



UNLEASH THE WORKFORCE

Digital Credentials in Higher Education: Complete Waste of Time or Enhancing what we do?



Brenda Perea

Director of Workforce and Education Strategies

bperea@credly.com

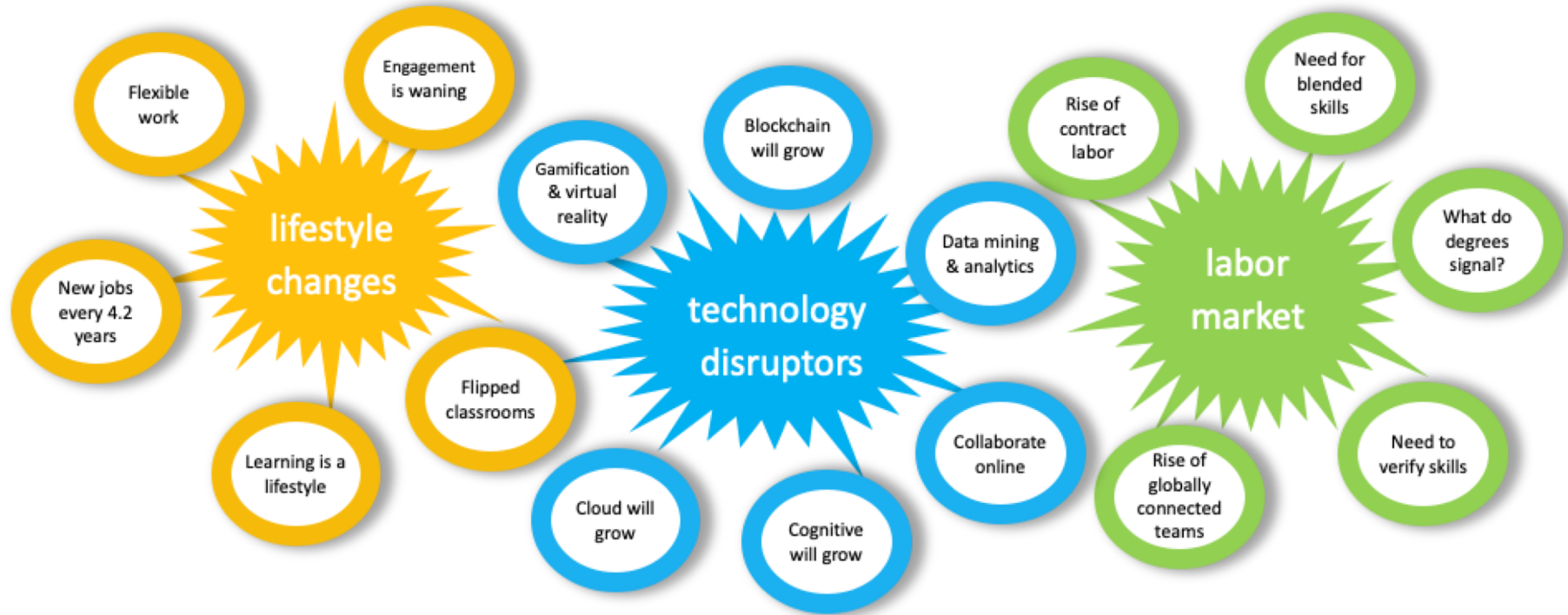
@pereaink

4 out of 5 Businesses say
there is a **CRITICAL**
shortage of talent



Aberdeen Group, 2015: Zach Lahey, "Pre-hire Assessments: An Asset for HR in the Age of the Candidate"

These changes requires us to CHANGE and RETHINK how we meet the market demand for talent.



Signals are emerging that are DRAMATICALLY changing the way we RECOGNIZE SKILLS



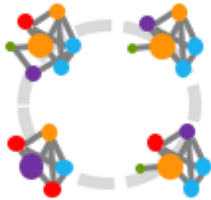
Rapid Technology Change
requires “liquid skills”



Shadow
Decentralized
Workspaces



Multiple Lines of Business



Rise of Teams
require expertise location



Gig Economy
requires a skills registry



New jobs
require new credentials

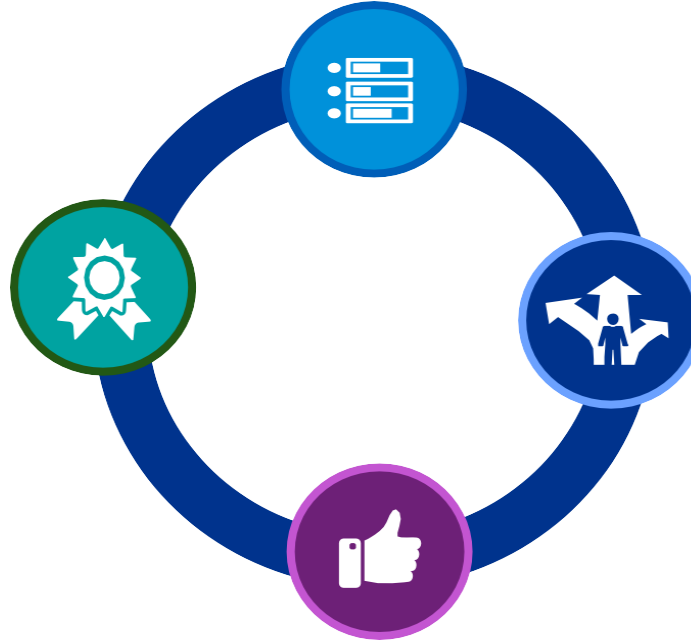
Badges Can.....

ASSESS

RECOGNIZE

DEVELOP

VALIDATE



Benefits of Badging



Badges enhance degree pathways so learners want to come and learn

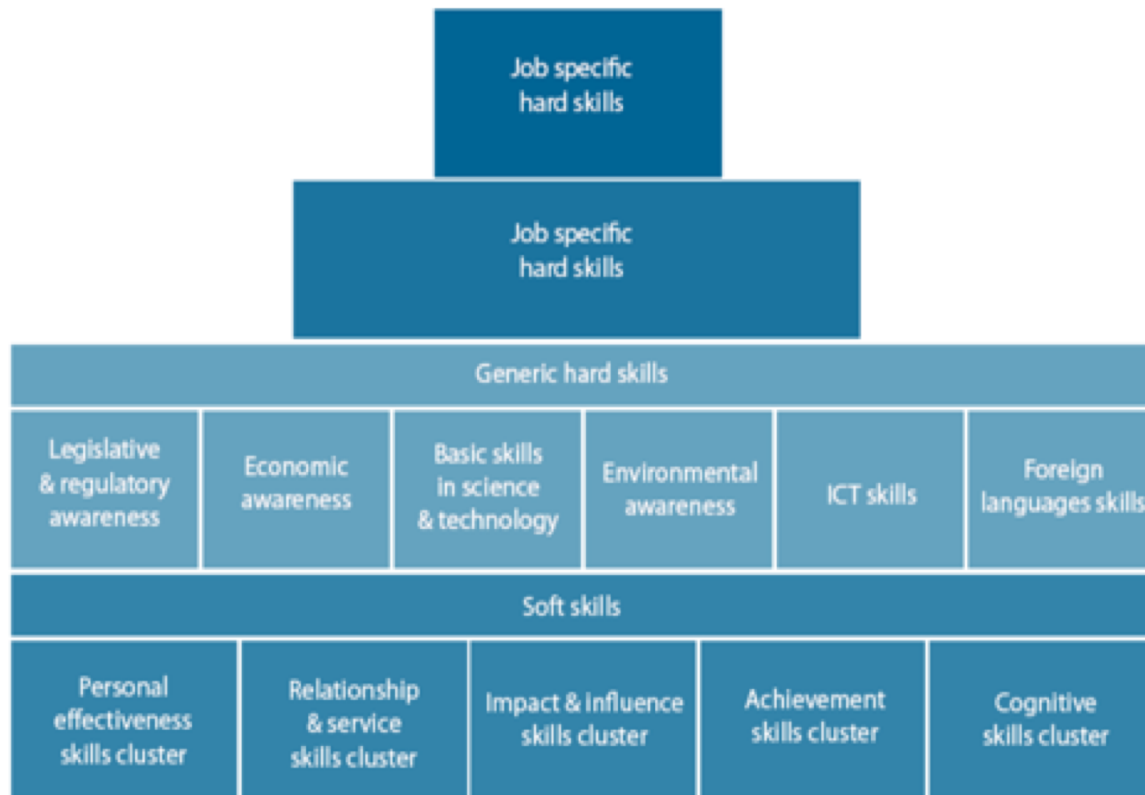
Required vs. Preferred Skills Spectrum

		ABLE TO LEARN ON THE JOB	
		ABLE:	UNABLE:
IMPORTANCE	NEEDED	PREFERRED: Individuals need this skill but can learn it after being hired	REQUIRED: This Skill is a deal breaker
	HELPFUL	PREFERRED: Individuals can learn this skill over time to make them better at the job	PREFERRED: Skill is not necessary, but having it improves job performance

