PRINCIPLES OF EXPERIENTIAL INNOVATION II (3 CREDITS)

Florida International University, Honors College
IDH 2004 (3 credits), Spring 2019
TTH – 9.30 to 10.45 AM; Room: To be decided
Instructors: Sharan Ramaswamy
E-mail: sramaswa@fiu.edu
Office hours: Will be announced during first week of class

COURSE OVERVIEW
This second in a two-semester course sequence will focus on customer discovery in teams. The first few weeks of the semester will emphasize the “art” of securing interviews and identifying techniques established by personnel in Sales and Marketing divisions. Mock interviews will be carried out in class. The key initiating elements of a business model will be re-introduced in the context of the start-up scenario arising from academia. An emphasis will be made on establishing a first guess on whom the targeted individuals and markets could be. The second half of the semester will focus on experiential learning in the marketplace and conducting customer interviews. During customer discovery, key insights (pivots, challenges, refinements, etc.) from the teams will be discussed. The ending of the course will focus on identifying the parameters that define the key initiating elements of a business model. The end-objective of this course is to provide a starting point for directed customer discovery and the knowhow of how to accomplish it.

Note: this course is limited to those students in the Honors College who are in a major in the College of Engineering and Computing and are currently in IDH 1002. This is a Global Learning Foundations course that counts towards your Social Science (Group Two) and FIU Global Learning Foundations graduation requirements that are not typically covered in Engineering programs.

COURSE OUTCOMES
1) Getting customer interviews analyzing nuances and sensitivities nationally and internationally.
2) Discover customer principles with attention to cultural differences.
3) Assess global uniformity in product-market fit.
4) Demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the diverse thinking of multiple figures in diverse cultural contexts.
5) Analyze the multiple causal forces that shape the perspectives of historical individuals/persons – economic, political, sociological, technological, cultural, etc. – and their resulting differing perspectives.
6) Demonstrate a willingness to engage in negotiation in order to reach evidence-based conclusions.

The above outcomes will be assessed from the metrics defined in the “GRADING” section further down in this syllabus.

GLOBAL LEARNING COURSE OUTCOMES
This is a Global Learning (GL) Foundations course that counts towards your FIU Global Learning graduation requirement. For questions regarding GL requirements, please contact your Honors College academic advisor. GL Learning Outcomes for IDH 2003-4:

- Global Awareness: Students will demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the diverse thinking of multiple figures in diverse cultural contexts.
- Global awareness-relevant materials - Items 1 and 13 in the “COURSE MATERIALS” section. Specific relevant reading materials include but are not limited to: (i) regionally-specific regulatory and governmental approvals, (ii) social entrepreneurship in under-developed areas and (iii) estimating the global market size.
Global Perspectives: Students will be able to analyze the multiple causal forces that shape the perspectives of historical individuals/persons — economic, political, sociological, technological, cultural, etc.—and their resulting differing perspectives. Global perspective-relevant materials - Items 1, 7, 9, 12, and 13 in the “COURSE MATERIALS” section. Specific relevant reading materials include but are not limited to: (i) regional and cultural norms/views of the “Entrepreneur”, (ii) traditional versus web-based technologies in global markets and (iii) global perspectives needed for the technology’s business model canvas.

Global Engagement: Students will demonstrate a willingness to engage in negotiation in order to reach evidence-based conclusions. Global engagement-relevant materials - Items 1, 7, 9, 12 and 13 in the “COURSE MATERIALS” section. Specific relevant reading materials include but are not limited to: (i) international partnerships for joint-commercialization, (ii) language and other potential international barriers and (iii) customer validation across different regions.

Assessments: (1) Overall assessment of student’s understanding of customer discovery/development principles for technological innovations both from a national and international perspective.
(2) Customer Discovery Presentations addressing cultural and global context.

GL-specific assignments: (1) PRESENTATIONS – Team presentations as described in the “GRADING” section of this syllabus. (2) PROPOSAL REPORT as described in the “GRADING” section of this syllabus.

