<table>
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<th>DTA Distribution Areas</th>
<th>Distribution Area Outcomes</th>
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| **Communication**     | Create, organize, present, and adapt effective verbal and nonverbal messages to diverse audiences in diverse contexts  
                        | Explain the active listening process and the skills necessary to understand verbal and nonverbal information  
                        | Demonstrate the ability to critically think: summarize, interpret, and evaluate written discourse  
                        | Write clear, well-focused and well-organized papers using documentation  
                        | Select and integrate textual evidence within academic essays  
                        | Create expository essays using traditional academic forms and standards  
                        | Appropriately use college-level language skills, i.e., grammar and punctuation |
| **QSR**               | Recognize a problem and identify the information required to solve it  
                        | Develop and apply appropriate algebraic models (e.g., numerical, graphical and symbolic) to obtain a solution to the problem  
                        | Explain the process of reasoning used to arrive at the solution |
| **Humanities**        | Demonstrate, in writing or verbally, awareness that different contexts and/or world views produce different human creations  
                        | Identify and explain diverse cultural customs, beliefs, traditions, and lifestyles  
                        | Identify ideologies, practices and contributions that persons of diverse backgrounds bring to our multicultural world  
                        | Use evidence or sound reasoning to justify a position |
| **Social Sciences**   | Describe the methods used for conducting research within the various disciplines of the social sciences  
                        | Evaluate the credibility of information regarding topics within the social sciences and differentiate between information derived from empirical sources and information derived from opinion, folklore, and/or emotions  
                        | Identify the impact of social, cultural, historical, political, geographical, and/or religious factors on behavior  
                        | Express increased engagement and confidence in the ability to apply course material for the purpose of improving self, relationships, community, society, and/or the world |
| **Math and Science**  | Select, use, or develop an appropriate model including numerical, graphical, or symbolic representations  
                        | Use evidence or sound reasoning to justify a position or draw conclusions using appropriate terminology and symbolism  
                        | Demonstrate laboratory skills including making qualitative and quantitative observations about natural systems  
                        | Ascertain and critically evaluate the interrelationships within complex systems |
| **Health**            | Our students will be able to develop an appreciation of physical activity as a lifelong pursuit and means to better health.  
                        | Our students will be able to recognize the physical and mental benefits of increased activity.  
                        | Our students will be able to examine the effects of nutrition, rest and other lifestyle factors that contribute to better health.  
                        | Our students will be able to demonstrate motor skill performance of various physical activities.  
                        | Our students will be able to utilize physical activity as a tool to manage stress.  
                        | Our students will be able to define the various health components of fitness and determine the lifestyle factors for development of physical fitness and training strategies.  
                        | Our students will be able to identify common health and fitness myths and trends involved with the evolving nature of physical education. |