

# UCC2: Course Change Transmittal Form

Department Name and Number _____	
Current SCNS Course Identification	
Prefix    ___    ___    ___    Level    ___    Course Number    ___    ___    ___    Lab Code    ___	Course Title    _____
Effective Term and Year    _____	Terminate Current Course <input type="checkbox"/> Other Changes (specify below) <input type="checkbox"/>

Change Course Identification to:	
Prefix    ___    ___    ___    Level    ___    Course Number    ___    ___    ___    Lab Code    ___	Full Course Title    _____
Transcript Title (please limit to 21 characters)    _____	

Credit Hours: From ___ To ___	Contact Hours: <input type="checkbox"/> Base or <input type="checkbox"/> Headcount    From ___ To ___
Rotating Topic: From <input type="checkbox"/> yes <input type="checkbox"/> no    To <input type="checkbox"/> yes <input type="checkbox"/> no	S/U Only: From <input type="checkbox"/> yes <input type="checkbox"/> no    To <input type="checkbox"/> yes <input type="checkbox"/> no
Variable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no    To <input type="checkbox"/> yes <input type="checkbox"/> no If yes, ___ minimum and ___ maximum credits/semester	Repeatable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no    To <input type="checkbox"/> yes <input type="checkbox"/> no If yes, _____ total repeatable credit allowed

Prerequisites	Co-requisites
From To	From To

Course Description (50 words or less; if requesting a change, please attach a syllabus)	
From	To

Rationale /Place in Curriculum/Impact on Program
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Department Contact	Name	Phone	Email
College Contact	Name	Phone	Email

All UCC1 forms and each UCC2 form that proposes a change in the course description or credit hours must include this checklist in addition to a complete syllabus. Check the box if the attached syllabus includes the indicated information.

**Syllabus MUST contain the following information:**

Instructor contact information (and TA if applicable)

Course objectives and/or goals

A weekly course schedule of topics and assignments

Required and recommended textbooks

Methods by which students will be evaluated and their grades determined

A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."

A statement related to accommodations for students with disabilities such as: "Students requesting classroom accommodation must first register with the Dean of Student Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation."

Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

A statement informing students of the online course evaluation process such as: "Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

**It is recommended that syllabi contain the following information:**

1. Critical dates for exams and other work
2. Class demeanor expected by the professor (e.g., tardiness, cell phone usage)
3. UF's honesty policy regarding cheating, plagiarism, etc. Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
4. Phone number and contact site for university counseling services and mental health services: 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx>  
University Police Department: 392-1111 or 9-1-1 for emergencies.

**The University's complete Syllabus Policy can be found at: [http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)**

UF/IFAS  
College of Agricultural and Life Sciences  
Office of the Dean

2002 McCarty Hall D  
PO Box 110270  
Gainesville, FL 32611-0270  
352-392-1963  
352-392-8988 Fax

DATE: June 10, 2014  
TO: University Curriculum Committee  
FROM: Ricky Telg, Interim Associate Dean  
College of Agricultural and Life Sciences  
RE: Revision to course prefix and description for Critical and Creative Thinking course

The Department of Agricultural Education and Communication requests that the course prefix and course description for the graduate course *AGG 5504: Critical and Creative Thinking in Problem Solving and Decision Making* be changed to **AEC 5504**, since the course is taught in the Department of Agricultural Education and Communication.

Also, the course description would like to be revised from:

Critical and creative thinking skills applied to agricultural, life sciences, and natural resources problem solving and decision making.

To the following:

This course creates a foundation for effective leadership practice through the analysis and development of critical and creative thinking skills and dispositions as applied to dynamic organizational and community contexts. Contexts include agriculture, life sciences, natural resources, and related settings.

The change would allow the course prefix to be consistent with other AEC departmental course offerings and the description to be more consistent with the course content.

The CALS Curriculum Committee unanimously approved this request.

**AEC 5504 - CRITICAL & CREATIVE THINKING IN PROBLEM SOLVING & DECISION MAKING**  
**SPRING SEMESTER, 2015**  
**MONDAYS 12:50PM – 3:50PM, PERIODS 6-8**  
**PUGH HALL 120**

"We cannot solve our problems with the same thinking we used when we created them."  
- Albert Einstein



**Instructor Information**

Tony Andenoro, PhD  
Assistant Professor of Leadership Education  
Department of Agricultural Education & Communication  
Rofls Hall 219

IM/Office Hours – By Appointment Only

352.294.1999 (Office) 979.571.6487 (Cell) 352.392.9585 (Fax)  
E-mail – andenoro@ufl.edu  
IM – Skype, G-Chat, & Yahoo Messenger – tandenoro

**Course Overview**

The quote above signifies that as leaders, we have the opportunity to leap beyond mediocrity with others and embark upon journeys that will result in the creation of cultures of excellence for our organizations. However, this is not possible without critical and creative thinking that creates a foundation for timely and appropriate responses to organizational issues. This course provides a foundation for the development of our cognitive capacities that increase our individual and organizational potential.