Co-Curricular activities: The global learning component of this course will largely be built into the experiential learning process of “getting out of the building” and talking to various customer segments, i.e., customer discovery (see page 3 of this syllabus). Specifically, your customer discovery will require in all situations, a recognition of customer pains/needs as well as a certain degree of customer empathy which will have cultural, international and religious components. Moreover, in many cases, part of identifying customer segments will encompass international markets and if there are geographic-specific matches to your business model canvas. In some situations, your technology may take on a social entrepreneurship directive and in which case often times a global component is targeted. You will perform at least twenty hours of Community Service per academic year either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and events. If you want to apply this service to your Honors College graduation portfolio, be sure to document your hours.

COURSE FORMAT

This course will not follow traditional course structure since it attempts to mimic the start-up culture. The instructors have adopted the NSF I-Corps (https://www.nsf.gov/news/special_reports/i-corps/) approach to Entrepreneurship. In many ways, this course serves as a pre-I-Corps course while maintaining the same I-Corps philosophy. A large portion of this philosophy will require “flipping-the-classroom” and frequently, learning by “Getting out of the building”; indeed, you as an innovator cannot get insights simply from a book or online, it needs to be seen, felt, heard – it needs to be Experiential. **Two central features of this 2nd course in experiential innovation are:** (i) understanding the rationale and approaches for a “lean startup” (as described by Mr. Steve Blank, co-author of the textbook for this course) versus traditional entrepreneurship thinking, (ii) continuation of the customer discovery process and (iii) the knowhow to conduct future and further, in-depth customer discovery to identify the commercial market space, if any, for your technology by the end of this course.

We will communicate on a first name basis, and as instructors, will be blunt in our questions and feedback. “Time is money” and simple things such as being late and unexcused absences will not be tolerated. Students will work in teams and the success of the team will depend on the equal and substantial contribution of each member. Please note that the environment is not meant to be taken offensively or personally, it’s meant to
allow you to be able to articulate what your innovation is and to then efficiently go about speaking to people about it.

**COURSE MATERIALS**

All required videos and readings will be posted on the course CANVAS website. Canvas will also be the primary medium by which students can submit their assignments. The course website will thus be essential to this course. Specific videos and readings will include the following materials:

2. Blank S: Death by PowerPoint, Online Video: [https://vimeo.com/groups/204136/videos/76171146](https://vimeo.com/groups/204136/videos/76171146)
4. Blank S: The User, the Buyer and the Saboteur, Online Video: [https://vimeo.com/groups/204136/videos/73673203](https://vimeo.com/groups/204136/videos/73673203)
5. Blank S: Extracting Insight from Data, Online Video: [https://vimeo.com/groups/204136/videos/76177502](https://vimeo.com/groups/204136/videos/76177502)
7. Blank S: Getting the MVP Right, Online Video: [https://vimeo.com/groups/204136/videos/73712262](https://vimeo.com/groups/204136/videos/73712262)

**Spring 2019, Tentative Course Schedule**

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<th>WEEK</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>Intro. And re-cap from last semester</td>
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<tr>
<td>2</td>
<td>Before “getting out of the building”</td>
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<tr>
<td>3</td>
<td>CUSTOMER DISCOVERY I</td>
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<td>4</td>
<td>CUSTOMER DISCOVERY I</td>
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<tr>
<td>5</td>
<td>PRESENTATIONS I</td>
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<tr>
<td>6</td>
<td>CUSTOMER DISCOVERY II</td>
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<td>7</td>
<td>CUSTOMER DISCOVERY II</td>
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<td>8</td>
<td>PRESENTATIONS II</td>
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<td>9</td>
<td>CUSTOMER DISCOVERY III</td>
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<td>10</td>
<td>Spring Break (No Class)</td>
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<tr>
<td>11</td>
<td>CUSTOMER DISCOVERY III</td>
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<tr>
<td>12</td>
<td>PRESENTATIONS III</td>
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<tr>
<td>13</td>
<td>CUSTOMER DISCOVERY IV</td>
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CENTRAL FEATURE OF CUSTOMER DISCOVERY I: ESTIMATION OF THE OVERALL MARKET SIZE IN $ (OR PERSONS AFFECTED IF IT'S SOCIAL ENTREPRENEURSHIP) AND A PERCENTAGE VALUE THAT DEFINES YOUR PROJECTION OF YOUR SHARE OF THIS MARKET.

CENTRAL FEATURE OF CUSTOMER DISCOVERY II: IN-DEPTH REPORTING OF FACTS ABOUT WHAT YOU LEARNT BY TALKING TO "CUSTOMERS" WHEN GETTING OUT OF THE BUILDING.

