SUNY
University Faculty Senate
January 2022

Provost Report

- General Education Implementation
- Digital Learning Environment (DLE) Update
- Enrollment, Applications & Marketing Update
- New Micro-Credential Directory
- Q&A

SUNY General Education Requirement Revision

SUNY General Education Policy and Implementation

- **Board of Trustees adopted the new SUNY General Education Policy (11/9/2021)**
  - New SUNY GE framework sets the foundation, the minimum requirement for all undergraduate degree programs
  - Campuses can add to this foundation in ways that specifically address its mission and community

SUNY's New General Education Requirements (11/9/21)

- The new framework includes 10 knowledge and skill areas, with 4 required (vs. 2) for all bachelor's candidates and associate degree candidates in AA and AS degree programs. Also required are 2 refined core competencies.

Knowledge and Skill Areas (a minimum of 7 of 10 are required)

The following four must be included in the 7:

- Communication – written and oral
- Diversity: Equity, Inclusion, and Social Justice*
- Mathematics (and quantitative reasoning)
- Natural Sciences (and scientific reasoning)

A minimum of three of the following six are required:

- Humanities
- Social Sciences
- The Arts
- US History and Civic Engagement*
- World History and Global Awareness*
- World Languages

**Indicates a new category*

Required Core Competencies:

- Critical Thinking and Reasoning
- Information Literacy

Expands General Education:
AAS and AOS degree candidates

FINAL APPROVED TIMELINE

Fall 2023 – Implementation for AA, AS, and all baccalaureate degree programs

Fall 2024 – Implementation for AAS & AOS degree programs

SUNY General Education Policy and Implementation

- **Memorandum to Presidents (12/21/2021)** provides implementation guidance, including:
  - Local campus review and approval processes
  - Adherence to the adopted new framework
  - Steps necessary to maintain seamless transfer

SUNY The State University of New York

Memorandum to Presidents

Vol. 21, No. 1

DATE: December 21, 2021

TO: Presidents, State-operated Campuses
Presidents, Community College
Statutory College Contacts

FROM: Shadi Shahedipour-Sandvik, Provost-in-Charge

SUBJECT: *Policy and Guidance: State University of New York General Education*

This memorandum provides guidance on the State University of New York (SUNY) Board of Trustees' Resolution 2021-48, *State University of New York General Education Policy*, adopted on November 9, 2021. The culmination of four years of collaborative work through shared governance and broad consultation, the policy directs the Chancellor to update SUNY General Education.

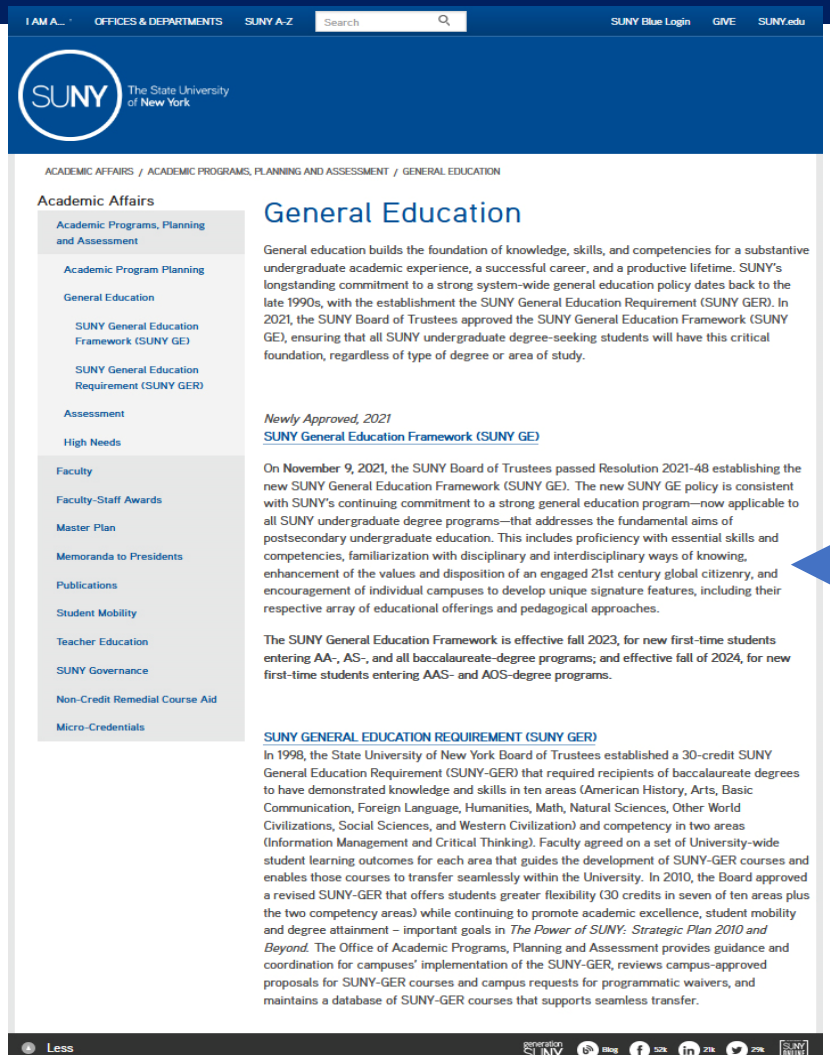
The primary goal of the SUNY General Education policy is to ensure equity for all SUNY undergraduate degree-seeking students, regardless of type of degree or area of study. This document supersedes Memorandum to Presidents (Vol. 10, No. 1), *Policy and Guidance: State University General Education Requirement,* dated May 28, 2010.

It modifies University policy on SUNY General Education, effective fall 2023, for new first-time students entering AA-, AS-, and all baccalaureate-degree programs; and effective fall 2024, for new first-time students entering AAS- and AOS-degree programs.

For questions about this memorandum, please contact the Office of the Provost at provost@suny.edu. This guidance, along with additional information and resources, is also available on the SUNY Academic Affairs website (see SUNY General Education Framework).

Copy: President, University Faculty Senate
President, Faculty Council of Community Colleges
President, Student Assembly
SUNY Chief Academic Officers, All Campuses
SUNY Registrars, All Campuses

Website – SUNY General Education Landing Page



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SUNY The State University of New York

ACADEMIC AFFAIRS / ACADEMIC PROGRAMS, PLANNING AND ASSESSMENT / GENERAL EDUCATION

Academic Affairs

- Academic Programs, Planning and Assessment
  - Academic Program Planning
  - General Education
    - SUNY General Education Framework (SUNY GE)
    - SUNY General Education Requirement (SUNY GER)
  - Assessment
  - High Needs
- Faculty
- Faculty-Staff Awards
- Master Plan
- Memoranda to Presidents
- Publications
- Student Mobility
- Teacher Education
- SUNY Governance
- Non-Credit Remedial Course Aid
- Micro-Credentials

General Education

General education builds the foundation of knowledge, skills, and competencies for a substantive undergraduate academic experience, a successful career, and a productive lifetime. SUNY's longstanding commitment to a strong system-wide general education policy dates back to the late 1990s, with the establishment the SUNY General Education Requirement (SUNY GER). In 2021, the SUNY Board of Trustees approved the SUNY General Education Framework (SUNY GE), ensuring that all SUNY undergraduate degree-seeking students will have this critical foundation, regardless of type of degree or area of study.