These changes will require us to create new PARTNERS HIPS to recognize & develop TALENT

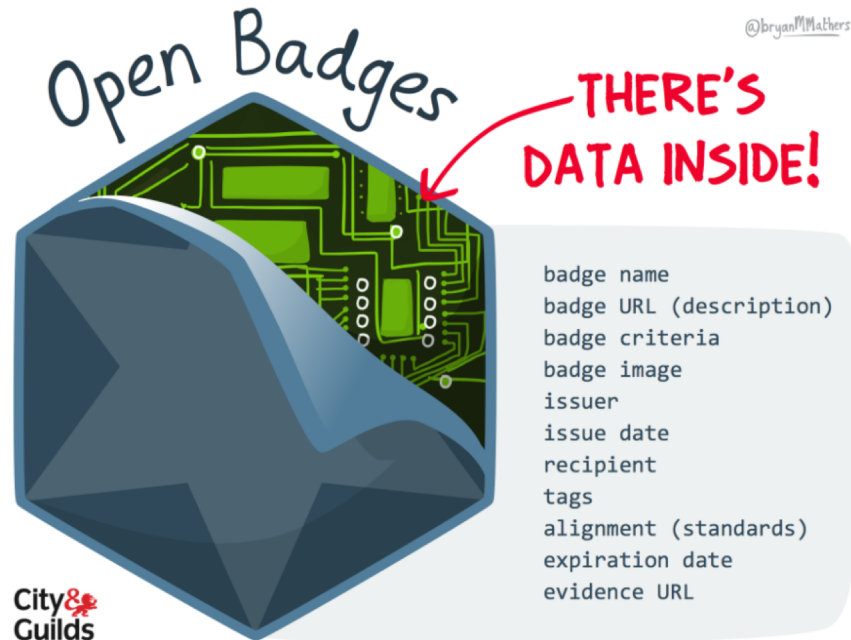
TRANSFERABILITY

TRANSVERSAL



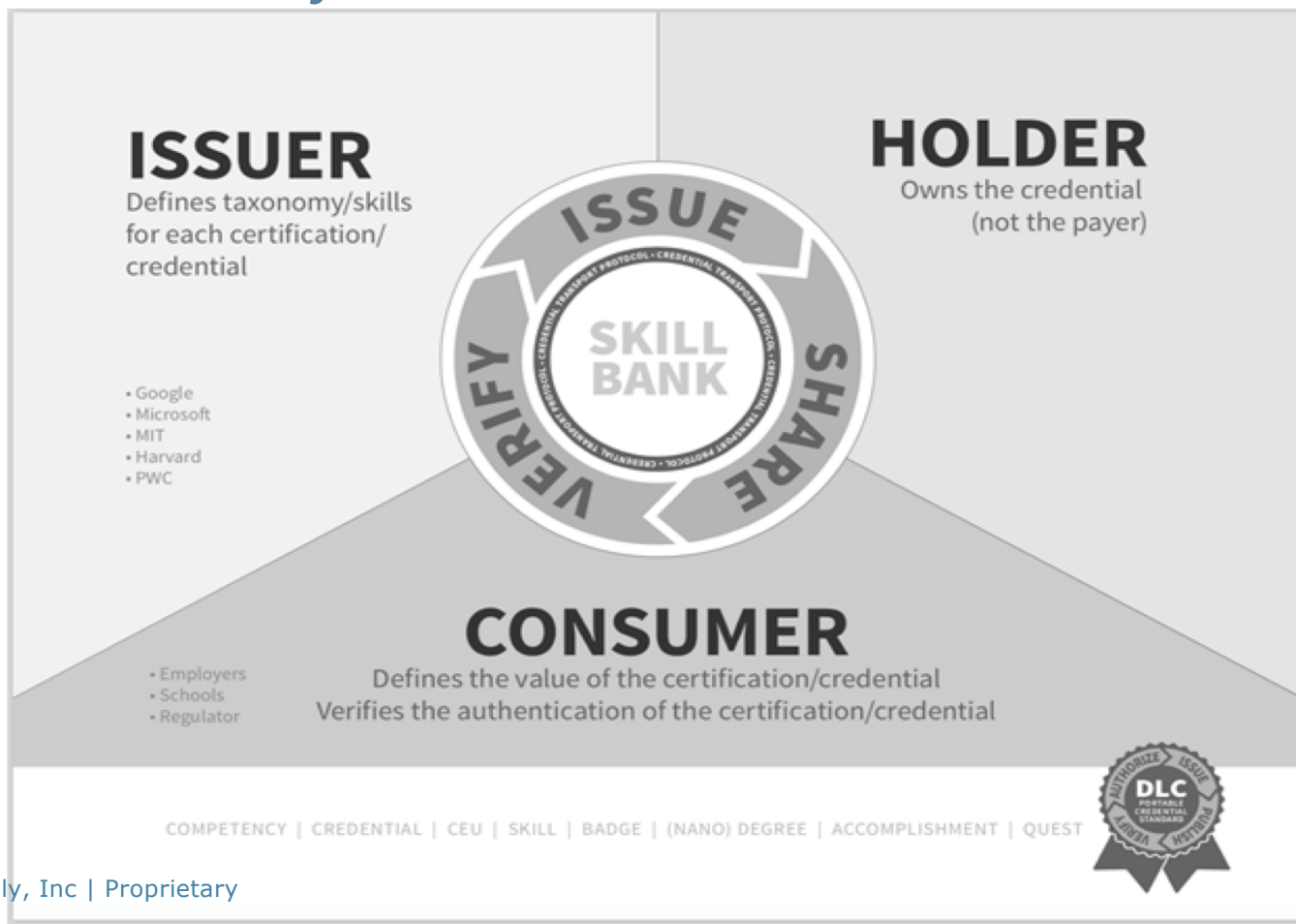
What are digital badges?

A wrapper for data that is proof that a specific skill, competency or body of knowledge has been acquired by the learner. A digital badge is the *visual representation* of that micro-credential.



The **value** of the badge depends on the **rigor** of the criteria to obtain the badge, coupled with the **reputation** of the issuer. Digital badges are also portable across departments, affiliates, and organizations.

