Honor | FPU GPA  
--- | ---  
Magna Cum Laude | 3.70 – 3.89  
Cum Laude | 3.55 – 3.69  

Since the requirement for honors could change, students are requested to check the current catalog for the criteria in effect at the time of graduation. Honors listed in the printed commencement program are provisional, since in most cases they are based on coursework completed only through the previous term. (Current semester grades are not available by commencement.)

**Awards**

A special award is given each academic year to the undergraduate graduating student(s) with the highest grade-point average. This is announced at the spring commencement ceremony.

The Harold Haak Academic Achievement Award is presented at the spring commencement ceremony. The recipient of this award is selected by the faculty on the basis of academic excellence, contribution to the college community and future promise.

### ACADEMIC INTEGRITY POLICY

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Fresno Pacific University seeks to take a restorative approach to actions of academic dishonesty. Academic dishonesty is a serious violation of university rules and policy, but it is seen primarily as an indication of broken relationship and a separation between the offender (student) and the university community. It also jeopardizes the growth and learning of the individual and is a disadvantage to those people who do their work with integrity. The offense and response to it are seen as an opportunity for constructive learning and growth, and for the offender to be restored to the community. This restorative approach emphasizes acceptance of responsibility for harm done and searches for responses and consequences that facilitate learning and restoration.

### DEFINITIONS

It is the student’s responsibility to know and understand what constitutes academic dishonesty and to seek guidance when in doubt about these matters. Fresno Pacific University defines academic dishonesty as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating</td>
<td>Using or attempting to use unauthorized materials, information, study aids or extended assistance in any academic activity, exercise or exam.</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Plagiarism is theft and can be committed intentionally or unintentionally. Plagiarism can occur by representing the writings, works or ideas of another as one’s own or by copying material from a resource without proper citation. Exact copying should be correctly documented; for example, students should use footnotes or endnotes when appropriate. Paraphrasing, when the basic sentence structure, phraseology and unique language remain the same, also requires proper citation.</td>
</tr>
<tr>
<td>Sabotage</td>
<td>Willfully damaging or impeding the academic work of another person. This has particular application to computer files, library resources and laboratory or studio work and may include software piracy, constructing and introducing viruses into a system or copying copyrighted programs. This may also include deliberately depriving others of necessary academic sources.</td>
</tr>
<tr>
<td>Fabrication or falsification</td>
<td>Altering or inventing any information or study aids in any academic exercise. This includes falsification or unauthorized modification of any academic records. This may also include attempting to gain advantage over fellow students in an academic exercise through such means as lying about the need for an extension on a paper.</td>
</tr>
<tr>
<td>Aiding and abetting</td>
<td>Helping or attempting to help another commit an act of academic dishonesty. For example, students may not duplicate work nor allow others to conduct research or prepare work for them without advance authorization of the instructor.</td>
</tr>
<tr>
<td>Reuse or re-submission of work</td>
<td>Submitting work or significant portions of some work for use in more than one course without the instructor's knowledge and permission.</td>
</tr>
</tbody>
</table>

### PROCEDURES FOR DEALING WITH STUDENT ACADEMIC DISHONESTY

The restorative approach to academic dishonesty takes seriously the first step provided in Matthew 18:15-20 for confronting brokenness. Faculty will take the lead in approaching students regarding perceived violations. Students are also encouraged to confront others when they become aware of academic dishonesty directed against their work or the work of other students. At any point in the processes described below, any party may request mediation as a means for resolving differences.
Track 1

When a concern about academic integrity arises, the concerned faculty member(s) will initiate a conference with the student(s) involved:

1. To clarify policy and determine whether an offense occurred.
2. To provide an opportunity for student acknowledgment of a recognized offense.
3. To discern an appropriate response for making things right, clarifying and committing to consequences and future behaviors that will lead to academic honesty and integrity and the restoration of relationship(s).

The initial goal is to discern whether there is an offense and determine an appropriate response. If the result of the initial student-faculty conference determines that no offense has occurred, the process will not proceed further and no further action need be taken. Upon student acknowledgment of a recognized offense, the appropriate response will be mutually discerned by the faculty member(s) and student(s) together. That response will be shaped initially by determining whether the offense was intentional or unintentional; both are considered violations with consequences. All second offenses of any kind will be treated as intentional (i.e., as known, willful violations) and dealt with by the appropriate dean. Multiple offenses may include:

- Second/third/subsequent offenses.
- Different types of offenses (e.g., plagiarism, cheating, etc.).
- Simultaneous offenses (e.g., in different courses).
- Unintentional followed by intentional offenses.

