integrity take two primary forms: plagiarism and cheating. "Plagiarism" shall be defined here as taking credit, intentionally or not, for intellectual work that is not one's own. "Cheating" shall be defined as violating the rules of the performance of academic or intellectual work: e.g., consulting unauthorized notes during an exam, "double-dipping" a paper or assignment when original work is expected, exceeding the allotted time on a take-home exam, or text-messaging answers during an exam. Other types of violation may include (but are not limited to) fabrication (falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor); aid of academic dishonesty (intentionally facilitating plagiarism, cheating, or other violations); lying (deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission); bribery (providing, offering, or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty); threat (an attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an academic integrity violation); or unauthorized access (gaining unauthorized access to protected academic information, including but not limited to, the registrar's files; a faculty member's computer, files, and/or office; or secure information on an online server).

## **Academic Integrity in the Core Program**

The McAnulty College is the home of most of the classes of the Core Curriculum of Duquesne University, and therefore has a special responsibility to introduce students to the concept and practice of academic integrity. In the Core classes, instructors should take time to talk about academic integrity and the specific expectations of the discipline (e.g., philosophy, history, English) of that particular class. In Core classes, just as in all other classes in the College, students will be held to high standards of integrity and will be expected to know the substance of, and understand that they are subject to, the academic-integrity policies of the University and of the College.

## **Academic Integrity in the Undergraduate Programs outside the Core**

Different academic disciplines and fields of study, just like different professions, have different definitions of academic integrity. In the undergraduate programs and majors, students will learn what is permissible and what is not in that particular discipline: the difference between using a source responsibly and plagiarizing; the difference between using a professor's or classmate's computer code for ideas and stealing that code; the difference between coming up with an equation oneself and illicitly claiming someone else's equation. Students and faculty will also work together to make explicit the difference between collaboration and cheating. To the extent that its discipline creates unique intellectual products and demands discipline-specific expectations of integrity, each department should draw up a short statement of academic integrity focusing only on the issues specific to that department's discipline and ensure that all students enrolled in those classes—not just majors—familiarize themselves with that statement.

## **Academic Integrity in the Graduate School**

Intellectual property is the main product of graduate students' work, whether they are pursuing advanced degrees in philosophy, theology, mathematics, or any other field. Because of this, graduate students should be held to especially stringent requirements of academic integrity by their departments and by their fellow-students. To ensure that students do not commit infractions merely as a result of ignorance, graduate programs should make a point, in informational materials and in classes, to explain exactly what is permissible in their disciplines. In this, departments should be guided by the professional bodies (the Modern Language Association, the American Psychological Association, the American Historical Association, and so on) particular to their fields.

## **Academic Integrity and the Administration**

The administration will **support** academic integrity in the college on all levels. One committee will maintain the policy, and another committee will adjudicate cases dealing with the violation of this policy on every level: undergraduate, graduate, staff, and faculty. Complainants and defendants will have the opportunity to appeal their cases to the University Academic Integrity Committee once the McAnulty committee has reached its decision.

The college will provide resources for teaching about academic integrity to its students in the Core through the Residential Learning Communities as well as in those Core classes not restricted to McAnulty students. In the undergraduate programs, the College administration will provide necessary financial support for departments that wish to develop academic-integrity programs for their students. At the Graduate School orientation, the particular importance of academic integrity to graduate study and the academy will be addressed by a member of the College administration.

### **Academic Integrity Procedures**

Specific procedures governing the maintenance of this Policy may be found in the document “**Academic Integrity Procedures of the McAnulty College and Graduate School of Liberal Arts,**” available from the Dean’s Office.