

**Education Policy Committee Meeting Minutes**  
**DATE: 2 December 2022**

Faculty/Staff Members: Sonya Comins, Eric Edlund, , Christina Knopf, Jennifer Moore, Jason Parks, Abby Thomas, Jeff Walkuski, Chris Widdall

Student Members: none

Ex-Officio Members: Andrea Robinson-Kuretich, Carol Van Der Karr

Guests: Nancy Diller

Members Absent: Margaret Gichuru

Topic	Comments/Discussion	Action
<b>Approval of minutes</b>		approved
<b>General discussion</b>		
<b>Old business</b>	<list here notes pertaining to the continuation of prior work>	
Finalize the residency requirement for concentrations	<p>Anything decided will move forward in the Spring for Faculty Senate</p> <p>Abby noted SRRS discussion for: how to make the policy clear and simple, the different ways programs use concentrations (some already calculate as part of major residency), &amp; concerns about implementation in DegreeWorks for Fall 23</p> <p>Carol suggested taking “concentration” out of residency language – make it clear it is always part of a major &amp; therefore the residency will include</p> <p>Nancy asked about GPA residency hours</p> <p>Chris moved that EPC’s suggested changes/clarifications move forward, Jeff seconded.: documents as edited in meeting will go to Faculty Senate Steering</p>	Approved.
Microcredentials	See October 5 document in Teams for task force work	

Microcredentials (“MCs” are the result of a SUNY Trustee policy; other campuses are adding these for various reasons in different ways, but other comprehensives like Cortland have been less active with them. SUNY is putting a push on implementation and the Task Force is working on a clear policy to guide the campus:

MCs can be credit-bearing or non credit-bearing (will need approval) & EPC should consider the parameters of these. Credit-bearing would include coursework. Non-credit would be more experientially-based.

Some issues/concerns/considerations:

- Cortland does not have open seats in classes; other campuses are using MCs to fill seats and are focusing MC development in under-enrolled areas
- Credit-bearing MCs are not likely to bring in more money because such a high percentage of out students are enrolled full-time
- How do we keep from an over-proliferation of MCs that would burden administration
- What would the process be for admission, recording progress, and awarding MCs
- At what point in earning an MC should a student make the decision to earn it (can it be retroactive?)
- Where and how would MCs be recorded? Services like Credly are expensive. (Could it be integrated with Handshake the way LinkedIn lists LinkedInLearning certificates?)
- MCs need to be defined more clearly.

Some possibilities:

- MCs might help students articulate their skills or more mindfully select courses
- Non-credit MCs connected to life skills could help meet student needs and might generate revenue (like coaching certificate)

Next steps: Take it to the campus. Send document to deans & department chairs for input. Create a survey for departments. Eric plans to get something out in January 2023.

	Goal is to get something approved in Spring 2023	
<b>New business</b>		
<b>Adjourned</b>		Meeting adjourned at: 11:02am
	Respectfully submitted by Christina Knopf, 01/25/23	

**Note on file naming convention:** Please save these minutes as **EPC-minutes-<year>-<month>-<day>.docx** so that they will be automatically ordered in the file folders. For example, if a meeting took place on April 1, 2021 then the file name would be **EPC-minutes-2021-04-01.docx**.