Cover Sheet: Request 15413

GEO 3XXX – Extreme Droughts

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Joann Mossa mossa@ufl.edu
Created	11/3/2020 4:56:25 PM
Updated	2/19/2021 1:13:34 PM
Description of request	Proposed new course GEO 3XXX Extreme Droughts to be part of the Geography BA and BS curriculum including BA in Environmental Geosciences and BA in Geographic Science and Sustainability

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Geography 16220000	Jane Southworth		11/4/2020
External-Consult for Extreme Droughts with comments.pdf					11/3/2020
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following changes needed: • Enumerate weekly schedule of topics. • Prereq is not programmable as-is. Either list courses that would count as prereqs, or choose some alternate pre-requisite. • Grading scale needs to be included. • Remove syllabus. • Suggestion: make clear how percentages add up to 100%. This could be a copy/paste formatting issue.	1/26/2021
No document changes					
Department	Approved	CLAS - Geography 16220000	Jane Southworth	Dr. Mossa addressed the requested concerns thanks Jane	1/31/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/19/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/19/2021
No document changes					
Statewide Course Numbering System					
No document changes					

Step	Status	Group	User	Comment	Updated
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15413

Info

Request: GEO 3XXX – Extreme Droughts
Description of request: Proposed new course GEO 3XXX Extreme Droughts to be part of the Geography BA and BS curriculum including BA in Environmental Geosciences and BA in Geographic Science and Sustainability
Submitter: Joann Mossa mossa@ufl.edu
Created: 1/30/2021 4:55:10 PM
Form version: 4

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
GEO

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
3

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Extreme Droughts

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Extreme Droughts

Degree Type
Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective

term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Examines droughts, particularly hydrologic droughts and drying rivers, and declining water resources. Assesses biophysical, socio-economic consequences when the quantity or quality of water is limited and/or decreasing through case studies in different environments (rivers, lakes, groundwater, etc.) and countries through data analysis and projects.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
Junior standing

Completing Prerequisites on UCC forms:

• Use “&” and “or” to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH
* *

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
We have two other courses that have been successful in the "Extreme" series, Extreme Weather (2000-level) and Extreme Floods (3000-level). I am the instructor of Extreme Floods and believe it is important for students to know that both too much and not enough water are important issues for society. In the droughts course, we will review the natural and anthropogenic mechanisms that cause and aggravate droughts and the societal consequences of droughts in the United States and internationally. Unlike many of our 3000-level courses, there will be few lectures, and those that are given will be short. Instead, students will read articles, work with data, present case studies, and synthesize information on drought topics. This course would count towards the BA and BS in Geography, the BA in Environmental Geosciences, and the new BA track in Geographical Science and Sustainability. It would also count as an elective in the Climate and Meteorology certificate.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
- Identify basic terms and concepts related to drought, water resources, and water scarcity
- Search for and analyze national and international sources of water and climate data
- Retrieve, analyze, and synthesize data from multiple reliable sources
- Analyze flow regime, trends, and spatial variations regarding droughts water scarcity
- Communicate scientific information regarding droughts water scarcity using graphs, maps, and comparative synthesis
- Interpret the two-way relationship between water resources and human society
- Synthesize scientific and social information about drought, water scarcity and its relation to other concerns (e.g. fire, ecosystem problems, migration, poverty, child marriage, etc.)

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
There will be no textbooks, but several hundred articles in the Canvas portal.

SAMPLE READINGS FOR OVERVIEW (Each student will complete three articles in this module and share summaries in class. Many more readings in the portal.)
Dai, A. (2011). Drought under global warming: a review. Wiley Interdisciplinary Reviews: Climate Change, 2(1), 45-65.