Newly Approved, 2021

SUNY General Education Framework (SUNY GE)

On **November 9, 2021**, the SUNY Board of Trustees passed Resolution 2021-48 establishing the new SUNY General Education Framework (SUNY GE). The new SUNY GE policy is consistent with SUNY's continuing commitment to a strong general education program—now applicable to all SUNY undergraduate degree programs—that addresses the fundamental aims of postsecondary undergraduate education. This includes proficiency with essential skills and competencies, familiarization with disciplinary and interdisciplinary ways of knowing, enhancement of the values and disposition of an engaged 21st century global citizenry, and encouragement of individual campuses to develop unique signature features, including their respective array of educational offerings and pedagogical approaches.

The SUNY General Education Framework is effective fall 2023, for new first-time students entering AA-, AS-, and all baccalaureate-degree programs; and effective fall of 2024, for new first-time students entering AAS- and AOS-degree programs.

SUNY GENERAL EDUCATION REQUIREMENT (SUNY GER)

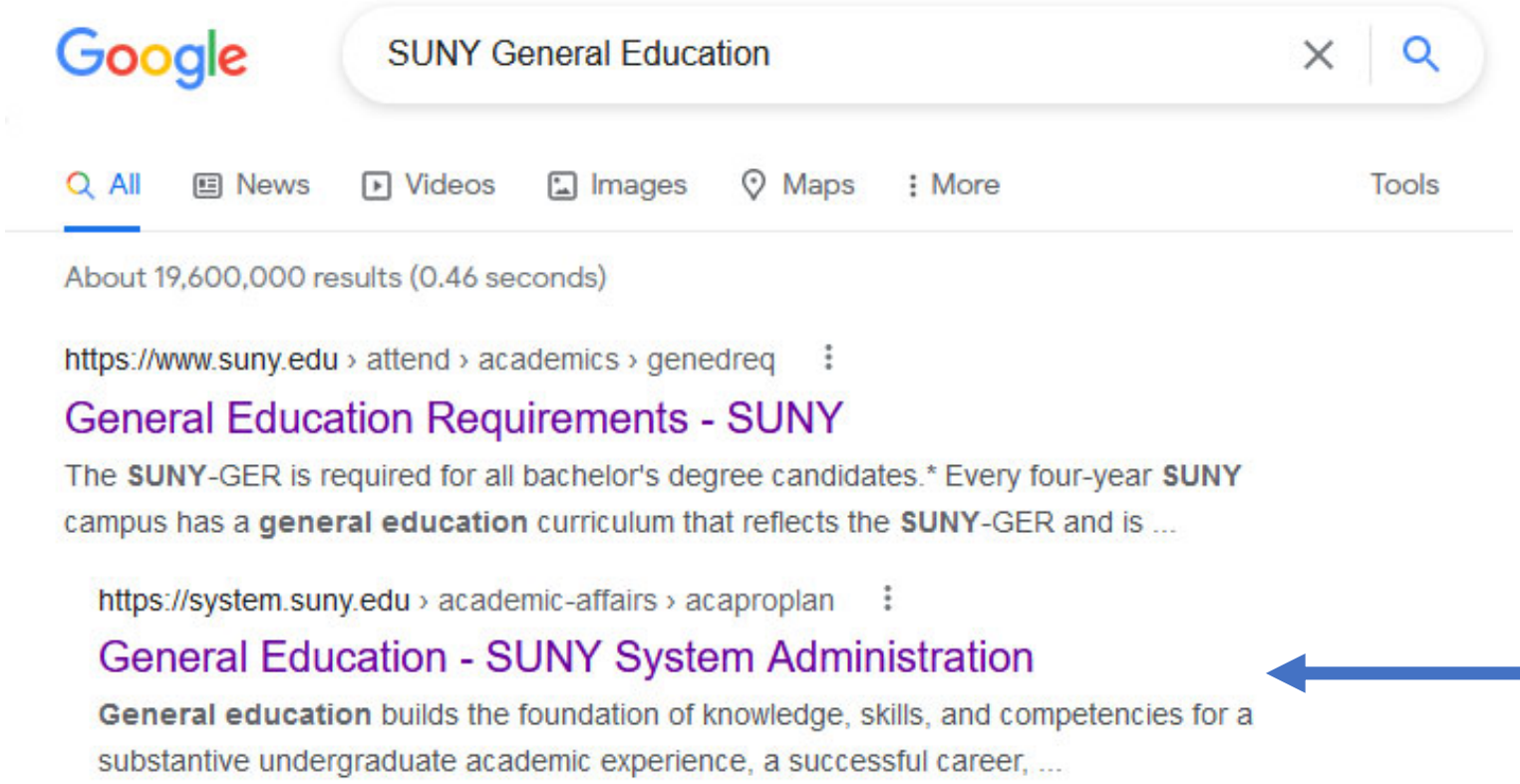
In 1998, the State University of New York Board of Trustees established a 30-credit SUNY General Education Requirement (SUNY-GER) that required recipients of baccalaureate degrees to have demonstrated knowledge and skills in ten areas (American History, Arts, Basic Communication, Foreign Language, Humanities, Math, Natural Sciences, Other World Civilizations, Social Sciences, and Western Civilization) and competency in two areas (Information Management and Critical Thinking). Faculty agreed on a set of University-wide student learning outcomes for each area that guides the development of SUNY-GER courses and enables those courses to transfer seamlessly within the University. In 2010, the Board approved a revised SUNY-GER that offers students greater flexibility (30 credits in seven of ten areas plus the two competency areas) while continuing to promote academic excellence, student mobility and degree attainment – important goals in *The Power of SUNY: Strategic Plan 2010 and Beyond*. The Office of Academic Programs, Planning and Assessment provides guidance and coordination for campuses' implementation of the SUNY-GER, reviews campus-approved proposals for SUNY-GER courses and campus requests for programmatic waivers, and maintains a database of SUNY-GER courses that supports seamless transfer.

Less

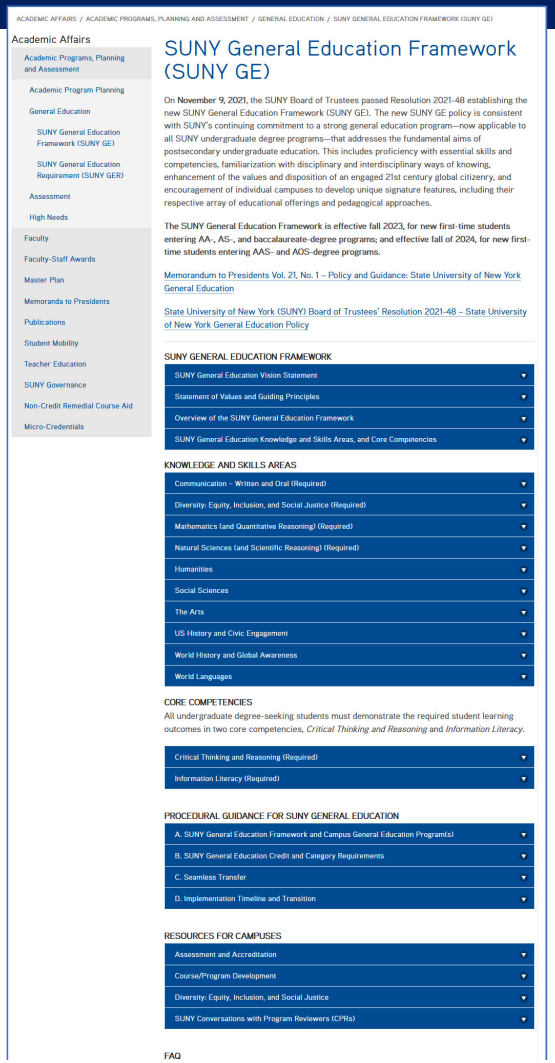
https://system.suny.edu/academic-affairs/acaproplan/general-education/SUNY-GE/

www.suny.edu/GE

Website – Google Search



Website - SUNY General Education Framework (SUNY GE)