This course creates a foundation for effective leadership practice through the analysis and development of critical and creative thinking skills and dispositions as applied to dynamic organizational and community contexts. Contexts include agriculture, life sciences, natural resources, and related settings.

The most important skills and capacities that students in this class will develop are linked to our social construction and deconstruction of adaptive issues that we face through our organizations. Through the processes of critical and creative thinking enhanced understanding can emerge and sustainable solutions are possible.

Given their participation in this course, students should have a greater ability to think critically and creatively, engage in a more holistic understanding of organizational issues, and develop a propensity for adaptive leadership practice within dynamic contexts. This course will have application for contexts within the fields of Agriculture, Natural Resources, and beyond.

**Course Competencies**

Given participation in this course, the student will have the opportunity to engage in the mastery of the following competencies:

- Develop perspective for and the ability to practice critical thinking.
- Develop perspective for and the ability to practice creative thinking.
- Understand and learn to apply creativity in a variety of contexts.
- Engage with and create adaptive solutions to dynamic problems.
- Identify ways to influence and empower the critical and creative thinking of others.

## Course Requirements

*Creative Educational Experience (CEE):* Students are asked to develop a 60 minute presentation in groups that creates a context for learning and innovation based on one of the chapters in the text. Groups and chapters will be assigned during the first week of class. Each group will go twice during the semester and is strongly encouraged to provide their learners with outside materials to supplement their educational experience.

You are permitted the autonomy and creative freedom to convey your **educational experience** by any means necessary. Show your genius and produce a quality product worthy of your education.

*Barriers to Personal Innovation:* The class will provide tremendous opportunities for reflection. Students are asked to utilize these opportunities to develop an understanding for the barriers in their life that promote stagnation and inhibit innovation. Students are asked to detail these perspectives in a 6-8 page paper.

*Creative Application:* The student is asked to assess the creativity and the creative process within a given organization. Students are asked to detail what creativity is for the organization and a plan to promote and enhance the innovative spirit of the organizational membership. Students should provide their assessment and suggested plan via a 6-8 page paper.

*Innovative Discovery:* Based on your application of the course materials and outside sources, students are asked to develop an innovation that will transform their organizations. This should be something both novel and appropriate and should have maximum potential for adoption and diffusion within the organization.

You are permitted the autonomy and creative freedom to convey your **innovative discovery** by any means necessary. Show your genius and produce a quality product worthy of your education.

## Course Materials

*The following books are required:*

Ruggeiro, V. R. (2009). *The art of thinking: A guide to critical and creative thought*. New York, NY: Longman.

Sternberg, R. J. (Ed.). (1999). *Handbook of creativity*. Boston, MA: Cambridge University Press.

*The following books are recommended:*

Kahneman, D. (2011). *Thinking, fast and slow*. New York, NY: Macmillan.

Paul, R. & Elder, L. (2008). *The thinker's guide to the nature and functions of critical & creative thinking*. Tomales, CA: Foundation for Critical Thinking.\*

Paul, R., & Elder, L. (2001). *The miniature guide to critical thinking: Concepts & tools* (Vol. 2). Tomales, CA: Foundation Critical Thinking.\*

\* Please only buy one of these if you choose to purchase one.

## Course Structure

This course will be an adventure. Each class period will be devoted to dissection of the designated topic. This dissection will include a discussion of prescribed theory or ideology as outlined by the course materials. This discussion will be followed by a candid debate of said theory's applicability. Finally, we will test our perspective using case studies to further enhance our understanding of the concept. Students will also have an opportunity to facilitate activities to enhance their development and the development of their classmates later in the semester.

**This course will challenge many of your perspectives and affirm others. Attend class with readiness and an eagerness to defend and debate your perspectives.**

#### **Course Policies**

**Absences:** It is an expectation that you attend every class session. This will be an intensive attempt at gaining the foundation of leadership theory and its application to practice confined by the university calendar to a 16 week period. Because of this and the value of our class interactions, it is paramount that you are in class barring an unforeseen emergency. Each unexcused absence will reduce your grade by 10%.

Should you be unable to attend class, please contact me prior to the class session you will be absent from. More information regarding attendance can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**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. Additional handouts, readings and supplemental material will be housed on E-Learning, this includes your grades.