Dagel, K. C. (1997). Defining drought in marginal areas: the role of perception. The Professional Geographer, 49(2), 192-202.
Gleick, P. H. (2003). Global freshwater resources: soft-path solutions for the 21st century. Science, 302(5650), 1524-1528.
Hoekstra, A. Y. and Chapagain, A. K. (2007). Water footprints of nations: Water use by people as afunction of their consumption pattern. Water Resources Management. 21:35–48
Hoekstra, A. Y., Chapagain, A. K., Mekonnen, M. M., & Aldaya, M. M. (2011). The water footprint assessment manual: Setting the global standard. Routledge.
Jackson, R. B., Carpenter, S. R., Dahm, C. N., McKnight, D. M., Naiman, R. J., Postel, S. L., & Running, S. W. (2001). Water in a changing world. Ecological applications, 11(4), 1027-1045.
Postel, S. L. (2000). Entering an era of water scarcity: the challenges ahead. Ecological applications, 10(4), 941-948.
Postel, S., & Richter, B. (2012). Chapter 1: Where have all the rivers gone? Rivers for life: managing water for people and nature. Island Press.
Savenije, H. H., Hoekstra, A. Y., & van der Zaag, P. (2014). Evolving water science in the Anthropocene. Hydrology and Earth System Sciences, 18(1), 319.
Speed, R., Tickner, D., Gang, L., Sayers, P., Yu, W., Yuanyuan, L., ... & Aihua, L. (2016). Chapter 1-Different types of droughts and their impacts, pp. 27-40 in Drought risk management: A strategic approach. UNESCO Publishing.
Stockle, C. O. (2001). Environmental impact of irrigation: a review. Washington State University.
UNCCD (2017) Global Land Outlook. Chapter 8 Water Resources, 160-189.
Wilhite, D. A. (2000). Chapter 1 Drought as a Natural Hazard: Concepts and Definitions" (2000). Drought Mitigation Center Faculty Publications. 69. University of Nebraska-Lincoln.
Wilhite, D. A., & Glantz, M. H. (1985). Understanding: the drought phenomenon: the role of definitions. Water international, 10(3), 111-120.

SAMPLE READINGS FOR HISTORICAL DROUGHTS (Each student will complete one article in this module and share summaries in class. Many more readings in the portal.)

Cook, E. R., Seager, R., Cane, M. A., & Stahle, D. W. (2007). North American drought: Reconstructions, causes, and consequences. Earth-Science Reviews, 81(1-2), 93-134.
Fang, K., Davi, N., Gou, X., Chen, F., Cook, E., Li, J., & D'Arrigo, R. (2010). Spatial drought reconstructions for central High Asia based on tree rings. Climate Dynamics, 35(6), 941-951.
Fleig, A. K., Tallaksen, L. M., Hisdal, H., & Demuth, S. (2006). A global evaluation of streamflow drought characteristics. Hydrol. Earth Syst. Sci., 10, 535–552.
Gippel, C. J., & Stewardson, M. J. (1998). Use of wetted perimeter in defining minimum environmental flows. Regulated Rivers: Research & Management, 14(1), 53-67.
Heim Jr, R. R. (2002). A review of twentieth-century drought indices used in the United States. Bulletin of the American Meteorological Society, 83(8), 1149-1166.
Paulo, A. A., & Pereira, L. S. (2006). Drought concepts and characterization: comparing drought indices applied at local and regional scales. Water International, 31(1), 37-49.
Poff, N. L., Richter, B. D., Arthington, A. H., Bunn, S. E., Naiman, R. J., Kendy, E., ... & Henriksen, J. (2010). The ecological limits of hydrologic alteration (ELOHA): a new framework for developing regional environmental flow standards. Freshwater Biology, 55(1), 147-170.
Speed, R., Tickner, D., Gang, L., Sayers, P., Yu, W., Yuanyuan, L., ... & Aihua, L. (2016). Chapter 2-Lessons learnt, live issues and challenges, pp. 41-60 in Drought risk management: A strategic approach. UNESCO Publishing.
Stahle, D. W., Fye, F. K., Cook, E. R., & Griffin, R. D. (2007). Tree-ring reconstructed megadroughts over North America since AD 1300. Climatic Change, 83(1-2), 133.
Stahle, D. W., Cook, E. R., Burnette, D. J., Villanueva, J., Cerano, J., Burns, J. N., ... & Szejner, P. (2016). The Mexican Drought Atlas: Tree-ring reconstructions of the soil moisture balance during the late pre-Hispanic, colonial, and modern eras. Quaternary Science Reviews, 149, 34-60.
Stewardson, M. J., & Gippel, C. J. (2003). Incorporating flow variability into environmental flow regimes using the flow events method. River Research and Applications, 19(5-6), 459-472.
Tennant, D. L. (1976). Instream flow regimens for fish, wildlife, recreation and related environmental resources. Fisheries, 1(4), 6-10.
Tharme, R. E. (2003). A global perspective on environmental flow assessment: emerging trends in the development and application of environmental flow methodologies for rivers. River research and applications, 19(5-6), 397-441.
Vicente-Serrano, S. M., Beguería, S., & López-Moreno, J. I. (2010). A multiscalar drought index sensitive to global warming: the standardized precipitation evapotranspiration index. Journal of Climate, 23(7), 1696-1718.