Credential Ecosystem



Higher Education Use Cases

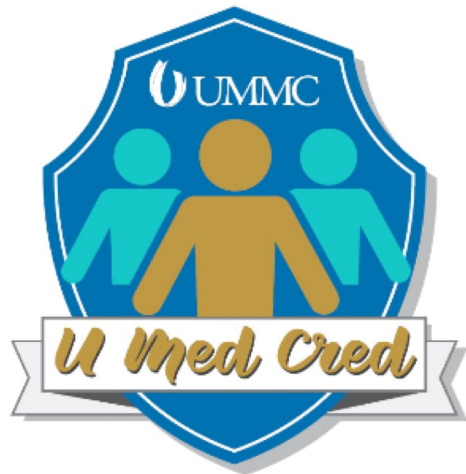


THE UNIVERSITY OF MISSISSIPPI
MEDICAL CENTER™
EDUCATION • RESEARCH • HEALTH CARE

Heidi Shoemake

Director of Academic Technology and Communications

hhshoemake@umc.edu

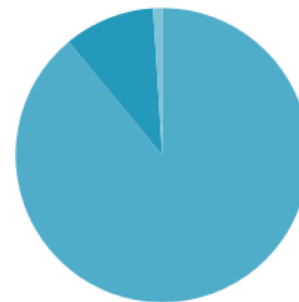


Badge Report Summary

badges
created
57

total
issued
896

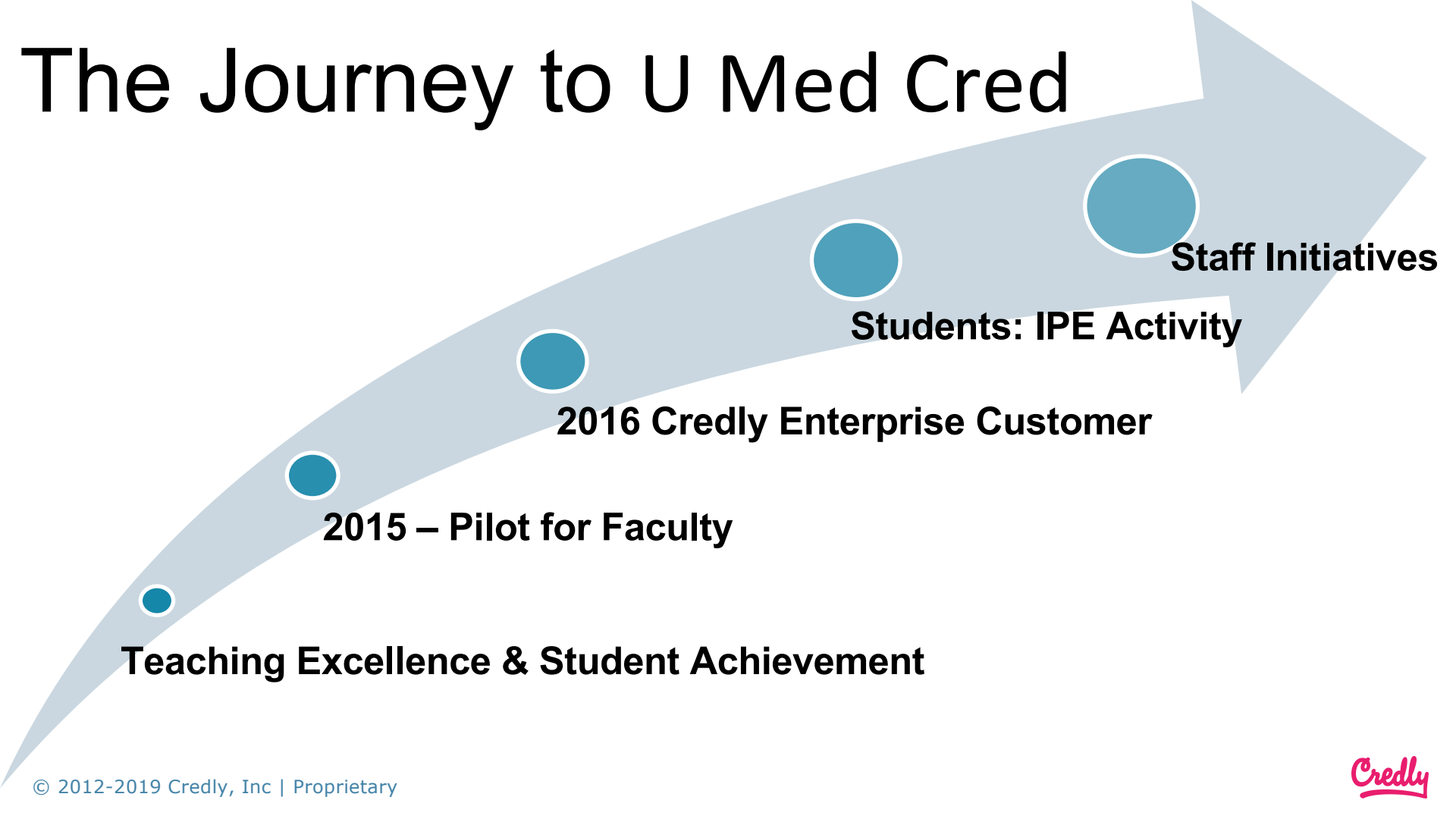
badge
activity
36.1k



10% Facebook
89% LinkedIn
1% Twitter



The Journey to U Med Cred



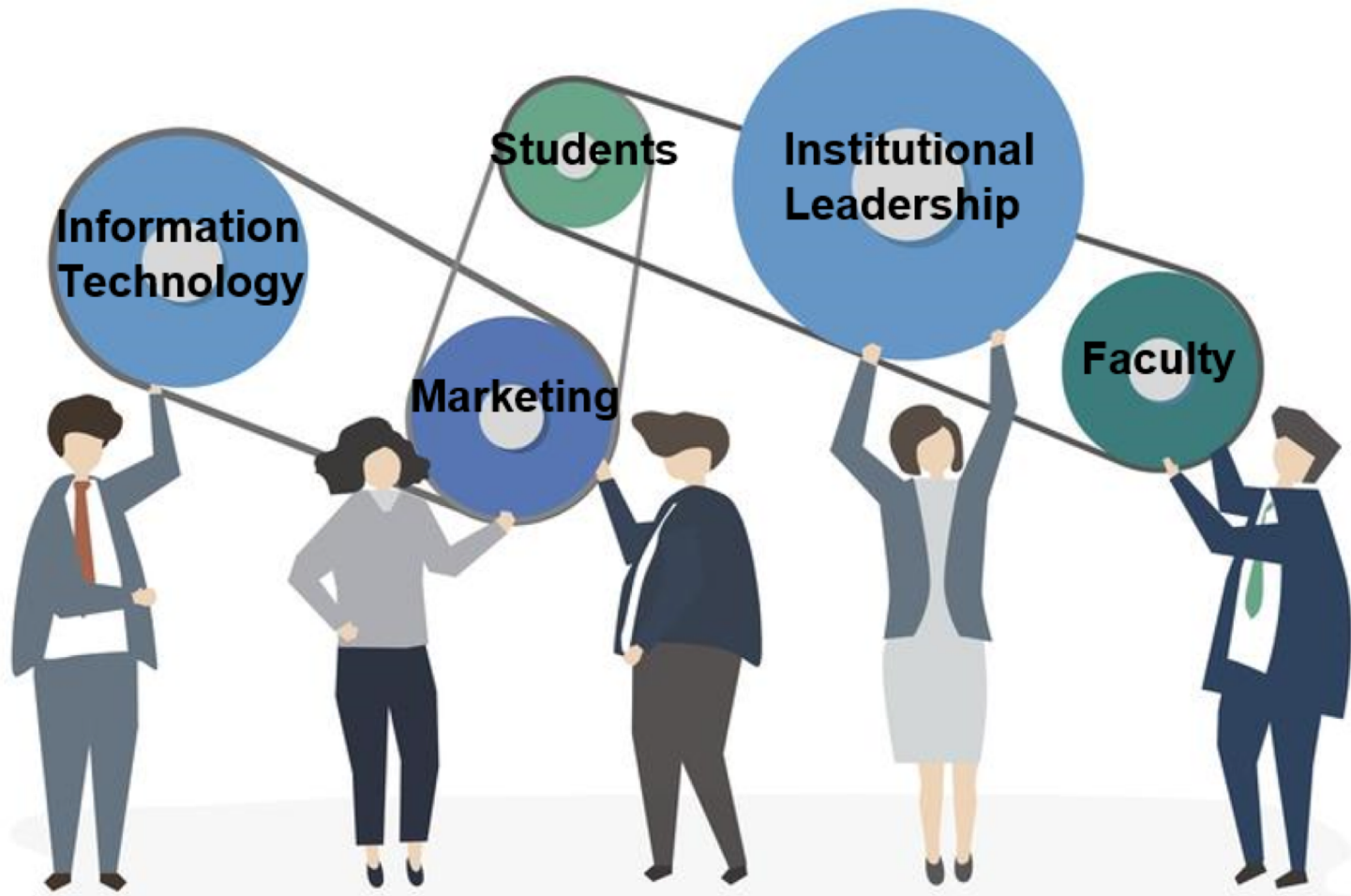
Teaching Excellence & Student Achievement

2015 – Pilot for Faculty

2016 Credly Enterprise Customer

Students: IPE Activity

Staff Initiatives



The Journey to U Med Cred

5 Strategies and Lessons Learned

1

Identify Dedicated
Resources

2

Define Program
Governance

3

Define clear policies and
procedures

4

Invest in Marketing your
program

5

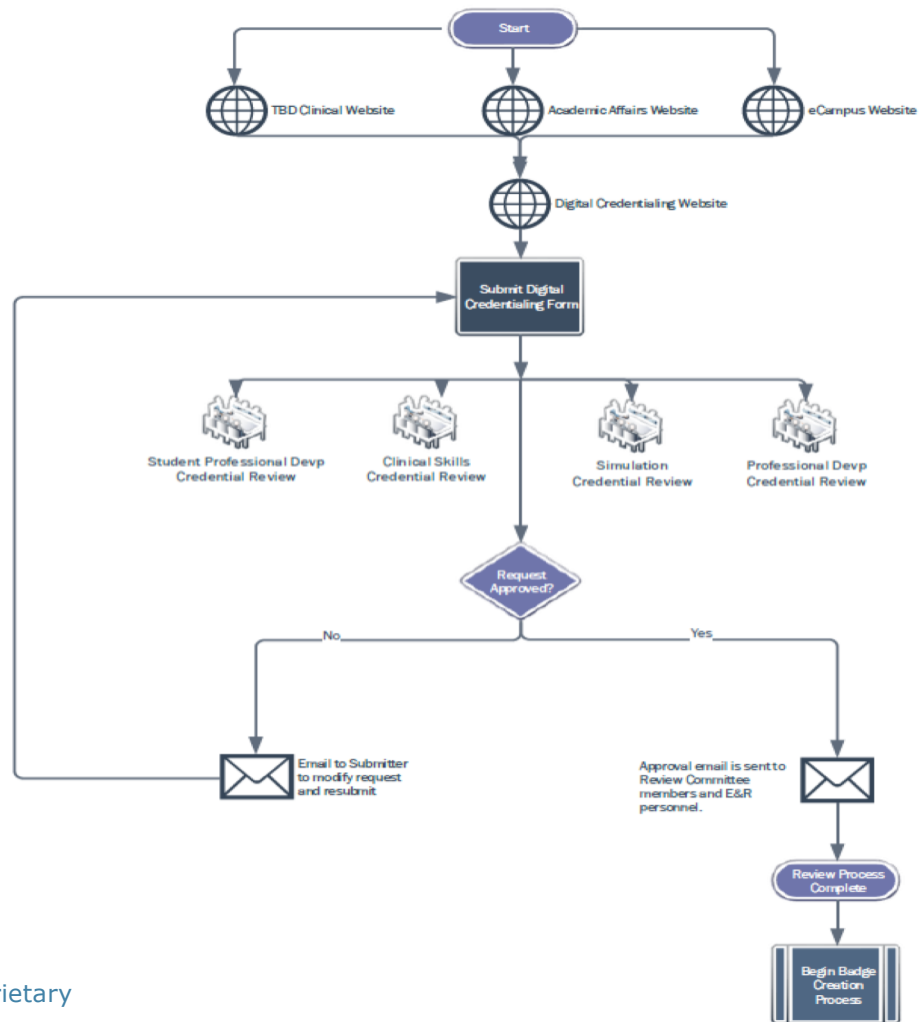
Invest in building
relationships with key
stakeholders

