

COEHD MICRO-CREDENTIAL PROPOSAL FORM

A micro-credential is a competency-based recognition to demonstrate mastery in a specific topic or area. Micro-credentials are digital and are posted to a learner's e-portfolio or e-wallet. They may be earned through a collection of courses and/or experiences that help participants develop and document professional skills and competencies.

The three categories of micro-credentials offered in the COEHD:

- **Professional Pathways Badges:** Mapped to skills and competencies desired in a particular professional field, these pathways generally include academic courses and/or experiential learning.
- **Skill and Competency Certificates:** Offered to complement the curriculum, these help earners obtain and demonstrate skills. These can include, for example, industry-recognized "hard" skills like a programming language, or "soft" skills such as critical thinking. These badges can be stand-alone or built into a course, but they are not academic credit-bearing opportunities.
- **Continuing Education Badges:** Used for lifelong learning, professional training in collaboration with employers, or a smaller version of a larger graduate or certificate program (often as a way recruit individuals to enroll in those programs). Partnership with a company to offer a training program that leads to a micro-credential may also fall within this category.

Micro-credentials are flexible with regard to how issuers create them, define their use, and develop their criteria. While there is no minimum or maximum number of hours or experiences required for a participant to earn a micro-credential, they must be of high-quality, meaningful, and competency-based.

Micro-credentials will be issued as an icon called a digital badge or a digital certificate. They will not appear on the academic transcript, but on the online credentialing platform adopted by the University. Participants will earn a micro-credential based on tangible evidence that will be uploaded to the digital badge platform. The unit offering the micro-credential will be required to track participant progress toward earning the credential, assess learning, and collect evidence. Departments are responsible for marketing their micro-credentials to potential participants.

COEHD faculty and/or departments will develop micro-credentials through a proposal process:

1. Faculty will complete a proposal form, including signature from Department Chair or supervisor.
2. The Dean's Office will convene a committee of faculty to review and approve them.
3. The Dean's Office will discuss committee's review with contact person listed on the proposal.
4. Upon approval, a request for access to the online credentialing platform for the point of contact will be submitted to IT. The contact person will work with the platform administrator to create the digital badge or certificate and ensure the design meets the University requirements, as well as the requirements of the platform. All digital credentials must follow TAMU-SA and TAMU System guidelines for design and display of logos.
5. Once the requirements have been fulfilled by the participants, the point of contact will submit the completers' information into the online credentialing platform for dispersal of the badge or certificate.

The Micro-Credentialing Committee will review all applications within two weeks of submission. Please contact Dr. Lorrie Webb (lorrie.webb@tamusa.edu) with questions.

Section I: Contact Information

Proposal Date:

Contact Name:

Title of Micro-Credential:

Department:

Program (if applicable):

Section II: General Information

1. Name for the Digital Badge or Certificate (limit to 40 characters):

2. Type of Micro-Credential:

Professional Pathway

Skill/Competency Certificate

Continuing Education

3. Context: Name all courses(s), activity(ies), or external instruction (such as field experience, internships, workshops, etc.) in which the micro-credential could be pursued.

4. Length of Validity:

1 year

No Expiration

3 years

Other:

5 years

5. Who is your audience for the micro-credential? Check all that apply.

A&M-SA Undergraduate students

A&M-SA Graduate students

Non-A&M-SA students

A&M-SA students enrolled in a specific major or program (if so, which program/degree plan?)

Other:

6. Are there prerequisites for participation?

Yes

If yes, what are they?

No

Section III: Evidence of Learning

Participants earn a micro-credential based on their ability to demonstrate that they have mastered the learning objectives. Evidence of their ability is required. Professional Pathway micro-credentials built into courses may use course assignment(s) as evidence. Skill/Competency or Continuing Education micro-credentials not built into courses should outline how participants will create physical evidence of skill or competency obtainment. Evidence might include infographics, websites, videos, PowerPoints or classroom presentations, research and white papers, case studies, completed questionnaires, interviews, or other discipline-specific assessments.

1. Description: Describe the micro-credential.
2. Learning Objectives: What specific workplace skills and/or competencies will participants acquire? These may be “hard” or “soft” skills. Note: These should be stated as measurable, using action verbs.
3. Assessment: Outline the assessment strategy, including the artifacts that will be collected that map back to the learning objectives. Upload any additional documents, such as rubrics, if necessary.
4. Value: Describe how this micro-credential adds value to currently existing programs and/or activities.
5. Who will determine the micro-credential has been earned by individuals? (name any parties/entities known at time of proposal submission)

Section IV: Resources

1. Do you plan to any fees to participants?

Yes

If yes, what are they?

No

2. What impact will this micro-credential have on campus resources, if any? For example, hiring an adjunct to offer an extra section of a course to run the program or purchasing equipment.

3. If this micro-credential includes credit-bearing courses, I understand that enough sections of these courses must be made available to accommodate participants. Courses must be offered frequently enough for students to complete the micro-credential in a timely fashion. In addition, all credit bearing courses must proceed through standard curriculum approval processes in addition to the approval of micro credentials.

Agree

N/A

4. If new credit-bearing courses must be created for the micro-credential, I understand that they must fit into an existing program of study and confirm that the department has the resources necessary to run these courses. New courses must be approved through standard departmental and school/college approval processes.

Agree

N/A

Section V: Approvals

This proposal must be signed by the Chair or Director of the department(s) offering the micro-credential, before submitting to the Dean's Office.

Primary Contact:

Department Chair/Supervisor:

Dean: