



CREDENTIAL AS YOU GO PARTICIPANT PROFILES

PARTICIPANT PROFILES

American Health Information Management Association (AHIMA)	
Type	Professional Member Association (with embedded Certifying organization)
Location	Global (Chicago, Illinois)
Implementation stage & efforts to date	<p>Full implementation stage</p> <ul style="list-style-type: none"> • Currently offers eight professional voluntary certifications – four are currently accredited by the National Commission for Certifying Agencies (NCCA). Two align with academic attainment (associate and baccalaureate degrees, respectively), and the others align with various combinations of work and/or academic experience. • Has a well-established structure, policy and process framework for validated design, development, deployment, evaluation, and maintenance of industry recognized certifications.
Goals for participation	<ul style="list-style-type: none"> • Expand their offerings so that individuals have greater access to resources that build and/or demonstrate their competency and skill sets that align with those that employers demand. • Goal to scale their policy and process framework to develop microcredentials and formative assessment tools that validate appropriate knowledge, skills and competencies required in an ever-changing space of healthcare and technology. • Envision a future state where individual learners will have opportunities to gain knowledge, skills and competencies via various routes verified via credentials and can elect to follow a myriad of pathways to enhance their learning and earning potential.

Bay Path University	
Type	Private university
Location	Longmeadow, Massachusetts
Implementation stage & efforts to date	<p>Early stage</p> <ul style="list-style-type: none"> • Included incremental credentialing as a key priority in their strategic plan with belief that it is the future learn-earn model that will be of particular benefit for the diverse student population they serve, the majority of whom are working adults enrolled in online programs • Vision is to collaborate with employer-partners to develop new, alternative learning products that complement traditional credentials in ways that meet labor market demands, allow for fluid entry and exit, and support coherent career-education pathway planning.
Goals for participation	<ul style="list-style-type: none"> • Expand pilot practice of add-as-you-go by embedding additional alternative credentials in existing for-credit programs. • Bring these credentials out of the curriculum as standalone, value-add products for all learners and alumni regardless of whether their academic program embeds such credentials. Student services staff will need to invest in marketing these and will serve a key role in the project team. • Design an incremental credential in collaboration with employer-partner to pilot industry-aligned, alternative products that will fill a skills gap affecting our region. • Learn from other institutions engaging in these types of credentialing and from Credential As You Go resources to help accelerate our thinking and project delivery.

Bryan University	
Type	Private for-profit university

Location	Tempe, Arizona (campuses in Los Angeles, Sacramento, Tempe, Toronto)
Implementation stage & efforts to date	<p>Early implementation stage</p> <ul style="list-style-type: none"> • Pathway efforts for learners • Planning efforts to move into incremental credentialing • Participating in efforts to embed industry certification into traditional degree program, • Working with third party groups or intermediaries
Goals for participation	<ul style="list-style-type: none"> • Fully leverage CAYG Framework into BU's career- focused, stacked model. The infrastructure and mindset for embracing many aspects of the Framework are established but BU seeks to join a larger think tank, network of schools, and industry partners to help envision a more holistic model. We have a strong design for 'stacking as you go', 'adding as you go', and 'transfer as you go', but have room for improvement. We see new opportunities in two more areas: 'partnering as you go' and 'retro as you go'. • Create database to inventory incremental credentials as well as track student achievement rates. Identification of new credentials, both curricular and co- curricular, that are workforce related and high value proposition for students. • Further develop industry partnerships to develop relevant workforce related learning credentials and mentoring opportunities. • Develop appropriate pathways for prior learning and competency-based credit transfer. • Nano-badges and microcredentials (curricular): smaller chunks of learning achievement at course, assignment, and learning outcomes level that bridge to accreditation standards while aligning with employable skills.

Central Christian College of Kansas

Type	Private college
Location	McPherson, Kansas
Implementation stage & efforts to date	<p>Early implementation stage</p> <ul style="list-style-type: none"> • Planning efforts to move into incremental credentialing • Working with third party groups or intermediaries
Goals for participation	<p>Developing and launching badging (microcredentialing at the college, to include developing all the badges across the curriculum. Each department is engaged with analyzing and development to present to the institutional governance process with plan to launch the badges by summer or Fall 2023. The establishment of badging provides an opportunity to amplify the co-curricular aspect that is particular to the nature of the Central Christian College experience, as well as operationalize its unique mission.</p>

