ALS 3415 - Challenge 2050: Tools for Changing the World
3 Credits, Spring Semester
Monday, Period 8 (3:00 PM – 3:50 PM)
Wednesday, Periods 8-9 (3:00 PM – 4:55 PM)
McCarty Hall B, Room 3096

Instructor
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Course Overview
By the year 2050, the global human population is projected to exceed 9 billion people. Our Challenge 2050 requires innovative development of transdisciplinary solutions to complex, global challenges. Tools are needed in order to develop effective, adaptive solutions. This course explores individual and team-based application of tools indispensable to addressing our Challenge 2050.

Given participation in the course, students gain skills, competencies, and dispositions necessary for being global change agents. Application within real-life contexts provides students with experimental learning opportunities. These opportunities provide the foundation for creating capacity to communicate the critical importance of the challenge, influencing community perceptions, and developing solutions that can be put into action.

Course Competencies
Given participation in the course, students have the opportunity to engage in the mastery of the following competencies:

1) Broaden perspectives regarding processes of individual and collaborative team problem solving
2) Recognize purposive application of skills and aptitudes necessary for addressing global challenges
3) Develop skills necessary for build capacity to communicate the importance of the challenge
4) Design integrative and adaptive solutions for tackling complex, global challenges

Course Structure
Throughout the course, we dissect tools useful to develop solutions to Challenge 2050. We do so through guest and student presenters, interactive experiences, and self/team-discovery processes. Following in-class engagement, students apply the learned tool in prompted activities, which included opportunities for engagement in the local and global communities. Students also develop a collaborative Challenge 2050 innovation, which is submitted as a grant proposal to a selected funding entity.

Course Materials
Pink, Daniel. 2005. A whole new mind. Penguin Group Inc. New York, New York.
Additional readings provided related to weekly topics focusing on domestic/ international events.

Course Requirements
Progression of the course requirements is modeled after the process of setting, achieving, and reflecting on achievement of goals, an important skill to succeed in a real-life career. In the professional world, achieving small and large goals are necessary to effectively complete a project and, thereafter, reflect on the project for future enhancement.

Journal Exploration- Students complete a prompted journal entry discussing application of the weekly tool discussed in class and how the application relates to Challenge 2050. Journal entries consist of five written (around 500 words) and five oral (about 3 minutes) entries. Entries are due Mondays by start of class at 3:00 PM.

Tool Application Assessment- Twice during the semester, students assess their success at applying given tool(s) in context of their life and addressing Challenge 2050. Students highlight three areas of developed strength and three areas for enhancement. Platforms for dissemination are by choice, but must be thoughtful, detailed, and concisely communicated. Monthly accomplishments are due on the designated Monday by the start of class at 3:00 PM.

Independent Portfolio- Students create an online portfolio that links application of Daniel Pink's six senses to the tools explored in class related to Challenge 2050. More information provided in class.

Team Innovation Grant- Teams of students select a funding entity, prepare a proposal, and submit the proposal to the funding entity. Proposals must include an idea addressing Challenge 2050. Students submit a draft proposal to be reviewed by a diverse panel of experts. Students receive feedback from panel during interactive session and submit the final product to their funding entity.

Reflection for Enhancement- Upon completion of the class, students write a 1000-word reflection highlighting the impact of class and whether the class provided necessary tools/ expanded individual capacity to succeed in the future at personal and professional levels.

Engagement- Students have the power to create a comfortable environment by engaging in and out of class. It is highly encouraged students challenge themselves and other's ideas and thoughts in a collegial manner. It is contribution that makes a valuable class!

Course Evaluation
Evaluation assesses the degree to which the student fulfills the assigned requirements for each of the below assignments. The course grade is based on the percentage of points earned out of a 1000 point total.