**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](#).

Student Pledge: *On my honor, I have neither given nor received unauthorized aid in doing this assignment.*

*(Source: 2013-2014 Graduate Catalog)*

**Software Use:** All faculty, staff and students of the university 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, disciplinary action will be taken as appropriate.

**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](http://www.counsel.ufl.edu)
- *Career Resource Center*, CR-100 JWRU, 392-1602, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, [www.shcc.ufl.edu/smhs/](http://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."

The 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/](http://www.dso.ufl.edu/drc/)

**Late Assignments:** Barring an unforeseen emergency, all work is due in class or via email to me by 11:59 PM EST on the assigned date. Should you fail to turn your work into me without contacting me, you will receive a grade of 0.

**Challenge Policy:** **This is your education** and as such I would like you play an active role in it. Should you feel that I have unfairly graded or inaccurately assessed your work product, you have the ability to challenge. I encourage you to schedule an appointment with me to discuss your perspectives in an effort to change my opinion of your work. If successful, I will be more than happy to change your grade, as part of being an effective leader is effective communication.

### Course Grading

Grades will be earned based on the degree to which the student fulfills the assigned requirements for the designated project, integrates course discussions and perspectives, provides support from the literature for his or her findings, and synthesizes his or her own independent thought into the assignment.

Course grades will fall in accordance with the following standards and be awarded based on an A through F scale.

100 – 93 – A	85 – 83 – B	75 – 73 – C	65 – 63 – D
92 – 90 – A-	82 – 80 – B-	72 – 70 – C-	62 – 60 – D-
89 – 86 – B+	79 – 76 – C+	69 – 66 – D+	59 or below – E

The following point totals will be assigned to the projects:

<b>Assignments:</b>	<b>Points</b>
Creative Educational Experience 1	200 x 2
Barriers to Personal Innovation	150
Creative Application	225
Innovative Discovery	225
<b>Total</b>	<b>1,000</b>

More information regarding the 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, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## Tentative Course Timeline

<b>Date</b>	<b>Topic</b>	<b>Reading (Before Class)</b>	<b>Assignment Due</b>
Week 1 (1.6.14)	Syllabus, Expectations, & Why are We Here?	None	
Week 2 (1.13.14)	Critical Thinking CEE – Concept of Creativity & Historical Perspectives	Part 1 - Ruggiero Part 1 - Sternberg	
Week 3 (1.20.14)	<i>No Class due to MLK Jr. Holiday</i>		
Week 4 (1.27.14)	Barriers to Personal Innovation CEE – Psychometric Approaches to Creativity & Experimental Studies of Creativity	Part 2 - Ruggiero Chapters 3/4 - Sternberg	
Week 5 (2.3.14)	Being Critical & Communicating Your Ideas CEE – Case Study Method, Systems Approach, and Historiometric Perspective	Part 3 & 4 - Ruggiero Chapters 5/6 - Sternberg	<b>Barriers to Personal Innovation</b> Due 11:59PM on 2.3.14
Week 6 (2.10.14)	Creative Context 1 CEE – Biological Bases of Creativity & Creative Minds	Chapters 7/8 - Sternberg	
Week 7 (2.17.14)	Creative Context 2 CEE – Development of Creativity & Creative Cognition	Chapters 9/10 - Sternberg	
Week 8 (2.24.14)	Creative Context 3 CEE – Robust Generalizations & Creativity and Knowledge	Chapters 11/12 - Sternberg	
Week 9 (3.3.14)	<i>No Class due to Spring Break</i>	Chapters 13/14 - Sternberg	
Week 10 (3.10.14)	Creative Context 4 CEE – Creativity and Intelligence & Influence of Personality	Chapters 15/16 - Sternberg	<b>Creative Application</b> Due 11:59PM on 3.10.14
Week 11 (3.17.14)	Creative Context 5 CEE – Motivation and Creativity & A Systems Perspective	Chapters 17/18 - Sternberg	
Week 12 (3.24.14)	Creative Context 6 CEE – Organizational Creativity & Enhancing Creativity	Chapters 19/20 - Sternberg	
Week 13 (3.31.14)	Creative Context 7 CEE – Prodigies and Creativity & Fifty Years of Creativity Research	Chapters 21/22 - Sternberg	
Week 14 (4.7.14)	Creative Context 8 Adaptive Leadership & Complexity Leadership	Adaptive Leadership & Complexity Leadership Theory	
Week 15 (4.14.14)	Creative Context 9 Holistic Impressions & Innovative Synthesis		<b>Innovative Discovery</b> Due 11:59PM on Friday of Week 15
Week 16 (4.21.14)	Class Commencement Reflections & Future Application		