Ways of Beginning  

3 courses (9 credits) required

WAYS 101: Critical Thinking Seminar (3 cr.)  
(SUNY Critical Thinking, SUNY Info Management)
WAYS 101 will focus on “wicked problems” and the contexts in which those problems occur. Wicked problems are “wicked” because they are messy, or ill-defined, more complex than we fully grasp, or open to multiple interpretations. WAYS 101 courses include explicit instruction in critical thinking—the ability to think clearly and rationally about what to do and what to believe—and require oral and written applications of those abilities. WAYS 101 seminars are specifically designed to introduce students to a rigorous and demanding liberal arts curriculum, provide the opportunity for students to work closely with a faculty mentor, and establish a sense of community among participants.

WAYS 103: Talking about Diversity, Equity, and Inclusion Seminar (3 cr.)  
(SUNY Basic Communication)
WAYS 103 is a speaking class that exposes students to concepts necessary to live, work and create in the diverse populations and social identities that characterize the U.S., including but not limited to: race, ethnicity, culture, sexual orientation, disability status, socioeconomic status, religion, gender, gender identity and expression, and age. In doing so, students will explore personal and societal assumptions about differences, and examine systemic cultural, political, and economic imbalances. Students will model civil and respectful discussions about difficult topics and charged issues.

WAYS 201: College Writing Seminar (3 cr.)  
(SUNY Basic Communication/SUNY Info Management)
WAYS 201: College Writing Seminar helps students develop skills as critical readers, compelling writers, and thoughtful participants in the academic community. This course is designed to help students write effectively in other university courses, develop critical thinking and writing fluency, and find, critically evaluate, and incorporate source materials. Each WAYS 201 seminar will have a particular question/issue to frame the course that provides students a focused context within which to approach texts and assignments. Students will read, discuss, and write about university-level texts, identifying underlying assumptions, evidence, and points of view, drawing inferences, and reaching independent conclusions. They will begin to work with resources—evaluating, incorporating, and acknowledging them—with increasing sophistication.

Ways of Thinking  

6 courses (19 credits) required

Thinking Aesthetically (TA-3 cr.)  
(SUNY The Arts/Humanities)
Thinking Aesthetically courses will develop students’ reflective engagement with the creative process by engaging them in a variety of forms of artistic creativity—developing their ability to identify, understand, and appreciate the processes through which works of art are produced, analyzed, and interpreted. TA courses can be devoted to one of the following:
(a) producing forms of artistic creativity (such as painting, acting, poetry writing, dancing, singing, scenic design, music, etc.)
(b) analyzing, interpreting, and critically discussing forms of artistic creativity, or
(c) combining the production (doing), analysis, interpretation, and critical discussion of forms of artistic creativity.

1 Students will work with their advisors during summer orientation/advising to determine if they are adequately prepared to take WAYS 201: College Writing Seminar. Those who are not ready will be directed to take a preparatory/supplemental foundational writing course. Please see “Potsdam Pathways Detailed Version” for additional details.
Thinking Foundationally (TF-3 cr.)  *(SUNY Humanities or other)*
Every subject area is grounded in theoretical/foundational assumptions which guide inquiry in that subject area. Thinking Foundationally courses are designed to uncover and critically (i.e., skeptically and argumentatively) examine those assumptions. Thinking Foundationally courses will build upon the basic critical thinking skills introduced and exercised in the WAYS 101 seminars. Students will be required to develop and practice higher-order argumentation skills. Thinking Foundationally courses will require a significant amount of writing in which students demonstrate their ability to understand and explicate arguments, and to anticipate, appreciate, and respond to objections.

Thinking Historically (TH-3 cr.)  *(SUNY American History/Western Civ/Other World)*
Thinking Historically courses explore some of the sources, arguments, and methodologies used to understand the past. Why does the past matter? How do we know what we know about the past? How do we move beyond the idea that how we know things now is the only way we need to know them? Our understanding of the past is constructed from individual stories, that are themselves shaped by larger cultural contexts. These courses are designed to help students become critical consumers of historical knowledge to assist their navigation through contemporary concerns, which are themselves rooted in history.

Thinking Mathematically (TM-3 cr.)  *(SUNY Mathematics)*
Thinking Mathematically courses build proficiency with fundamental tools of mathematics, such as arithmetic, algebra, geometry, functions, graphs, and statistics. They teach students precise quantitative logical reasoning and applications of mathematical problem-solving skills in abstract and real-world problems. They engage students in verbal and written communication of mathematical ideas.

Thinking Scientifically
Courses that fulfill the Thinking Scientifically requirements *(Natural World-NW and Social World-SW)* engage students in the basic methods and goals of the natural and social sciences with the aim of making them scientifically literate and able to make reasonable and well-founded judgments on matters concerning the natural and social worlds.

Thinking Scientifically: Natural World *(NW-4 cr. includes lab)*  *(SUNY Natural Sciences)*
Thinking Scientifically: Social World *(SW-3 cr.)*  *(SUNY Social Sciences)*

Ways of Connecting  3 courses (9 credits) plus 2 requirements fulfilled in major

WAYS 301: Connecting the Ways of Thinking (3 cr.)
These courses are meant to enhance students’ ability to make connections across academic disciplines and to provide the opportunity for self-assessment of this cross disciplinary approach to problem shaping. Led by two faculty members from different disciplines, students will examine a central issue from multiple perspectives. The course critically examines information from diverse sources, shapes the issue through creative questioning, and explores and evaluates a range of solutions.

Connecting through Language Other than English (CL-3 cr.)  *(SUNY Foreign Language)*
The study of salient structural linguistic components of a language other than English as well as key cultural features of other-than-English speaking communities. Courses will develop effective ways to communicate in that language and also significantly increase understanding and appreciation of a diverse range of non-English speaking communities and their creative contributions.
Connecting Globally (CG-3 cr.)  
(SUNY Western Civ or Other World Civilizations)
This requirement engages students in the study of ideas, peoples, places and/or life in specific global context(s) (not derived primarily from the United States) with a focus on the societies, civilizations, and/or cultural traditions in Africa, Asia, Oceania, the Americas and/or Europe.

Connect Clearly: Communication in the Major (CC-credits count in major)  
(SUNY Info Management)
Adopts a “communicating in the disciplines” model that transmits the skills required to both learn and create knowledge within the chosen academic field, and to develop a professional voice through opportunities to write and speak on substantive issues arising from the major. This requirement may be met by a single course covering both writing and speaking in the major, or by separate courses, one focusing on writing and the other on speaking, to be determined by the major department.

Connect Theory to Practice through Applied Learning (CT-credits count in major)  
(SUNY Applied Learning)
Connecting Theory to Practice through Applied Learning, which counts in the major, is a credit-bearing experience in which students learn by engaging in direct application of skills, theories, and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or research, and in turn apply what is gained from the applied experience to academic learning. The activity can be embedded as part of a course or occur outside of the classroom.