SAMPLE READINGS ON CASE STUDIES (Each student will complete one article in this module and share summaries in class. Many more readings in the portal.)

Dilling, L., Daly, M. E., Kenney, D. A., Klein, R., Miller, K., Ray, A. J., ... & Wilhelmi, O. (2019). Drought in urban water systems: Learning lessons for climate adaptive capacity. Climate Risk Management, 23, 32-42.
Ding, Y., Hayes, M. J., & Widhalm, M. (2011). Measuring economic impacts of drought: a review and discussion. Disaster Prevention and Management: An International Journal. Vol. 20 No. 4, pp. 434-446.
Green, P. A., Vörösmarty, C. J., Harrison, I., Farrell, T., Sáenz, L., & Fekete, B. M. (2015). Freshwater ecosystem services supporting humans: Pivoting from water crisis to water solutions. Global Environmental Change, 34, 108-118.
Hayes, M. J., Wilhelmi, O. V., & Knutson, C. L. (2004). Reducing drought risk: bridging theory and practice. Natural Hazards Review, 5(2), 106-113.
Lake, P. S. (2003). Ecological effects of perturbation by drought in flowing waters. Freshwater Biology, 48(7), 1161-1172.
Pereira, L. S., Oweis, T., & Zairi, A. (2002). Irrigation management under water scarcity. Agricultural water management, 57(3), 175-206.
Pittock, J., & Lankford, B. A. (2010). Environmental water requirements: demand management in an era of water scarcity. Journal of Integrative Environmental Sciences, 7(1), 75-93.
Richter, B. D., Mathews, R., Harrison, D. L., & Wigington, R. (2003). Ecologically sustainable water management: managing river flows for ecological integrity. Ecological applications, 13(1), 206-224.
Rockström, J., Falkenmark, M., Allan, T., Folke, C., Gordon, L., Jägerskog, A., ... & Postel, S. (2014). The unfolding water drama in the Anthropocene: towards a resilience-based perspective on water for global sustainability. Ecohydrology, 7(5), 1249-1261.
Sivakumar, B. (2011). Water crisis: from conflict to cooperation—an overview. Hydrological Sciences Journal, 56(4), 531-552.
Speed, R., Tickner, D., Gang, L., Sayers, P., Yu, W., Yuanyuan, L., ... & Aihua, L. (2016). Chapter 3 (Drought as a Risk), Chapter 4 (Role of Strategic Drought Risk Management), Chapter 5 (Framework of Strategic Drought Risk Management), Chapter 6 (The Adaptive Process of Strategic Drought Risk Management Planning), Chapter 7 (Measures and instruments), Chapter 8 (Safeguarding and Enhancing Freshwater Ecosystems), Chapter 9 (Enabling Environment and Implementation) in Drought risk management: A strategic approach. UNESCO Publishing, 215 pp.
Wolf, A. T. (2007). Shared waters: Conflict and cooperation. Annu. Rev. Environ. Resour., 32, 241-269.
Yoffe, S., Fiske, G., Giordano, M., Giordano, M., Larson, K., Stahl, K., & Wolf, A. T. (2004). Geography of international water conflict and cooperation: Data sets and applications. Water resources research, 40(5).
Zamani, G. H., Gorgievski-Duijvesteijn, M. J., & Zarafshani, K. (2006). Coping with drought: Towards a multilevel understanding based on conservation of resources theory. Human Ecology, 34(5), 677-692.
Zhang, Q., Han, L., Jia, J., Song, L., & Wang, J. (2016). Management of drought risk under global warming. Theoretical and applied climatology, 125(1-2), 187-196.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
MODULE # 1: OVERVIEW: DROUGHTS, WATER SCARCITY AND THEIR DRIVERS (~ 4 WEEKS)
Week 1:

- Introduction to class
- Background to Droughts

- Types of Droughts and Terminology

Week 2:
- Physical drivers regarding droughts and water shortages
- Article Review Presentations

Week 3:
- Human drivers regarding droughts and water shortages
- Excel data project of global water use
- Article Review Presentations

Week 4:
- Drought impacts
- The water footprint
- Article Review Presentations

MODULE #2: WORKING WITH DATA AND NARRATED PRESENTATION OF A DRYING RIVER (HYDROLEARN)

Week 5:
- Drought indices
- Minimum environmental flows
- Streamflow drought indices
- Use of Index of Hydrologic Alteration (IHA) and e-flows software