ACADEMIC AFFAIRS / ACADEMIC PROGRAMS, PLANNING AND ASSESSMENT / GENERAL EDUCATION / SUNY GENERAL EDUCATION FRAMEWORK (SUNY GE)

Academic Affairs

- Academic Programs, Planning and Assessment
  - Academic Program Planning
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    - SUNY General Education Framework (SUNY GE)
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Memorandum to Presidents Vol. 21, No. 1 – Policy and Guidance: State University of New York General Education

State University of New York (SUNY) Board of Trustees' Resolution 2021-48 – State University of New York General Education Policy

SUNY GENERAL EDUCATION FRAMEWORK

KNOWLEDGE AND SKILLS AREAS

CORE COMPETENCIES

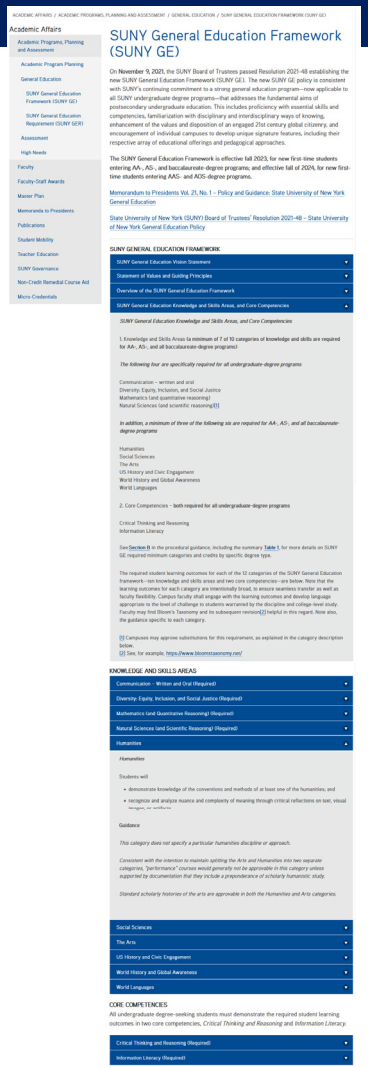
PROCEDURAL GUIDANCE FOR SUNY GENERAL EDUCATION

RESOURCES FOR CAMPUSES

FAQ

To submit a question, please use this form.

Website – Opening accordions independent of each other



Academic Affairs

Academic Programs, Planning and Assessment

Academic Program Planning

General Education

SUNY General Education Framework (SUNY GE)

SUNY General Education Requirement (SUNY GER)

Assessment

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Memorandum to Presidents Vol. 21, No. 1 – Policy and Guidance: State University of New York General Education

State University of New York (SUNY) Board of Trustees' Resolution 2021-48 – State University of New York General Education Policy

SUNY GENERAL EDUCATION FRAMEWORK

- SUNY General Education Vision Statement
- Statement of Values and Guiding Principles
- Overview of the SUNY General Education Framework
- SUNY General Education Knowledge and Skills Areas, and Core Competencies

SUNY General Education Knowledge and Skills Areas, and Core Competencies

1. Knowledge and Skills Areas (a minimum of 7 of 10 categories of knowledge and skills are required for AA-, AS-, and all baccalaureate-degree programs)

The following four are specifically required for all undergraduate-degree programs

Communication – written and oral
Diversity: Equity, Inclusion, and Social Justice
Mathematics (and quantitative reasoning)
Natural Sciences (and scientific reasoning)[1]

In addition, a minimum of three of the following six are required for AA-, AS-, and all baccalaureate-degree programs

Humanities
Social Sciences
The Arts
US History and Civic Engagement
World History and Global Awareness
World Languages

2. Core Competencies – **both required for all undergraduate-degree programs**

Critical Thinking and Reasoning
Information Literacy

See Section B in the procedural guidance, including the summary Table 1, for more details on SUNY GE required minimum categories and credits by specific degree type.

The required student learning outcomes for each of the 12 categories of the SUNY General Education framework—ten knowledge and skills areas and two core competencies—are below. Note that the learning outcomes for each category are intentionally broad, to ensure seamless transfer as well as faculty flexibility. Campus faculty shall engage with the learning outcomes and develop language

[1] Campuses may approve substitutions for this requirement, as explained in the category description below.
[2] See, for example, https://www.bloomstaxonomy.net/

KNOWLEDGE AND SKILLS AREAS

- Communication – Written and Oral (Required)
- Diversity: Equity, Inclusion, and Social Justice (Required)
- Mathematics (and Quantitative Reasoning) (Required)
- Natural Sciences (and Scientific Reasoning) (Required)
- Humanities

Humanities

Students will

- demonstrate knowledge of the conventions and methods of at least one of the humanities, and
- recognize and analyze nuance and complexity of meaning through critical reflections on text, visual

Guidance

This category does not specify a particular humanities discipline or approach.

Consistent with the intention to maintain splitting the Arts and Humanities into two separate categories, "performance" courses would generally not be approvable in this category unless supported by documentation that they include a preponderance of scholarly humanistic study.

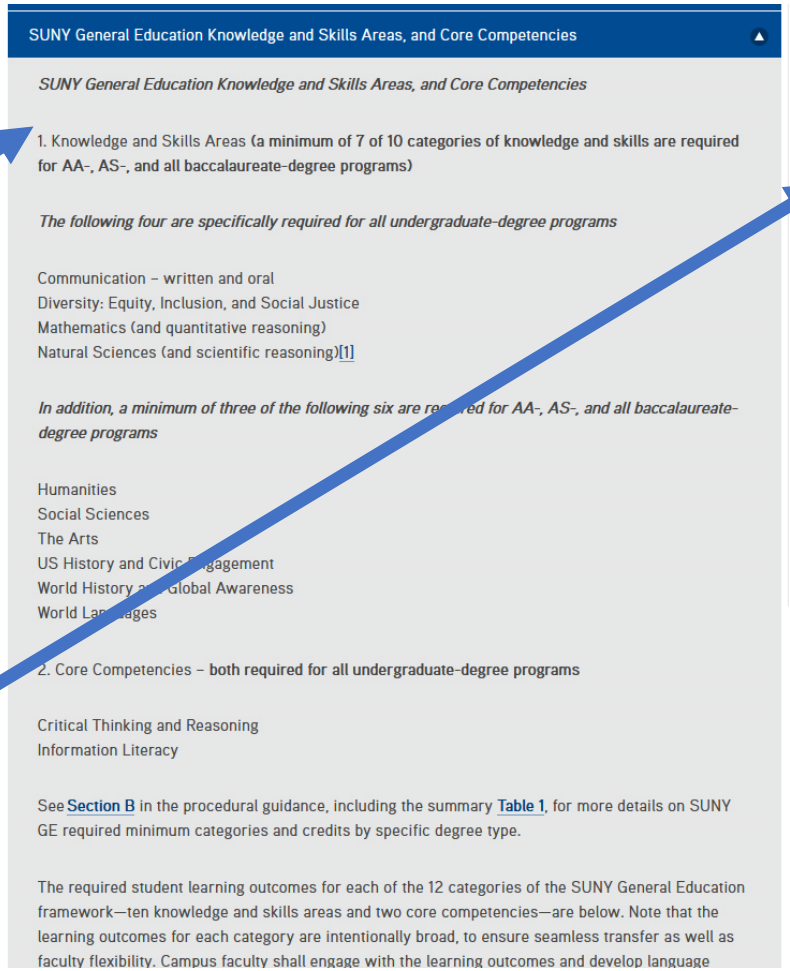
Standard scholarly histories of the arts are approvable in both the Humanities and Arts categories.

