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WAYS 101: Critical Thinking Seminar (3 cr.)
(SUNY Critical Thinking, SUNY Info Management)

WAYS 101 Description
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 101 Criteria
Ways 101 Seminars will:
1. introduce and investigate the complexities and ambiguities of a wicked problem.
2. explicitly teach the skills and habits of mind required to identify, evaluate and construct valid arguments.
3. explicitly teach the values and techniques of effective reasoning.
4. explicitly teach the value of a liberal arts education.
5. provide opportunities for practice in oral and written communication.

WAYS 101 Student Learning Outcomes
Through oral and written assignments, students will demonstrate the ability to:
1. articulate the complexities and ambiguities of the wicked problem.
2. recognize and map out claims made (what is being argued for) and reasons/evidence given in support of those claims.
3. evaluate arguments, including detecting inconsistencies and common mistakes in reasoning (i.e., logical fallacies, or common forms of logical error, e.g., mistaking a correlation for causation).
4. construct arguments, anticipating likely objections to those arguments and formulating possible responses to these objections.
5. analyze their own and others’ assumptions in framing the problem and in defining the relevant evidence, and reflect on how those assumptions affect their position.
6. articulate the value of a Liberal Arts education.
WAYS 103: Talking about Diversity, Equity and Inclusion Seminar (3 cr.)
(SUNY Basic Communication)

WAYS 103 Description
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 103 Criteria
WAYS 103 courses:
1. Include significant instruction in the study of systemic cultural, political, and/or economic imbalances that have occurred, or are occurring, in the U.S.
2. Expose students to historical and/or contemporary challenges faced by population(s) marginalized in the U.S.
3. Provide opportunities for students to critically examine personal and societal assumptions about differences.
4. Provide opportunity for students to demonstrate understanding and sensitivities for the diversity topics explored in the course through oral presentations.
5. Include explicit instruction and practice in:
   a. analyzing audiences and adapting oral presentations to audiences.
   b. locating, evaluating, integrating, and accurately citing supporting material.
   c. developing and delivering clear and focused oral presentations that support a main idea with attention to vocal variety, articulation, rhetorical devices, and nonverbal signals.
   d. applying attentive listening techniques.

WAYS 103 Student Learning Outcomes
After completion of this course, students will be able to:
1. Describe and explain systemic cultural, political and/or economic imbalances.
2. Describe and explain historical and/or contemporary challenges faced by population(s) marginalized in the U.S.
3. Identify and evaluate personal and societal assumptions about differences.
4. Use spoken communication to demonstrate understanding of differences and sensitivities for the diversity topics explored in the course.
5. Prepare and deliver oral presentations that:
   a. are designed for a specific audience and purpose.
   b. are supported by credible, relevant and properly cited evidence.
   c. demonstrate consistent organizational patterns.
   d. employ appropriate delivery techniques (posture, gesture, eye contact, vocal expression), word choice, rhetorical devices, and presentational aids to express ideas clearly, to create and maintain interest, and to enhance the speaker’s credibility.
WAYS 201: College Writing Seminar (3 cr.)
(SUNY Basic Communication)

WAYS 201 Preamble
Incoming students have a wide range of training and abilities in college-level writing. Therefore, we propose a two-course approach to the Potsdam Pathways writing requirement:

Two-course approach:
1. Foundational Writing\(^1\) — recommended preparatory course for some students\(^2\)
2. WAYS 201: College Writing Seminar — required of all students\(^3\)

WAYS 201 Description
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 201 Criteria
WAYS 201 seminars will:
1. Examine a diverse range of texts appropriate to the course focus, teaching students how to read carefully and critically.
2. Emphasize the composing process (inventing, planning, drafting, revising, editing) through both teaching and writing assignments.
3. Examine the rhetorical concerns (audience, purpose, tone, organization, development, coherence) of a variety of texts appropriate to the course content.
4. Provide opportunities for guided practice in finding, evaluating, incorporating, attributing, and documenting appropriate primary and secondary sources.