The Journey to U Med Cred

5 Strategies and Lessons Learned

1 Identify
Dedicated
Resources

2 Define Program
Governance



The Journey to U Med Cred

5 Strategies and Lessons Learned



Define clear policies and procedures



Digital Credentialing

UMMC Policy and Procedure Manual	E-AA-GEN-GEN-PO-00039
Subject: Digital Credentialing	
Revised Date: 1/16/2018	Effective Date: 1/2/2018
Prepared By: Dorothy R. Singleton	Approved By: Ralph H. Dildake

eCampus Digital Credential Policy Subcommittee:

Elizabeth Franklin

Elizabeth Jacobs

Kenny Heard

Christian Pruett

Office of the Associate Vice Chancellor for Academic Affairs- E-Campus

DOCUMENT TYPE: Policy

REVIEW PERIOD: Three Years

TITLE: Digital Credentialing

1.0 PURPOSE

Definition

A digital credential is an information-rich visual representation of a verifiable accomplishment or achievement that contains metadata which explains the context, meaning, processes and results of learning engagements. Digital credentials are tools for displaying skills and experiences that may not be apparent in an academic transcript, resume or curriculum vitae. Digital credentials are linked to secure electronic files, sharable through social media, personal or professional websites, or as an embedded link, to demonstrate skills and experiences to prospective employers, colleagues, faculty, and peers. They reflect the University of Mississippi Medical Center's reputation for quality teaching and learning.

Intent of Use

Submitter Email :

hshoemaker@umc.edu

Date Submitted :

2018-08-28 15:04:59

Step 1 : Category Details

Select the appropriate Category : * -- Select --

Step 2 : Program Information

Program 'Title' for the digital credential : *

Brief program description :

An abbreviated description of the overall program.

Full program description :

Provide a full description of the overall program. This is not specific to a topic or level.

Learning Objectives :

Explain in detail topics covered, learning expectations, manner of presentation and expected takeaways.

Assessment Methods :

List methods of assessment. For each, detail why it was chosen, what is assessed and why is it relevant.

Professional significance :

Explain the value and benefit provided by the credential.

Will users be allowed to claim this credential on their own?

☐ Yes ☐ No**Important: This method does not require issuer approval.**

Who is authorized to award this credential?

Name - Email

Will this credential be awarded in a course in Canvas? *

☐ Yes☐ No

Step 3 : Level Information

Select number of Levels needed : *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13
☐ 14 ☐ 15

Is there a Mastery level credential awarded in addition to number of levels provided above ? *

☐ Yes ☐ No

Attachments

The Journey to U Med Cred

5 Strategies and Lessons Learned



Invest in Marketing your program

U Med Cred

[Office of Academic Affairs Home](#)

[About Academic Affairs](#) +

▸ [For Students](#) -

[For Students Home](#)

[Student Affairs](#) +

[Academic Affiliations](#) +

[Academic Support](#) +

[Academic Outreach Programs](#) +

[Community Engagement and
Service Learning](#) +

▸ [eCampus](#) -

[eCampus Home](#)

[Contact eCampus](#)

[eCampus Advisors](#)

[eCampus Resources](#)

▸ [U Med Cred](#) -

[U Med Cred Home](#)

[Policy](#)

U Med Cred - Digital Credentials at UMMC

Welcome to the U Med Cred information page and request portal!

Our digital credential initiative, U Med Cred, represents the dedication to teaching and learning excellence that the University of Mississippi Medical Center embraces for all schools and in all departments for students, staff and faculty. A digital credential is an information-rich visual exemplification of a verifiable achievement that contains metadata explaining the context, meaning, processes and outcomes of learning engagements. U Med Cred credentials will display skills and experiences that may not be displayed on an academic transcript, a resume or CV. They are linked to secure electronic files which are shareable and can demonstrate skills and learning outcomes to prospective employers, colleagues, faculty and peers. U Med Cred credentials may be requested for the following areas:

- Clinical skills
- Professional development (for faculty and staff)
- Simulation
- Student professional development





DIGITAL CREDENTIALING

Common Diagnostics



The Journey to U Med Cred

5 Strategies and Lessons Learned



Invest in building relationships
with key stakeholders



.....
**WICHITA STATE
UNIVERSITY**



Kim Moore

**Director-Workforce, Professional
and Community Education**

kimberly.moore@wichita.edu

5 Strategies for Successful Business and Industry Badge Collaboration

1

Determine Your Focus -
External Driven vs.
Internal Driven Content

2

Identify Strategic
Community Partners

3

Develop Key Relationships

4

Determine the Most
Effective Marketing Strategy

5

Seek Endorsements

Badges at Wichita State University



Where We Started

Focus: Non Degree Seeking Working Professionals

Online For Credit - 1 cr. hr. or less

Undergraduate or Graduate Credit

Earn Hours Towards Relicensure

Partial Open Term of Enrollment

Affordable - Market Based Tuition

Where We Are

Fall 2015 - 1 Badge/2 Students

Fall 2018 - 73 Badges/1047 Students

2019 - demand inside and outside is putting stress on resources (human)

What We Learned

Focus is Changing:

Non Degree

High School College Readiness

Degree Bound



WILLIAM E. KIRWIN

CENTER for ACADEMIC INNOVATION

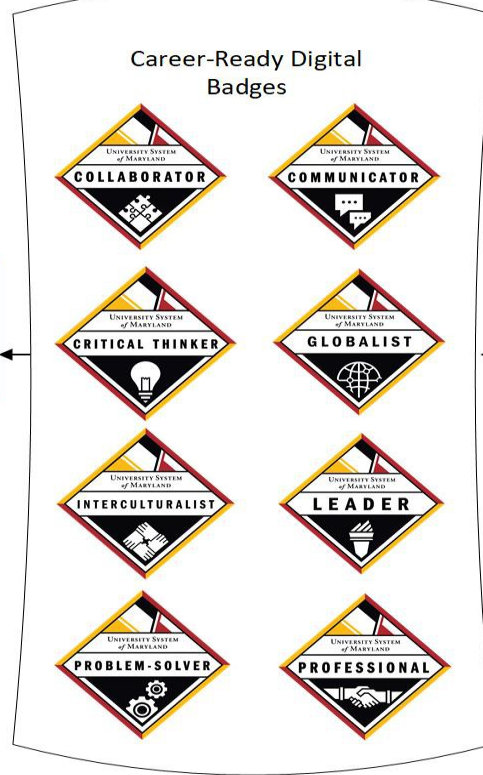


Dr. MJ Bishop

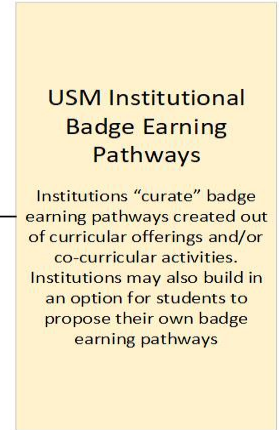
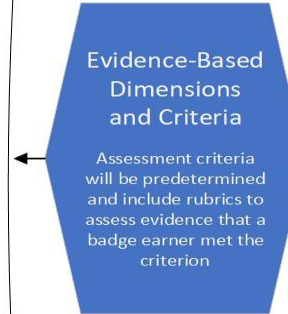
**Associate Vice Chancellor and Director
of William E. Kirwan Center for Academic
Innovation at the University System of Maryland**

mjbishop@usmd.edu

USM DIGITAL BADGE SYSTEM



Competencies based on skills identified by employers as critical for career success (aligned to NACE Career Ready Skills Framework)



This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/> or send a letter to Creative Commons, POBox 1866, Mountain View, CA94042, USA

Examples of Higher Education Badges

Co-Branded Badges



[Additional Details](#)

Professional Customer Contact Center Management (P3CM)

Issued by [Bellevue University](#)

Student has demonstrated mastery of skills related to Convergys' customer contact center. The earner is able to lead a dynamic and effective customer service center and to recruit leaders for this vital operational area of the company.