Cleveland State University

Type	Public research university
Location	Cleveland, Ohio
Implementation stage & efforts to date	<p>Full implementation stage</p> <ul style="list-style-type: none"> • Policy-setting at the state and/or institutional level • Pathway efforts for learners • Prior learning assessment developments • Data collection to incorporate non-degree data into campus and/or state data systems • Planning efforts to move into incremental credentialing • Participating in projects addressing alternative credentialing • Participating in efforts to embed industry certification into traditional degree program • Working with third party groups or intermediaries
Goals for participation	<p>University already offers extensive non-credit, retraining, and upskilling industry microcredentials. Now moving into non-credit to credit pathways, and will expand into microcredentials for high school students and alternative pathway micro-credentials. Have committed to adding essential human, power, and soft skills to our microcredentialing framework. Being part of CAYG will allow us to contribute our knowledge to this emerging area in higher education, while learning how to expand and improve our current microcredential efforts.</p>

Colorado School of Mines

Type	Public college/university
Location	Golden, Colorado
Implementation stage & efforts to date	Design stage <ul style="list-style-type: none"> • Development of Comprehensive Learning Records • Working with third party groups or intermediaries
Goals for participation	<ul style="list-style-type: none"> • Create CLR (called TRAIL) for students to better highlight out of classroom learning that occurs on-campus and in community. We are at phase of finding and/or creating software to allow us to track/display this information for each student. • Plan to pilot by Fall '23 and roll out by Summer '24. • Collecting activities students are involved in and coding them to learning outcomes. • Assistance and information on best practices and technology support would be appreciated.

College of Westchester

Type	Private college/university
Location	White Plains, New York
Implementation stage & efforts to date	Early implementation stage <ul style="list-style-type: none"> • The CWPro taskforce is a new division at the college focused on both the academic and non-academic components students need. • They have brought together a group of subject-matter experts and faculty who are also industry professionals to create new materials and serve as mentors to CWPro learners. • The task force is focused on the build, measure, and learn approach to incremental credentials. They are testing assumptions and resources, learning what works, and making continuous improvements as they go.
Goals for participation	<ul style="list-style-type: none"> • Curate a toolkit of resources that best fit their initiatives

Credit for Prior Learning Assessment Network (C-PLAN), Minnesota State Colleges & Universities

Type	State system of higher education
Location	St. Paul, Minnesota
Implementation stage & efforts to date	Design stage <ul style="list-style-type: none"> • Policy-setting at state and/or institutional level • Pathway efforts for learners • Credit for Prior Learning Assessment Network (C-PLAN), a collaborative supporting 7 universities and 26 colleges in CPL policy and practice implementation • Integration or restructuring efforts between noncredit and credit units • Certificates to Credits (C-to-C) piloted in 2019 by faculty developing rubrics and checklists for reviewing and assessing community- and work-based training and certificates, has been adapted by several campuses to develop noncredit to credit pathways, and applied in a number of projects, including All Learning Counts and an initiative with Department of Employment and Economic Development (DEED) and Coursera (7 colleges mapped professional certificates to course equivalencies) • Data collection to incorporate non-degree data into campus and/or state data systems • Planning efforts to move into incremental credentialing • Participating in projects addressing alternative credentialing and in efforts to embed industry certification into traditional degree programs
Goals for participation	<ul style="list-style-type: none"> • Use CAYG initiative to help organize our experiences at the design level, especially to continue building on noncredit to credit pathway work (Noncredit to Credit Alignment Lab - NCAL), to (1) develop consistent and transparent crosswalks and pathways that foster completion, ease transfer, and alleviate inequities; (2) create structure to support/sustain faculty engagement in this work via recognition, incentives, and professional development; (3) strengthen data collection and reporting to effectively measure student outcomes in postsecondary participation, persistence, and completion, particularly in underrepresented populations. • Start with 2 colleges/ 2 pathway, to continue NCAL work: Pine Technical and Community College (PTCC): Early Childhood Education + Minnesota State Community and Technical College (M State) pathways in Leadership Training to Business Degree or Individualized Studies

