

Challenge 2050: Creating Solutions



ALS 4419

Fall 2025- 1 credit hour



Instructor

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Office location: 121B Bryant Hall

Office hours: By appointment

Class Times

Location

Asynchronous online course with two in-person class meetings TBD by class.

Course Description

Through this capstone experience course, students demonstrate and apply knowledge, skills, and dispositions in assigned transdisciplinary teams. Students complete a comprehensive proposal for a developmental initiative focused on addressing the 2050 Challenge of sustaining a global population.

Course Objectives

Through participating in this course, students will have the opportunity to engage in the following objectives:

1. Gain experiential knowledge associated with the process of accomplishing strategic goals with interdisciplinary classmates.
2. Recognize how completion of a developed action has tangible value and community level application.
3. Explore adaptive challenges and advance adaptive capacity for the development and implementation of solutions associated with global population fluctuation.
4. Develop confidence and commitment for community and global leadership.

Instructor Communication & Feedback

Communication - The instructor is committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**.

Individual Learner Interaction – Education extends beyond the mere transmission of knowledge; it involves providing valuable feedback and maintaining ongoing communication with the learner. The instructor is committed to engaging in one-on-one interactions with each student. This may manifest detailed feedback on assignment submissions, responses

to discussion board posts, or personalized Canvas messages to check in on the student's progress in the course.

Requirements

Textbook:

This course uses Perusall as a integrated component within Canvas to host the textbook. The textbook is titled "Solve It!: The Mindset and Tools of Smart Problem Solvers". It is available for \$4.99 in Perusall.

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Office Programs
 - [Microsoft Privacy Statement](#)
 - [Microsoft Accessibility Information](#)
 - Word - [Microsoft 365 basics video training](#)
- Adobe Reader
 - [Acrobat tutorials](#)
 - [Adobe Privacy Statement](#)
 - [Adobe Accessibility Statement](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility Information](#)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - [Canvas Privacy Policy](#)
 - [Canvas Accessibility Standards](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Prerequisite Knowledge:

The following courses are required pre-requisites: ALS 2410, ALS 3415, and ALS 3940.

Expected Technical & Digital Literacy Skills:

Minimum skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.

- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
- Analyzing digital information for credibility, currency, and bias.

Artificial Intelligence (A.I.) Use:

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any plagiarism or other form of cheating will be dealt with severely under relevant UF policies.

Assignments

Last Assignment Policy:

All work is due via Canvas by 11:59 PM on the assigned date unless otherwise specified. Assignments submitted within one week of the original due date will be evaluated with an automatic 10% deduction of the assignment point value. Assignments submitted beyond one week of the original deadline are subject to the discretion of the instructor for grading.

Assignment Points & Explanation:

Discussion Posts- 20 pts each (100 points total)

Students will complete five discussion posts over the course of the semester. Posts will be graded based on the instructions and word counts in the individual assignments listed in Canvas.

Reflection Paper – 100 pts

Students will choose a reflection model (Kolb, Gibbs or Borton) to reflect on a specific event within the Challenge 2050 program or reflect on their participation as a whole in the program. Based on the model selected, students will complete a full iteration of the model and submit a paper demonstrating their proficiency in using the selected model.

Problem Solving Plan – 100 points

Students will select a global challenge that they are familiar with and/or have worked on in their previous Challenge 2050 courses. They will apply a problem-solving approach to this global challenge to ultimately offer a solution recommendation.

Leadership Plan – 100 points

The final project in this course is a leadership plan focused on the student's goals and strategies for continuing to pursue leadership development post-graduation.

Readings and Engagement – 100 pts

This course uses Perusall to encourage students to engage in the assigned readings. Each assigned reading has points associated with it. Instructions for securing full points are listed in each Persuall assignment.

