Ways of Beginning:

WAYS 101: Critical Thinking Seminar (3 cr.)  
(SUNY Critical Thinking, SUNY Info Management)  
WAYS 101 will be a “Big Ideas” course focusing on “wicked problems” which the teaching faculty is passionately involved with and the contexts in which those problems occur. 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. Einstein reputedly characterized critical thinking as “...the awakening of the intellect to the study of itself.” This is important, as it implies a high degree of self-consciousness about and reflection on one’s thinking processes. Wicked problems 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 102: College Writing Seminar (3 cr.)  
(SUNY Basic Communication/SUNY Info Management)  
WAYS 102 introduces students to the specialized nature of writing for different purposes and discourses, and helps students develop skills as critical readers, thoughtful writers, and participants in the academic community. Students read and discuss university-level texts, identifying underlying assumptions and points of view, distinguishing fact from opinion, drawing inferences, and reaching independent conclusions. The course emphasizes the composing process (inventing, planning, writing, revising, editing), rhetorical concerns (audience, purpose, tone, organization, development, coherence), and mechanics (punctuation, grammar, usage). This course is designed to help students write effectively in other university courses, develop critical thinking and writing fluency, and find and critically evaluate source materials.

WAYS 103: Talking about Diversity, Equity, and Inclusion (3 cr.)  
(SUNY Basic Communication)  
WAYS 103 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. This course focuses on developing public speaking skills. Students will model civil and respectful discussions about difficult topics and charged issues.

Ways of Thinking

Thinking Aesthetically (TA-3 cr.)  
(SUNY The Arts/Humanities)  
Thinking Aesthetically courses will develop students’ reflective engagement with the creative process by interacting with 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 (b) analyzing, interpreting, and critically discussing forms of artistic creativity(c) combining the production, analysis, interpretation, and critical discussion of forms of artistic creativity.

Thinking Foundationally (TF-3 cr.)  
(SUNY Humanities or other)  
Courses which fulfill the Thinking Foundationally requirement are designed to uncover and skeptically and argumentatively examine the theoretical/foundational assumptions which guide disciplinary inquiry. Thinking Foundationally classes 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 Historically (TH-3 cr.)  
(\textit{SUNY American History/Western Civ/Other World})
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. Thinking Historically courses explore some of the sources, arguments, and methodologies used to understand the past. They 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.)  
(\textit{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. They engage students in verbal and written communication of mathematical ideas.

Thinking Scientifically
Courses which fulfill the Thinking Scientifically requirements (Natural World-NW and Social World-SW) introduce students to the basic methods and goals of the natural and social sciences with the aim of making them scientifically literate and able to judge well in matters concerning the natural and social worlds.

Thinking Scientifically: Natural World \textbf{(NW-4 cr. includes lab)}  
\textit{(SUNY Natural Sciences)}
Thinking Scientifically: Social World \textbf{(SW-3 cr.)}  
\textit{(SUNY Social Sciences)}

Ways of Connecting  \hspace{1cm} \textbf{3 courses (9 credits) plus 2 requirements fulfilled in major}

WAYS 301: Connect the Ways of Thinking (CW-3 cr.)
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.

Connect through Language Other than English (CL-3 cr.)  
\textit{(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.

Connect Globally (CG-3 cr.)  
\textit{(SUNY Western Civ or Other World Civilizations)}
This requirement introduces the study of ideas, peoples, 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, or Europe.

Connect Clearly: Communication in the Major (CC- credits count in major)  
\textit{(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) *(Applied Learning)*

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.