FIU
FLORIDA
INTERNATIONAL
UNIVERSITY

PHOTOVOICE AS COMMUNITY ENGAGEMENT
IDH 3034 / IDH 3035 / IDH 4905
Wednesdays 3:00 pm – 5:40 pm
GC 283B

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FLORIDA INTERNATIONAL UNIVERSITY
KIMBERLY GREEN LATIN AMERICAN AND CARIBBEAN CENTER

Instructors

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Course Description

This two-semester course (Fall, 2018; and Spring, 2019) is *taught partially in Spanish* (with some English and "Spanglish", as appropriate for Miami), and it is desirable for students to have basic conversational Spanish skills. Some English literature on *PhotoVoice* and course themes will also be assigned. The Spanish language focus is linked to the goal of conducting *PhotoVoice* projects in collaboration with local community organizations serving Latin American immigrant populations in Miami. The course aims to contribute local knowledge to policy debates involving important social problems faced by the Latin American immigrant populations in South Florida. The unique course is designed to introduce students to the use of *PhotoVoice* methodology to contribute to community-engaged research and policy, and involves students directly in community actions to address social problems affecting Latino and Latin American populations in Miami.

Taught by two FIU faculty members with extensive experience conducting community-based participatory research, *PhotoVoice* is an approach to community and civic engagement that involves the production of photographs taken and captioned by community members through a facilitated process of workshops and training. Students in this course will learn all the steps involved in the use of this methodology, and will contribute directly to a *PhotoVoice* project leading ultimately to a traveling exhibition (both a physical exhibition and an online exhibition) intended to generate dialogue, educate the public, and promote policy change. The exhibition will be shown at FIU and other venues identified by the students and collaborating community members.

The two-semester course format is distributed according to the two primary phases of the *PhotoVoice* approach:

Fall, 2018 (3 credits): Background on *PhotoVoice* methodology, design of projects, ethical considerations and procedures, and community engagement. Begin planning for the implementation of *PhotoVoice* projects, which will occur primarily in the second semester.

Spring, 2019 (3 credits): This semester focuses on conducting community workshops, selecting and captioning photographs, preparing for exhibitions and stakeholder engagement, identifying venues and conducting successful exhibitions. Students will also create sustainable plans for the project this semester.

This is a Global Learning course that counts towards your Global Learning graduation requirement. The activities of this course rely on bringing people and groups together in new ways when developing prevention and education programs, and are therefore built on the engagement and participation of community and group members. This course also is highly useful for those who plan to work abroad with multicultural populations as well as for those who plan to work domestically with the Hispanic community.

This is a dynamic, interactive work. Students will acquire practical skills in community engagement, and have the opportunity to explore and learn basic aspects of the group facilitation process in different levels and contexts (individual, family, group, organizational, and community).

Objectives & Students Learning Outcomes

Core Curriculum

In this two-semester course sequence, the student will:

1-Learn Photo Voice methodologies for handling problems within the context of Public Health (conversations, community meeting facilitation, teamwork, group turnover and leadership).

2- Increase communication and interpersonal relation skills related to groups or communities

3-Develop the ability to design participatory group processes for education, prevention, and policy purposes.

4-Understand how to utilize available resources and human potential as a means of improving health and well-being.

5-Learn to leverage the principles of cooperation to improve health conditions for groups and individuals.

6-Broaden students' perspectives regarding the ways of managing the different situations that affect groups, communities, or organizations in Public Health work.

7-Learn to apply artistic or aesthetic principles toward the goal of social transformation or policy reform.

Global Learning Course Outcomes

Upon completion of this course, the student will:

• Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts. (Global Awareness)

• Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc. (Global Perspective)

• Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority. (Global Engagement)

Active learning Strategies

The facilitation methodology of this training uses a highly humanistic focus that enables students to engage in new and creative strategies for gaining and leveraging community involvement in any setting. The course has been designed to include experiential practice in the use of techniques, the development of dynamic learning processes, the use of innovative teamwork, and the incorporation of self-evaluations and group feedback. Various audio-visual aids and a manual of basic facilitation will guide learning. The instructors will engage students with open conversations and Dynamic Learning Processes that introduce them to the community-based facilitation techniques, in two main didactic formats: In-class training, and community-engaged interaction with members of Miami's Latino / Latin American populations.