CENTRAL FEATURE OF CUSTOMER DISCOVERY III: IDENTIFY INDIVIDUAL ASSESSMENT OF CUSTOMER DISCOVERY (AS OPPOSSED TO IN COMBINATION WITH A TEAM) AS A FOUNDER, WITH THE HOPE OF ALIGNING VISION FOR TEAM’S TECHNOLOGY WITH THAT OF EVERYONE IN THE TEAM.

CENTRAL FEATURE OF CUSTOMER DISCOVERY IV: NET INTERVIEWS PERFORMED WITH THE KEY INSIGHTS CONVEYED TO OTHERS VIA EFFECTIVE COMMUNICATION AND WITH UNDERLYING CUSTOMER DISCOVERY PRINCIPLES TAUGHT IN THIS CLASS.

TEAMS:
You will be assigned to TEAMS in this course. Note that you will have to work with one another but each assignment and report you turn in must be your own – EVERYBODY turns in their own work. Each group will consist of 2 to 4 students.

GRADING
The final grade for this course will be computed from the results of the following:

Attendance: 5%
CLASS ATTENDENCE IS MANDATORY

Homework/Quizzes: 5%
HOMEWORK AND QUIZZES WILL BE CENTERED ON QUESTIONS THAT WILL REQUIRE GRASP OF KEY CONCEPTS COVERED BY ITEMS 1-13 IN THE “COURSE MATERIALS” SECTION OF THIS SYLLABUS.

Team Presentations: 60%
TEAMS:
TEAM PRESENTATION 1: YOU WILL BE REPORTING FACTS ABOUT WHAT YOU LEARNT BY TALKING TO "CUSTOMERS" WHEN GETTING OUT OF THE BUILDING. YOU WILL NEED TO SUBMIT THE FOLLOWING POWERPOINT FILE OF YOUR PRESENTATION BY CLASS TIME. THE SLIDES NEED TO CONTAIN THE FOLLOWING:
SLIDE 1 - YOUR TEAM NAME, TEAM MEMBERS, THE DATE AND THE TITLE "TEAM PRESENTATION 1"
SLIDE 2 - AN UP-TO-DATE VERSION OF YOUR VALUE PROPOSITION
SLIDE 3 - A FIGURE SHOWING THE OVERALL MARKET SIZE IN $ (OR PERSONS AFFECTED IF IT'S SOCIAL ENTREPRENEURSHIP) AND A PERCENTAGE VALUE THAT DEFINES YOUR PROJECTION OF YOUR SHARE OF THIS MARKET.
SLIDE 4 - CUSTOMER DISCOVERY 1 - LIST NUMBER OF INTERVIEWS, AND THE ARCHETYPE(S) OF CUSTOMERS YOU SPOKE TO.
SLIDE 5 - CUSTOMER DISCOVERY 1 - KEY INSIGHTS LEARNT
SLIDE 6 - STATE WHAT YOU ARE GOING TO DO NEXT. WHERE THERE ANY PIVOTS OR ITERATIONS SO FAR? IF SO, STATE THEM.
SLIDE 7 - YOUR UPDATED BUSINESS MODEL CANVAS (BMC).

EACH TEAM WILL HAVE 10 MINUTES TO PRESENT. ALL THE 7 SLIDES ABOVE NEED TO BE IN YOUR PRESENTATION! AS ALWAYS, IN ORDER TO BE GRADED, EACH MEMBER OF THE TEAM WILL NEED TO SUBMIT A COPY OF THE PRESENTATION, EVEN THOUGH THE PRESENTATION FILE/TEAM IS THE SAME.

