

Resolution on Faculty Oversight of Micro-Credentials and Other Emerging Learning Experiences

Whereas the University Faculty Senate has passed Resolution [170-02](#) to Support Planning and Implementation of Applied Learning Experiences at SUNY, Resolution [165-01](#) on Failure of Consultation and Shared Governance Regarding SUNY Educator Preparation Programs and the New NY Education Reform Commission, Resolution 160-01 on CUNY's Failure to Use the Principle of Shared Governance in Establishing a New Curriculum, Resolution [156-01](#) on Consultation with Governance, Resolution [156-02](#) on the Suspension of Programs at the University at Albany, and the [Joint SUNY/CUNY Shared Governance Statement](#) that call upon faculty to diligently exercise their purview and primary responsibility for curriculum and academic standards at their campuses; and

Whereas the Micro-Credentialing Task Force Progress Report dated September 2016 presented to the SUNY President's meeting on September 8, states,

Central to the work of the Task Force is an ongoing commitment to ensuring academic rigor and quality across all credentials offered by SUNY. The Task Force recognizes the potential of micro-credentials to be responsive to student and industry demands; to motivate students to persist; to be a bridge from non-credit to credit-bearing coursework; and to provide New Yorkers with credentials they need to find their first job or advance in their careers. However, the Task Force has been clear that those goals can only be met via academically rigorous, meaningful credentials.

Whereas that same Task Force Progress Report further states that "academic quality is paramount for micro-credentials, and faculty governance is required," and that "micro-credentials are a campus initiative, and they should be initiated, developed, and approved according to local campus mission, strengths, and guidelines" ; and

Whereas the Task Force Progress Report defines micro-credentials broadly, and may include badges, stackable credentials, and prior learning evaluations/assessments garnered through non-credit and credit courses, competency-based education and prior life experiences; therefore

Be it resolved that the University Faculty Senate recommends that campus governance bodies develop and adopt policies to ensure that: 1) Academic faculty retain responsibility for approving whether credit should be awarded, and if so, how much credit should be awarded for skills and competencies mastered through the aforementioned learning experiences; 2) The certification of an activity or experience as meeting criteria for credit should follow normal campus and governance curricular processes; and 3) The campus-level determination to develop and grant micro-credentials be made through normal campus and governance curricular processes; and

Be it further resolved that the University Faculty Senate asks the Chancellor to direct Presidents and Chief Academic Officers to ensure that faculty governance processes are followed in the consideration and approval of all such initiatives.

174-05-1

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Passed**