

Microcredentials for Student Mobility & Data Portability

SESSION MODERATOR



Monterey Sims

University of Phoenix

Session Introduction

This esteemed panel of experts from diverse backgrounds will be giving a quick intro to the work they are currently doing in this space then we will jump right into some panel topics and audience Q&A.



SESSION PANEL



Eric Levy

Cambridge
Public Schools



Jay Pennington

Iowa Department of
Education



Bert van der Geest

Parchment



Hillary Halpern

University of Phoenix

Cambridge Public Schools

Eric Levy

Background

- Database Administrator for K-12 Public School District
 - Oversee all data integrations
 - Manage state reporting utilizing SIF
 - Support district departments looking to improve post-graduation student outcomes
- N.A. Technical Board Member for SIF
 - Two years directly working on new and updated specifications

Exploring how micro-credentials can help students

- Tracking of skills earned in technical arts programs, co-ops, and internships
 - Students would have concrete evidence of their skills
 - Demonstrate specialities
 - Provide students a leg up among peers
 - Support existing industry certifications
 - Allows differentiation between similar programs
 - Could allow for better placement based on individual preferences and aptitudes
- Traditional course micro-credentials
 - Evidence-based results
 - Another tool for evaluations
 - Allows research to determine which skills provide the best outcomes

Iowa Dept. of Education

Jay Pennington

IDOE - Modernization and Interoperability

- Building a statewide clearinghouse and data collection for industry recognized credentials
- Work Based learning opportunities
- Iowa eTranscript Gateway
 - Leveraging and extending A4L Unity standard
 - Diploma seals
 - Standardized Transcript
 - Core GPA
 - RAI
 - Automate and facilitated college review and acceptance
- Future extension of any credential/microcredential

Sample

Universal Iowa High School Transcript

James, Simon F II

Projected Graduation Date: 06/06/2021

Diploma Received: No



Powered by:
IOWA STATE UNIVERSITY

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Prepared
09 Mar 2021

Student	Student Mailing Address	District/Building Information
Student State ID: 123456 Preferred Name: James, Simon Fred Birth Date: 09/04/1999	100 Main St. Apt. #101 Des Moines, IA 50309	District Name: Des Moines Independent Comm School District Building Name: Des Moines Central Campus High School District/Building Number: 1737 / 0165 High School CEEB: 320195 Contact Phone: (512) 555-1213

School Year: 2004-2005	Start Date: 08/25/2004	Summary	
Session Type: Semester	Grade Level: 08		
Local Title	SCED Code	Provider	CCN
ALG 1b PRE-AP	02052G05011	Brody Middle School	B
			0.5 0.5 TN 0.83 67% 91% 3

School Year: 2005-2006	Start Date: 08/25/2005	Standardized (4-point scale):	
Session Type: Semester	Grade Level: 09		
Local Title	SCED Code	Provider	CCN
PHYSICS/CHEMISTRY	03159G10010		A
ENGLISH 1	01001G10011		B
JOURNALISM 1	11101G10010		B
FRENCH 1	06121G10011		B
GEOMETRY	02072G10011		C
MS 9 FOOTBALL	08001G10010		C

School Year: 2006-2007	Start Date: 08/25/2006	Standardized Tests	
Session Type: Semester	Grade Level: 10		
Local Title	SCED Code	Provider	CCN
BIO 1	03051G10011		A
ENGLISH 2	01002G10011		C
FRENCH 2	06122G10010		B
ALGEBRA 2	02056G10010		B
MS VARSITY FOOTBALL	08001G10010		A
WESTERN CIVILIZATION	04063G10011		C

School Year: 2007-2008	Start Date: 08/25/2007	Your Current Regent Admission Index (RAI) Score	
Session Type: Semester	Grade Level: 11		
Local Title	SCED Code	Provider	CCN
CHEMISTRY 1	03101E10010		A
ENGLISH 3	01003G10003		C
PRE CALCULUS	02121H05000		B
MS VARSITY FOOTBALL	08001G10010		B
HEALTH 1	08051G05000		A
UNITED STATES HISTORY	04101G10010		C