GRADING RUBRIC:
10 POINTS - FOLLOWING INSTRUCTIONS RELATED TO INCLUSION OF THE 9 SLIDES REQUESTED ABOVE
10 POINTS - CLARITY AND ORGANIZATION OF PRESENTATION
10 POINTS - MEETING AN ACCEPTABLE NUMBER OF INTERVIEWS AND GOING THROUGH THE PROCESS LOGICALLY
20 POINTS - BEING ABLE TO INTERPRET THE INSIGHTS TOWARDS NEXT STEPS

**TEAM PRESENTATION 2:** THIS IS YOUR TEAM PRESENTATION 2 ASSIGNMENT, WHICH WILL HAVE SOME SIMILARITIES BUT WILL NONETHELESS BE SOMEWHAT DIFFERENT FROM YOUR LAST PRESENTATION. NEXT WEEK YOU WILL BE REPORTING FACTS ABOUT WHAT YOU LEARNT BY TALKING TO "CUSTOMERS" WHEN GETTING OUT OF THE BUILDING. YOU WILL NEED TO SUBMIT THE FOLLOWING POWERPOINT FILE OF YOUR PRESENTATION BY CLASS TIME. THE SLIDES NEEDS TO CONTAIN THE FOLLOWING:

SLIDE 1 - YOUR TEAM NAME, TEAM MEMBERS, THE DATE AND THE TITLE "TEAM PRESENTATION 2"
SLIDE 2 - AN AS-UP-TO-DATE VERSION OF YOUR VALUE PROPOSITION
SLIDE 3 - A FIGURE SHOWING THE OVERALL MARKET SIZE IN $ (OR PERSONS AFFECTED IF IT’S SOCIAL ENTREPRENEURSHIP) AND A PERCENTAGE VALUE THAT DEFINES YOUR PROJECTION OF YOUR SHARE OF THIS MARKET. IF DIFFERENT FROM LAST TIME, STATE THAT IT IS DIFFERENT AND WHY YOU DECIDED TO CHANGE IT ON THE SLIDE.
SLIDE 4 - CUSTOMER DISCOVERY 2 - LIST NUMBER OF INTERVIEWS (over the past 2 weeks AS WELL AS the total # of interviews conducted to-date), AND THE ARCHETYPE(S) OF CUSTOMERS YOU SPOKE TO SINCE YOUR LAST PRESENTATION.
SLIDE 5 - CUSTOMER DISCOVERY 2 - KEY INSIGHTS LEARNT SINCE YOUR LAST PRESENTATION.
SLIDE 6 - STATE WHAT YOU ARE GOING TO DO NEXT. WERE THERE ANY PIVOTS OR SOLUTIONS SO FAR? IF SO, STATE THEM.
SLIDE 7 - SUMMARIZE THE DATA COLLECTED SO FAR IN THE FORM OF TABLES AND GRAPHS - YOUR CHOICE HOW YOU PRESENT THIS, BUT ESSENTIALLY YOU ARE SHOWING YOUR PRELIMINARY RESULTS.
SLIDE 8 - STATE YOUR MVP AT THIS POINT. THIS SLIDE SHOULD HAVE 2 COLUMNS: INSIGHTS DERIVED BASED ON PRELIMINARY RESULTS AND COLUMN 2 - YOUR MVP TO-DATE.
SLIDE 9 - YOUR UPDATED BMC - MAKE SURE TO DISPLAY (BUT STRIKE-OUT) PREVIOUS VERSIONS OF YOUR VALUE PROP AND CUSTOMER SEGMENTS. ALSO, IF YOU HAVE INITIATED OTHER PARTS OF THE CANVAS BEIDES VALUE PROP AND CUSTOMER SEGMENTS, SUCH AS CHANNELS, CUSTOMER RELATIONSHIPS, ETC, PLEASE BE SURE TO INCLUDE THESE IN YOUR BMC AS WELL.

**GRADING RUBRIC:**
10 POINTS - FOLLOWING INSTRUCTIONS RELATED TO INCLUSION OF THE 9 SLIDES REQUESTED ABOVE
10 POINTS - CLARITY AND ORGANIZATION OF PRESENTATION
10 POINTS - MEETING AN ACCEPTABLE NUMBER OF INTERVIEWS AND QUALITY OF INSIGHTS PROVIDED
20 POINTS - BEING ABLE TO INTERPRET THE INSIGHTS TOWARDS NEXT STEPS AND THE MVP

