

# UF Gulf Scholars Program

## Student Learning Outcomes

Student Learning Outcome	Description
<p style="text-align: center;"><b>SLO #1: Knowledge of the Gulf of Mexico</b></p>	<p>The Gulf is a topic that is well studied and documented throughout many disciplines.</p> <p>However, through an integrated, interdisciplinary lens, students can gain knowledge of multiple dialogues and perspectives pertaining to the diverse communities of the Gulf, as well as the existing academic and social dialogues that frame the major challenges of the Gulf. Understanding the Gulf from a historical perspective invites inquiry into the ecological, socio-political, and economic challenges that have impacted current and past Gulf communities.</p> <p>Major topics to be covered will include, but not limited to sustainability, climate change, social movements and environmental justice.</p>
<p style="text-align: center;"><b>SLO #2: Intercultural Knowledge and Competencies</b></p>	<p>This learning outcomes stresses the ability for students to learn and develop deeper understandings of themselves through reflective experiences and exercises.</p> <p>Specifically, students will be challenged to have ‘meaning’ making moments that challenge pre-existing assumptions and knowledge surrounding Gulf Communities and realities. Students will grapple with historical legacies of destruction and depletion that govern current paradoxes of economic viability within the Gulf. Fundamentally, students will develop emotionally, socially, and culturally through sustained engagement with diverse Gulf communities and the challenges they face.</p>
<p style="text-align: center;"><b>SLO #3: Social Responsibility and Ethical Reasoning</b></p>	<p>This learning outcome draws from critical pedagogies that aim to open academic contexts to engage with pressing social and environmental issues. More importantly, this learning outcome stresses a more holistic development of students beyond the</p>

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	<p>classroom. Students will engage with dialogues that challenge them to identify their own core values and relationships with society and the environment. Specifically, how does a student understand themselves as a citizen of a socio-political ecosystem, but also a citizen of the environment? Students will engage with questions over their own role in conserving, protecting, and sustaining Gulf communities.</p> <p>Finally, students will grapple with the historical and political forces that shape contemporary struggles of the Gulf communities; distinctive social movements, landmark policy, and guiding ethicists will play a fundamental role in developing this outcome.</p>
<p><b>SLO #4: Interdisciplinary and Integrative Learning</b></p>	<p>This learning outcome showcases the need for cross-disciplinary solutions to engage with the diverse nature of the Gulf. Students will have the opportunity to learn actively through experiences and research that extends beyond disciplinary bounds. Students will be expected to develop context-transferable knowledge that stretches their own disciplinary bounds.</p> <p>Students will have the opportunity to learn actively through experiences and research that extends beyond disciplinary bounds. Students will be expected to develop context-transferable knowledge that stretches their own disciplinary bounds.</p>
<p><b>SLO #5: Innovation and Entrepreneurship</b></p>	<p>A major feature of this learning outcome is the ability for students to develop community partnerships that nurture sustainable and resilient solutions. Students will be expected to meet and cultivate partnerships with community members to identify problems, and develop lasting solutions to present and future problems of the Gulf.</p>
<p><b>SLO #6: Successful completion of the Gulf Impact Project</b></p>	<p>This learning outcome culminates the skills developed throughout the program to encourage students to communicate their own</p>

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	<p>vision of resilient Gulf communities. An independent, or service-based project connects student's ability to identify problems, critically engage with the source of the problem and seek tangible solutions with real world change. Students will be expected to work alongside faculty, or an identified community partner over the course of time to actively bridge the academic and 'real' world settings. Finally, students will be expected to present this work in some form that is publicly accessible.</p>
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