For all recognized offenses, the student(s) and faculty member(s) will attempt to collaboratively determine an appropriate response. Depending upon the nature of the violation, a range of responses/consequences may be used, including:

- Appointment with the director of the Center for Writing and Learning.
- Meet with a special tutor, program director, mentor/advisor or sponsor.
- Re-do assignment (e.g., paper or exam) with guidelines for re-submission.
- Complete an additional substitute assignment.
- Re-do assignment for less credit.
- Reduction of grade for an assignment.
- Zero on the assignment.
- Reduction of overall course grade.
- Withdrawal from or failure of course.

All student/faculty mutually determined and agreed-upon responses (and fulfilled agreements) will be reported to the appropriate dean and the student's mentor. The successful fulfillment of the agreement will constitute a celebration of restoration to the university ideal for academic honesty and integrity.

Track 2

If, as the result of the initial student-faculty conference, the faculty member(s) believe(s) that an offense has occurred and a) the student does not acknowledge an offense, or b) the student(s) and faculty member(s) are either unable to agree on an appropriate response to a recognized offense or are otherwise unable to mutually resolve the situation, the matter will be submitted to the Academic Integrity Review Committee. The review committee, made up of faculty and student representatives from each school, will meet with all people involved to determine/recommend an appropriate process and/or response. It may recommend/determine that:

- No offense occurred.
- An offense did occur and the student(s)/faculty member(s) should attempt to mutually determine an appropriate response/resolution.
- Mediation should be conducted (e.g., referral to the Campus Mediation Center located at the Center for Peacemaking and Conflict Studies).
- A particular response/consequence should be directly applied.

If at any point during this process a) the student acknowledges that an offense has occurred or b) both student(s) and faculty member(s) agree to work together to determine a response, they may return to the appropriate stage of Track 1 and work toward a mutual resolution. If the student(s) and/or faculty member(s) cannot agree to or accept the recommendation/determination of the Academic Integrity Review Committee (or the alternative mediation process is not successful) the matter will be referred to the appropriate dean. The dean may refer the case back to the faculty member with a recommendation/determination or implement more serious consequences, including academic disqualification, suspension (for one or more semesters) or expulsion.

Track 3

Students who are unwilling to voluntarily participate in the above processes, willfully act in an uncooperative, abusive or destructive manner or intentionally undermine agreed-upon outcomes may be subject to academic disqualification, suspension or dismissal from the university as determined by the appropriate dean.

REPORTING

Each school will develop a centralized system for recording cases where academic integrity has been violated in order to discern individual and institutional student patterns and to help determine appropriate responses and outcomes. Similarly, all violations will be reported to the university Academic Integrity Review Committee. Intentional violations will be permanently recorded in the student's academic file. Unintentional violations will be kept in a temporary file until the
completion of the student's academic involvement at Fresno Pacific University. Reports will conform to current legal expectations regarding student rights and responsibilities.

STUDENT AND FACULTY DISPUTE RESOLUTION
Occasionally a student may find cause to question the action of a professor regarding requirements of a course, teaching effectiveness, comments made in a class that seem derogatory or inflammatory, criticism of the student, general performance or sanctions given for academic dishonesty. Students should first discuss their concerns with the instructor. If the student and faculty member cannot resolve the issue satisfactorily or if the student does not feel comfortable speaking directly with the instructor the student should consult with the chair of the division in which the course is lodged, who will attempt to resolve the issue. Decisions may be appealed to the dean of the appropriate school for a final resolution.

EXCEPTIONS TO ACADEMIC REGULATIONS
A request for an exception to a published university academic policy must be made in writing and initiated through the Registrar’s Office, using the Academic Petition form unless petitioning transferability of courses or accuracy of grades. Transferability should be petitioned using the Substitution/Transfer Request form. Grades appeals should follow the Grade Appeals Process outlined above. All documentary evidence in support of each application for academic exception should be submitted with the written request. Each case will be decided on its own merits. All exceptions and waivers are subject to review by the appropriate academic official or committee for consideration and decision. Students are encouraged to maintain their own personal copies of all paperwork submitted.