



Honors College

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*A Harvard Business Simulations Approach to
Sustainable Development*

IDH3035 RVM 1231 Course ID 020951 Class # 18942

Spring 2023 1/9/2023 - 4/22/2023

Zoom Meetings Wednesday 2:00 – 3:15 pm

Internet/Fully Online (asynchronous & synchronous)

HOW TO SUCCEED IN THIS COURSE

Participate thoughtfully in class each time. (Individual Grade 30%.) | *Write insightful tweets* on the reading assignment. (Individual Grade 30%.) | *Collaborate actively* with team mates on the SDGs. (Team Grade 40%.) | *Timely submit* all work. | *Be flexible*. Assignments may be modified to tackle current opportunities.

SUMMARY

This course is suitable for Honors students from **all disciplines** interested in applying interdisciplinary, practical solutions to global problems. We will use Harvard Business Simulations to gain experiential learning. We will study practical approaches to the **second nine (9)** United Nations Sustainable Development Goals (SDGs): Industry, Innovation and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Peace, Justice and Strong Institutions, Partnerships for the Goals. I hope to elicit a spark of creativity from each student and the teams.

You will work to solve problems that demand interdisciplinary knowledge and require creative perspectives. I will actively challenge your pre-existing ideas to help you design varying solutions.

This is a **Global Learning Course** that counts toward your Global Learning graduation requirement and the prestigious Excellence in Global Learning Medallion¹. Your work in this course is highly suitable for the **Honors College Portfolio**, any of the Three Honors College Learning Outcomes: 1) Research Skills, 2) Interdisciplinarity and Connectivity, and 3) Leadership and Community Engagement.

¹ GoGlobal.fiu.edu/medallion

ASSIGNMENTS AND GRADES

Assignments consist of a selection of brief weekly readings, infographics, videos, Harvard Business School Simulations, and team presentations. All students start with the presumption of 100% and only lose points. Class participation and tweets = 30% each, teamwork and simulations assignments = 40%.

COURSE DESCRIPTION AND PHILOSOPHICAL APPROACH

Come to learn with a practical bent. Prof. Sampedro brings a rich depth of experience and practical approach to the course from her experience with multinational corporations, international banking, geopolitical assessment, external country debt negotiations, strategic management and marketing, and philanthropy.

Grow globally. Prepare to create your future. Social problems impacting sustainable development are approaching critical levels not seen in the history of humanity. To address these problems in a timely fashion, it requires the collaborative response of individuals, corporations, nonprofits, NGOs, and governments. This collaboration starts with individuals at the community level to institutions at the national and global level. Levels require different social, technological, and capital resources.

Rock your first job. This course prepares the student to live in the 21st century and offers the mental framework and skills that will be applicable regardless of the career path chosen. Current news, history, geography, business and economics, language and communications, computer science, engineering and mathematics, philosophy, psychology and the social sciences, government, governance and political science, environmental science, weather, and oceanography all play a role in the United Nations Sustainable Development Goals.

COURSE OBJECTIVES AND MODULE OBJECTIVES

Upon completing this course, students will be able to:

1. Identify the current UNSDGs critical social problems of the 21st century
2. Compare potential approaches by individuals, communities, regional, national, and global aspects.
3. Evaluate applicable social, technological, and capital resources and practices
4. Create innovative alternatives for a collaborative response of individuals, corporations, nonprofits, governments, and NGOs to these problems with sustainable development practices

Module objectives are identified in each Canvas module.

REQUIRED COURSE MATERIALS AND PREREQUISITES

1. **Wall Street Journal (WSJ)** - no cost. Online subscription through FIU library.
 2. **BOOK - [THE LITTLE RED WRITING BOOK](#) by [Brandon Royal](#)** – no cost. Available in public libraries, FIU Library, and online. You may purchase a copy for your own use if you so wish.
 3. **SPRING 2023 COURSEPACK** - Harvard Business School Publishing (HBSP) **Coursepack** must be downloaded by each student for a fee. This Coursepack is \$60.00.
 1. Register with HBS at <https://cb.hbsp.harvard.edu/cbmp/login>
 2. Download Course Pack: <https://hbsp.harvard.edu/import/946480>. Spring 2023 Practical Strategies for Sustainable Development.
 4. **READINGS** - no cost. Required articles, papers, videos, vimeos, are listed in the Syllabus per the Course Assignment Schedule –These are available on the Internet.
- **Prerequisites:**
 - DE, sophomores, juniors, and seniors in the Honors College.