Demonstrated Skills

- | | | | |
|-----------------------------|----------------|------------------|-----------|
| Communication | Customer Focus | Customer Service | Diplomacy |
| Interpersonal Communication | Leadership | Problem Solving | |
| Recruiting | | | |

Earning Criteria

- To earn this badge, students must have completed coursework designed exclusively for Convergys' customer contact center.



[Additional Details](#)

Department Supervisor Leadership Education & Acumen Development (DS LEAD)

Issued by [Bellevue University](#)

Student has demonstrated mastery of key performance concepts considered foundational to retail success today: Retail Business Management, including understanding of P&L management and how department operations fit into store success, and Retail Leadership in Action, focusing on building and leading a productive and engaged team.

Demonstrated Skills

- | | | |
|-------------------|-------------------------|---------------------|
| Leadership | Management | Performance Reviews |
| Retail Management | Sales and Merchandizing | Team Building |
| Team Work | | |

Earning Criteria

- Earners of this badge must have completed coursework designed exclusively for Home Depot's leadership and management context.



[Additional Details](#)

Professional Banking Operations & Leadership (PBOL)

Issued by [Bellevue University](#)

Student has demonstrated mastery of critical operational aspects of banking knowledge, including the fundamentals of banking, defining and executing excellence through teams and for the client, improving bank success, and financial analysis.

Demonstrated Skills

- | | | | |
|---------------|--------------------|--------------------|------------|
| Banking | Financial Analysis | Financial Analysis | Management |
| Team Building | Team Work | | |

Earning Criteria

- Earners of this badge must have completed coursework designed exclusively for Sun Trust's banking context.



Forensic Social Work

Issued by [Northern Kentucky University](#)

The earner of this micro-credential can analyze the intersection of social, health and legal systems and provide appropriate interventions and services to criminal offenders. The earner understands the relationships among law, criminal justice, and mental health and substance abuse treatment systems; and can explain how complex social issues intertwine with criminal behavior. The earner can identify the impact of relevant laws and social policies on treatment and correctional responses to crime.

Demonstrated Skills

Forensic Social Work

Earning Criteria

- Complete these courses: SWK 572 Forensic Social Work; SWK 612 Addiction and Family Violence or SWK 525 Substance Use and Abuse; and SWK 411: Social Work and the Law.

<https://www.youracclaim.com/org/northern-kentucky-university/badge/forensic-social-work.1>



Type: Certification

Level: Foundational

Cost: Paid

Plans Examiner 2 (1031-2014)

Issued by [Bucks County Community College](#)

The earner of this badge has successfully completed the professional certification testing for Plans Examiner 2 NFPA 1031, 2014 Edition through cognitive and psychomotor skills assessment following the guidelines set forth in accordance with the policies and procedures of the Bucks County Community College through our Professional Certification Accreditation.

Demonstrated Skills

[Code Enforcement](#)

[Nfpa 1031](#)

[Plans Examiner](#)

[Plans Review](#)

Earning Criteria

- ☒ Successfully complete the Professional Certification Assessment.

<https://www.youracclaim.com/organizations/bucks-county-community-college/badges>



Type: Certification

Level: Foundational

Time: Hours

Cost: Paid

[Additional Details](#)

EPIC Online Teaching Certification

Issued by [Wake Technical Community College](#)

The EPIC Online Teaching Certification allows participants to learn about Wake Tech's eLearning Preparedness Initiative across the College (EPIC) to implement the EPIC Course Quality Standards to support effective and efficient course design. Topics covered include Universal Design for Learning, Blackboard skills, accessibility, and best practices for online teaching. The EPIC Online Teaching Certification provides faculty with the necessary tools and steps to develop and deliver online courses.

Demonstrated Skills

[Accessibility](#)

[Blackboard](#)

[Online Teaching And Learning](#)

[Universal Design For Learning](#)

Earning Criteria

- Through this certification, participants developed pieces of an online course in their discipline and followed the standards set forth by Wake Tech for compliance. To complete, participants achieved a minimum score of 85% or higher to meet the standard.

<https://www.youracclaim.com/org/wake-tech/badge/epic-online-teaching-certification>



Bayesian Design of Experiments: Part #1

Issued by [University at Buffalo, Continuing and Professional Education](https://www.youracclaim.com/org/university-at-buffalo-continuing-and-professional-education/badge/bayesian-design-of-experiments-part-1)

Offered by the Institute for Computational Data Sciences. The earner of this badge has familiarity with Bayesian analysis of mathematical models and is able to find solutions to Bayesian inference problems numerically and interpret the results. The Bayesian paradigm considers probabilistic, stochastic and uncertain systems. Real-world applications of Bayesian systems are physical models such as re-entry heat shields of spacecraft, chemical reaction modeling and financial systems.

Demonstrated Skills

Critical Thinking

Digital Technology

Problem Solving

Earning Criteria

- Attend all 5 days of lecture; Submit all homework assignments prior to the deadline posted; Satisfactorily complete all of the homework problems; Complete final digital portfolio.

<https://www.youracclaim.com/org/university-at-buffalo-continuing-and-professional-education/badge/bayesian-design-of-experiments-part-1>

What Does All This Mean for SIUE?

It's About Intentional Decisions

01 Define SIUE Badging Journey

02 Define Governance Plan

03 Identify Priorities

04 Key Performance Indicators

05 Onboarding and Communications

06 Continuous Feedback Loops

01 The Badging Journey

What will the process look like in 3, 5 and 10 years?

What will differentiate our badging program?

How disruptive do we want to be?

How do we phase in technology integrations?

How do we position the the badges to maximize benefits for the Institution, Staff, Faculty AND Students?

How do we prevent badge pollution?

Strategic Vision Answers the Why Questions....

	Why should	Why should	Why should	Why should	Why should
Audience	our workforce... our students.... our employers...	our students our faculty and staff... our employers	a badge earner....	a badge earner..... a badge issuer...	a badge earner..... (a badge consumer....)
Question?	participate in our digital badge programs?	award/Earn digital badges?	claim their digital badge?	share their digital badge on social media?	accumulate, maintain and store their digital badges in their personal profile? (view digital badges in a personal profile?)

Sample Strategic Vision

Articulation of the intrinsic value of badges to people & consumers:

We have organized our efforts around these 5 areas of focus:

- 1.
- 2.
- 3.
- 4.
- 5.

Technology will be key to bringing the badging experience to life.

02 Governance

Will there be a governing body that meets to decide on credential creation, revisions, expirations, or archiving?

How should collaboration with the institution as a whole be enforced? Or not?

What will the process look like in 3, 5 and 10 years?

Establish a well-defined and rigorous, regionally recognized framework and methodology aligned to generally-accepted internal and/or external standards.

Clear governance to prioritize efforts and protect the brand and minimize associated risk

How do we prevent devaluation?

Sample Governance

Contents:

Key Questions

Credential Authoring Considerations

Credential Issuing Considerations

Reminder on roles within Credly

Macro Roles

Micro Roles

Organization Tools

Commercial Models

Preliminary Recommendations

Opportunity Statement: Clarify managing authorities, approvals and approaches for a growing and diversifying set of participating groups, both inside and outside the University's umbrella.

Key Questions to be addressed

Standards & Leveling: What minimum standards exist for ensuring a particular credentials are up to the institutional set standard(s). How are individual credentials slotted into a hierarchy or taxonomy of credentials.

Issuer Identity: Who is the issuer of a particular credential (Institution, Department or Division, faculty or a third party)?

© 2012-2019 Credly, Inc | Proprietary

Permissions: What are the permissions required to approve the creation of a particular credential?

Administration: Once a new credential is created, who “pushes the button” when a particular has been earned? Alternatively, who approves the rules that automatically trigger the issuing of a credential.

Commercial: What are the commercial arrangements that cover the ability to issue digital credentials under a particular brand? How are third-party issuers handled?

Credential Authoring Considerations: The following questions surface relevant considerations in creating a credential-issuing governance program (both internal to an organization and across multiple organizations).

Authority: Which individual or group will approve new proposals for credentials?

Department chair?

Interdisciplinary committee?

