



Challenge 2050: Creating Solutions

ALS 4419, 1 credit, Spring 2015

Wednesday Period 2 (9:30 AM- 10:45 AM)

Turlington Hall, Room 2346

Instructor

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Course Overview

This course creates a capstone experience for the Global Change and Leadership Certificate. Throughout the course students demonstrate and apply knowledge, skills, and dispositions independently or in teams. Students complete a comprehensive project with a developmental initiative focused on addressing the 2050 Challenge of sustaining a global population.

Project initiatives may include, but are not limited to policy recommendations to state or federal legislature, white papers for agencies such as the World Health Organization, Food and Agriculture Organization, World Bank, or major innovations in the field of agricultural and life sciences and related fields. This course is a direct reflection of the “real work, for real problems, for real people” concept and is a critical part of the challenge-based authentic learning approach.

Course Objectives

Given participation in the course, students have the opportunity to engage in the mastery of 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

Course Structure

Progression through this course is self-directed with instructor guidance. Students formally meet every Wednesday to plan, develop, and execute their transdisciplinary projects. Instructor facilitates team building and leadership development efforts, while serving as a resource during this process. Students leave this course with comprehensive, tangible written and oral outcomes addressing Challenge 2050.

Please note Challenge 2050: Global Uncertainty (ALS 2410) is a prerequisite for this course.

Course Materials

The Innovator’s DNA: Mastering the Five Skills of Disruptive Innovators. 2011. Jeff Dyer, Hal Gregersen, and Clayton Christensen. Harvard Business Review Press, Boston, Massachusetts.

Appropriate resources targeting the development of projects will be provided throughout the semester as well.

Course Requirements

Progression Log - Students keep a log of their progression throughout the semester. Logs include student development of weekly goals and evaluation of accomplishment of weekly goals as relates to progression towards project achievement. Weekly goals are submitted to the instructor by 11:59 PM each Wednesday after class. Written assessments of weekly goals are, at least, 250-words in length and provided the following Wednesday to the instructor by 9:30 AM. Weekly goals and assessments are discussed in class.

Innovative Strategy- Students analyze their progression log to reflect on their strategic process. Students articulate (choice of written or oral dissemination) how their process may be enhanced to facilitate creating innovation with impact and making effective decisions.

Challenge 2050 Comprehensive Project – Students develop a project contributing a solution to Challenge 2050. Final projects result in a tangible outcome. Final projects also include a complimentary description of the innovation, strategic implementation plan, description of impact of tangible outcome, and an evaluation plan. Project discussed in more detail in class.

Challenge 2050 Presentation – Students select a venue to orally present a summary of their project. Course instructor facilitates exploration of opportunities, but it is encouraged students select an appropriate venue to disseminate their project of which other classmates, colleagues, Global Challenge Certificate instructors, and UF faculty may attend.

Concluding Evaluation – Students evaluate their insight, contribution, and drive to develop an impactful project addressing Challenge 2050. Students also include evaluation of the influence of the project process on their personal and professional lives, future career endeavors, and ability to serve as a global leader. If students work in a team for the project, student members additionally evaluate each team member on their insight, contribution, and teamwork through the project process.

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
Progression Logs (10 * 10 points)	100
Innovative Strategy	100
Challenge 2050 Project	500
Challenge 2050 Presentation	250
Individual/Peer Evaluation	50
Total	1000

Course Grading Scale (points (pts) and percentage (%)):

A 934-1000 pts (93.4-100%)	A- 900-933 pts (90-93.3%)	B+ 867-899 pts (86.7-89.9%)
B 834-866 pts (83.4-86.6%)	B- 800-833 pts (80-83.3%)	C+ 767-799 pts (76.7-79.9%)
C 734-766 pts (73.4-76.6%)	C- 700-733 pts (70-73.3 %)	D+ 667-699 pts (66.7-69.9%)
D 634-666 pts (63.4-66.6%)	D- 600-633 pts (60-63.3 %)	E <600 pts (< 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 in Canvas.

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 Timeline

Date	Team Day	Assignment Due
Week 1	Syllabus Review Challenge 2050	Weekly Goal(s)
Week 2	Discovery of Innovation Brainstorm Project Ideas	Assessment Weekly Goal(s) Weekly Goal(s)
Week 3	Solidify Project Idea	Assessment Weekly Goal(s) Weekly Goal(s)
Week 4	Project Day	Assessment Weekly Goal(s) Weekly Goal(s)
Week 5	Project Day	Assessment Weekly Goal(s) Weekly Goal(s)
Week 6	Project Day	Assessment Weekly Goal(s) Weekly Goal(s)
Week 7	Project Day	Assessment Weekly Goal(s) Weekly Goal(s)
Week 8	Project Day	Assessment Weekly Goal(s) Weekly Goal(s)
Week 9	Project Day	Assessment Weekly Goal(s) Weekly Goal(s)
Week 10	Project Day	Assessment Weekly Goal(s) Weekly Goal(s)
Week 11	Project Day	Assessment Weekly Goal(s) Weekly Goal(s)
Week 12	Project Day	Project and Presentation* Due *Complete before 07.29.2015
Week 13	Reflection Class Adjournment	Individual/Peer Evaluation