COURSE ASSIGNMENT SCHEDULE – (SUBJECT TO CHANGE)	
<p><i>Harvard Business Simulations Approach to Sustainable Development</i> <i>IDH3035 RVM 1231 Course ID 020951 Class # 18942</i> <i>Spring 2023 1/9/2023 - 4/22/2023</i> <i>Zoom Meetings Wednesday 2:00 – 3:15 pm</i> <i>Internet/Fully Online (asynchronous & synchronous)</i></p>	
Week Module # Class Date	Assignments Please note, session topics and activities may be subject to change during the course to adjust to teaching opportunities. Please be aware of Canvas notifications and always check Canvas for the latest updates. Assignments are due prior to Zoom meeting. Please use the article name and authors given to find the article on the internet if the hyperlink fails. Please identify your tweets properly.
<p><u><i>All Assignments are for Wednesday class except Readings which are due Sunday night.</i></u></p>	
Week 1 Jan. 11	<p>LRWB Principles – Ch. 1, 2. (Examples and use in assignments.)</p> <p>TOPIC Orientation and Foundational Readings</p> <p><i>The First Industrial Revolution used water and steam power to mechanize production. The Second used electric power to create mass production. The Third used electronics</i></p>

	<p><i>and information technology to automate production. Now a Fourth Industrial Revolution is building on the Third, the digital revolution that has been occurring since the middle of the last century. It is characterized by a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres.</i></p> <p>Readings</p> <ol style="list-style-type: none"> 1. The Scientific Process vs the Engineering Process 2. The Scientific Process – Principles of Biology 3. What Is Cognitive Bias? <p>Infographics</p> <ol style="list-style-type: none"> 1. The Fourth Industrial Revolution 2. Images The Scientific Process <p>Zoom class</p> <p>Orientation. Team assignments. Zoom meetings preparations. Class focus. New perspectives. Cognitive Bias. Holistic Problem Solving ~ Design (Stanford d. school) vs. Systems (MIT) Thinking. Human centric vs systems definition; small vs big problem. Water to the village vs. fly in vaccines.</p>
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January 16, 2023, MLK Day of Service Opportunity to perform self-less service today.