	<p>Degree (AAS) and Training in Leadership, Communication, and Computers to specialized for-credit Certificate. For the CAYG project, M State will focus on the design of modules for training in leadership to map to specialized for-credit certificates, and Pine, on designing an early childhood development micro-credential to stack in an Early Childhood Education degree path.</p> <ul style="list-style-type: none"> • Identify universities to explore pathways to bachelor's degrees in Applied Leadership, Early Childhood, and Individualized Studies; identify universities in the system to work with on CPL pathways to be included in formal Transfer Pathways framework; and ensure licensing agencies, employers, and associations understand and support CPL credentialing pathways. • Continue C-PLAN's communication and collaborative efforts with external organizations such as Minnesota Department of Education and Transforming Early Childhood Workforce.
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D'Youville University	
Type	Private university
Location	Buffalo, New York
Implementation stage & efforts to date	<p>Early stage of implementation</p> <ul style="list-style-type: none"> • Pre-collegial Pathways for learners • Planning efforts to move into incremental credentialing • Participating in efforts to embed industry certification into traditional degree program • Use of educational platforms in academic programming • Working with third party groups or intermediaries
Goals for participation	<p>D'Youville University has made considerable progress applying the CAYG Framework principles at the upper end of the educational spectrum (post-graduate certificates, Master's and Doctoral level degrees).</p> <p>At entry level, DYU created several noncredit-bearing workforce training programs (Pathway Programs): learners gain skills that make them immediately employable in the workplace. The entry-level learner can complete a short-term program and receive a noncredit-bearing certificate as a Pharmacy Technician, a Certified Nursing Assistant, a Community Health Worker, and a Community Care Giver. Recently DYU added 2-year Associate of Arts (AA) degree to provide learners not yet ready for a 4-year bachelor's degree an option to earn a credential to position them for better earning potential in the marketplace. The earned AA places learners on path to completing bachelor's degree. We're working on identifying curricular pathways within AA to position learners for a seamless transition to bachelor program in Business, Health Sciences, and Nursing or even Doctor of Pharmacy degree program, immediately upon completion of AA or later in their working career.</p> <p>Goals</p> <ul style="list-style-type: none"> • Learn effective ways to communicate microcredentials to internal University constituencies, students, parents and potential employers and/or other academic institutions. • Take advantage of information gathered by CAYG about career/employer skill needs for credential-curriculum alignment. • Learn from experiences gained by other institutions in effective recording, tracking, and providing verification to external entities of microcredentials at institutional level. • Learn from the CAYG inventory of examples of incremental credentials developed by other institutions, as well as access to the inventory of policies on incremental credentialing and accreditation approaches. • Develop microcredential(s) that would be stackable toward AA. • Develop microcredentials that will identify the specific pathway students undertook while pursuing AA (e.g., AA with Badge in Health Sciences would signal employers this individual has advanced knowledge in this specific area). • Develop institutional process by which skill-based training programs can be evaluated for college-level credit • Explore opportunities to embed industry certifications into traditional degree programs. • Develop skill-based certificates stackable towards Masters-level degrees.

Elon University (2 projects)	
Type	Private university

Location	Elon, North Carolina
Implementation stage & efforts to date	<p>Early implementation stage</p> <ul style="list-style-type: none"> • Policy-setting at the state and/or institutional level • Planning efforts to move into incremental credentialing • Participating in projects addressing alternative credentialing • Participating in efforts to embed industry certification into traditional degree program • Working with third-party groups or intermediaries
Goals for participation	<p><i>Project 1: Digital Badging and Comprehensive Learner Profile</i></p> <ul style="list-style-type: none"> • Goal is to have a comprehensive learner record (CLR). eCredential is one way for students to show their experiences other than their studies (study abroad, internships, research, leadership, service learning). Aim is to have microcredentials as well, and put all into a comprehensive learner profile. Our pilot program for digital badging program includes 3 official standalone badges, through Credly. A central location for microcredentialing information is coming to the Registrar's Office. Plan is also to get badges to stackable level, creating minors into certificate so students have tangible record of minor; and creating concrete comprehensive learner profile. <p><i>Project 2: Innovations in Teacher Certification Models</i></p> <ul style="list-style-type: none"> • To expand access to all teachers, Elon's School of Education collaborated with the Chapel Hill Carrboro (NC) School District and Participate, Inc. to transform the teacher certification path into incremental credentials that could be used for both graduate credit toward certification (issued by Elon) and continuing education credits (CEUs formally issued by school district). Model will be expanded to other programs and integrate several aspects of CAYG Framework ('learn as you go', 'retro as you go', 'stack as you go'). Work will consider how educators can document the expertise they have through the everyday practice of teaching and how this could be stacked with professional learning available through universities and the school district.

Florida Gulf Coast University	
Type	Public university
Location	Lee County, Florida
Implementation stage & efforts to date	<p>Early implementation stage</p> <ul style="list-style-type: none"> • Policy-setting at the state and/or institutional level • Pathway efforts for learners • Prior learning assessment developments • Integration or restructuring efforts between noncredit and credit units • Data collection to incorporate non-degree data into campus and/or state data systems • Planning efforts to move into incremental credentialing • Participating in efforts to embed industry certification into traditional degree program • Working with third party groups or intermediaries • Launched microcredentialing and digital badges initiative to complement and increase student career and job preparation in partnership with industry leaders/ employers. The goal of the initiative is to respond to the skills gaps in an ever-changing workplace and workforce and talent development challenges in Southwest Florida by expanding credentials, relevant to the 21st century workforce, addressing issues of equity, and avoiding solely offering university programs in a degree-centric model. The initiative brings industry partners together with FGCU faculty/staff to create innovative, co-curricular credentials designed to further prepare students, current workforce/employees, and working professionals for the future of work. Through micro-credential and digital badging programs, FGCU has placed a primary focus on workforce readiness of current students in addition to reskilling and upskilling for current professionals within the region. Students will present digital badges to prospective and current employers to provide detailed information of their skills acquisition proactively. FGCU's Badging program includes three types of badges to meet these needs (https://www.fgcu.edu/digitalbadges/) : <ul style="list-style-type: none"> ○ <i>Industry-Specific Digital Badges</i> developed through partnerships with employers to identify skills that will prepare students for a particular career area and provide focused training and assessment in them. FGCU's partnership with Arthrex to train students in the medical device industry is an example. The goal is to develop a talent pipeline between the university and regional employers. ○ <i>Essential Employability/Transferable Skill Digital Badges</i> are based on the National Association of Colleges and Employers (NACE) competencies and assess core skills associated with liberal arts education, such as critical thinking or communication, in workplace-relevant contexts. ○ <i>Alternative Workforce Credentials</i> provide career-long re-skilling and upskilling opportunities to professionals already in the workforce, administered through FGCU's Continuing Education and Skills Academy. Example: FGCU has partnered with IBM to offer IBM Skills