Mandatory Texts (available for purchase online or in FIU's bookstore)

- *Benz, Ingrid. Facilitation at a Glance!: A Pocket Guide of Tools and Techniques for Effective Meeting Facilitation.
- Note that other readings, websites and articles will be provided as PDF files on the CANVAS system.

Attendance & Participation

Your attendance and active participation are important to us and a vital component of the experience you and your classmates will have in this course. Your success in the class will depend on your preparedness, interest, and enthusiasm. It is necessary for students to attend class sessions to participate fully in the process that is facilitation and community engagement; during each class students will be doing projects in groups, viewing demonstrations with real examples of public health using different methodologies, experiential exercises, presentations of theoretical frameworks, turning in materials / assignments, and will have the opportunity to discuss and debrief class activities. Once we begin engaging with communities more directly, we will also be organizing trips to visit community organizations or community members collaborating with our teams.

General Observations

For the successful development of this course it is important for the students to know that a high level of willingness to work with people is required. It is necessary to have an attitude of constructive criticism and of a profound respect for ideas, opinions of other classmates and community members, as well as those of the instructors.

The concept of honesty in the design and development of methodologies of facilitation includes a genuine participation of each student; this requires equivalent levels of contribution by each group member and a pro-active attitude in relation to the groups and the themes that will be developed during the course.

Cell phones, Recording Devices, & Laptops

You must turn off and put away your cell phone and computers upon entering the classroom, unless otherwise indicated by the professors (i.e., we may allow the use of these devices when they are necessary for specific activities or assignments). Class notes and activities will require paper and pen, so please bring these to each class. It is our legal right to prohibit any kind of recording of this class, and we exercise that right. Therefore, recording devices of any kind, audio or video, are prohibited in this class. Violating this policy is illegal, and violators will be sanctioned.

Institutional Values

As your instructors, we are committed to facilitating an environment that promotes learning and embraces a respect for others and their thoughts and ideas. Having said that, please keep in mind that creating a classroom environment that reflects FIU's core values (listed below) is the shared responsibility of instructor and students.

FIU Core Values:

- Truth—in the pursuit, generation, dissemination, and application of knowledge
- Freedom—of thought and expression
- Respect—for diversity and the dignity of the individual
- Responsibility—as stewards of the environment and citizens of the world
- Excellence—in intellectual, personal, and operational endeavors

SEMESTER 1:

Each student's grade for each semester of the course sequence will be based upon:

5% **Attendance**

30% Assignment 1 (see below)

20% Assignment 2 (see below)

20% Assignment 3 (see below)

10% Class **participation** and cooperation capability (Will be evaluated by the instructor based on observation throughout the curse)

15% Final presentation

Total Points: 100

SEMESTER 2:

Each student's grade for each semester of the course sequence will be based upon:

5% **Attendance**

30% Assignment 1 (see below)

20% Assignment 2 (see below)

20% Assignment 3 (see below)

10% Class **participation** and cooperation capability (Will be evaluated by the instructor based on observation throughout the curse)

15% Final presentation and exhibition

Total Points: 100

Grades

Numerical grades translate into letter grades in the following standard fashion:

A	100 – 94
A-	93 – 90
B+	89 – 87
B	86 – 84
B-	83 – 80
C+	79 – 77
C	76 – 74
C-	73 – 70
D+	69 – 67
D	66 – 64
D-	63 – 60
F	59 – 0

Evaluation Approach

Each assignment and presentation for this course will be accompanied by a detailed Guidelines sheet and a grading rubric, in order to specify how the student will be evaluated and what precise criteria will be used. In general, students are evaluated for both written assignments as well as community engagement skills.

Policy for Assigning an "I" Incomplete Grade

An incomplete grade is a temporary symbol given for work not completed because of serious interruption not caused by the student's own negligence. Please see FIU's Policy for Assigning an Incomplete "I" Grade.