- Social Sciences
- The Arts
- US History and Civic Engagement
- World History and Global Awareness
- World Languages

CORE COMPETENCIES

All undergraduate degree-seeking students must demonstrate the required student learning outcomes in two core competencies, *Critical Thinking and Reasoning* and *Information Literacy*.

- Critical Thinking and Reasoning (Required)
- Information Literacy (Required)



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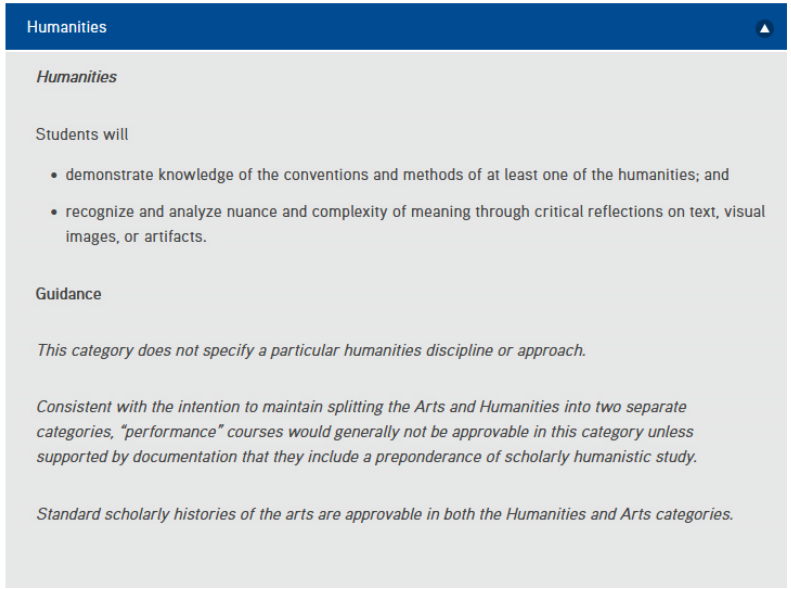

Humanities

Humanities

Students will

- demonstrate knowledge of the conventions and methods of at least one of the humanities; and
- recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

Guidance

This category does not specify a particular humanities discipline or approach.

Consistent with the intention to maintain splitting the Arts and Humanities into two separate categories, "performance" courses would generally not be approvable in this category unless supported by documentation that they include a preponderance of scholarly humanistic study.

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Website - Resources

RESOURCES FOR CAMPUSES

- Assessment and Accreditation
- Course/Program Development
- Diversity: Equity, Inclusion, and Social Justice

  Pedagogy/instruction/faculty development:

  SUNY Center for Professional Development "Diversity, Equity & Inclusion in Teaching and Learning Certificate Program"

  SUNY OER Services offer faculty development opportunity through Lumen Circles, which are freely available, called Belonging and Inclusive Teaching Fundamentals. These faculty development experiences are facilitated by an expert and allow faculty to work with each other to discuss how to make their courses more inclusive to students and share best practices, while being guided by evidence-based teaching practices.

  Cornell MOOC "Teaching & Learning in the Diverse Classroom"

- SUNY Conversations with Program Reviewers (CPRs)

FAQ

To submit a question, please use this form.

Initial Plans for Faculty Supports for DEISJ Implementation

- The Provost's Office is working with FCCC President Christy Woods and UFS President Keith Landa to **leverage existing expertise within the faculty and Chief Diversity Officers** to develop training and supports.
- SUNY can become a national leader in developing and delivering innovative instruction to support Diversity, Equity, Inclusion and Social Justice learning.
- We aim to have initial content developed for feedback in early 2022, with iterative feedback informing continuous improvement.
- To support implementation of the DEISJ requirement, **training and resources** will be widely available **to faculty by fall 2022**.

Faculty Supports for DEISJ Implementation

- SUNY Center for Professional Develop is a key resource for faculty training
  - **Diversity, Equity, and Inclusion Teaching and Learning Certificate**—
    One core course, two electives, and completing an e-portfolio
    - Critically Reflecting on Diversity and Teaching in SUNY (core)
    - Design and Deliver Inclusive Courses
    - Helping Non-Traditional Students Succeed
    - Innovative Strategies to Engage All Students
    - Teaching for Racial Equity
    - Applying Universal Design for Learning Principles to Your Course
- SUNY will work collaboratively with UFS and FCCC to discuss a plan to support participation in the CPD's DEI in Teaching and Learning Certificate program
- CPD can also create new programming, e.g., seminar on DEI in STEM

Faculty Supports for DEISJ Implementation

- Supporting Distinguished Academy's development of a workshop with national experts in diversity, equity, inclusion and social justice
- Develop avenues for faculty and CDOs to engage in the integration of DEISJ into curricula
- To support implementation of the DEISJ requirement, training and resources will be available to faculty by fall 2022

Implementation - Genesee CC Model
(DRAFT Prepared October 2021)

Kathleen Schiefen
Provost/Executive Vice President for Academic Affairs
Genesee Community College

Implementation of the SUNY General Education Framework

Nov. 2021

SUNY Board votes to implement new General Education Framework and SUNY Guidance is published.

Analyze your campus or local gen-ed requirements [Campus Gen-Ed Policy] under the new Framework with shared governance, deans, assessment staff, and registrar minimally.

If necessary, propose modifications to local gen-ed policy, gather input, hold hearings, draft new campus-based documents.

While governance is working on details regarding local gen-ed, analysis of existing programs ***with regard to new Framework criteria*** takes place under the direction of the CAO or designee. May include CAO or project leader designee, assessment, registrar, deans, chairs, governance rep etc.

Shared governance presents, votes, and approves (or rejects and *restarts* process) for new local gen-ed. New local gen-ed goes through any required approval steps (admin, president, local boards, etc.)

If a DEI course or new required course *is likely*, start (assign) course development process.

Once local gen-ed revisions are adopted, all Associate and Bachelor's Degree programs go through a review process to identify where all required categories and competencies are met. **Your assessment experts, curriculum experts, and registrar *may be very helpful* with this review.** This work may be at the chair level or dean level with campus guidance or a template; or at the CAO level, but should include shared governance and key program faculty along the way.

Implementation - Genesee CC Model (Continued)

Kathleen Schiefen
Provost/Executive Vice President for Academic Affairs
Genesee Community College

Determine/Document the Following:

1. Program meets the SUNY Framework and needs no change. (Process done.)
2. Program does not meet the SUNY Framework and needs minor modifications to courses and/or program. (Make changes and move through governance and local admin approval process.)
3. Program does not meet the SUNY Framework and needs significant changes. (Make changes, move through governance and admin, if needed, submit to SUNY/NYSED.)

If #3 is required, submit Program Changes to SUNY/SED.

Once the program is determined to meet SUNY Framework or is approved, record and ***publish any changes*** on: College website, Degree Works, Catalog (if separate), Paper Recruitment docs, any relevant Banner tables, GETA, assessment docs, update advising staff, etc.

Ensure Master Schedule of Course Offerings is updated with any new or additional courses prior to Fall Registration period opening.

Transition to the New Digital Learning Environment (DLE)

UPDATE BULLETIN: SUNY DIGITAL LEARNING ENVIRONMENT (DLE)
From the Office of Provost-in-Charge Shadi Sandvik to the SUNY Community

January 2022: Vol. 2, Issue 1

Have You Gotten to Know Brightspace?

Broad Engagement & New Implementation Guides, Cohort 1 Announced, and Remaining Teams Launch!

Getting to Know D2L and Brightspace

As of this writing, just over 4,000 SUNY faculty and staff, representing nearly every SUNY campus, have gotten an inside look at D2L's Brightspace learning management system, the hub of SUNY's new digital learning environment. The SUNY community has begun to actively engage in this important effort. My thanks to everyone who shared good feedback and questions, and to the many dedicated campus and SUNY System staff participating in our planning and implementation teams. With the selection of implementation cohorts underway (see page 2), the schedule for each campus transition is beginning to take shape. We hope you will help us to share the good news about available resources and next steps.