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\(^1\) Departments across campus may offer foundational writing courses provided that they demonstrate disciplinary expertise. Departments can use descriptions, criteria, and student learning outcomes that they design keeping to the spirit of preparing students to succeed in WAYS 201. Foundational writing courses will be housed in departments responsible for their design, approval (per school policy), staffing, and assessment. Potsdam Pathways administration, in collaboration with campus stakeholders, will develop guidelines for foundational writing courses and maintain a list of foundational writing courses for advisor use.

\(^2\) 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. Evidence of student readiness may include Regent’s scores, AP credit, other college-level coursework in writing/composition, placement exams, etc., to be determined by Potsdam Pathways administration in collaboration with campus stakeholders.

\(^3\) WAYS 201: College Writing Seminar (and transfer equivalents TBD) fulfills the Potsdam Pathways requirement. Students who are prepared can elect to take WAYS 201 in the first or second semester of their first year or wait until the first semester of their sophomore year, depending on their schedule.
WAYS 201 Student Learning Outcomes*
Upon completion of this course, students will be able to:

1. Respond to the arguments of a diverse range of texts.
2. Construct (plan, draft, revise, and edit) extended writing in drafts of increasing quality, in response to feedback from diverse readers (peers, instructors).
3. Craft arguments with clear purpose, logical organization, internal consistency, and appropriate tone.
4. Integrate appropriate outside sources into their own writing.
5. Apply conventions of grammar, structure, and citation appropriate to the disciplinary lens.

*Faculty teaching WAYS 201 can also include student learning outcomes that are section-specific.
Thinking Aesthetically (TA-3 cr.)
(SUNY The Arts/Humanities)

TA Description
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.

TA Criteria
Thinking Aesthetically courses engage students in the development of aesthetic understanding of an art form, through its analysis and/or its production using an appropriate number of the following activities as they are relevant to the course and art form:
1. developing technical and creative problem-solving skills through the production of the relevant art form(s).
2. critically analyzing and discussing form, content, and style within an art form.
3. critically analyzing and discussing the historical, contemporary, sociocultural, or theoretical contexts of an art form.
4. participating as an engaged audience member at theatrical performances, art exhibits, poetry readings, and other art events, when possible.

TA Student Learning Outcomes
At the conclusion of this course, students will be able to:
1. critically analyze the form, content, and style of an art form.
2. critically analyze the historical, contemporary, sociocultural, or theoretical contexts of an art form.
3. interpret the art form being studied.
4. for studio/performance courses only, demonstrate technical (how-to) and problem-solving skills in the art form being studied.

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4 Jeffrey Baumgartner describes creative problem-solving as “a simple process that involves breaking down a problem to understand it, generating ideas to solve the problem and evaluating those ideas to find the most effective solutions.” [http://www.innovationmanagement.se/imtool-articles/the-basics-of-creative-problem-solving-cps/](http://www.innovationmanagement.se/imtool-articles/the-basics-of-creative-problem-solving-cps/) For example: A choreographer has difficulty beginning work on a new dance because she is thinking extremely broadly with no focus. She decides to impose a set of constraints (on how she uses space and time) to stimulate ideas.
Thinking Foundationally (TF-3 cr.)
(SUNY Humanities or other)

TF Description
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. This might be done in a series of papers arguing on multiple sides of an issue, culminating in a paper which synthesizes the previous work and advocates for a particular position.

TF Criteria
Thinking Foundationally courses will:
1. Familiarize students with the competing foundational assumptions of a subject area.
2. Explore, highlight, and argue for the benefits of examining the foundational assumptions of that subject area.
3. Logically assess different approaches, how they intersect with each other, and the degree to which they reflect professional standards in that subject area.
4. Provide focused attention on how specific issues or questions would be addressed by each of the approaches that are considered.
5. Include written assignments through which students engage argumentatively with those competing approaches.

TF Student Learning Outcomes
At the conclusion of this course, students will:
1. be able to explain a range of foundational approaches used within the relevant subject area and apply those approaches.
2. be able to articulate the foundational assumptions used by those approaches.
3. be able to articulate the necessity, benefits, and drawbacks of making foundational assumptions within a subject area.
4. be able to identify in writing the strengths and weaknesses of different foundational approaches and argue persuasively for and against the assumptions made by those approaches.
5. compose papers in which they argue first for one foundational perspective and then for an opposing perspective, identifying the strengths and weaknesses of each.
Thinking Historically (TH-3 cr.)
(SUNY American History/Western Civilizations/Other World Civilizations)

TH Description
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.