Total RAI Score 268.5

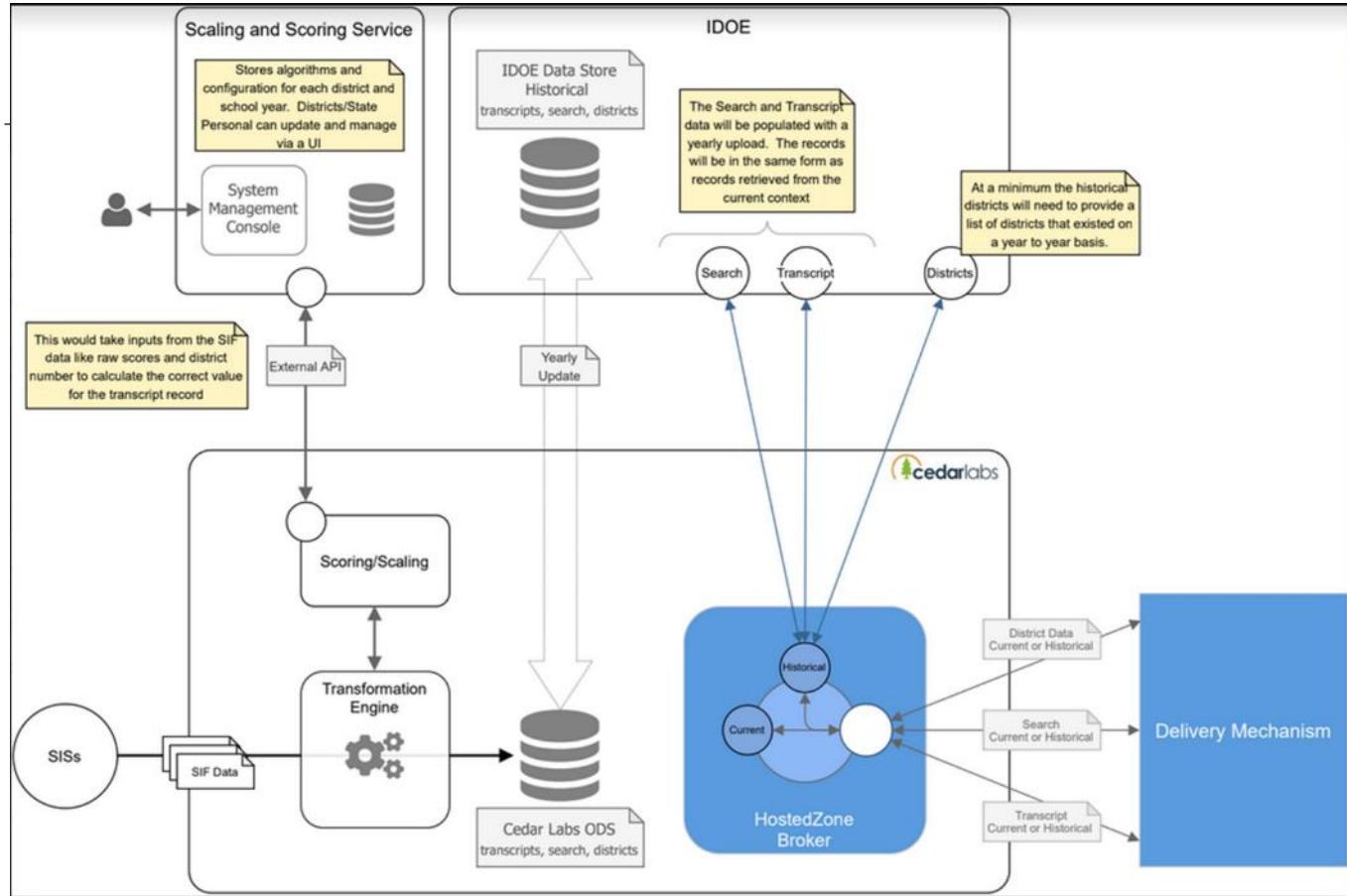
Iowa public colleges and universities to which your current academic record qualifies for admission:

- *Iowa State University www.iastate.edu
- *University of Northern Iowa www.uni.edu
- *University of Iowa www.uiowa.edu
- Des Moines Area Community College www.dmacc.edu

*You must also meet minimum high school course requirements.

Note: There may also be independent Iowa colleges and universities to which you qualify for admission. For further information, please refer to www.iowaprivatecolleges.org

Infrastructure



Parchment

Bert van der Geest

Background

- Consultant in K-12 and Post-Secondary education sectors in British Columbia
 - Project lead for province-wide system implementation for K-12 SIS
 - Strategic planning for business transition and implementation for a province-wide employment program
 - Project Manager for various Post-Secondary implementations on the provincial XML exchange hub
 - Project Director for the Ministry of Education Student Transcripts Service enabling provincial K-12 XML transcripts through the XML exchange hub
- Director, Digitary by Parchment - Canada
 - Leading the rollout of MyCreds | MesCertif national network in Canada in partnership with the Association of Registrars of the Universities and Colleges of Canada (ARUCC)
 - Established proposed data structures for micro-credentials as part of the Virtual Skills Passport pilot project to deliver micro-credentials as W3C Verifiable Credentials

Why do we need data exchange standards for Micro-Credentials?

