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| **DOMAIN I: COMMUNICATION** | To achieve the objectives of the Communications component area, students must demonstrate competent writing in English; critical proficiency in oral and graphic communication; competence in constructing valid arguments and criticizing arguments; and critical proficiency in using diverse theoretical perspectives to identify and formulate problems and draw conclusions. | 1. effectively use oral, written, presentation, and listening skills to communicate and interact with others  
* 2. To demonstrate the writing process  
* 3. To demonstrate the ability to select and critically evaluate research sources to convey the written message.  
* 4. To demonstrate the ability to make an effective oral presentation using appropriate visuals/technology.  
* 5. demonstrate an understanding of ethical behavior, leadership, and personal responsibility | 1. To demonstrate the writing process  
2. To demonstrate the ability to select and critically evaluate research sources to convey the written message.  
3. To demonstrate the ability to make an effective oral presentation using appropriate visuals/technology. |
| **DOMAIN II: MATHEMATICS** | Students must demonstrate knowledge of higher mathematics sufficient to understand the basis of mathematical reasoning. | 2. use quantitative reasoning  
* 3. evaluate information and apply it to problem-solving and research | 1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations and to recognize the limitations of these models.  
2. To represent, evaluate, and interpret basic mathematical information through formulas, graphs, tables, and schematics, and to draw inferences from them.  
3. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results. |
| **DOMAIN III: NATURAL SCIENCES** | Students must demonstrate knowledge of the methods, intellectual approaches, social significance, and history of the physical and natural sciences. | 2. use quantitative reasoning  
* 3. evaluate information and apply it to problem-solving and research | 1. To demonstrate knowledge of basic scientific principles and recognize the differences among competing scientific theories.  
2. To understand scientific, quantitative, and technological methods used in the study of natural sciences.  
3. To understand the major issues and problems facing modern science and their influence on, |
| Domain IV: Humanities & Visual & Performing Arts | Students should demonstrate an understanding of the conceptual approaches and history of at least one of the arts, as a means of comprehending the aesthetic patterns that underlie human creativity; and an understanding of literary concepts and contemporary trends in interpretation, as a means of comprehending the metaphoric or analogical potential of human language. | *4. understand the implications of cultural differences and global issues*  
6. appreciate the liberal arts, the aesthetic experience and the creative process  
1. To demonstrate awareness of the scope and variety of works in the arts and humanities  
2. To develop a basic knowledge of the aesthetic and theoretical principles that guide or govern the humanities and the arts  
3. To respond critically to works of art, literature, music, etc. as individual and human expressions of values and aesthetics within historical and social contexts |
| Domain V Social & Behavioral Sciences (All areas: A. HIS, B. Poli SCI, C. Soc & Beh SCI, D. Eco) | Students must demonstrate critical understanding of the political and economic dimensions of social life; knowledge of U.S. history sufficient for understanding current developments in American society within a historical context; substantial knowledge of social, racial, cultural, and gender diversity in the United States and Texas; and knowledge of the history, theory, methods, and intellectual approaches of the social and behavioral sciences, including similarities and differences with respect to one another and to other modes of understanding. | 3. evaluate information and apply it to problem-solving and research  
4. understand the implications of cultural differences and global issues  
1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.  
2. To apply reasonable criteria to critically analyze historical evidence and/or social research.  
3. To analyze social institutions and processes across a range of cultures, historical periods, social structures, and/or political and economic systems |
| Domain VI: World Society & Issues | Students should demonstrate intellectual flexibility, explore the bridges and barriers among various forms of understanding, and understand the nature and limits of different ways of knowing and different academic fields. Students should obtain a broad acquaintance with the cultures of major portions of the world (including non-Western cultures), knowledge of the contexts of international relations, and knowledge of world geography. | 4. understand the implications of cultural differences and global issues  
5. demonstrate an understanding of ethical behavior, leadership, and personal responsibility  
1. To demonstrate awareness of differences among world societies  
2. To demonstrate awareness of the cultural diversity and associated issues of world society  
3. To communicate effectively about issues of world society |

* #3 Operational Explanation: In order to satisfy this K&S, students are expected to apply an evaluation of information to problem solving and research. This does not necessarily require that they are directly involved in their own original research activities.*
* 4 Operational Explanation: All six knowledge and skills are related to UTSA’s strategic plan. In K&S #4, the term “global issues” refers to issues related to globalization (not “universal” issues).

* 5 Operational Explanation: K&S #5 requires that students engage in the study of ethical behavior, leadership and personal responsibility and exhibit an understanding of each of these. They are not required to exhibit these behaviors or traits. For example, students may study these characteristics in WRC courses by discussing the meaning of plagiarism and their responsibility to reference resources appropriately.

Approved by Core Curriculum Committee: January, 2010.