TH Criteria
Thinking Historically courses will:
1. Use relevant and discipline-specific source materials, including different perspectives on the same source, to answer questions about the past.
2. Examine what others have written and said about the past, highlighting various interpretive strategies and problems.
3. Reflect on a sweep of time (change over time) by stressing divergent ways of historical understanding across space and over time.
4. Connect the past to the present, and confront the way memory inflects historical understandings.
5. Craft research-based, discipline-specific written work that argues a position and uses appropriate source material.
6. Develop skills in revising and editing their writing; Students will think deeply about work already completed (e.g., peer review, scaffolded assignments, reflections on previous work).

TH Student Learning Outcomes
At the conclusion of this course, students will be able to:
1. Identify relevant source materials commonly used to understand the past.
2. Critically evaluate the uses and limitations of a range of source materials for understanding the past.
3. Engage with evolving scholarly conversations about how we understand and remember the past.
4. Demonstrate student learning outcomes 1-3 in research-oriented writing assignments appropriate to the discipline.
Thinking Mathematically (TM-3 cr.)
(SUNY Mathematics)

**TM Description**
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.

**TM Criteria**
Thinking Mathematically courses will:
1. teach students to use fundamental tools of mathematics, such as arithmetic, algebra, geometry, functions, graphs, and statistics.
2. instruct students to reason quantitatively, precisely, and logically about mathematical ideas, and to attend carefully to mathematical hypotheses and conditions.
3. introduce students to mathematical structures, patterns, and abstractions.
4. engage students in problem-solving, including modeling a problem in mathematical terms, applying mathematical tools, and interpreting results.
5. develop students’ effective verbal and written communication skills in mathematics.

**TM Student Learning Outcomes**
At the conclusion of this course, students will be able to solve domain-specific mathematical problems:
1. using the fundamental tools of mathematics, such as arithmetic, algebra, geometry, functions, graphs, and statistics.
2. by reasoning quantitatively, precisely, and logically about mathematical ideas, and attending carefully to mathematical hypotheses and conditions.
3. identifying mathematical structure and pattern, and engaging in mathematical abstractions.
4. demonstrating effective verbal and written communication skills in mathematics.
Thinking Scientifically: Natural World (NW-4 cr.)
(SUNY Natural Sciences)

NW Description
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.

NW Criteria
NW courses will:
1. use content in one or more of the natural sciences to demonstrate how scientific investigation of a phenomenon progresses systematically; this should be done in a way that illuminates the roles played by observation and question development; hypothesis or model formation; and data analysis and interpretation.
2. introduce standards for the evaluation of evidence within a natural science field; this will likely be done in a lab setting, and will require instruction in forming hypotheses, and collecting, analyzing, and interpreting data.
3. familiarize students with the institutional features of science that are relevant to the evaluation of scientific claims; these features include, but may not be limited to, peer review, the importance of replicate or concordant evidence (e.g., is this one study, or are there many?), and the credentials and specialization of the scientist or critic.
4. use concepts and discoveries in one or more of the natural sciences to demonstrate the relevance of scientific knowledge to society and provide explicit instruction on differentiating between (i) legitimate science and (ii) non-scientific claims promulgated by groups with non-scientific agendas.

NW Student Learning Outcomes
At the conclusion of this course, students will be able to:
1. explain the process of scientific investigation and its strict reliance on empirical evidence.
2. apply the scientific process to phenomena in the natural world.
3. evaluate scientific claims to make informed and logical judgments about natural science issues.
4. articulate the impact of science and scientific discoveries on their lives.
Thinking Scientifically: Social World (SW-3 cr.)
(SUNY Social Sciences)

SW Description
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.

SW Criteria
SW courses will:
1. discuss qualitative and/or quantitative approaches to data collection and teach students to recognize the strengths and limits of these research approaches.
2. discuss the relationship between empirical evidence and the conclusions drawn from such evidence, including the limits that such forms of data collection may impose on research findings.
3. review essential discipline-specific theories, terminology, and conceptual frameworks.
4. ask students to critically examine social issues from multiple perspectives.
5. require that students use course content to ask a simple social science question and develop the qualitative, quantitative or mixed method to answer it; this will occur in the context of one or more assessments. This assessment (or assessments) will be at least 15% of the overall course grade.