Executives?

Other?

Eligibility: What makes a particular credential eligible for consideration for publication?

May any individual recommend a new credential or must a recommendation carry the prior approval or endorsement of a particular type in order to be considered by the authority?

May individuals from outside the institution recommend a new credential?

Sample Governance

Process: What will be the process to propose a new digital credential?

Generic Rules of the Road

Example of universal rules for new credential proposals:

New credentials authorized only after review by at least two faculty/staff, at least two industry representatives, and including approval by an institutional department chair or a member of the Executive Committee.

Credentials will not be issued for participation only.

Credentials require formal assessment.

Credentials must have evidence attached.

Credentials should represent a substantial effort on behalf of the earner.

Credentials should have value outside the institution.

Regional or campus specific digital credentials are allowed if...?

Organization brand may be featured on the credential if...?

Credentials may be co-branded to include multiple organizations if...

Administration

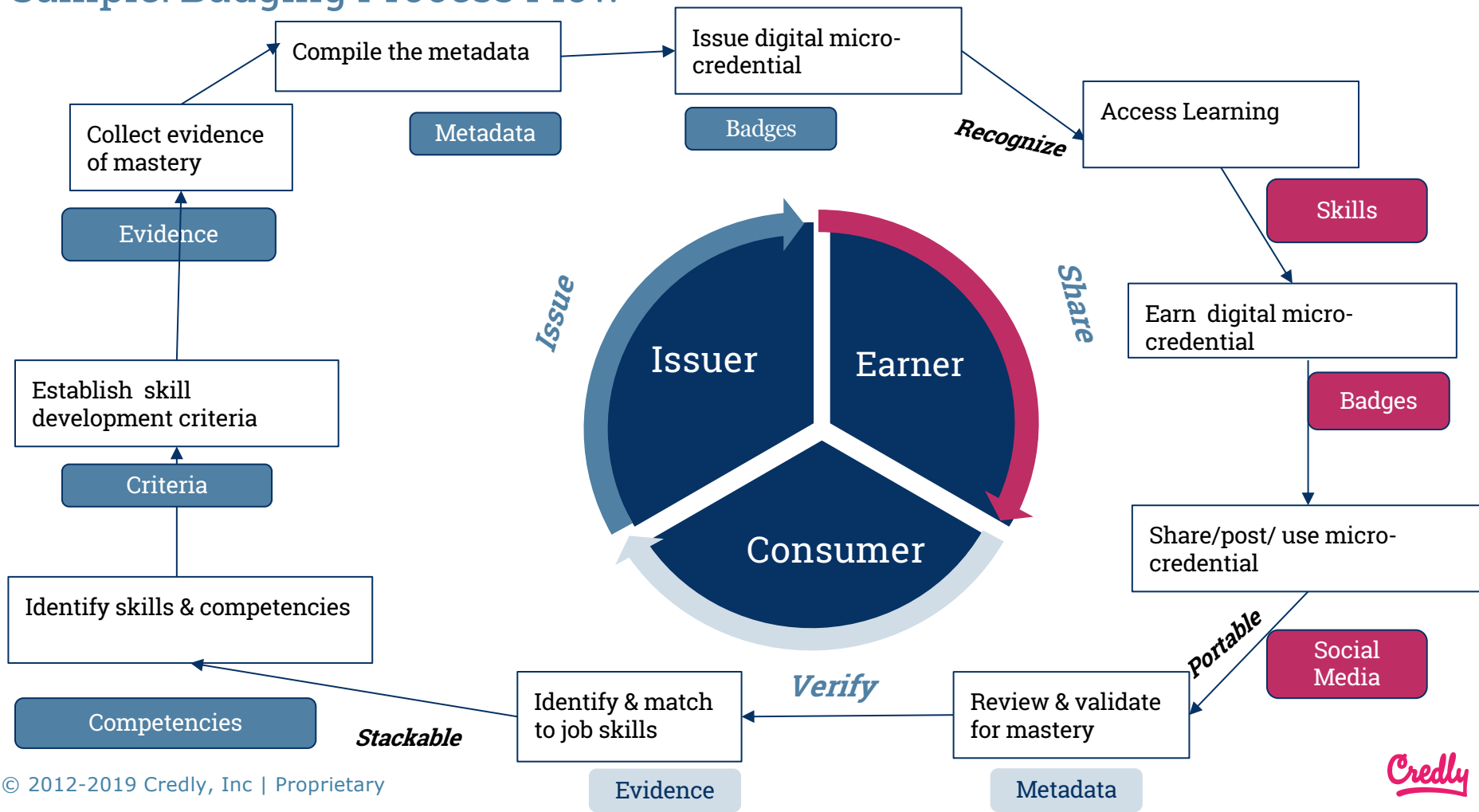
Who may “press the button” on an approved credential and under what circumstances?

Who may install rules for automated issuing through the use of the LMS (e.g. through Canvas or other LMS) and under what circumstances?

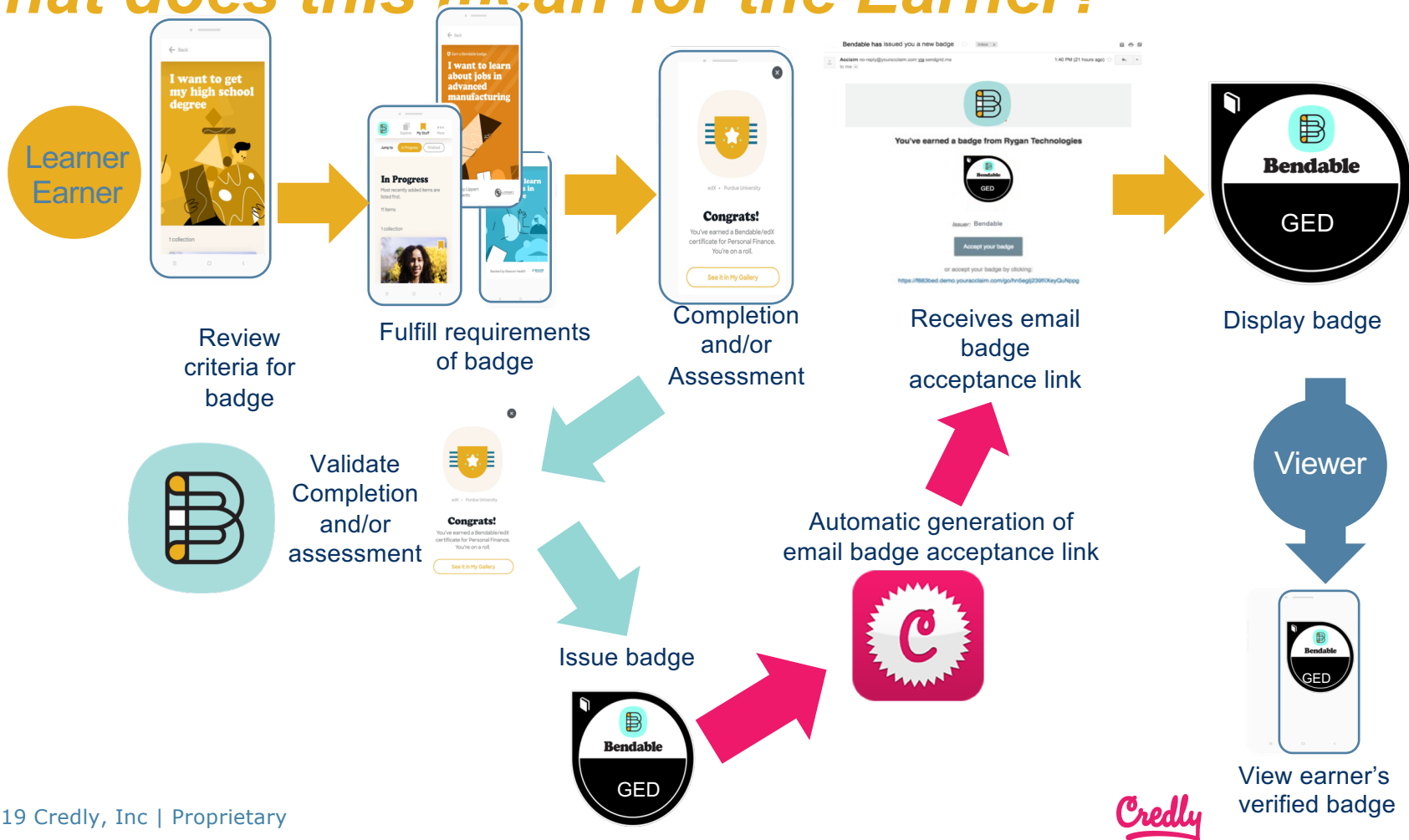
Credential Issuing Considerations

Threshold Issue: Which group does the issuing of the credential once it has been properly defined and subsequently earned by an individual? Note that this is a *separate* question from the credential authoring authority which is covered above.