	Academy. Students and members of the community complete IBM-developed curriculum taught by FGCU faculty, resulting in award of industry recognized credential.
Goals for participation	<ul style="list-style-type: none"> In 2020, implemented a credit for prior learning program which provides opportunities for experienced learners to meet with faculty to explore credit. As FGCU begins to offer more non-credit microcredentials, faculty proactively align student learning outcomes with academic coursework to allow for future opportunities to stack credentials. Work will focus on exploration to include the award of credentials when students have completed the general education program or a cadre of undergraduate courses. In some cases, this may be in the form of a general education microcredential or a certificate recognized at the state and federal levels and in others, the award of an associate degree.

Harford Community College

Type	Community College
Location	Bel Air, Maryland
Implementation stage & efforts to date	<p>Early implementation</p> <ul style="list-style-type: none"> Pathway efforts for learners Integration or restructuring efforts between noncredit and credit units Data collection to incorporate non-degree data into campus and/or state data systems Planning efforts to move into incremental credentialing Working with third party groups or intermediaries
Goals for participation	Have a pilot program divided into 16 stackable credentials set to launch in March of 2023 — will work to improve our pilot program and promote credentials to our community.

Houston Community College

Type	Community College
Location	Houston, Texas
Implementation stage & efforts to date	<p>Design stage</p> <ul style="list-style-type: none"> Pathway efforts for learners Prior learning assessment developments Data collection to incorporate non-degree data into campus and/or state data systems Participating in projects addressing alternative credentialing Participating in efforts to embed industry certification into traditional degree program
Goals for participation	<ul style="list-style-type: none"> Interested in sharing our best practices and collaborating with postsecondary institutions around the nation. Work focuses on initiative “Leveraging Industry Credentials to Drive Quality Equity and Completion.” Identified criteria to determine the value of credentials (certifications, licenses, certificates). Focus is to bring transparency to all learners that all credentials are not created equal. Have started the process of meeting with Student Services Departments to highlight in-demand certifications/licenses that can lead to higher wage careers. In 2021, with assistance of the Office of Institutional Research, demographic information was provided for students who are required to sit for licensure/certification exams after completing a program. This allowed programs to be able to identify gender and race equity gaps. This information is also now officially published in the HCC Vitality report. HCC uses the Program Vitality Report to create a glance of the performance of all of its workforce programs and awards offered by each. The report covers a span of 5 years as well as latest information available for this academic year. This year’s report provides a breakdown of all program specific degrees and certificates as well as information regarding the latest labor market data for the program.

Huntington Junior College

Type	Private 2-year college
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Location	Huntington, West Virginia
Implementation stage & efforts to date	<p>Design stage</p> <ul style="list-style-type: none"> This is a small institution implementing a credential-as-you-go model in January 2023. Beginning in 2023, new students will earn a certificate in Business Fundamentals after completing the first 37 credits common to all Business Management tracks. They can follow with a certificate in accounting or entrepreneurship before completing an associate's degree, demonstrating mastery in essential areas. Also, beginning in 2023, all AAS degrees at HJC will share four General Education courses, earning a Civics Certificate on their way to their associate's degree.
Goals for participation	<ul style="list-style-type: none"> Learn from the CAYG community about next steps. Provide market-relevant stackable certificates as students progress toward an associate's degree; offer valuable short-term credentials leading to jobs. Learn about the relationship between incremental credentialing (from micro-credentials to certificates to degrees) and financial aid. Learn about Competency-Based Education + incremental credentialing.

Kennesaw State University

Type	Public university
Location	Atlanta metro: Kennesaw and Marietta, Georgia
Implementation stage & efforts to date	<p>Full implementation stage</p> <ul style="list-style-type: none"> Established a university-wide micro-credential effort in 2020 in order to ensure inclusivity, rigor, and trust among the internal and external stakeholders who could better recognize their brand. Established a clear and consistent taxonomy of micro-credentials, increased their visibility and value to learners, and worked toward becoming a more equitable and accessible institution.
Goals for participation	<ul style="list-style-type: none"> Leverage their current expertise with micro-credentials in order to provide greater pathways for students to pursue educational opportunities in a manner that supports their personal and professional goals.