<p>Week 2 Jan. 18</p>	<p>LRWB Principles – Ch. 3</p> <p>TOPIC Goal 9 Infrastructure, Industry, and Innovation</p> <p>Readings</p> <ol style="list-style-type: none"> 1. 7 Rules of Design From MIT's Guru of Low-Tech Engineering 2. Carbon to Value Initiative launches Carbontech Leadership Council <p>Infographics</p> <ol style="list-style-type: none"> 1. Rebuilding America: The Coming Opportunity in Infrastructure 2. Connected Workers: How Digital Transformation is Shaping Industry’s Future 3. 10 Types of Innovation: The Art of Discovering a Breakthrough Product 4. A Global Breakdown of Greenhouse Gas Emissions by Sector <p>Zoom class – Simulation: Ultimatum Game. 20 minutes. Learning Objectives: This game demonstrates the importance of fairness and altruism in certain contexts, and that their peers may not be strictly profit-maximizing.</p>
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Feb. 20, 2023, President's Day - George Washington, Founding Father, Abraham Lincoln, Saved the Union. Opportunity to recognize their contributions to our country.	
Week 3 Jan. 25	<p>LRWB Principles – Ch. 4</p> <p>TOPIC Goal 9 Infrastructure, Industry, and Innovation continued</p> <p>Tweet Readings with Simulation</p> <p>1. Can You Solve Climate Change Better Than World Leaders?</p> <p>Zoom class Team presentation on Goal 9 Infrastructure, Industry, and Innovation</p>
Week 4 Feb. 1	<p>LRWB Principles – Ch. 5</p> <p>TOPIC Goal 10 Reduce Inequalities within and across countries</p> <p>Readings</p> <p>1. Principles for Strengthening Global Cooperation – World Economic Forum</p> <p>Infographic</p> <p>2. Reduce Inequality Within and Amongst Countries</p> <p>Zoom class – Simulation: Marketing Simulation: The Positioning Game 30 minutes. Learning Objectives: Introduce the critical role of market structure and product positioning in marketing strategy. Analyze markets and recognize consumer segments, underserved segments, and ideal points for targeting opportunities. Critique brand perceptions, similarities, and differences, and recognize perception problems. Demonstrate awareness of consumer-driven product development</p>
Week 5 Feb. 8	<p>LRWB Principles – Ch. 6</p> <p>TOPIC Goal 10 Reduce Inequalities within and across countries continue</p> <p>Zoom class – Simulation: Organizational Design Simulation: Evolving Structures 30 minutes. Learning Objectives: Apply the 7 dimensions of organizational structure to transform the internal structure of a fast-growing and rapidly changing business. Understand the impact that moving from an informal structure to a matrix structure has on the health of the business including people, processes, finances, and customers. Understand the pros and cons of various organizational methods that can be applied at different stages of the business life cycle.</p>

<p>Week 6 Feb. 15</p>	<p>LRWB Principles – Ch. 7</p> <p>TOPIC Goal 11 <u>Make cities and human settlements inclusive, safe, resilient, and sustainable</u></p> <p>Readings</p> <ol style="list-style-type: none"> 1. <u>One Year Later: Purpose of a Corporation Business Roundtable</u> 2. <u>The Role of the Corporation in Society: An Alternative View and Opportunities for Future Research</u> <p>Infographic</p> <ol style="list-style-type: none"> 1. <u>Opportunity Zones: Aligning Public and Private Capital</u> 2. <u>How the Internet of Things is Building Smarter Cities</u> 3. <u>Visualizing ESG Risks by Industry</u> <p>Zoom Class - Simulation: Minimum Effort 25 minutes. Learning Objectives: This game shows students the high individual costs associated with mis-coordination, and that both communication and target-setting can increase the likelihood of the team coordination.</p>
<p>Week 7 Feb. 22</p>	<p>LRWB Principles – Ch. 8, 9, 10</p> <p>TOPIC Goal 11 <u>Make cities and human settlements inclusive, safe, resilient, and sustainable continued</u></p> <p>Zoom class Team Presentation on Goal 11 <u>Make cities and human settlements inclusive, safe, resilient, and sustainable.</u></p>
<p>Feb. 29 – Mar. 5 Spring Break Mar. 2 Ash Wednesday</p>	
<p>Week 8 Mar. 1</p>	<p>Feb. 29 – Mar. 5 Spring Break Mar. 2 Ash Wednesday</p>
<p>Week 9 Mar. 8</p>	<p>LRWB Principles – Ch. 11, 12</p> <p>TOPIC: <u>Goal 12 Ensure Sustainable Consumption and Production Patterns</u></p> <p>Readings</p> <ol style="list-style-type: none"> 1. <u>Daniel Christian Wahl on Regenerative Design and Regenerative Development GE</u> 2. <u>Carol Sanford on the Principles of the Regenerative Design Paradigm</u>