Center for Academic Success

The Center for Academic Success is available on both campuses to support you. They provide personalized attention tailored to your needs in a user-friendly environment that includes online support. You can get help writing a paper, reading more efficiently and increasing textbook comprehension, or even creating an individualized learning plan. The center is located in Green Library 120, next to Starbucks (305-348-2441) at MMC and in ACI 160 (305-919-5927) at BBC. Find them online at http://learningcenter.fiu.edu.

Academic Misconduct

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. All students are deemed by the university to understand that if they are found responsible for academic misconduct, they will be subject to the Code of Academic Integrity's procedures and sanctions, as outlined in the FIU Student Handbook. Students have the right to due process in all disciplinary situations. For additional information concerning student rights and responsibilities, please contact FIU's Office of Student Conduct and Conflict Resolution. Academic misconduct will not be tolerated in this class. Ignorance of the law is no excuse. Violations of academic integrity will be punished. These violations involve the use of any method or technique enabling you to misrepresent the quality or integrity of any of your university related work. Students committing academic dishonesty (cheating on tests, plagiarism, etc.) may be reported to university officials and in all cases will be dealt with severely. Our approach will be similar. If you have not already done so, please read through the Standards of Student Conduct in your FIU Student Handbook. The Standards address three major areas of moral integrity: Academic Honesty, Respect for the Law, and Respect for People.

Code of Student Conduct

Florida International University is a learning community following a tradition more than 1,000 years old that is dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. Students are expected to respect this tradition of academic inquiry, the University's rules of conduct, its mission, and the opinions and differences of all members of the FIU community. Civility is essential. The FIU Student Handbook outlines the Student Code of Conduct Regarding Disruptive Behavior: www.fiu.edu/~sccr/docs/disruptive_brochure.doc

Disability Clause

Students with disabilities, as defined by law, have the right to receive needed accommodations if their disabilities make it difficult to perform academic tasks in the usual way or in the allotted time frame. In order to receive accommodation, however, students with must register with Disability Resource Center: University Park Campus, GC 190 Voice: (305) 348-3532 TTY: (305) 348-3852 Fax: (305) 348-3850 Email: drcupgl@fiu.edu

PHOTOVOICE AS COMMUNITY ENGAGEMENT

CLASS SCHEDULE – SUBJECT TO CHANGE

The following is the class schedule with the appropriate reading assignments. To get the most out of our sessions together, it is imperative for you to complete the reading assignment before we meet. Items to be read or viewed are listed in the Class Schedule on the day they will be discussed, in other words, the time by which your preparation must have been completed. Activities below that involve an assignment or assessment are indicated in red.

Semester 1 (Fall, 2018): Classroom training in community engagement and facilitation; preparation for PhotoVoice implementation