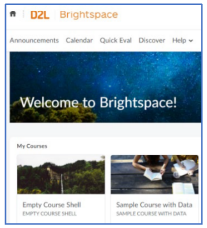
Webinar Recording Available

The first *Intro to D2L's Brightspace* webinar garnered 802 registrants from 57 campuses. Registrants at the October 28 session included faculty (268), campus administrators (187), instructional designers/instructional technology (148), professional staff in IT, student services (147), distance learning leaders (29) and librarians (23). If you missed this session, or the one that followed on November 5, with another 500 registrants, we encourage you to view the recording today (use your campus log-in credentials to access)! The presentation includes a detailed virtual tour of the Brightspace platform by D2L's Senior Solutions Engineer Phil Voll, focused on priority issues for SUNY faculty—accessibility, faculty-student communication, use of rubrics, grading, assessment creation, features for faculty and students to track progress, and more. Responses to the demonstration were overwhelmingly positive. A sampling of comments includes the following:

- "LOVE the integrated captions"
- "Love this video note function!!"
- "Drag and drop files!! Yes!"
- "...Yes, we have a preferred name option in the profile." RESPONSE: "...wonderful news!"
- "These templates are amazing."
- "Neat, clean -- not using 50 different fonts!"
- "I love that I can get captions in French or Spanish as needed!"
- "That is super awesome, our accessibility people are going to be really happy."
- "So awesome! I love this."
- "Great presentation – Looking forward to Brightspace."
- "I can't keep coming up with ways to say I'm over the moon impressed."

Playing in the Virtual Brightspace Sandbox

Designated contacts on each campus also received instructions for accessing a 'virtual sandbox' (pictured at right) for use in planning. Featuring Brightspace's basic functionality, the sandbox was established so that those who will support faculty and use Brightspace have a chance to try out its various features now, as planning continues. The sandbox is populated with two course templates: the first is essentially an empty shell; and the second contains sample course data. To date, 1,081 individual accounts had been created.



Note that the sandbox allows users to experience the core functionality of Brightspace. The final production platform will feature campus-specific branding, include access to third-party tools, etc.

Discovery, Design, Decision-Making

SUNY Strategic Parameters

- Academic Policy/ Standards Work Group
- Technology Architecture Work Group
- Security Work Group

DLE Advisory Team
Broad System and Campus input/feedback on implementation and planning; communication; campus champions

Initial, High-Level Discovery Sessions Global vs. Campus Level

- Authentication
- SIS Integration
- Course Migration
- Third Party Tool Integration
- Vanity URL
- Environment configuration

SUNY D2L™

Detailed Discovery Sessions Campus Input

TECHNICAL IMPLEMENTATION WORK GROUP
Broad System and campus recommendations on architecture, network, security, and campus technical migration

CAMPUS IMPLEMENTATION PLANNING WORK GROUP
Broad System and campus recommendations on technical integration, campus level configuration, templates, training, and support for change management at the campus level

Template Creation Sub-Work Group
Creation of a suite of adaptable templates designed for a variety of instructional modes and options for campus deployment

Training Resources Sub-Work Group
Define, discuss, and generate training resources and related logistics for the implementation at the campus level

SUNY Internal Business Use only

Implementation for Each Cohort (11-13 months per cohort)

Cohort Options

Cohort Preferences	
1st Choice	2nd Choice
30	3
8	27
10	16
7	9
55	55

	2022			2023		
	Jan. - Apr.	May - Aug.	Sep. - Dec.	Jan. - Apr.	May - Aug.	Sep. - Dec.
Cohort 1	Phase 1	Phase 2	Phase 3			
Cohort 2		Phase 1	Phase 2	Phase 3		
Cohort 3			Phase 1	Phase 2	Phase 3	
Cohort 4				Phase 1	Phase 2	Phase 3

Phase 1 : Planning and IT/Academic Prep (Includes Initial Training)

Phase 2: Pilot - Early Adopter Faculty (Includes continued Training and aligned with the start of a semester)

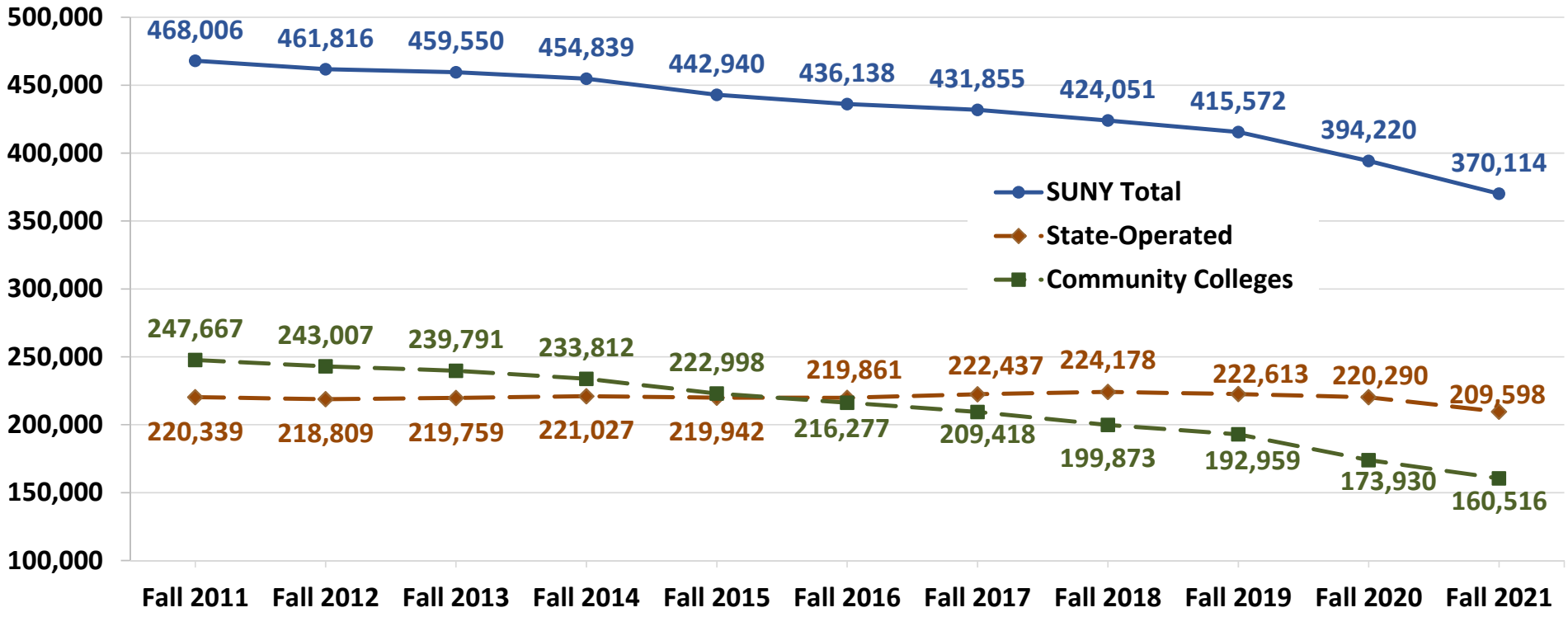
Phase 3: Production Cutover "Go Live" - All Courses/Faculty (Aligned with the start of a semester)

SUNY Internal Business Use only

Enrollment Update

SUNY Overall Enrollment Trend: Fall 2011 - Fall 2021

(includes FT and PT, Undergraduate and Graduate)