- Micro-Credential use is expanding rapidly in both the private sector and the post-secondary sector
- Learners and employers (verifiers) need to understand and interpret the certification
- Verifiers need to trust in the issuing organization and in the methods for credential exchange
- Increased learner mobility both nationally and internationally
- Learner control and self-sovereignty over their credentials

Proposed vision for a Micro-credential framework



Credential:

- Learner Name
- Award Title
- Program Name
- Issuing Organization
- Issued Date
- ...

What if learners could share their micro-credentials and recipients could consume the secure and trusted credential information together with the relevant contextual information as data?

Competencies:

- Competency 1
- Competency 2
- Competency 3
- ...

Learning Outcomes:

- Learning Outcome 1
- Learning Outcome 2
- Learning Outcome 3
- ...

Industry Partner endorsement

Skills Achieved:

- Skill 1
- Skill 2
- Skill 3
- ...

Delivery and Assessment:

- Hours/Credits
- Instruction
- Delivery methods
- Assessment

University of Phoenix

Hillary Halpern

Background

- University of Phoenix - Higher Education
 - 16 years with experience in both the student support and administration
 - Academic Program Portfolio Management
 - University Program Lifecycle (UPL) - Unique to UOPX; process to build and maintain academic programs to ensure high quality education
 - Alignment to external standards/regulations to occupational codes, jobs, data and skills
 - Designed/maintain the “skill-mapping” infrastructure; ensuring employer sought skills are appropriately aligned to academic programs and courses
 - Support Badge/Micro-credential development and process to build and maintain badge portfolio

“Thinking always ahead, thinking always of trying to do more, brings a state of mind in which nothing is impossible.” – Henry Ford

Program Inputs



U.S. BUREAU OF LABOR STATISTICS

Office of Occupational Statistics and Employment Projections



Lightcast



O*NET OnLine

IES : NCES National Center for Education Statistics

- NCES: Classification of Instructional Program (CIP)
- BLS: Standard Occupational Codes (SOC)
- O*Net: Standard Occupational Codes (expanded) with Job Titles
- Lightcast: Employer Job Posting Analytics and Skills
- Faculty: Subject Matter Experts/Faculty Councils/Faculty surveys (Standard and Rapid Assessment)
- Industry: SME's/Industry Advisory Councils/Lightcast Data

UOPX - Badge with Microcredentials Details



Crisis Support Badge

Issued by [University of Phoenix](#)

Course Outcomes (CSLOs) that are aligned to assessments

The earner is able to support individuals and families in crisis situations through identifying and providing culturally relevant resources, assessing needs of those affected by a crisis or traumatic situation and developing safety plans for those in need. The earner is able to provide this support following the ethical guidelines of the profession and as an advocate and steward of the profession.

[Learn more](#)

Validation Intermediate Months **Validation = evidence (assessments)**

Skills

Assessment Of Suicide Risk	Crisis advocacy	Crisis Counseling	Crisis Intervention
Crisis Management	Crisis Safety Planning	Identify Ethical Issues	Needs Assessment

Earning Criteria

- ☒ Created culturally relevant resource packets for communities experiencing a traumatic situation. Completed suicide risk assessments for individuals in crisis. Developed safety plans for individuals in crisis.
- ☒ Completed CCMH/515CA-Legal, Ethical, and Professional Issues in Counseling
- ☒ Completed CCMH/558 -Crisis Intervention and Trauma

Standards

[The Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)

2.F.1-Professional Counseling Orientation and Ethical Practice
[Council for Accreditation of Counseling and Related Education \(CACREP\)](#)

2.F.5 - Counseling and Helping Relationships
[Council for Accreditation of Counseling and Related Education \(CACREP\)](#)

2.F.7 - Assessment and Testing

Additional skills from aligned assessments →

What students created when completing assessments →

If CSLO is aligned to external accreditation →

Questions on our minds

How do you define Microcredential vs a traditional Credential?

What is the job to be done....how do we see the future with Microcredentials?

What is the value to the learner?

Is there a standard? Should there be a standard?

Audience Q&A