	<p>3. John Fullerton and "The Road to Regenerative Capitalism"</p> <p>Infographic</p> <ol style="list-style-type: none"> 1. Visualizing U.S. Energy Consumption in One Chart 2. Today in Energy - EIA <p>LRWB Principles – Ch. 13, 14</p> <p>TOPIC: Goal 12 Ensure Sustainable Consumption and Production Patterns continued</p> <p>Zoom class Team Presentation on Goal 12 Ensure Sustainable Consumption and Production Patterns</p>
<p>Week 10 Mar. 15</p>	<p>LRWB Principles – Ch. 15, 16</p> <p>TOPIC: Goal 13 Take Urgent Action to Combat Climate Change and Its Impacts</p> <p>Readings</p> <ol style="list-style-type: none"> 1. Climate Change McKinsey & Co. <p>Infographic</p> <ol style="list-style-type: none"> 1. The Paris Agreement: Is The World’s Climate Action Plan on Track? 2. Our Impact on Climate Change and Global Land Use in 5 Charts <p>Zoom class Team Presentation with Simulation</p> <ol style="list-style-type: none"> 1. Can You Solve Climate Change Better Than World Leaders?
<p>Week 11 Mar. 22</p>	<p>LRWB Principles – Ch. 17, 18</p> <p>TOPIC Goal 14 Conserve and sustainably use the oceans, seas, and marine resources for sustainable development</p> <p>Readings</p> <ol style="list-style-type: none"> 1. Reading List 2020: MA Ecological Design Thinking 2. ‘Green Swans’ & Regeneration Rising A conversation between John Elkington and Daniel Wahl <p>Infographic</p> <ol style="list-style-type: none"> 1. Visualizing the Human Impact on the Ocean Economy

	<ol style="list-style-type: none"> 2. The Causes And Effects Of Ocean Pollution 3. OCEAN POLLUTION INFOGRAPHIC 4. Marine Habitat: The Beautiful World Underneath the Sea [INFOGRAPHIC] 5. IMO 2020: The Big Shipping Shake-Up <p>Zoom class Team Presentation on Goal 14 Conserve and sustainably use the oceans, seas, and marine resources for sustainable development</p>
<p>Week 12 Mar. 29</p>	<p>LRWB Principles – Ch. 19</p> <p>TOPIC: Goal 15 Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p> <p>Readings</p> <ol style="list-style-type: none"> 1. The Weekly Planet: A Start-Up’s Unusual Plan to Suck Carbon Out of the Sky by Robinson Meyer 2. The EIB Group Climate Bank Roadmap 2021-2025 <p>Infographic</p> <ol style="list-style-type: none"> 1. Visualizing the Biggest Threats to Earth’s Biodiversity 2. The MIT Integrated Global System Model: Ecosystems Impacts 3. World Mapper 4. Terrestrial Ecosystems <p>Zoom class Simulation: Strategy Simulation: Value Champion 30 minutes. Learning Objectives: Explain the purpose of value chain analysis. Break down firms into their key activities and understand the role of activity drivers. Use the activity and driver analysis firm revenues or decrease firm costs, which include selecting the appropriate tactics (such as just-in-time delivery or joining a buying group). Make consistent activity choices to support the delivery of the firm's customer value proposition.</p>
<p>Week 13 Apr. 5</p>	<p>LRWB Principles – Ch. 20</p> <p>TOPIC Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels</p> <p>Readings</p> <ol style="list-style-type: none"> 1. The Abraham Accords 2. Bahrain–Israel normalization agreement 3. State Department Shuns Term ‘Abraham Accords’ 4. Camp David Accords and the Arab Israeli Peace Process 5. Design Thinking for Accountability