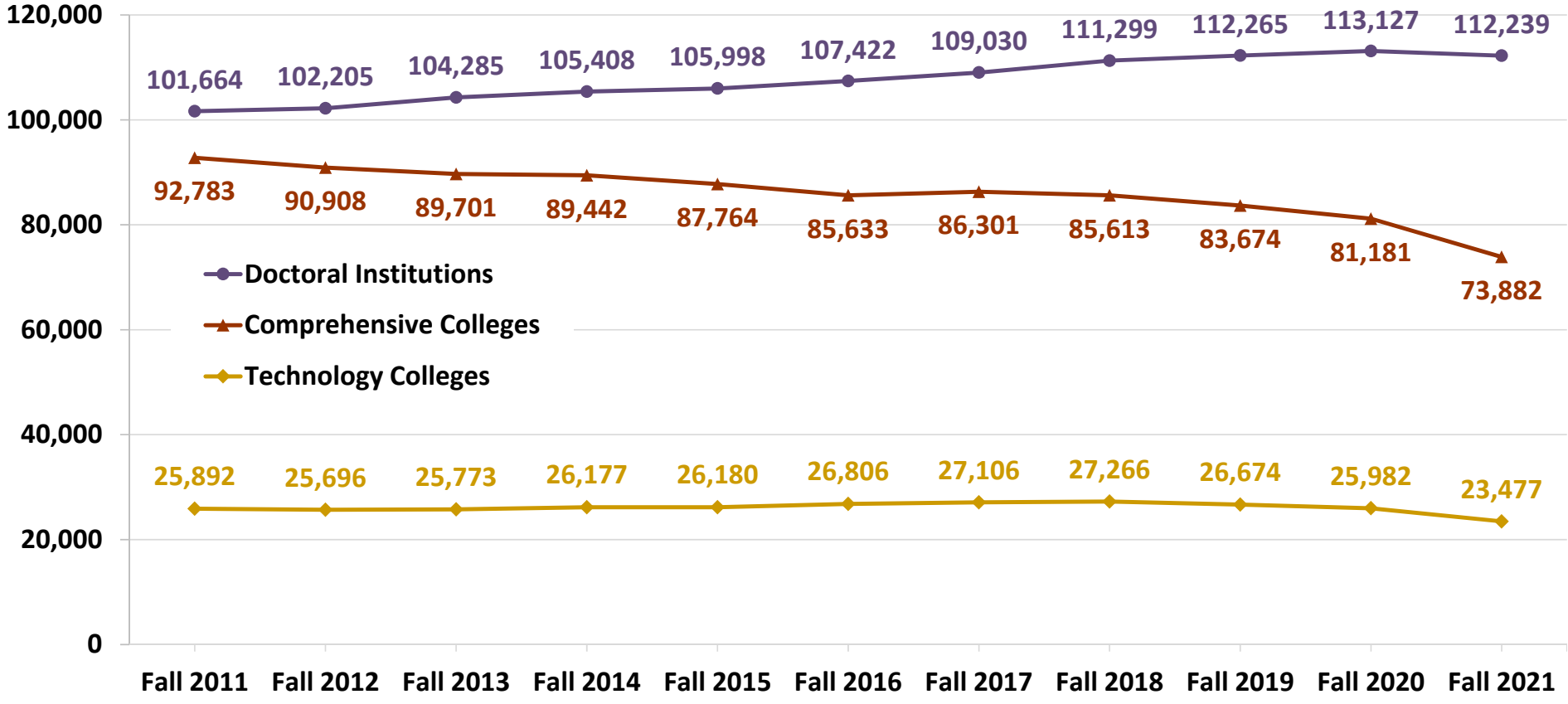


SUNY System Administration Office of Institutional Research and Data Analytics :: November 4, 2021

Source: SUNY Data Warehouse

SUNY State-Operated Enrollment by Sector: Fall 2011 - Fall 2021

(includes FT and PT, Undergraduate and Graduate)

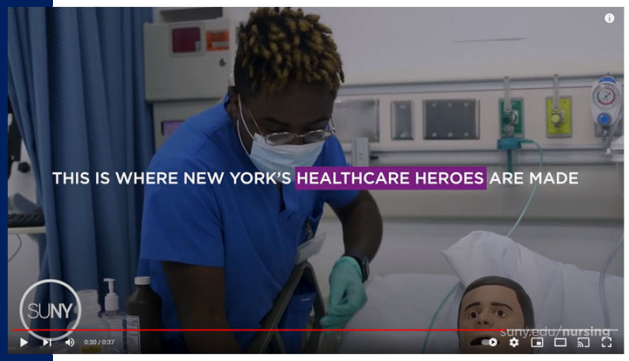


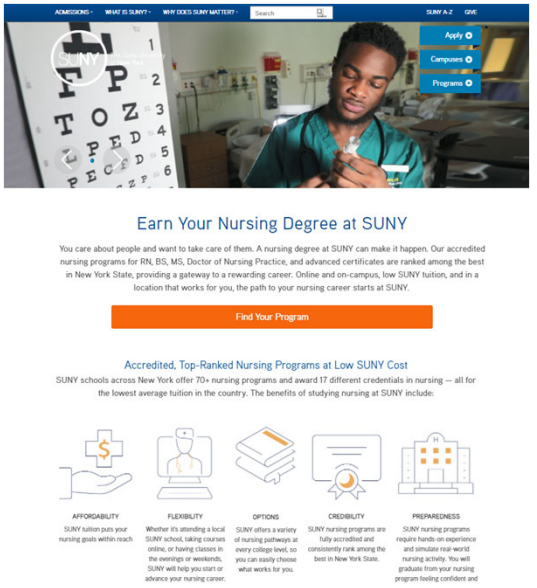
SUNY System Administration Office of Institutional Research and Data Analytics :: November 4, 2021

Source: SUNY Data Warehouse

2022 Campaigns Overview

1. **Brand Campaign – NYS + Out of State**
   A. Optimized for **reputation** and **cost** audiences.
2. **Online programs (enrollment)**
3. **Cross-system program-focus campaigns (enrollment)**





SUNY THE STATE UNIVERSITY OF NEW YORK

2022 Campaigns Overview

Organic (Not Paid) Campaigns with Partners and Influencers:

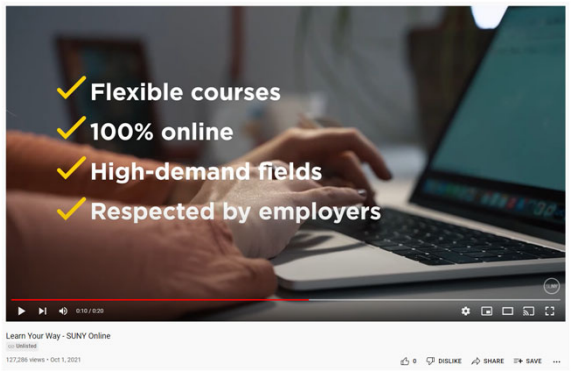
A. Microcredentials
B. Equity (Big Dreams)
C. Community College (Got Me Here)
D. Workforce Development Programs
E. EOP

Continued Focus on Content Marketing and Streamlining Discover-Apply Process

A. Streamline suny.edu Attend pages
B. Develop SEO-driven web content
C. Reach new social audiences
D. Improve SUNY rankings for NYS college searches
E. Prioritize financial aid support (Smart Track)

Elijah J. Coleman, Professional Dancer, Fitness Coach, Choreographer | Community College Got Me Here