Week 1: August 22	Introduction (structure of the course, objectives and benefits of the course, definition of FotoVoz and its importance in public health and politics, training and cohesion of work teams, relationship / collaboration with community organizations) - Introducción (estructura del curso; Objetivos y beneficios del curso; Definición de FotoVoz y su Importancia en Salud Publica y política; formación y cohesión de equipos de trabajo; relación / colaboración con organizaciones comunitarias)	
Week 2: August 29	Community-based Participatory Research (CBPR) - Investigación participativa basada en la comunidad	Assigned reading for this session / Lectura asignada para esta sesión: [add assigned reading]
Week 3: September 5	Communication channels (practices); Community facilitation techniques (Rapport, Pairing, Paraphrasing, Re-framing); Fear in facilitation – Canales de comunicación (practicas); Técnicas de facilitación comunitaria (Rapport, Emparejamiento, Parafraseo, Re-enmarcar); el temor en la facilitación	Assigned reading for this session / Lectura asignada para esta sesión: Chapters 1-3 (pp. 1-59) of: Benz, Ingrid. Facilitation at a Glance!: A Pocket Guide of Tools and Techniques for Effective Meeting Facilitation
Week 4: September 12	Ethical aspects of FotoVoz and obligations of the IRB; Technical aspects of photography – Aspectos éticos de FotoVoz y obligaciones del IRB; Aspectos técnicos de fotografía *Description of Assignment 1: Reflections on Ethics in PhotoVoice Project; Human Subjects Certifications in CITI -- Descripción de la Tarea 1: Reflexiones sobre la ética en el proyecto PhotoVoice; Sujetos Humanos Certificaciones en CITI*	Assigned reading for this session – Lectura asignada para esta sesión: Folkman: "Privacy and Confidentiality" and Review IRB protocol for PhotoVoice project
Week 5: September 19	FotoVoz methodology; "SHOWED" and OAA method; individual and group facilitation – Métodologia de FotoVoz; método "SHOWED" y OAA; facilitación individual y grupal ****ASSIGNMENT #1 DUE TODAY (Turn in hard copy of Assignment 1 at the beginning of class – See Guidelines for Assignment 1) -- **ASIGNACIÓN # 1 DEBIDO HOY (Entregar la copia impresa de la Asignación 1 al comienzo de la clase - Ver Pautas para la Asignación 1)**	Assigned reading for this session / Lectura asignada para esta sesión: Wang, Caroline and Burris, Mary Ann. (1997). "Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment." Health Education & Behavior 24(3): 369-387.
Week 6: September 26	Connection with the community; Because photography is important as a political instrument for change; Example of "Project Lenses" in the Dominican Republic – Conexión con la comunidad; Porque la	Guest speaker: Jose Colon-Burgos, Research Faculty, LACC/FIU Assigned reading for this session / Lectura asignada para esta sesión:

	fotografía es importante como instrumento político para el cambio; Ejemplo de "*Proyecto Lentes*" en Republica Dominicana	Padilla, et al. 2018. "Adaptation of PhotoVoice Methodology to Promote Policy Dialog among Street-based drug users in Santo Domingo, Dominican Republic." *Arts and Health*.
Week 7: October 3	Discuss draft action plan for work with NGOs; form work teams – Discutir borrador del plan de acción para el trabajo con las ONGs; formar equipos de trabajo *Description of Assignment 2: Action Plan*	Assigned reading for this session / Lectura asignada para esta sesión: Selections from: Brenson, Gilbert. *The stranger's feet are small: Communications skills for successful transcultural interface.*