**TEAM PRESENTATION 3 - INDIVIDUAL EFFORT:** THIS ASSIGNMENT WILL HAVE SOME SIMILARITIES TO THE LAST PRESENTATION WITH THE KEY DIFFERENCE BEING THAT IN THIS ASSIGNMENT, YOU ARE BRINGING YOUR OWN CUSTOMER DISCOVERY EXPERIENCE TO THE TABLE AND NOT WITH YOUR TEAM. THE INTENTION OF THIS EXERCISE IS TO IDENTIFY YOUR INDIVIDUAL ASSESSMENT OF CUSTOMER DISCOVERY AS A FOUNDER, WITH THE HOPE OF ALIGNING YOUR VISION FOR YOUR TECHNOLOGY WITH THAT OF YOUR TEAMMATES. EACH STUDENT NEEDS TO UPLOAD THEIR OWN PRESENTATION THIS TIME AND EACH PRESENTATION WILL ONLY LAST 5 MINUTES. THE FOLLOWING SLIDES MUST BE INCLUDED:

SLIDE 1 - YOUR NAME, YOUR TEAM NAME, THE DATE AND THE TITLE "TEAM PRESENTATION 3"
SLIDE 2 - AN AS-UP-TO-DATE VERSION OF YOUR VALUE PROPOSITION
SLIDE 3 - CUSTOMER DISCOVERY 3 - LIST NUMBER OF INTERVIEWS (OVER THE PAST 2 WEEKS AS WELL AS THE TOTAL # OF INTERVIEWS CONDUCTED TO-DATE), AND THE ARCHETYPE(S) OF CUSTOMERS YOU SPOKE TO SINCE YOUR LAST PRESENTATION.
SLIDE 4 - SUMMARIZE THE DATA COLLECTED IN THE FORM OF TABLES AND GRAPHS - YOUR CHOICE HOW YOU PRESENT THIS, ESSENTIALLY YOU ARE SHOWING YOUR PRELIMINARY RESULTS.
SLIDE 5 - STATE YOUR MVP AT THIS POINT. PRESENT HOW YOUR MVP IS BASED OFF THE DATA YOU COLLECTED (SLIDE 4).
SLIDE 6 - LIST YOUR NEXT STEPS AND STATE WHY, IN TABLE-TWO COLUMN FORMAT.
SLIDE 7 - YOUR UPDATED BMC - MAKE SURE TO DISPLAY (BUT STRIKE-OUT) PREVIOUS VERSIONS OF YOUR VALUE PROP AND CUSTOMER SEGMENTS. ALSO, IF YOU HAVE INITIATED OTHER PARTS OF THE CANVAS BEIDES VALUE PROP AND CUSTOMER SEGMENTS, SUCH AS CHANNELS, CUSTOMER RELATIONSHIPS, ETC, PLEASE BE SURE TO INCLUDE THESE IN YOUR BMC AS WELL.

**GRADING RUBRIC:**
10 POINTS - FOLLOWING INSTRUCTIONS RELATED TO INCLUSION OF THE 9 SLIDES REQUESTED ABOVE
10 POINTS - CLARITY AND ORGANIZATION OF PRESENTATION
10 POINTS - MEETING AN ACCEPTABLE NUMBER OF INTERVIEWS AND QUALITY OF INSIGHTS PROVIDED
20 POINTS - BEING ABLE TO INTERPRET THE INSIGHTS TOWARDS NEXT STEPS AND THE MVP
FINAL TEAM PRESENTATION: BY NOW YOU HAVE LEARNT WHAT IT TAKES TO CONDUCT CUSTOMER DISCOVERY INTERVIEWS IN ORDER TO ASSESS IF CUSTOMER SEGMENTS EXIST FOR YOUR TECHNOLOGY. THERE ARE THEREFORE NO SPECIFIC INSTRUCTIONS FOR THIS PRESENTATION EXCEPT THAT YOU DELIVER:

1) AN EFFECTIVELY COMMUNICATED PRESENTATION OF YOUR TECHNOLOGY AND ITS VALUE
2) ARE USING CUSTOMER DISCOVERY PRINCIPLES COVERED OVER THE LAST TWO SEMESTERS TO GUIDE YOU THROUGH YOUR SLIDES.

THINK OF THE ABOVE AS A "MVP PRESENTATION" - INTRINSIC EFFECTIVE COMMUNICATION + CUSTOMER DISCOVERY PRINCIPLES. THERE ARE NO OTHER "RULES" BUT YOU CANNOT EXCEED 10 MINUTES IN YOUR PRESENTATION. AS ALWAYS, EACH GROUP MEMBER MUST UPLOAD THE TEAM'S PRESENTATION FILE.