	<p>Infographic</p> <ol style="list-style-type: none"> 1. Visualized: A Global Risk Assessment of 2021 And Beyond 2. War and Peace: How Violence is Disrupting the Global Economy <p>Zoom class - Simulation: Strategy Simulation: The Negotiator's Dilemma 30 minutes. Learning Objectives: Understand how seemingly simple interactions can present difficult strategic choices. Recognize how your negotiation strategy must consider different possible responses by counterparts. Experiment with different approaches to discover what strategy a counterpart is using. See both the benefits and the possible risks of probing a counterpart's strategy. Negotiate with fellow students while balancing the incentive to maximize individual gains and the benefit of creating joint value. Experience that negotiation is a dynamic process that requires ongoing learning, adapting, and influencing as events unfold.</p>
<p>Week 14 Apr. 12 SPOTS</p>	<p>LRWB Principles – Pages 101 - 118</p> <p>TOPIC Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels continued</p> <p>Zoom class Simulation: Innovation Simulation: Breaking News 20 minutes. Learning Objectives: Understand the challenges of innovation and describe a range of options available to source and develop high-quality ideas. Summarize how to use different modes of innovation to better inform the innovation process. Describe the potential of open innovation efforts to seed the innovation funnel and develop solutions. Assess how important organizational climate and scope are on setting the direction and tone of the innovation process.</p>
<p>Apr. 10 Palm Sunday, Apr. 16 Passover, April 11-17 Easter Week, Apr. 17 Easter Sunday</p>	
<p>Week 15 Apr. 19 Last regular class day</p>	<p>LRWB Principles – Pages 118 - 126</p> <p>TOPIC: Goal 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development</p> <p>Readings</p> <ol style="list-style-type: none"> 1. Code of Hammurabi 2. Magna Carta 3. US Bill of Rights 4. Universal Declaration of Human Rights <p>Infographic</p> <ol style="list-style-type: none"> 1. ESG Investing: Finding Your Motivation 2. Simon Bolivar 3. Jose Marti

	<ul style="list-style-type: none"> 4. Mahatma Gandhi 5. Martin Luther King, Jr. 6. Nelson Mandela <p>Zoom class – Semester lessons review</p>
<p>Finals Week 16 Apr. 26</p> <p>SPOTS</p>	<p>LRWB Principles – Pages 127 - 144</p> <p>TOPIC: wrap up discussions and presentations</p> <p>Zoom class</p>
<p>May 3 Deadline Faculty to Submit Grades</p>	
<p>Please note, session topics and activities may be subject to change during the course. Please be aware of Announcements, Update Notifications, and Canvas for the latest updates.</p>	

WHEN & HOW WILL WE MEASURE MY PROGRESS IN THIS COURSE?

My objective is stress-free fair grading earned weekly. Therefore, grading is done weekly, no surprises or reliance for all grades on a single mid-course or final exam. Grades are based on individual, team, written, and verbal performance as described elsewhere.

GRADES

Stress-Free Grading – This is a Stress-Free Grading class. Grades are given weekly. By tracking your progress weekly, unnecessary stress on end of semester grading is minimized. On the other hand, lost time and work not done cannot be made up with only one final exam. You will know how you are doing and can work with your teammates and the professor to address shortfalls each week during the semester. No stressful mid-terms, no comprehensive memorizing for finals. In exchange, no late work, and no absences. Participation is a fundamental requirement of the course. Two or more Zoom class absences will automatically reduce grades by one measure. There is no reason why every student cannot earn an A or A- if they timely complete their assignments in a thoughtful, deliberate manner.

Rubrics: I give you the benefit of the doubt as Honors Students by starting with 100% for each grade; I then deduct points for a variety of reasons including but not limited to: incomplete understanding of material, lack of identification of principal points, inability to express thoughts at a college level, missing the point of the subject matter, late submission (if accepted), poor spelling, grammar, unethical conclusions.

1. quality of classroom participation = 30% of final grade. This is measured as the individual's quality of critical thinking and clear and concise communication, not verbosity. Participation in class, reading and application of the LRWB principles, clear articulation of understanding and comprehension of topics. **These are to be read for Wednesday class.** (CLASS PARTICIPATION)
2. understanding of assigned readings/videos/infographics and other = 30% of final grade. Individuals should express their own insight or takeaway no longer than a tweet of approximately 50 words, derived from the article/reading/video. **These are to be uploaded to Canvas no later than midnight of the Sunday for that Wednesday's class.** A student(s) may/will be chosen to present the article in class. This grade is based on the individual's performance. (TWEETS)
3. in-class presentations/projects by team, and team participation in simulations = 40% of final grade. Some simulations are designed for individuals, some for teams. This is extemporaneous and the only way to prepare is to have done the simulation. Results of the simulations and in-class discussion, by team, will comprise 40% of the grade. **This work is done for or at Wednesday class.** (PRESENTATIONS/PROJECTS/SIMULATIONS/CASES)

Standards:

This is not a “traditional lecture > homework > test > grade” model. Rather, it is a “homework > participation > grade” model. Late work cannot be accepted without disrupting the learning process for the whole class; therefore, no late work may be submitted. And it is unfair to the other students who did their work on a timely basis. There is no extra credit, make-up exams, or assignments. Think of it as preparation for real work-life standards.