SW Student Learning Outcomes
At the conclusion of this course, students will be able to:
1. assess the quality of qualitative and/or quantitative data.
2. evaluate the quality of scientific inferences drawn from data.
3. identify essential discipline-specific theories, terminology, and conceptual frameworks from the social sciences.
4. recognize and comprehend diverse viewpoints from the social sciences.
5. apply basic course concepts and methods to answer a simple social science research question.
WAYS 301: Connect the Ways of Thinking (3 cr.)

WAYS 301 Description
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.

WAYS 301 Criteria
Students will be given the opportunity and support to:
1. Evaluate and select multiple sources of information from various disciplines that are relevant to the examined issue.
2. Integrate information across multiple disciplines and perspectives.
3. a. Use the information to formulate multiple approaches to address the examined issue.
   b. Analyze the outcomes of applying each approach to the examined issue.
   c. Assess the development of their individual critical thinking abilities.

WAYS 301 Student Learning Outcomes
At the conclusion of this course, students will be able to:
1. Evaluate the relevance and validity of sources across multiple disciplines with a focus on identifying the authors’ assumptions and biases.
2. Synthesize information (e.g., examples, facts, theories) from multiple disciplines or perspectives to identify and describe the examined issue.
3. Reflect, in writing, and perhaps in other formats, on the evolution of their individual thought processes, awareness of their personal assumptions and biases, and how they might approach complex issues differently in the future.
Connecting Through a Language Other than English (CL-3 cr.)
(SUNY Foreign Language)

CL Preamble
Once Potsdam Pathways is implemented, students entering SUNY Potsdam will take one class to meet the CL requirement.\textsuperscript{5} For this reason, and to preserve the academic rigor of the requirement, this proposal includes three different course options:

- CL 101 for students with no previous second language experience,
- CL 102 for students who have completed course II in high school, and
- CL 103 for students who have completed course III in high school.

The 101-102-103 sequences that we currently offer in different languages (for instance, ASL, Chinese, Latin, and Mohawk) will be preserved in Potsdam Pathways.

CL Description
The study of salient structural linguistic components of a language other than English as well as key cultural features of other-than-English language communities\textsuperscript{6}. Courses will develop effective ways to communicate in that language and also significantly increase understanding and appreciation of a diverse range of non-English language communities and their creative contributions.

CL Criteria
CL courses will:

1. explore and reflect on salient cultural aspects of a language other than English.
2. foster informed appreciation for cultural differences of a language other than English.
3. systematically introduce key features of a language other than English.
4. promote acquisition of basic proficiency of a language other than English.

CL Student Learning Outcomes (for each level)

CL 101*
At the conclusion of this course, students will be able to:

1. recognize distinct cultural features of at least one non-English language community.
2. create pertinent reflections on cultural features of non-English language communities.
3. appreciate the importance of learning about other languages and cultures.
4. identify sentences in present tense in the new language.
5. narrate and describe in present time on basic topics.

\textsuperscript{5} All students who completed course IV in high school have met the CL requirement at SUNY Potsdam. Those students who excelled in French and Spanish IV will be encouraged to take either French 203 or Spanish 203. In addition, native and heritage speakers must approach the Modern Languages chair for an interview and possible examination testing.

\textsuperscript{6} All CL courses will have a distinct creative cultural focus through a compelling and unique perspective and will follow an interactive methodology so as to motivate students to apply basic grammatical structures to communicate in a language other than English.
CL 102*
At the conclusion of this course, students will be able to:
1. recognize distinct cultural features of at least one non-English language community.
2. create pertinent reflections on cultural features of non-English language communities.
3. appreciate the importance of learning about other languages and cultures.
4. identify sentences in past tense in the new language.
5. narrate and describe in past time on a variety of topics.