Course Grading:

A: 475- 500 points A-: 450 – 474 points B+= 430-449 points
B: 415-429 points B-: 400-414 points C+ 380 – 399 points
C: 365-379 points C-: 350-364 points D+= 330-349 points
D: 315 – 329 points D-: 300-314 points E: 299 and under

Grading Scale

A = 93-100%	C+ = 76 – 79.99%	F = Below 60%
A- = 90 – 92.99%	C = 73 – 75.99%	
B+ = 86 – 89.99%	C- = 70 – 72.99%	
B = 83 – 85.99%	D+ = 66 – 69.99%	
B- = 80 – 82.99%	D = 63 – 65.99%	
	D- = 60 – 62.99%	

Reading & Assignment Schedule:

WEEK	CONTENT	ASSIGNMENTS
Week 1 AUGUST 25	Course Overview	<ul style="list-style-type: none">• Apply for Global Leadership and Change Certificate• Making the Most of Perusall
Week 2 September 1	An Introduction to Critical Reflection	<ul style="list-style-type: none">• Persuall Reading and Discussion• Discussion Post #1
Week 3 September 8	Reflection Frameworks	<ul style="list-style-type: none">• Discussion Post #2
Week 4 September 15	Benefits and Barriers to Reflection & Personal Reflection Methods	<ul style="list-style-type: none">• Discussion Post #3
Week 5 September 22	Fixed Mindsets vs. Growth Mindsets	<ul style="list-style-type: none">• Reflection Final Assignment• Perusall Reading and Discussion
Week 6 September 29	In-Person Class Meeting Circle of Influence vs. Circle of Concern	<ul style="list-style-type: none">• Perusall Reading and Discussion

		<ul style="list-style-type: none"> • Discussion Post #4
Week 7 October 6	Problem Solving Process: Clarify	<ul style="list-style-type: none"> • Persuall Reading • Clarify Problem-Solving Worksheet
Week 8 October 13	Problem Solving Process: Causes	<ul style="list-style-type: none"> • Persuall Reading • Causes Problem-Solving Worksheet
Week 9 October 20	Problem Solving Process: Create	<ul style="list-style-type: none"> • Persuall Reading • Create Problem-Solving Worksheet
Week 10 October 27	Problem Solving Process: Choose	<ul style="list-style-type: none"> • Persuall Reading • Choose Problem-Solving Worksheet
Week 11 November 3	In-Person Class Meeting	
Week 12 November 10	Leadership Planning for the Future: Goals	<ul style="list-style-type: none"> • Leadership Plan: Goals Section • Discussion Post #5
Week 13 November 17	Leadership Planning for the Future: Strategies	<ul style="list-style-type: none"> • Leadership Plan: Strategies Section
Week 14 November 24	Happy Thanksgiving	
Week 15 Dec 1	Class Wrap-Up	<ul style="list-style-type: none"> • Leadership Plans Due • Exit Survey

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Please note that the course schedule and syllabus are subject to change. The instructor reserves the right to modify the syllabus, including assignment due dates and course content, as deemed necessary. Any changes will be communicated promptly to ensure you have adequate time to adjust.

University-Wide Policies and Student Support Services

As part of the updated University of Florida Syllabus Policy, this course syllabus refers students to a central online resource that contains the most current university-wide academic policies and student support services. Using this shared link helps ensure that all students receive accurate, consistent, and up-to-date information.

Students are expected to visit and review the centralized UF Syllabus Policy page at: [UF Syllabus Policy Link](#). Throughout the term, students are strongly encouraged to return to this page regularly to stay updated on important university expectations and explore available resources. The page includes information on topics such as:

Academic Policies

- Attendance requirements and make-up work procedures

- Academic accommodations for students with disabilities
- Grading standards and grade point policies
- Course evaluation instructions and portals
- Student Honor Code and University Honesty Policy
- Guidelines governing the recording and use of class lectures

Academic Resources

- E-learning support and technology assistance
- Career and counseling services (Career Connections Center)
- Library access and help services
- Study skills support and tutoring (Teaching Center)
- Writing support (Writing Studio)
- Complaint procedures and academic grievance resources
- UF Student Success Initiative resources

Campus Health & Wellness

- Physical, mental, and emotional health services
- Safety and support programs
- UF Whole Gator wellness tools