	POLICY 4400
NCC NASSAU COMMUNITY COLLEGE	**MICROCREDENTIAL**

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Contents:
- **Purpose**
- **Scope**
- **Policy**

PURPOSE

The purpose of this Policy is to define Nassau Community College's practice with respect to both credit-bearing and non-credit bearing microcredential programs. Microcredentials are short, focused credentials designed to provide in-demand skills, know-how and experience.

The College's microcredential practice is consistent with the State University of New York (SUNY) microcredential program, policies and practices.

SCOPE

This policy is effective throughout the College.

POLICY

A. Guiding Principles of Microcredentials:

The following principles should guide the development and review of all microcredentials:

- Microcredential programs must be designed to meet market needs and be developed in partnership with, and informed with, by business and industry, regional and state economic development priorities. While recognition of participation, community building or soft-skill development alone can be essential components of the student experience, those things are not, by definition, microcredentials.
- Microcredentials must be developed and approved consistent with the College's mission and strategic goals.
- Microcredentials should be inherently flexible and innovative.
- Microcredentials should be portable and stackable.

- Microcredentials can be delivered online, in the classroom, or a hybrid combination of both.

B.   General Requirements for Microcredentials:

- Microcredentials are awarded upon successful completion of its specific requirements.
- Microcredentials must have clear, measurable outcomes, assessments aligned to the outcomes, and evidence of mastery of the outcomes through reliable and valid assessments.
- To ensure alignment to workforce, microcredentials should be developed in partnership with business/industry, P-12 or community organizations; or be informed by feedback from same.
- All microcredential proposals must follow applicable College processes.

C.   Credit-Bearing:

- Credit-bearing microcredentials stack into an existing academic certificate and/or degree and can also stack together with other microcredentials in a series that all stack to a certificate or degree.
- Credit-bearing microcredentials must have learning outcomes, assessments and result in student work product.
- Any new course created for a microcredential program must also fit into an existing degree program.
- As part of the development process, specific skills and competencies to be mastered must be identified and aligned to business and industry need, regional and state priorities.
- Students who earn credit-bearing microcredentials receive a notation on their transcript upon completion and receive a digital badge.
- Credit-bearing microcredentials must be a minimum of two courses and must contain a minimum of six (6) credits and no more than fifteen (15) credits.
- At least half of the credits must be taken through the College (not via transfer credit, testing, or experiential learning). The College does not guarantee the transfer of microcredentials to other institutions or other contexts.
- Credit-bearing microcredentials should ordinarily not require more than two semesters to complete.
- Credit-bearing microcredentials will in no case be awarded retroactively after a student separates from the College, or for course work completed more than three (3) years after the initial course was taken.
- Credit-bearing microcredential naming conventions may not resemble certificate or degree program names that have been approved by NYSED.

D.   Non-Credit:

- Non-credit microcredentials are a substantial learning experience offered to existing degree holders or as part of an effort to transition non-credit activity to a credit pathway. The principles of getting a job or advancing in a job are paramount. Non-credit microcredentials may be focused on providing specialized skills to those who already have degrees.

- Non-credit microcredentials must consist of specific learning experience(s), which lead to attainment of multiple discrete, assessable skills and/or competencies.
- Non-credit microcredentials must have learning outcomes, assessments and result in student work product.
- Non-credit microcredential naming conventions may not resemble certificate or degree program names that have been approved by NYSED or credit-bearing microcredential naming conventions.

The College can create pathways from non-credit to credit, assessing an existing non-credit experience to stack into an existing certificate or degree program via the award of academic credit by evaluation process or an articulation agreement – provided that it meets the above criteria.