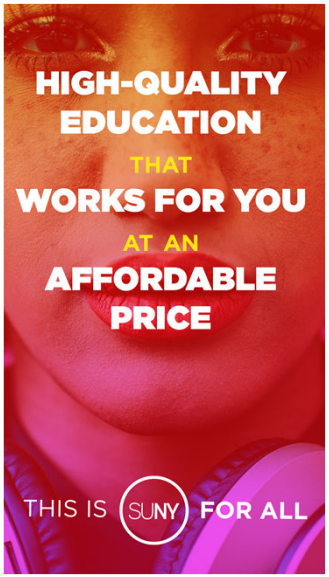
32 views • Aug 25, 2021



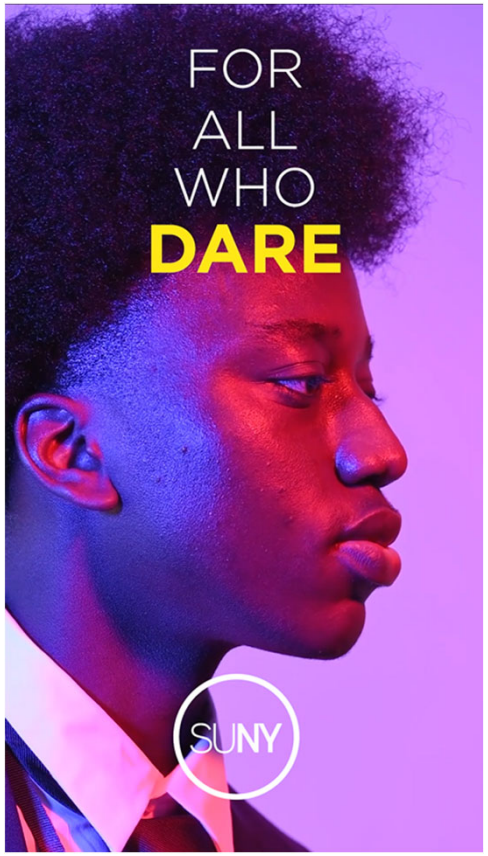
Learn Your Way - SUNY Online

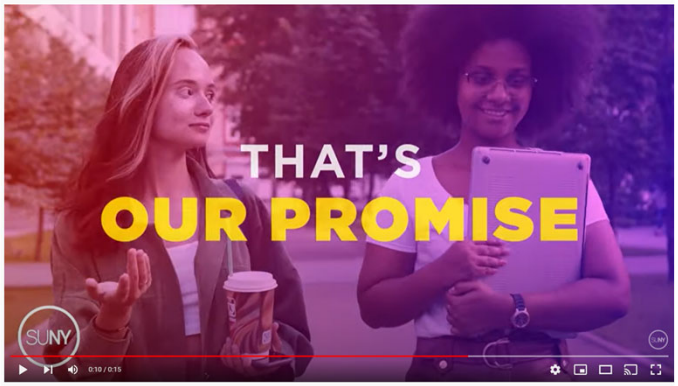
The Fast Track to a Career | #StayNearGoFar

35,461 views • Jun 1, 2021



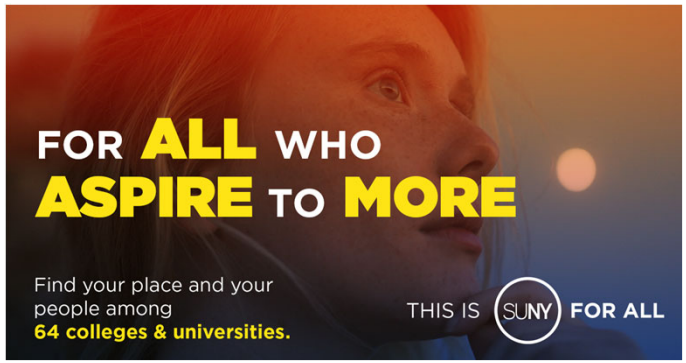
Brand Campaign Fall 2021





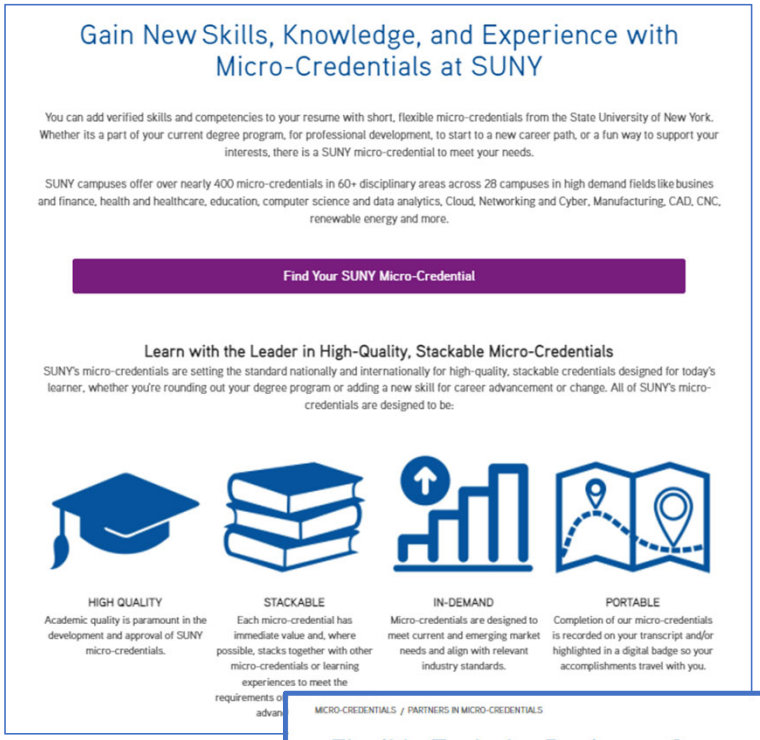
64 Colleges & Universities. Opportunity for All. | This is #SUNYforAll

SUNY Changed My Life | This is #SUNYforAll



SUNY Micro-Credentials: New Website & Searchable Directory

www.suny.edu/microcredentials



Gain New Skills, Knowledge, and Experience with Micro-Credentials at SUNY

You can add verified skills and competencies to your resume with short, flexible micro-credentials from the State University of New York. Whether its a part of your current degree program, for professional development, to start to a new career path, or a fun way to support your interests, there is a SUNY micro-credential to meet your needs.

SUNY campuses offer over nearly 400 micro-credentials in 60+ disciplinary areas across 28 campuses in high demand fields like busines and finance, health and healthcare, education, computer science and data analytics, Cloud, Networking and Cyber, Manufacturing, CAD, CNC, renewable energy and more.

Find Your SUNY Micro-Credential

Learn with the Leader in High-Quality, Stackable Micro-Credentials

SUNY's micro-credentials are setting the standard nationally and internationally for high-quality, stackable credentials designed for today's learner, whether you're rounding out your degree program or adding a new skill for career advancement or change. All of SUNY's micro-credentials are designed to be:

HIGH QUALITY
Academic quality is paramount in the development and approval of SUNY micro-credentials.

STACKABLE
Each micro-credential has immediate value and, where possible, stacks together with other micro-credentials or learning experiences to meet the

IN-DEMAND
Micro-credentials are designed to meet current and emerging market needs and align with relevant industry standards.

PORTABLE
Completion of our micro-credentials is recorded on your transcript and/or highlighted in a digital badge so your accomplishments travel with you.