Louisiana State University (LSU) Online & Continuing Education

Type	Public University
Location	Louisiana - statewide
Implementation stage & efforts to date	<ul style="list-style-type: none"> Design State Have established "pre-evaluated" PLA options, and have partnered with the METC, CCAF, and CDET to offer military students bridge pathways to degrees. Have partnered with Guild and have begun accepting corporate training for some degrees (i.e., Credit for X). Have begun building out incremental pathways with our Department of Construction Management. Offer CPL and several short-form MicroCreds® that stack into an undergraduate certificate, bachelor's, post- baccalaureate certificate, and master's degrees.
Goals for participation	<ul style="list-style-type: none"> Expand this work into the financial and healthcare areas first, and then continue to establish pathways across all disciplines, informed by learner and industry needs. Establish internal policies and create working groups of faculty and subject-matter experts who can help inform decisions on the viability of the pathways. Build pathways across the LSU system with multiple on- and off-ramps to meet the unique needs of every learner. Proactively address the needs of the changing demographics from the "traditional" student to those focused on career skills, short-form credentials, and receiving credit for their knowledge and experiences. Expand access to higher education and help learners find a program or pathway that fulfills their professional needs through full degrees, short-form credentials, or just-in-time training.

Miami University Regionals

Type	Public university
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Location	Hamilton, Middletown Ohio
Implementation stage & efforts to date	<p>Early implementation stage</p> <ul style="list-style-type: none"> • Have employed almost 30 microcredential programs designed with the support of students, work insight from local industry partners, academic rigor from distinguished faculty members, and their comprehensive microcredential team. • Microcredentials are designed to reduce or remove barriers for historically excluded populations
Goals for participation	<ul style="list-style-type: none"> • Continue to expand microcredential offerings. • Form new, embedded credentials programs • Create better alignment to various degree programs for current students.

Minneapolis College

Type	Public College
Location	Minneapolis, Minnesota
Implementation stage & efforts to date	<p>Design stage</p> <ul style="list-style-type: none"> • Worked with Education Design Lab to build 21st Century Skills Badges which consist of eight modules (Oral/Written Communication; Critical Thinking; Initiative/Leadership; Collaboration/Teamwork; Intercultural Fluency; Empathy; Resilience; and Creative Problem Solving) • Since the spring of 2020, the Career Services department facilitated the Career Ready Digital Badging program by providing workshops to guide students in learning the content material, reflection exercises, and assessment activities. • The Career Readiness Digital Badging program has been integrated into a few courses where instructors made it a required students to complete one module to earn a badge. • The program was offered to student employees by working collaboratively with on-campus departmental supervisors in offering professional development opportunities during their work time. • The Academic Affairs division is beginning to create curriculum and identify curriculum that could align with industry-based incremental credentials including working toward launching a 16-credit Professional Skills Certificate that builds momentum toward the Business Transfer Pathway. This will include classes that are aligned with Microsoft Office badges/certifications.
Goals for participation	<ul style="list-style-type: none"> • Provide advantage to the diverse student body by recognizing incremental achievements on the way to such credentials as certificates, diplomas and degrees, by employing a stackable credentials approach. • Certify skills such as Excel, which could give our students a leg-up in the job market when competing with students from more selective but traditional colleges and universities

Montgomery County Community College

Type	Public Community College
Location	Blue Bell, Pennsylvania
Implementation stage & efforts to date	<p>Design Stage</p> <ul style="list-style-type: none"> • Developing MontCo micro-credentials/badging system – a way to evaluate and credential participation in prior work/life experiences, campus involvement events, integrated learning opportunities, on-boarding activities, academic coursework, LinkedIn Learning courses, and extra-curricular programming. • These offerings will be mapped to strategically improve connections between the 21st century workforce, the mission of the College, academic programs of study learning outcomes, and program accreditation standards (if any), to positively impact the student experience at MontCo.
Goals for participation	<ul style="list-style-type: none"> • Further the partnerships of Student Services, Academic Affairs and Educational Effectiveness and Workforce to enrich student learning and development • Develop framing language to identify the related system categories on the map • Academic Affairs and Student Affairs will pull together outside resources to compliment the programs of study • Develop the system and schedule to assess the students' acquisition of the enriched knowledge and power skills that result in a micro-credential/badge in the system

National Writing Project

Type	Other Credentialing Organization
Location	National
Implementation stage & efforts to date	<p>Early implementation stage</p> <ul style="list-style-type: none"> Over the past two years, NWP has focused on developing learning pathways and digital credentials for their Teaching Argument Writing project developed through the College, Career, and Community Writers Program (C3WP) funded by the U.S. Department of Education. Each credential has evidence of practice and includes a unique feature that integrates feedback from an NWP mentor. The current learning pathways and credentials are designed so that teachers can select from a range of entry points for teaching argument writing based on their needs and the needs of their students. Currently, NWP has 14 online courses for teachers to select from as they design their own learning pathway.
Goals for participation	<ul style="list-style-type: none"> NWP would like to expand this work by using the Credential As You Go Framework focused on the Learn as You Go and Stack as You Go components to improve existing digital credentials and increase adoption of incremental credentials through integration of key components of the Credential as You Go framework.

Onondaga Community College

Type	Public Community College
Location	Syracuse, New York
Implementation stage & efforts to date	<p>Design stage</p> <ul style="list-style-type: none"> OCC has several types of alternative credentials in place, including apprenticeships, workforce certificates, and bootcamps. However, not all of these are incremental credentials. That is, they do not all stack into a credit-bearing program. Credit for prior learning can be applied to a degree program, but our process for assessing prior learning currently takes place at the department level rather than at the institutional level.
Goals for participation	<ul style="list-style-type: none"> To better serve our students, job seekers, workers seeking advancement, and employers, we must help to make the entire process transparent and connected so that “no credit is left behind.”

Purdue University Global

Type	Public University
Location	Indiana, National and Global
Implementation stage & efforts to date	<p>Full implementation stage</p> <ul style="list-style-type: none"> PG offers stackable and personalized degree paths and non-credit opportunities for students in an ecosystem of interoperable credentials within select concentrations and micro-credentials. Incremental credentialing has become an integral part of the university’s own credential ecosystem, PG currently offers 45+ market-driven micro-credentials that can be stacked into existing degree programs. Students who complete these micro-credentials are awarded digital badges through Credly. PG also awards thousands of other digital badges annually for a variety of other credential opportunities PG’s Center for Prior Learning Recognition leads in their creative approaches to awarding credit for academic, professional, and military experience and embraces the potential for external credentials of all kinds to be used toward our own credentials. A notable example is their collaboration with Google to create a series of offerings with embedded Google certificates.
Goals for participation	<ul style="list-style-type: none"> PG has recently mapped skills to its curriculum and has piloted a version of a Comprehensive Learning Record that shows skills students have gained through coursework, extracurricular activity, and courses with accompanying letter grades. We hope to continue this development further and see incremental credentialing as a key piece of this. Moving forward, PG expects to refine their work through intentional application of this framework. In particular, we see opportunities in the areas of Add On As You Go and Stack as You Go

	<ul style="list-style-type: none"> ● PG sees tremendous opportunity in collaborating with a strong professional peer network at this important inflection point in nationwide credentialing. ● PG sees great potential value in receiving (and providing, when possible) technical assistance to help automate and improve operations ● In looking to collaborate with peers and utilize available resources, PG looks to further identify strategies to scale offerings to larger populations of both current and prospective students.
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SUNY Westchester Community College	
Type	Public Community College – MSI, HSI
Location	Valhalla, New York
Implementation stage & efforts to date	<p>Design stage</p> <ul style="list-style-type: none"> ● the Faculty Senate at SUNY Westchester approved a Micro- Credential Policy in October 2022 that was approved by the President’s Cabinet shortly thereafter. ● As part of REACH, SUNY WCC is engaged in the process of creating, enhancing and/or clarifying educational pathways that are critical for helping students begin and successfully complete credentials, as well as facilitating students’ attainment of meaningful and sustaining careers. ● WCC’s Educational Opportunity Center provides tuition-free academic and vocational training, college preparation, and workforce preparation programs and services to adults who meet income and education eligibility guidelines, to help them obtain the skills and credentials they need to pursue higher education and/or to secure career-oriented employment. This includes providing GED and combined GED/college credit pathways. ● WCC recently created the Pathways for Adult Learners (PALS) program to consolidate credit and noncredit opportunities to help make the educational journey for adults more clear, convenient and cost-effective. ● The College’s Workforce Development and Community Education Division delivers a wide range of offerings for adult learners with a focus on short-term, comprehensive, industry-recognized training and certification programs. Training opportunities are aligned with labor market data and the needs of regional employers. ● We have an expanded roster of online courses, with currently two short-term certificates attainable 100% remotely. ● Our recently-launched White Plains Education and Training Center is located on the bottom floor of a housing project, specifically to serve low income populations. Most of the training opportunities offered there are low cost or free of charge due to a newly- established program of workforce scholarships. ● Built a strong campus infrastructure that will allow our students seeking incremental credentials to apply, register, and receive formal recognition of microcredential attainment.
Goals for participation	<ul style="list-style-type: none"> ● Track student retention in, and completion of, incremental credentials, along with their transitions into additional incremental credentials or related certificate and/or degree programs. <p>Phase One (2022-2023)</p> <ul style="list-style-type: none"> ● Design and approve formal procedures for creating and approving microcredentials at SUNY WCC ● Create and approve new, flexible, and market-aligned microcredentials and credential pathways through established governance processes, both at the main campus and at extension centers ● Create and approve procedures for recording curricular microcredentials earned by students ● Seek approval for new certificate programs (e.g. in I- TECH [game design], CIS [web design & development], and Business [digital marketing]) to facilitate enhanced incremental credentialing pathways for students ● Promote microcredentials, using multiple channels and information sessions <p>Phase Two (2023-2024)</p> <ul style="list-style-type: none"> ● Enroll students in incremental credentialing programs ● Identify, for targeted outreach, students who have stepped away from their education who might benefit from incremental credentials ● Monitor progression through credential completion using key leading indicators, and prepare reports 2023- 2024

