



Microcredentials at SUNY Ulster

Introduction of microcredentials at SUNY Ulster

The Associate Dean for Adult Learning serves as project manager for microcredentials and works with the faculty to develop microcredentials, ensuring that SUNY Guidelines met.

- Presented microcredentials to Academic Senate in Feb 2018
- Circulated information from SUNY Micro-Credentialing Task Force, Summary, Report and Recommendations documents to faculty and CE
- Circulated new Q&A link and documents to faculty and CE
- Set up Credly account – continues to communicate with SUNY and Credly on digital badging needs
- Worked with Communications department to develop SUNY Ulster digital badges design

Key factors for success

- Campus “champion” to work closely with faculty and staff
- Clear communication on SUNY Guidelines to ensure clear implementation
- Emphasis on employment competencies and assessment of those competencies to earn the microcredential
- Workplace partner for development of strong microcredential

Approval and Governance Process for Microcredentials at SUNY Ulster

Microcredentials at SUNY Ulster are:

- Developed by academic departments and continuing education according to SUNY Guidelines, with the assistance of the Associate Dean for Adult Learning,
- Presented to and approved by initiating department
- Presented to, reviewed and approved by the Senate Curriculum Committee, VP of Academic Affairs and College President. The documents needed by the Curriculum Committee for approval include:
 - Proposal Submission Template 2017-2018
 - Resource Analysis Committee Approval Letter

- Program Planning Sheet
- LINK for paperwork:
<http://people.sunyulster.edu/DocLibrary/Private/?folder=/Curriculum/17-18/17-18%20Submission%20Docs>

When a student earned a microcredential, the faculty program director emails the student's identification information and the credential earned to the Associate Dean of Adult Learning who will award the digital badge.

Guiding Principles for Development of SUNY Micro-credentials

1. Academic quality is paramount for micro-credentials and faculty governance participation is required.
2. Microcredentials are initiated locally, developed, and approved according to local campus policies and procedures, consistent with campus mission and strategic goals.
3. Microcredentials designed to meet market needs should be informed by current data from appropriate markets and align with relevant industry/sector standards.
4. Microcredentials can provide opportunities for industry/education connections and partnerships.
5. Microcredentials are inherently more flexible and innovative.
6. Microcredentials should be portable.
7. Microcredentials should be stackable.