Since I am primarily interested in students achieving the Course Learning Objectives, to prepare you for a productive career, this is not a multiple question or true/false course. This is a real-life assessment of understanding, communications, critical thinking, and professionalism.

I give you the benefit of the doubt as Honors Students by starting with 100% for each grade; I then deduct points for a variety of reasons including but not limited to: incomplete understanding of material, lack of identification of principal points, inability to express thoughts at a college level, missing the point of the subject matter, late submission, poor grammar, unethical conclusions.

This is where my experience and knowledge play a subjective role in evaluating each submission. Typically, I read all submissions and then go back to each individual submission to assign a grade. I might re-read each one or two more times to better assess the work done.

I am very cognizant of the impact that grades might have on financial aid, scholarships, overall grades, future employment opportunities and a student's graduation.

However, I can only judge based on the work done for the course; I cannot consider external factors which might affect a student. I have no basis of knowledge or comparison for each student, and I simply will not negatively affect the other students in the class. University policies exist to deal with external factors which might affect enrollment. Students are responsible for accessing those University services, which I would be most happy to help you to contact.

WHAT BEHAVIORS WILL HELP ME SUCCEED IN THIS COURSE?

| Listen Actively | Participate Creatively | Respect Others & Yourself | Complete work on time |

COURSE WORK GLOBAL LEARNING GOALS AND OUTCOMES²

1. To develop the skills necessary to draw upon each discipline to apply them in a global case.
2. To further expand analytical tools to solving the problem.
3. To self-assess one's capabilities to apply the key concepts from each discipline to the problem.

² GoGlobal.fiu.edu/medallion

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
 - Course Learning Outcome: 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 Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
 - Course Learning Outcome: 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 Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
 - Course Learning Outcome: Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

COURSE EVALUATIONS SPOTS

Constructive feedback from students is a valuable resource for both motivating my performance and improving my teaching. I will ask for classroom feedback, a letter of advice for future students, and completion of SPOTS. Completion of the SPOTS evaluation is a requirement for each course. **Your grade will not be available until you submit the evaluation.**

FIU/HC POLICIES AND EXPECTATIONS

GRADING SCALE

Grades are based on the University’s official scale below for accumulated points, 100 in total. It is arithmetically calculated and not subject to change. There are several university-wide policies for students who are having non-academic challenges. Students should timely contact the Honors College for any such issues.

Letter Grade	Range (%)	Letter Grade	Range (%)	Letter Grade	Range (%)
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A	95 or above	B	83 - 86	C	70 – 76
A-	90 – 94	B-	80 - 82	D	60 – 69
B+	87 – 89	C+	77 - 79	F	59 or less

HONORS COLLEGE ACADEMIC MISCONDUCT STATEMENT

Each student in this course is expected to abide by the FIU and the Honors College standards of Academic Integrity. All work submitted to meet course requirements is expected to be a student’s own work. In the preparation of work submitted to meet course requirements, students should always take great care to distinguish their own ideas and knowledge from information derived from sources.

Students must assume that collaboration in the completion of assignments is encouraged if students acknowledge any collaboration and its extent in all submitted work. This requirement applies to collaboration on editing as well as collaboration on substance.

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 Honors 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/academics/policies/>), and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>.

FIU Code of Academic Integrity – <http://integrity.fiu.edu/>.

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

ADDITIONAL INFORMATION AND RESOURCES

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.

Physical, Mental and Sensory Challenges

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

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.

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 Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:

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FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

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. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement 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 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

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. <http://honors.fiu.edu/current-students/hearts/>

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.