	<ul style="list-style-type: none"> • Phase Three (2024-2026) • Engage in conversations and established share governance processes around policies and procedures on prior learning assessment
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Unity College	
Type	Private college
Location	New Gloucester, Maine
Implementation stage & efforts to date	<p>Early implementation stage</p> <ul style="list-style-type: none"> • Policy-setting at the state and/or institutional level • Pathway efforts for learners • Prior learning assessment developments • Integration or restructuring efforts between noncredit and credit units • Planning efforts to move into incremental credentialing • Participating in efforts to embed industry certification into traditional degree program • Working with third party groups or intermediaries
Goals for participation	<ul style="list-style-type: none"> • Involvement in CAYG will be a valuable means to advance our strategic vision for alternative credentialing. Our current digital badges are comprised of a mix of for-credit and non-credit opportunities. We need to design new badge pathways at UC that further delineate how for-credit trajectories are differentiated from the non-credit badges. Participation in this project will further refine definitions and workflows associated with for-credit and non-credit credentials. • Other differentiators we intend to build out are our co-branded microcredentials involving business-to-business partnerships (e.g., “partner as you go”). We are looking to establish more business-to-business partnering opportunities and associated learning pathways. Future efforts at Unity will focus on developing the “partner as you go” and “add on as you go” aspects of the CAYG Framework. • Our tiered badge framework defines 5 badge categories ranging from experiential to mastery. The mastery level badges are earned upon the completion of two or more badge series, however, we have yet to design and offer mastery badges. We need to accelerate our ability to design credentials directly responsive to student and employer needs. Our goal is to rapidly provide new, high quality learning opportunities on the learners’ terms. We expect to learn about strategies and tools to enable us to accelerate ideation, design, development, and implementation of new credentials. Including an emphasis on stacking sequences culminating in Mastery badges. • We are rebuilding the student information system (SIS). Working within the credential as you go framework will inform our vision for capturing alternative credentialing efforts in our information system. We plan to develop and execute a plan for the credential inventory and its relationship with the student information system.

University of Hawaii System	
Type	State system of higher education
Location	Honolulu, Hawaii
Implementation stage & efforts to date	<p>Design stage</p> <ul style="list-style-type: none"> • Policy-setting at the state and/or institutional level • Pathway efforts for learners • Prior learning assessment developments • Integration or restructuring efforts between noncredit and credit units • Data collection to incorporate non-degree data into campus and/or state data systems • Planning efforts to move into incremental credentialing (convened systemwide Microcredentials Work Group in February 2022) • Participating in projects addressing alternative credentialing • Participating in efforts to embed industry certification into traditional degree program • Working with third party groups or intermediaries
Goals for participation	<ul style="list-style-type: none"> • Use CAYG Framework to guide next steps in policy and procedural development at the system. This will include development of systemwide policy to govern incremental credentials (cogent

	<p>system definition of incremental credentials; taxonomy that identifies “levels” of incremental credentials awarded by UH to as a common framework, providing coherence across the system – with taxonomy to address criteria such as: complexity of the skills/competencies; time spent learn the skill, breadth or range of application; validation by employers or other subject matter experts; whether the learning activities and credit-based, non-credit, co-/extra-curricular, and/or based on experience (credit for prior learning); and authority to create and approve incremental credentials; and a policy that supports learning, innovation, and quality.</p> <ul style="list-style-type: none"> • Collaboratively work with CAYG, and other members of the cohort, to collectively advance the efforts in transitioning from a degree-centric orientation toward an equitable and innovative approach to incremental credentialing.
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University of Missouri – St. Louis