GRADING RUBRIC:
EFFECTIVENESS OF PRESENTATION - 25 PTS
APPLICATION OF CUSTOMER DISCOVERY CONCEPTS - 25 PTS

Self & Peer Evaluation: 5%

THIS WILL ASSESS IN CONFIDENTIALITY, YOUR ASSESSMENT OF YOURSELF AND THAT OF YOUR TEAM-MEMBERS IN TEAM ACTIVITIES, NAMELY IN THE HOMEWORK AND PRESENTATIONS, WHICH ARE LARGELY TEAM-BASED.

Proposal Report: 25%

THERE IS NO FINAL EXAM; INSTEAD THE PROPOSAL REPORT WILL BE DUE DURING FINAL EXAM WEEK. THIS REPORT REPRESENTS YOUR INDIVIDUAL DESCRIPTION OF YOUR EXPERIENCES IN IDH 2004: PRINCIPLES OF INNOVATION 2. IN THIS FINAL PROPOSAL REPORT, YOU WILL HAVE THE FOLLOWING SECTIONS:

1) YOUR TECHNOLOGY AS YOU SEE IT TODAY (I.E., AFTER ALL YOUR INTERVIEWS AND ITS VALUE PROPOSITION).
2) MARKET SIZE WITH JUSTIFICATION AND REFERENCES.
3) SUMMARY OF ALL YOUR INTERVIEWS
4) SUMMARY OF THE TOP 10 INTERVIEWS CONDUCTED, AND KEY INSIGHTS GAINED
5) RESULTS (GRAPHS, TABLES, ETC)
6) DISCUSSION (INTERPRETATION OF YOUR RESULTS THAT LET YOU TO VALIDATE, ITERATE OR PIVOT ON YOUR VALUE PROPOSITION)
7) NEXT STEPS TO FACILITATE PRODUCT-MARKET-FIT.

FIGURE(S) AND/OR TABLE(S) MUST BE INCLUDED AS PART OF THE 5-PAGE REQUIREMENT.

GRADING RUBRIC:
I) COMPLETENESS OF REPORT - 10 POINTS
II) WRITING STYLE AND ORGANIZATION - 10 POINTS
III) CONVINCING ARGUMENTS IN REPORT - 10 POINTS
IV) SOUNDNESS OF LOGIC IN CUSTOMER DISCOVERY THUS FAR AND THE NEXT STEPS IN THIS ENTREPRENEURIAL PROCESS - 20 POINTS

RECOMMENDED FORMAT:
A) INCLUDE A COVER PAGE WITH NAME AND PANTHER ID, AND THIS PAGE IS NOT PART OF THE 5-PAGE LIMIT.
B) USE ARIEL 11 FONT OR TIMES NEW ROMAN 12 FONT, SINGLE SPACE, WITH SPACES BETWEEN PARAGRAPHS.
C) 1" MARGINS ALL-AROUND.

Instructions and deadlines for assignments, presentations and reports will be announced in class and posted on canvas ahead of time. Class Absences are not excusable unless it is a documented emergency situation – kindly plan your time accordingly.
RELIGIOUS HOLIDAYS
Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

PHYSICAL, MENTAL AND SENSORY CHALLENGES
Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DRC), if you have not done so already.” Please note that if you have a student who is registered with the DRC, you will receive notification about the student’s disability and a detailed description of accommodations the student will require.

HONORS COLLEGE REQUIREMENTS REGARDING CITIZENSHIP REQUIREMENTS (HONORS HOURS, LECTURES, COMMUNITY SERVICE), ACADEMIC STANDING, ACADEMIC MISCONDUCT POLICY, AND STUDENT PORTFOLIOS

Honors College Requirements
Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements
Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See http://honors.fiu.edu/current-students/citizenship/.

Student Portfolios
The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See http://honors.fiu.edu/students/honors-advising-center/portfolio-for-graduating-seniors/.

HONORS COLLEGE ACADEMIC MISCONDUCT STATEMENT:
In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures for Faculty
An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (http://honors.fiu.edu/academics/policies/), and the Academic Misconduct Procedures, available at http://integrity.fiu.edu/misconducts.html.

Please refer to the following documents for additional information:
FIU Code of Academic Integrity – http://integrity.fiu.edu/
College Student Handbook – http://studentaffairs.fiu.edu/about/student-handbook/