Assignments	*Points*
Weekly Accomplishments (10 at 10 points)	100
Monthly Accomplishments (2 at 50 points)	100
Independent Innovation Portfolio	250
Team Innovation Grant	200
Team Innovation Presentation	150
Reflection for Enhancement	100
Class engagement	100
Total	**1000**

Course Grading Scale:

A 93.4- 100 %	A- 90- 93.3%	B+ 86.7- 89.9 %	B 83.4- 86.6 %	B- 80- 83.3 %
C+ 76.7- 79.9 %	C 73.4- 76.6 %	C- 70- 73.3 %	D+ 66.7- 69.9 %	D 63.4 66.6%
D- 60- 63.3 %	E <60.0 %			

University of Florida Grade & Grade Points Policy can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when the evaluations are available. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Course Policies:
Absences and Missed Class Work: It expected you attend every class session. If you know you will be absent from class, please contact the instructor at least one week in advance from the class session. If you unexpectedly missed class due to an unforeseen emergency, you need to provide written documentation to support your absence (e.g., if you are sick, a doctor's note with justification is required).

For missed work, please contact instructor to develop a plan to make-up the work. Missed work for excused class absences will be accepted with no penalty if completed by the extended deadline. For unexcused absences, missed work will be accepted with a 10% penalty for everyday late after the due date.

More information regarding class attendance and make-up policies for class work are consistent with University of Florida policies and can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Finally, please do not wait until the end of the semester to discuss problems with the course material or performance in class. Your performance and success are important to the instructor and University of Florida, so please contact the instructor to discuss your concerns as soon as they arise.

E-Learning: All students are expected to check E-Learning (http://lss.at.ufl.edu) on a regular basis. Please ensure that you have access to this service. Grades are posted here.

Academic Integrity: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

In the fall of 1995, the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity (See UF Rule 6C1-4.017). Students are required to be honest in all of their university class work. Faculty members have a duty to promote ethical behavior and avoid practices and environments that foster cheating. Faculty should encourage students to bring incidents of dishonesty to their attention. A faculty member, in certain circumstances, can resolve an academic dishonesty matter without a student disciplinary hearing. The procedures and guidelines are available from the Student Guide. All students at the University of Florida have pledged, *On my honor, I have neither given nor received unauthorized aid in doing this assignment* (2014-2015 Graduate Catalog)*.*

Software Use: All UF faculty, staff and students are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, appropriate disciplinary action will be taken.

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.
- *University Counseling Center*, 301 Peabody Hall, 392-1575, **www.counsel.ufl.edu**
- *Career Resource Center,* CR-100 JWRU, 392-1602, **www.crc.ufl.edu/**
- *Student Mental Health Services,* Rm. 245 Student Health Care Center, 392-1171, **www.shcc.ufl.edu/smhs/**
        Alcohol and Substance Abuse Program (ASAP)
        Center for Sexual Assault / Abuse Recovery & Education (CARE)
        Eating Disorders Program
        Employee Assistance Program
        Suicide Prevention Program

Students with Disabilities: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, **www.dso.ufl.edu/drc/**

Tentative Course Topics and Timeline

Date	Topic	Tool(s)	Assignment Due
Week 1	Syllabus What is Challenge 2050?		
Week 2	Understanding Science	Scientific Inquiry Research Process	Journal 1 (Mon)
Week 3	Communication Process	Oral Communication	Journal 2 (Mon)
Week 4	Communication Process	Written Communication	Journal 3 (Mon) Assessment 1 (Mon)
Week 5	Funding Innovations	Funding Sources Grants	Journal 4 (Mon)
Week 6	Funding Innovations	Budgets Return on Investments	Journal 5 (Mon)
Week 7	Designing and Creating Meaningful Innovations	DNA of Innovation Marketing/ Branding	Journal 6 (Mon)
Week 8	Organizations and Corporations	Non-profit vs. For-profit	Journal 7 (Mon) Assessment 1 (Mon)
Week 9	*No Class- Spring Break*		
Week 10	Organizational Planning	Time Management Effective Meetings Strategic & Scenario Planning	Journal 8 (Mon)
Week 11	Collaboration and Teamwork	Team Process Team Application & Evaluation	Journal 9 (Mon)
Week 12	Global Leadership	Effective Leadership Practicing Leadership	Journal 10 (Mon) Draft Proposal (Mon)
Week 13	Global Leadership	Cultural Perspectives Ethics	
Week 14	Education of Challenge 2050	Summary Challenge 2050 Spreading awareness	Proposal Review Day Portfolio (Mon)
Week 15	Moving Forward	Evaluation for Enhancement Think Tanks Self-assessment	
Week 16	Class Reflection	Being a Global Change Agent	Final Proposal

Final Paper is due Monday, April 27th by 11:59 PM via submission on ALS Canvas site