Type	Public university
Location	St. Louis, Missouri
Implementation stage & efforts to date	<p>Early implementation stage</p> <ul style="list-style-type: none"> • Policy-setting at the state and/or institutional level • Pathway efforts for learners • Planning efforts to move into incremental credentialing • Working with third party groups or intermediaries
Goals for participation	<ul style="list-style-type: none"> • Goal is to expand the Show Me Literacies Collaborative model and fully implement incremental credentialing using the CAYG Framework, specifically ‘learn as you go,’ and ‘stack as you go.’ Using the Framework to create a model for the university and the state will serve to expand the use of an incremental credentialing system to other initiatives that include expanding the teacher pipeline for adults who do not have a bachelor’s degree. This is critical given significant staff shortages in the public school system. • The College of Education, with partners at Participate, Inc., has designed an online community of practice to support the Show Me Literacies Collaborative. The Collaborative provides multiple pathways for PK-12 teachers to pursue digital badges, graduate credit, or reading certification through University of Missouri system universities. Educators engage in learning experiences including online courses and face-to-face workshops that provide opportunities to earn digital badges. The professional development is aimed to address staff shortage in public school systems. This model is particularly effective to upskill working teachers to ensure every student has access to highly qualified educators and to expand the teacher pipeline. • The Show Me Literacies online community launched May 2022 with 20 webpages of resources on topics, online courses and digital credentials including, Missouri Learning Standards, Digital Literacy, Family and Community Literacy, Word Study, and more for PK-12 teachers. • Teachers can also earn digital badges and microcredentials through the National Writing Project’s Teaching Argument Writing project and through the creation of a Department of Elementary and Secondary Education-recognized reading badging system.

University of Wisconsin – Milwaukee

Type	Public university
Location	Milwaukee, Wisconsin
Implementation stage & efforts to date	<p>Full implementation stage</p> <ul style="list-style-type: none"> • Policy-setting at the state and/or institutional level • Pathway efforts for learners • Prior learning assessment developments • Integration or restructuring efforts between noncredit and credit units • Data collection to incorporate non-degree data into campus and/or state data systems • Planning efforts to move into incremental credentialing • Participating in projects addressing alternative credentialing • Participating in efforts to embed industry certification into traditional degree program • Working with third party groups or intermediaries
Goals for participation	<ul style="list-style-type: none"> • Partner with National Research Center for Distance Education and Technological Advancements (DETA) and universities and colleges across the country, to conduct rigorous research to contribute to the development of frameworks for evaluation of microcredentialing programs and

	<p>to identify key factors to improve institutional practices and learner experiences. UWM will improve its research by participating in CAYG initiative, building on a substantial body of work:</p> <ul style="list-style-type: none"> ○ 2022-2025 Scale and improve both non-credit and credit-bearing microcredentials UWM continues to scale existing programs as well as identify new microcredentialing programs through harnessing expertise on campus, responding to the needs of learners, and engaging industry partner labor and workforce development needs ○ 2020-2022 Implementation, pilot, and evaluation of TechEd Frontiers UWM developed its first microcredentialing programs in partnership with industry, academic programs, and faculty. UWM piloted programs (e.g., data analytics, cybersecurity, etc.), created interactive improvement through evaluation of areas, such as recruitment, enrollment, learning experience and development, and planning. During this period UWM also developed a for-credit microcredential policy and microcredential implementation plan, drawing on SUNY resources. ○ TechEd Frontiers offers innovative online learning pathways that enable individuals in the workplace to learn new skills and advance in their careers. On-demand learning focuses on the skills employers need most. The learning experience includes individual coaching to help apply new knowledge in the workplace. ○ 2018-2020 Policy, planning, and operations - UWM engaged stakeholders throughout the university and with regional and national industry and corporate partners to launch micro-credentialing initiative, including several different programs. Developing an industry council, conducting market research, and building internal capacity and engagement with key academic and business units, UWM prepared for implementation of microcredentialing program goals and pathways. TechEd Frontiers was officially launched. ○ 2017-2018 Strategy and environmental scanning - Provost's office developed strategy for microcredentialing and engaged with national partners to guide ○ 2015-2017 Tracking trends - UWM began tracking national trends in microcredentialing, including working with national groups such as EDUCAUSE, WCET, NASPA, others.
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Western Colorado Community College	
Type	Public community college, a division of Colorado Mesa University
Location	Grand Junction, Colorado
Implementation stage & efforts to date	<p>Full implementation stage</p> <ul style="list-style-type: none"> ● Pathway efforts for learners ● Prior learning assessment developments ● Data collection to incorporate non-degree data into campus and/or state data systems ● Planning efforts to move into incremental credentialing ● Participating in projects addressing alternative credentialing ● Participating in efforts to embed industry certification into traditional degree program
Goals for participation	Add incremental credentialing to complement current programs (apprenticeships, tuition reimbursement, scholarships, concurrent enrollment with high schools) that are designed for workforce readiness, help students enter the workforce more quickly, and help industry partners with their need for 21st century employees. Once students have achieved success through incremental credentialing, they will have the confidence to continue their educational journey and obtain an associates or bachelor's degree to give them more options to advance in their careers.