Sample: Badging Process Flow



What does this mean for the Earner?



What does this mean for an Issuer?

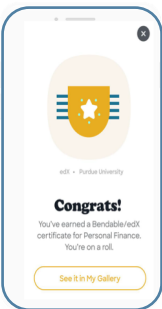
Issuing of digital badges on targeted topics



Curated badgeable content



Learner
Earner



Validates completion
from learning
provider



Issues badge on
Credly platform



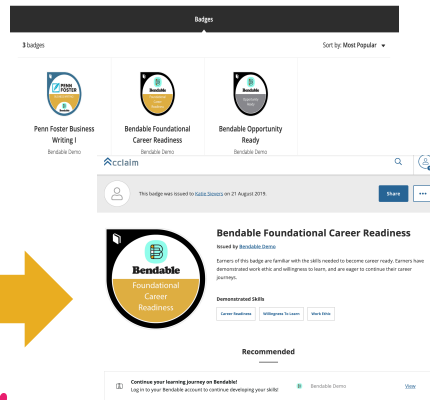
Generates acceptance
email



Receives email
badge
acceptance link



Katie Sievers
Cambridge, Massachusetts



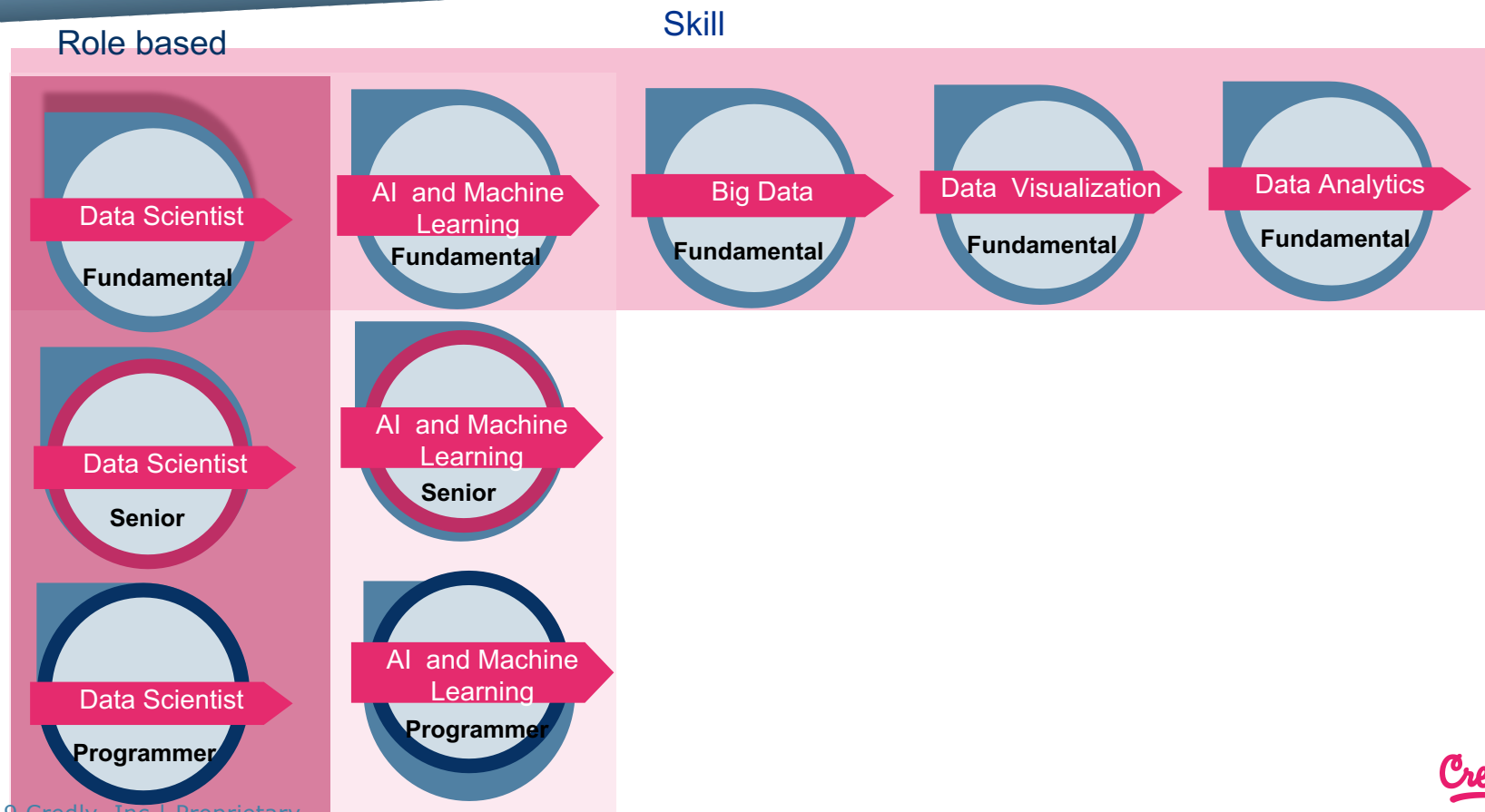
Credly

Displays badge

Sample Badging Competency and Taxonomy Framework

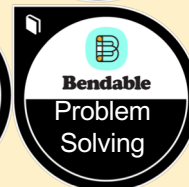
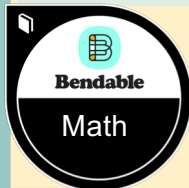
	Spectrum of Knowledge, Skills & Abilities to be Recognized and Verified				
Proposed Badge Categories	Knowledge Badge earner has gained an understanding of factual information and/or theoretical concepts related to skill area	Skills & Abilities Badge earner is able to apply knowledge to specific situations and perform essential job functions or tasks associated with skill.			
Level	Knowledge	Foundational	Intermediate	Advanced	Mastery or Specialist
Learning (What the badge earner is expected to be able to do.)	Able to articulate key concepts of a skill to others, including those already proficient in the skill	Able to perform narrow or routine tasks on a project, engagement or assignment that demonstrates foundational comprehension of the skill.	Able to complete less structured, non-routine or complex tasks as well as discuss implications of changes to process, policies and procedures related to skill.	Able to independently assess and complete comprehensive tasks, characterized by high degree of complexity and frequency of changes, as well as apply theoretical knowledge associated with practical skills.	Able to solve for new and complex problems characterized by frequent and unpredictable changes, as well as for the development of innovative solutions and procedures in novel problem situations.
Application	Can be demonstrated or explained	Can be performed independently	Can perform and supervise skill	Can perform, supervise and quality inspect or assess skill.	Can perform, supervise and teach the skill.

Targeted latticed or stacked skills



Targeted dependent latticed or stacked skills

Fundamental pathway



03 Priorities

Where do we start?

Internal or External?

*Credit
or Non-
Credit?*

*Motivation? Gamification?
Participation? Membership?
Specialized Skills? Completion?
Advanced Skills? 21st Century
skills? Workforce Skills?
Industry Specific Skills?*

How do we position the the badges to maximize benefits?

*Academic? Student Support?
Faculty and Staff Development?*

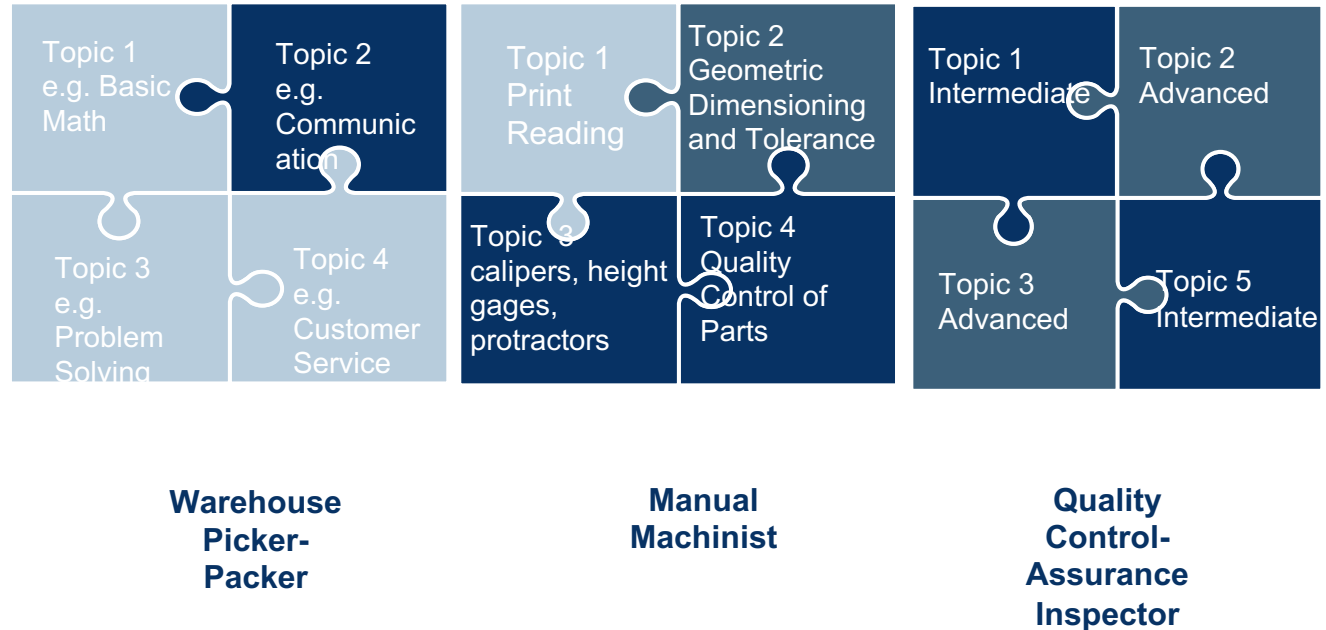
Example targeted industry: Manufacturing

Goal:

Provide curated learning pathways for specific role capability and skill proficiency.