CL 103*
At the conclusion of this course, students will be able to:
1. recognize distinct cultural features of at least one non-English language community.
2. create pertinent reflections on cultural features of non-English language communities.
3. appreciate the importance of learning about other languages and cultures.
4. identify complex sentences and nuanced language.
5. be able to express opinions and discuss hypothetical situations in speaking and writing.

* Each CL course will include specific subtitles depending on the cultural aspect that each instructor decides to focus on.
Connecting Globally (CG-3 cr.)
(SUNY Western Civilizations or Other World Civilizations)

CG Description
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.

CG Criteria
Connecting Globally courses will:
1. devote a majority of reading and class time to topic(s) in specific global and/or cross-cultural context(s).
2. address significant aspects of global and/or intercultural connections with political, historical, artistic, cultural, philosophical, economic, scientific, technological, professional and/or international components.
3. expose students to historical or contemporary global issues or discourses such as diversity, power and inequality, human rights and ethics, or the experiences of underrepresented people.
4. include instruction in analysis and interpretation of written, spoken, visual, or performed content as well as theories and/or methods appropriate to the discipline(s).

CG Student Learning Outcomes
At the conclusion of this course, students will be able to:
1. identify key characteristics and concepts in global and/or cross-cultural context(s) that are explored in the course.
2. discuss and explain significant aspects of global and/or intercultural connections with political, historical, artistic, cultural, philosophical, economic, scientific, technological, and/or international components.
3. analyze and interpret historical or contemporary global issues, discourses, narratives, and/or artistic expressions from more than one perspective.
4. demonstrate competence in cross-cultural understanding through written, spoken, visual, or performed content appropriate to the discipline(s).
Connecting Clearly: Communication in the Major (CC-credits count in major)
(SUNY Info Management)

CC Description
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.

CC Criteria
The Connecting Clearly requirement will:

1. Provide students with specific models of at least two forms/modes of discipline-specific (within academic and/or professional contexts) written and oral communication.
2. Offer students the opportunity to analyze those models in terms of their effectiveness at communicating ideas within the discipline (i.e., how and why they transmit salient information specifically among practitioners of the discipline).
3. Offer students the opportunity to practice the particular communicative skills required to produce their own work in the forms/modes specified in #1.
4. Provide feedback and opportunities for revision and refinement during multiple stages of the compositional process (i.e., not simply after the final product has been handed in).

CC Student Learning Outcomes
At the completion of this requirement students will:

1. Be able to identify at least two types of written and oral communication specific to their discipline.
2. Be able to explain what sorts of rhetoric are generally considered effective within the types of discipline-specific communication they are studying.
3. Be able to explain what sorts of evidence are generally considered valid within the types of discipline-specific communication they are studying.
4. Have successfully produced (and received feedback on) substantive written and oral work of their own that applies the understanding they have gained through analysis of models of the types of discipline-specific communication.
Connecting Theory to Practice Through Applied Learning (CT-credits count in major)
(SUNY Applied Learning)

CT Description
Connecting Theory to Practice through Applied Learning, which counts in the major\(^7\), 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\(^8\), 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\(^9\).

CT Criteria*
Connecting Theory to Practice experiences will:
1. require students to apply theory to practice, contextualizing disciplinary issues and positions to solve problems.
2. include structured reflection—asking students to self-assess, analyze, and reflect on the transformational nature of the experience.

CT Student Learning Outcomes*
At the conclusion of this experience, students will be able to:
1. identify the links between skills/theories/models of the discipline and practice.
2. articulate and evaluate how they grew personally, professionally, and intellectually as a result of the applied experience.

*Departments may elect to add additional criteria and student learning outcomes for the CT experience.

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\(^7\) The CT experience may be a research-focused capstone/seminar, an internship, student teaching, travel course, service-learning course, faculty-mentored research experience, etc. as determined by the department. Departments may offer one or more options to fulfill this requirement in each major.

\(^8\) The Connecting Theory to Practice experience requires that students have been given sufficient background (i.e., foundational instruction or prerequisite courses) to be prepared. Additionally, students will receive appropriate activity-specific training and orientation (e.g., site orientation, safety risk management, discussion of ethical considerations and professionalism, study abroad preparation).

\(^9\) Throughout the experience, students will be given formative and summative feedback on explicit learning outcomes.