Week 8: October 10	**Visit to Organizations: First approaches to local NGOs. Introductions; first approach to the community; next steps – Visita a Organizaciones**: Primeras aproximaciones a ONGs locales. Introducciones; primer acercamiento a la comunidad; próximos pasos	
Week 9: October 17	Discuss field visit; refine plan of action / Discutir visita al campo; refinar plan de acción ****ASSIGNMENT #2 (PLAN DE ACCION) DUE Friday, October 19 (Turn in to Drs. Padilla and Matiz via email; See Guidelines for Assignment 2) – ** ASIGNACIÓN # 2 (PLAN DE ACCION) DEBIDO Viernes, 19 de octubre (entregue a los doctores Padilla y Matiz por correo electrónico, vea las Pautas para la tarea 2)**	
Week 10: October 24	Photographic techniques for CBPR fieldwork – Técnicas fotográficas para el trabajo de campo de CBPR	Guest speaker: Photographic techniques Assigned reading: [Pending]
Week 11: October 31	Captioning pictures for a meaningful message; policy mapping for reaching and engaging policy makers -- Subtitular imágenes para un mensaje significativo; mapeo de políticas para llegar e involucrar a los responsables de las políticas	Assigned reading for this session: [Pending] Review Chapter 10 of Benz Pocket Guide, with emphasis on "Root Cause analysis" Tool
Week 12: November 7	Practice of SHOWED / OAA with examples of photography; managing groups and reaching a consensus – Practica de SHOWED / OAA con ejemplos de fotografía; manejo de grupos y llegar a un consenso	Assigned reading for this session: Chapter 7 & 8 (p. 103-154) of: Benz, Ingrid. Facilitation at a Glance!: A Pocket Guide of Tools and Techniques for Effective Meeting Facilitation
Week 13: November 14	**Visit to the field: Appointments with contacts of collaborating organizations; presentations of the action plan and feedback. (types of photography you wish to take) – Visita al campo**: Citas con contactos de las organizaciones colaboradoras; presentaciones del plan de acción y retroalimentación. (tipos de fotografía que se desean tomar)	
Week 14: November 21 (Distance work)	**** ASSIGNMENT # 3: Self-assessment of the semester experience (Turn in to Drs. Padilla and Matiz via email, See Guidelines for Assignment 3) – **ASSIGNMENT #3: Auto-evaluación de la experiencia del semestre (Turn in to Drs. Padilla and Matiz via email; See Guidelines for Assignment 3)**	Assigned reading for this session: Chapter 6 (p. 61-76, "Who can facilitate?") of: Benz, Ingrid. Facilitation at a Glance!: A Pocket Guide of Tools and Techniques for Effective Meeting Facilitation
Week 15: November 28	**Final Presentation (See Guidelines for this assignment)**: Explanation of adaptation of PhotoVoice to community of interest; experience with community engagement; use of facilitation techniques in the field or in planned activities; assessment of the community engagement experience – Presentación final (Ver Pautas para esta tarea): Explicación de la adaptación de PhotoVoice a la comunidad de interés; experiencia con el compromiso de la comunidad; uso de técnicas de facilitación en el campo o en actividades planificadas; evaluación de la experiencia de compromiso de la comunidad	
Week 16: December 5 (Finals week)	**Turn in final version of Assignment #2 (Finalized Action Plan, with organizational input) for grade on this assignment – Entregar la versión final de la Tarea n. ° 2 (Plan de acción finalizado, con aportes de la organización) para el grado en esta tarea**	