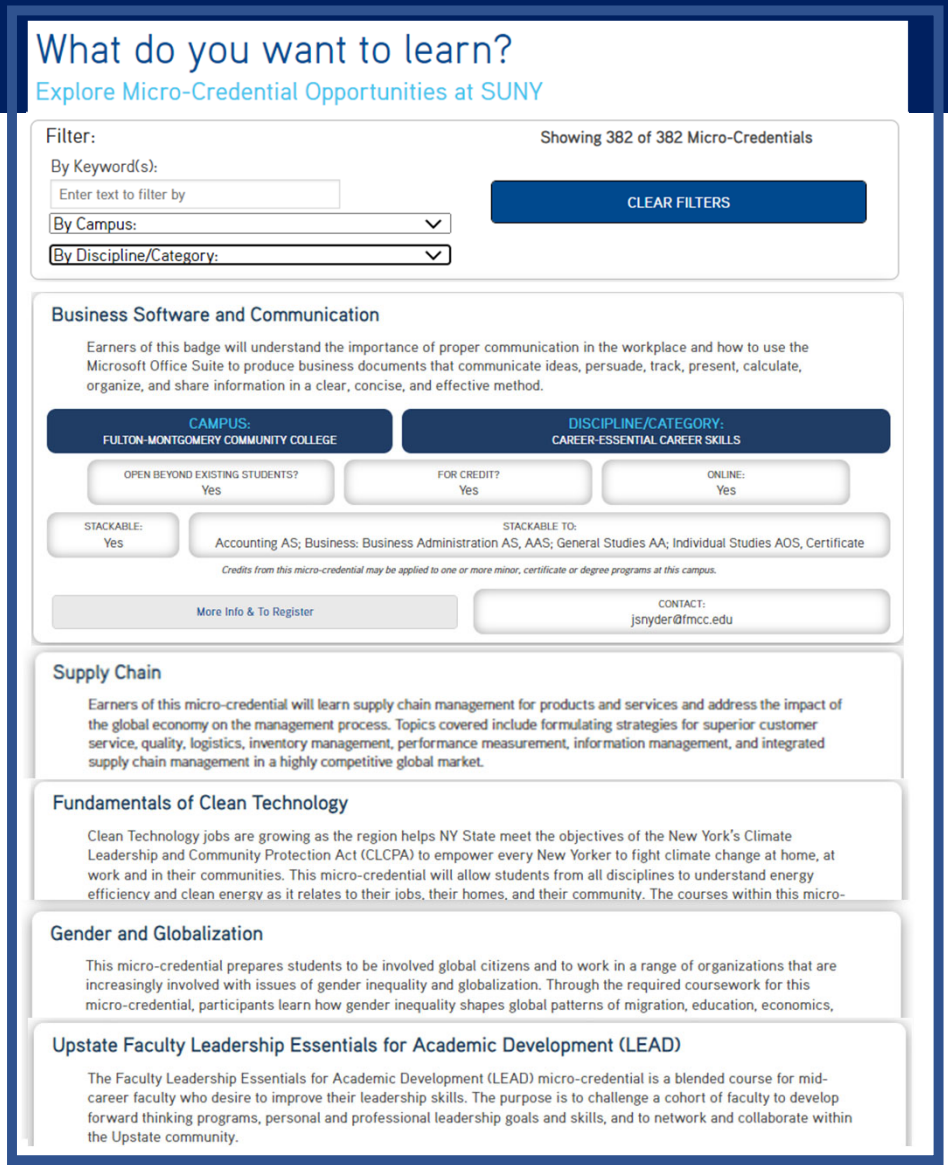
MICRO-CREDENTIALS / PARTNERS IN MICRO-CREDENTIALS

Flexible Tools for Business, Community and P-12 Partners

Part of our ongoing commitment to New York State business and industry, our P-12 partners, and the communities in which we are located, SUNY micro-credentials are designed to support partner-specific goals and more broadly, prepare the talented workforce of tomorrow. Micro-credentials are academic credentials that verify the achievement of in-demand skills and competencies. They complement but differ from traditional degrees or certificates in that they are offered on flexible timeframes (online, in the classroom, on-site) and tend to be highly focused.

How Micro-Credentials Work

Each SUNY micro-credential is designed to provide immediate work-force value. Our stackable micro-credentials have the power to do even more; giving earners a pathway to an initial or advanced certificate or degree. Explore our new searchable



What do you want to learn?

Explore Micro-Credential Opportunities at SUNY

Filter:

Showing 382 of 382 Micro-Credentials

By Keyword(s):

Enter text to filter by

CLEAR FILTERS

By Campus:

By Discipline/Category:

Business Software and Communication

Earners of this badge will understand the importance of proper communication in the workplace and how to use the Microsoft Office Suite to produce business documents that communicate ideas, persuade, track, present, calculate, organize, and share information in a clear, concise, and effective method.

CAMPUS: FULTON-MONTGOMERY COMMUNITY COLLEGE

DISCIPLINE/CATEGORY: CAREER-ESSENTIAL CAREER SKILLS

OPEN BEYOND EXISTING STUDENTS? Yes

FOR CREDIT? Yes

ONLINE: Yes

STACKABLE: Yes

STACKABLE TO: Accounting AS; Business: Business Administration AS, AAS; General Studies AA; Individual Studies AOS, Certificate

Credits from this micro-credential may be applied to one or more minor, certificate or degree programs at this campus.

More Info & To Register

CONTACT: jsnyder@fmcc.edu

Supply Chain

Earners of this micro-credential will learn supply chain management for products and services and address the impact of the global economy on the management process. Topics covered include formulating strategies for superior customer service, quality, logistics, inventory management, performance measurement, information management, and integrated supply chain management in a highly competitive global market.

Fundamentals of Clean Technology

Clean Technology jobs are growing as the region helps NY State meet the objectives of the New York's Climate Leadership and Community Protection Act (CLCPA) to empower every New Yorker to fight climate change at home, at work and in their communities. This micro-credential will allow students from all disciplines to understand energy efficiency and clean energy as it relates to their jobs, their homes, and their community. The courses within this micro-

Gender and Globalization

This micro-credential prepares students to be involved global citizens and to work in a range of organizations that are increasingly involved with issues of gender inequality and globalization. Through the required coursework for this micro-credential, participants learn how gender inequality shapes global patterns of migration, education, economics,

Upstate Faculty Leadership Essentials for Academic Development (LEAD)

The Faculty Leadership Essentials for Academic Development (LEAD) micro-credential is a blended course for mid-career faculty who desire to improve their leadership skills. The purpose is to challenge a cohort of faculty to develop forward thinking programs, personal and professional leadership goals and skills, and to network and collaborate within the Upstate community.

Racker
Supporting People with Disabilities

Nick Dalrymple, completed the Direct Support Professional Apprenticeship and the associated micro-credential
Tompkins Cortland Community College

"The apprenticeship program and micro-credential became a second chance for me. I didn't do so hot in school growing up and college as well. In my later years I have gained maturity and being able to get an understanding of where I am with education through the program gave me lots of confidence. I enjoyed the personable interactions and the application of the material in my day-to-day. It was also nice to take the class with people that I already knew so we could bounce ideas off of each other. I am absolutely grateful for the opportunity and look forward to further developing my education."

Allison Field, PharmD, PGY1 Pharmacy Resident, *Upstate Medical Center*

"Staying up to date on research in my field is a must. I didn't have the opportunity to participate in research as a pharmacy student, so taking the micro-credential in Clinical Research as a pharmacy resident at Upstate Medical University has helped me to grow a lot. Just a few months in, I already feel more knowledgeable about the process of research and feel much more confident while working on my own research project."

Jonathon Little, Associate Professor of Geography *Monroe CC*

"The Geospatial Information Science & Tech Micro-Credential at SUNY's Monroe Community College (MCC) was designed to upskill today's rapidly growing geospatial workforce with specialized training in geospatial data acquisition and management, web mapping, and programming. The 9-credit micro-credential provides immediate value and is also part of a stackable GIST pathway; credits from the micro-credential can be applied to the new 24 credit GIST Certificate as well as the new A.A.S degree in Geospatial Information Science and Technology at MCC."