Criteria for selecting a badgeable skill:

- **Skill(s) identified in one of the targeted industries**
- **Skill identified in the South Bend Industry Driven Skills and Competencies workbook.**
- **Skill is assessed using an assessment, observed behavior or employer verified.**

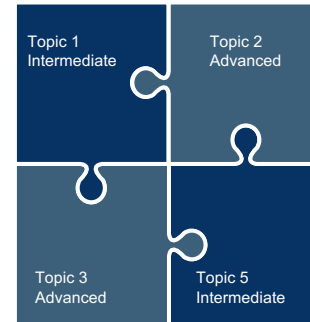
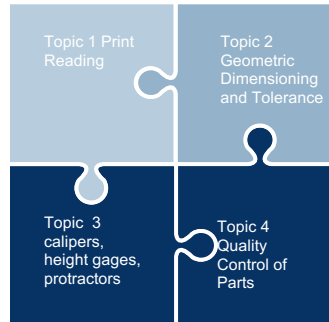
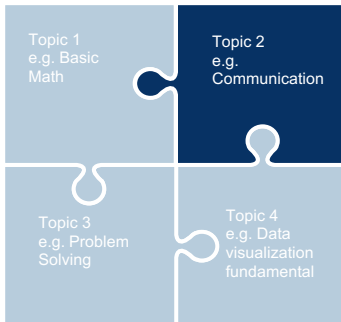


Example role family: Quality Control-Assurance Inspector

Goal:

Provide validated knowledge, skills and abilities of a specific role.
Criteria for a digital credential could include:

- Verification from a learning provider showing completing of required training.
- Passing an Industry assessment.
- Number of hours on a related engagement.
- Observed behavior or skill.
- External credential.



05 Key Performance Indicators

How will we differentiate the badges from certificates, certifications and degrees?

What will differentiate our badging program?

How disruptive do we want to be?

How do we phase in technology integrations?

How do we position the the badges to maximize benefits for the Institution, Staff, Faculty AND Students?

Examples of Pilot KPIs

Category	Question	Suggested KPI-Metrics (* indicates that these metrics are measured by Credly's Acclaim platform)
Framework	Is the level of rigor appropriate?	Pass rates, average number of tries to earn a badge, levels of badge attainment
Framework	How effective are the assessments and attestations?	Pass rates, average number of tries to earn a badge, levels of badge attainment
Governance	Are the skill evidence gathering process effective?	Does the evidence meet quality review? How many times does the evidence not meet quality review?
Value	Is the badge perceived to have value? Are badges motivating to engage with X? Is the earner experience perceived as positive or negative?	Number of badges earned*, accepted*, badge share rate*, earner-issuer-consumer-surveys, focus groups, interviews, external vetting
Value	Are the estimated number of badges issued vs accepted percentages correct?	Number of badges earned*, accepted(, badge share rate*, earner-issuer-consumer-surveys, focus groups, interviews, external vetting
Value	Is the information about digital badges clear? Compelling? Comprehensive?	earner-issuer-consumer-surveys, focus groups, interviews, external vetting
Communications	Are the internal communications noticed? Are the FAQs clear? Comprehensive? Helpful?	internal email open rates, badge notification email open rates*, click throughs, website analytics, earner-issuer-consumer-surveys, focus groups, interviews, external vetting

Examples of Program KPIs

Category	Suggested KPI-Metrics	Source of Data
Adoption	Number of badge offerings	Credly's digital badge platform
Adoption	Number of unique badge holders	Credly's digital badge platform
Learning	Number of badges awarded	Credly's digital badge platform
Engagement	Number of awarded badges accepted	Credly's digital badge platform
Engagement Branding	Number of accepted badges shared internally	Credly's digital badge platform
Engagement Branding	Number of badges shared to social media	Credly's digital badge platform
Branding	Number of views generated by issued badges	Credly's digital badge platform

Examples of Operational Metrics Supporting KPIs

Category	Suggested KPI-Metrics	Source of Data
Adoption	Types of badges (categories) options	Credly's digital badge platform
Adoption	Number of new badges since last reporting period	Credly's digital badge platform
Adoption	Number of participants starting badged learning programs	Learning management system or content management system
Adoption	Number of participants completing badged learning programs	Credly's digital badge platform
Adoption	Number of participants completing badged learning programs and accepting badges	Credly's digital badge platform
Adoption	Number of participants completing badged learning programs with pending badges	Credly's digital badge platform
Adoption	Number of participants completing badged learning programs with rejected badges	Credly's digital badge platform
Adoption	Number of badged learning objects searched for internally	Learning management system or content management system
Engagement	Ratio of participants starting badged learning programs to number of participants completing badged learning programs	Learning management system or content management system
Engagement	Length of time learning journey completed vs length of time before learning journey was abandoned	Learning management system or content management system
Engagement	Mean, Median, and Mode time to earn a badge by level of badge	Learning management system or content management system
Engagement	Number of badges per unique earner	Credly's digital badge platform
Engagement Learning	Time to earn badge by badge taxonomy-level	Learning management system or content management system

05 Communications

How will we differentiate the badges from certificates, certifications and degrees?

What will differentiate our badging program?

How disruptive do we want to be?

How do we phase in technology integrations?

How do we position the the badges to maximize benefits for the Institution, Staff, Faculty AND Students?

Sample Communications



Utah Digital Badges

Earn Badges Develop Badges FAQ Contact Us

Move Your Professional Learning Forward



What

What is a Digital Badge?



Who

Who can earn a Digital Badge?



Why

Why earn Digital Badges?



How

There are four steps to earning a Digital Badge.

What is a Digital Badge?

Digital badges, also known as microcredentials, represent evidence-based instructional skills or concepts. A digital badge is proof that the badge-earner has demonstrated that she effectively and consistently uses the target skill or concept as a part of her instructional practice.



The Association of Child Life Professionals, Inc.

4,809 followers
5d

CCLS Digital Badges are almost here!

ACLP members, visit bit.ly/ACLPDigitalBadge to learn more about what this means for you and how you can use a digital badge to get the recognition you've earned.



Easily share a web-enabled version of your credential online
Have trusted, real-time credential verification
Connect your skills to job opportunities

With a CCLS Digital Badge

It's almost here!

14



Like



Comment



Share



Add a comment...



University of Utah

The University of Utah is the flagship institution of higher learning in Utah. It serves more than 32,000 students from across the United States and the world. With more than 100 major subjects at the undergraduate level and 90-plus major fields of study at the graduate level, including law and medicine, the university prepares students to live and compete in the global workplace. Learn more about all the U has to offer at utah.edu.

Like Comment Share

Badges

7 badges

Sort by: Most Popular



Forensic Social Work

Issued by [Northern Kentucky University](#)

The earner of this micro-credential can analyze the intersection of social, health and legal systems and provide appropriate interventions and services to criminal offenders. The earner understands the relationships among law, criminal justice, and mental health and substance abuse treatment systems; and can explain how complex social issues intertwine with criminal behavior. The earner can identify the impact of relevant laws and social policies on treatment and correctional responses to crime.

Demonstrated Skills

Forensic Social Work

Earning Criteria

Complete these courses: SWK 572 Forensic Social Work; SWK 612 Addiction and Family Violence or SWK 525 Substance Use and Abuse; and SWK 411 Social Work and the Law.



Credly

Benefits of Badging



06 Feedback Loops

How often are badges reviewed?

What is the adoption rate for specific industry badges?

Is the value of badges clearly demonstrated?

Are employers using badges as hiring criteria?

Are badges enhancing our brand?

Are students valuing badges earned?