Semester 2 (Spring, 2019): Apply knowledge, Implement Action Plan, Training / orientation at NGOs, creating and exhibiting photographic galleries

Week 1 [pending dates]	**Introduction:** Importance of the project; Plan 1st practice of intra and extramural photos (photos directed to the topics of interest of their communities). Plan practice with members of the community (training if required), considering the approved ethics protocol (review protocol) – **Introducción**: Importancia del proyecto; Planificar 1ra practica de fotos intra y extramural (fotos dirigidas a los temas de interés de sus comunidades). Planificar practica con miembros de la comunidad (entrenamiento si es requerido), considerando el protocolo de ética aprobado (repasar protocolo)	**Process note**: You should organize outings during the next week to take pictures, possibly with community collaborators, to illustrate themes identified in the previous semester. You should print selected pictures (approximately 3-5), and these will be discussed in the next class session (Date), which will be held with community members. – **Nota de proceso**: debe organizar salidas durante la próxima semana para tomar fotografías, posiblemente con colaboradores de la comunidad, para ilustrar los temas identificados en el semestre anterior. Debe imprimir las imágenes seleccionadas (aproximadamente 3-5), y éstas se analizarán en la próxima sesión de clase (Fecha), que se llevará a cabo con los miembros de la comunidad.
Week 2 [pending dates]	**Field Trip:** Practice photo analysis with members of the community; Open conversations: Uses of galleries, possible sites of the gallery, and review of photos taken – **Visitas al Campo**: Practica Analisis de fotos con miembros de la comunidad; Conversacioes abiertas: Usos de la galerias, sitios posibles de la galeria, y revision de fotos tomadas	Chapter 6 (p. 85-102, "Creating Participation") of: Benz, Ingrid. Facilitation at a Glance!: A Pocket Guide of Tools and Techniques for Effective Meeting Facilitation
Week 3 [pending dates]	Taking photographs involving members of the NGO or community (Approx 50) (in the NGO or other defined site) – Toma de fotografías involucrando miembros de la ONG o comunidad (Aprox. 50) (en la ONG u otro sitio definido)	
Week 4 [pending dates]	Taking photographs involving members of the NGO or community (Approx 50) (in the NGO or other defined site) – Toma fotografías involucrando miembros de la ONG o comunidad (Aprox. 50) (en la ONG u otro sitio definido)	
Week 5 [pending dates]	**Visit to the Field:** Selection of approximately 30 photos (using a projector to review with collaborators, for example) – **Visita al Campo**: Selección de aproximadamente 30 fotos (usando proyector para revisar con colaboradores, por ejemplo) **Assignment 1 (Photo selection)**: To complete this assignment and receive full points, the team must successfully select approximately 30 photos for the gallery incorporating community feedback. – **Tarea 1 (Selección de fotos)**: para completar esta tarea y recibir puntos completos, el equipo debe seleccionar aproximadamente 30 fotos para la galería que incorporen los comentarios de la comunidad.	
Week 6 [pending dates]	**Visit to the Field:** Method SHOWED vs. OAA method (having selected photographs on paper). Home Construction of narratives (Titles, Analysis, alternatives) – **Visita al Campo**: Método SHOWED vs. Método OAA (tener fotografías seleccionadas en papel). Inicio Construcción de narrativas (Títulos, Análisis, alternativas)	
Week 7 [pending dates]	**Visit to the Field:** Continuation of Narrative Construction – **Visita al Campo**: Continuacion de Construccion de narrativas	
Week 8 [pending dates]	**Visit to the Field:** Continuation Construction of narratives; Co-creation of Exhibition Plan (including digital impressions, Web page, etc.) – **Visita al Campo**: Continuación Construcción de narrativas; Co-creación de **Plan de exhibiciones** (incluyendo impresiones digitales, Pagina web, etc.)	
Week 9 [pending dates]	**Guest speaker**: Digital technologies for PhotoVoice exhibitions; Disseminating through social media – Orador invitado: tecnologías digitales para exposiciones de PhotoVoice; Diseminando a través de las redes sociales **Assignment 2**: Turn in Exhibition Plan – **Tarea 2**: entregar el plan de la exposición	
Week 10 [pending dates]	**Spring break:** Preparation of the photography gallery – Preparación de Galería de fotos	
Week 11 [pending dates]	First Exhibition at FIU – Primera exhibicion en FIU!!! Launch of virtual galleries online **Assignment 3**: Team's gallery is exhibited physically and posted online according to plan – **Tarea 3**: la galería del equipo se exhibe físicamente y se publica en línea de acuerdo con el plan	

Week 12 [pending dates]	Feedback session with NGOs about the exhibition of the first gallery. Other options. Gallery delivery – Sesión de retroalimentación con ONGs acerca de exhibición de primera galería. Otras opciones. Entrega de galería.
Week 13 [pending dates]	Preparation Second Exhibition in the community (for example, in the NGO, or elsewhere); Be sure to get any required permits – Preparación Segunda Exposición en la comunidad (por ejemplo, en la ONG, o en otro sitio); asegurense de conseguir cualquier permiso requerido
Week 14 [pending dates]	Launch or implementation of a second exhibition – Lanzamiento o implementación de segunda exposición
Week 15 [pending dates]	Feedback session, discussion of follow-up plans – Sesión de retroalimentación, discución de planes de seguimiento
Week 16 [pending dates]	**Final presentation** (See Guidelines) (learning process, conclusions, perspectives to the future using the FotoVoz methodology) **– Presentación final** (Ver Guidelines) (proceso de aprendizaje, conclusiones, perspectivas al futuro usando la metodología FotoVoz)

"Facilitation is a cognitive and emotional skill, also the ability to provide options by structuring processes for advanced learning founded on respect and belief in human possibilities."

Facilitation uses science and techniques inspired by the talent and personal knowledge.

A. Matiz

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/current-students/portfolio/

Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our

students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See: http://honors.fiu.edu/current-students/hearts/

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 and Penalties

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/honors-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/

FIU Honors College Plagiarism Policy- http://honors.fiu.edu/honors-policies/

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or 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.

Community Service http://honors.fiu.edu/current-students/community-service/

As always, Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 citizenship points discussed above.