Week 6:
- Flow duration curves in Excel
- Ecodeficits and ecosurplus concepts
- Streamflow stripes in Excel

Week 7
- Monthly Streamflow Heat Maps in Excel
- Draft Narrated Presentation of a Drying River

Week 8
- Peer Review other Draft Presentations
- Final narrated presentation of a Drying River

MODULE # 3: HISTORICAL AND RECENT DROUGHTS AND DATA ANALYSIS (~ 4 WEEKS)

Week 9:
- Overview of Pre-historic and Historical Droughts
- Interpreting the past from Selected Case Studies

Week 10:
- Overview of Recent (post 2000) Droughts
- Selected Case Studies from different settings
- Article Review Presentations

Week 11:
- Management and Mitigating the Effects of Droughts
- Article Review Presentations
- Selecting case studies for presentation

Week 12:
- Student Presentations of important historical or recent drought case studies

MODULE # 4: SYNTHESIZING ANALYSIS OF DROUGHTS: TOPICAL STUDENT PROJECTS (~ 3 WEEKS)

Week 13:
- Overview of possible ideas of topics relating droughts to another topic
- Project proposal with preliminary idea and references
- Class feedback

Week 14:
- Draft poster presentation
- Class Feedback

Week 15:
- Final poster presentation

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Assignment Type

Percentage Details
Discussion postings (esp. in Modules 1 and 3) 5%, 50 pts Class discussion. Share your view, comment on others' viewpoints, reflect on a figure, typically 10 pts each
Video Worksheets (esp. in Modules 1 and 3) 15%, 150 pts Fill out a worksheet during videos 10-20 pts each
Article reviews 20%, 200 pts Review 5 journal articles, many in Canvas repository, 5 total: 40 pts. each
Mini-Assignments (esp. in Module 2)

20%, 200 pts Examples: peer-review, working with water data in spreadsheets and more, supplementing the repository, etc., typically 10-30 pts each
Narrated Case Study of a Drying River 10%, 100 pts As a water manager, analyze data and create a narrated presentation on a drying river using methods from this module. Draft 50% or 50 pts., and final 50% or 50 pts.,
Historical or recent drought case presentation 10%, 100 pts Present an important historical or recent drought case study.
Topical Poster Presentation, Final Project 20%, 200 pts 3 parts: Page-long proposal & page of preliminary sources, 3% or 30 pts, Draft presentation, 7% or 70 pts; Final class presentation, 10% or 100 pts (rubrics in Canvas)
TOTAL

100%, 1000 pts

GRADING SCALE
Grade % Grade Points
A 93

4.0
A- 90 – 92.9

3.67
B+ 87 – 89.9

3.33
B 83 – 86.9

3.0
B- 80 – 82.9

2.67
C+ 77– 79.9

2.33
C 70 – 76.9

2.0
C- 68 – 69.9

1.67
D+ 66 – 67.9

1.33
D 60 – 65.9

1.0
D- 57 – 59.9

0.67
E < 56 0 0.0

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Joann Mossa

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.*

* *

Response:
Yes

UF UNIVERSITY of FLORIDA

UCC: External Consultations

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
Geological Sciences	Dr. David A. Foster, Professor and Chair
Phone Number	**E-mail**
352-392-2231	dafoster@ufl.edu

Comments

Thank you for requesting comments from the Department of Geological Sciences on your course proposal. The proposed Extreme Droughts course will provide students with an excellent background on droughts, quantitative means of assessing droughts, and critical evolution and presentation skills. The topic of the course does not overlap with courses in Geological Sciences and will nicely complement courses taught in our department.

Department	Name and Title
Soil and Water Sciences	Dr. Matt Whiles, Professor and Chair
Phone Number	**E-mail**
(352) 294-3151	mwhiles@ufl.edu

Comments

Dr. Whiles asked that I speak with Dr. Heather Enloe who teaches a special topics "Introduction to Water in the Environment" which will later be submitted as a 3000-level course in SWS. We compared syllabi and found one week with some overlap, and that our courses were of mutual interest to students interested in water. After our conversation, she cc-ed me on her note to her chair: "I do not believe there is any concern regarding the small amount of overlap that occurs within our two courses. The student learning objectives between our two courses are unique."

Department	Name and Title
Sustainability Studies	Dr. Leslie Paul Thiele, Director
Phone Number	**E-mail**
352-273-2380	thiele@ufl.edu

Comments

Hi Joann, It looks good! I'd be happy to include it as a cluster option for Sustainability Studies students once it receives a permanent number if you let me know that number once it is approved.