# NEW MICRO-CREDENTIAL PROPOSAL QUESTION GUIDE

This question guide includes all questions on the New Micro-Credential form and can be used to assist individuals as they complete the proposal in Curriculog. Contact microcredential@kennesaw.edu with any questions.

| PROPOSAL QUESTION | EXPLANATION | RESOURCES |
|---|---|---|
| 1. **Lead Grantor/Contact** | The person who is the coordinator of the micro-credential. If questions arise about the micro-credential, they would be directed to this individual. This individual will have permissions to grant the micro-credential in Badgr. | |
| 2. **Issuer** | The department, office, institute, college, etc. who would be associated with and in charge of awarding the micro-credential. | Email microcredential@kennesaw.edu if you do not see your Issuer listed |
| 3. **Is this Issuer led by a Dean, or a Dept. Chair or Director** | This impacts routing of the proposal form. Issuers that are a college (CCSE, CACM, BCOE, etc.) will be approved by the dean; other units need approval by the director or department chair. | |
| 4. **All Grantors** | List all faculty or staff that will need permissions to grant the micro-credential to learners in Badgr. | |
| 5. **Proposed micro-credential name:** | Provide a brief title for the micro-credential. Recommended maximum of five words. | |
| 6. **Classification of micro-credential:** | The selected classification will be used to evaluate other aspects of the form including description, earning criteria, and skills. There are resources that can assist in choosing the best classification. | KSU Micro-Credential Taxonomy; Comparing Badge Level I & II |
| 7. **BADGES ONLY: Will a subgroup of learners get special recognition or distinction?** | For some Badges at either level, it may be beneficial to have a distinction award for a subset of learners. For example, distinction may be awarded for learner work that goes beyond expectations or beyond basic demonstration of a skill. If there is a distinction opportunity, these criteria will need to be outlined in the assessment rubric of the micro- credential. | |

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| 8. **Description- A micro-credential's description should speak to both the employers and the potential learner. To ensure the proposed micro-credential aligns with other KSU micro-credentials, please provide a description written in complete sentences that includes: (a) associated skill(s) (b) target audience (c) explanation of experience/engagement and (d) learning outcomes** | Badgr allows employers to view a micro-credential earned by an individual and therefore should provide an overview of what the micro-credential represents. This includes what skills are demonstrated, learning outcomes, and a brief explanation of what learners engage with to earn the micro-credential. It is beneficial to include the target audience for learners who may be interested in the micro-credential. It is recommended a description be no more than 150 words. | |
| 9. **What skills are associated with this micro-credential:** | All micro-credentials should align with at least one market-valued skill. You can search the Emsi database at this link https://skills.emsidata.com/ the Skill Library is about halfway down the page. It is recommended you meet and discuss possible skills with the Department of Career Planning & Development to be associated with this micro-credential prior to completing this form. | For assistance aligning skills contact Krysta Fry and the Department of Career Planning and Development.<br><br>Emsi database - https://skills.emsidata.com/ |
| 10. **Earning Criteria. To clearly provide a description of what learners must do to be awarded the micro-credential, complete the following prompt. You may add additional details.** Learner demonstrated [skill(s)] by: | Earning criteria should outline in detail what learners engage in/complete/develop that demonstrates the skill(s) listed in Question 9 and how this is assessed by the Grantor in paragraph form. It is important to restate the skill in this section to draw a direct connection between the activities and the skill(s) they represent. This section should include a brief explanation of assessment. | |
| 11. **Please attach the Earning Criteria Rubric. This document describes in detail what is submitted by a learner and how this is assessed by the Grantor** | The Earning Criteria Rubric is used to provide context for Question 10. This chart provides additional details and is used by the Micro-Credential Committee (MCC) when reviewing the proposed micro-credential. | |

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| 12. Provide a brief justification for this micro-credential, including how the skill it aligns with is beneficial to learners in their employment: | Explain why this micro-credential should be sanctioned by KSU and why the skills associated with it are valuable to the learner and employers. | |
| 13. Will the micro-credential automatically expire after a period of time?<br>14. If yes, what is this timeframe? | If yes, micro-credentials will be marked as 'expired' after the stated timeframe on a Learner's Badgr page. The micro-credential will still be active in the KSU organization and the Issuer page in Badgr and will still be awardable. Expiration is only relevant if the skills or activities need to be renewed to maintain market value. For example, CPR training expires within two years and needs to be renewed to maintain its value. The timeframe for expiration can vary from days, weeks, months, and years after the micro-credential is awarded. | |
| 15. Identify up to four tags or keywords to help learners find your micro-credential | Tags are topic-oriented keywords associated with the micro-credential. In the inventory, they are like social media hashtags (#) that identify content. | |
| 16. Does a similar micro-credential exist in the KSU Micro-Credential Inventory?<br>17. If yes, please list the other(s) micro-credential: | Similar micro-credentials can be those that have the same skills, activities, or general content as the one proposed. Similar micro-credentials can exist from different Issuers and answering 'yes' does not mean the proposed credential will be denied. | |
| 18. If yes, explain the necessity of the proposed micro-credential and how it differs from the micro-credential above: | Please provide additional justification for a micro-credential that has similar content, skills, or activities to an existing micro-credential. Explain why the proposed micro-credential is needed. | |
| 19. Does the proposed micro-credential correlate to or connect with other micro-credentials:<br>20. If yes, explain this relationship. | Please explain if the proposed micro-credential can be part of one thematic group, can be combined to represent a larger credential, or is connected to other proposed and/or existing micro-credentials. | |

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| **21. Icon Collection:** | Choices include:<br>• School Subjects<br>• Academic Disciplines<br>• Business and Finance<br>• Modern Industry | All icon images can be found at [KSU Photoshelter](#) |
| **What is the name or number associated with the icon?** | The name or number will appear under the icon picture in the collection sheet. | All icon images can be found at [KSU Photoshelter](#) |
| **22. Standard Name:** | If the micro-credential is aligned with a published educational standard, please list it here. If it is not, leave questions 22- 26 blank. | |
| **23. Link to Standard** | Provide a URL link to the standard, if available. | |
| **24. Short description of Standard (optional):** | Please provide a brief description of the standard, if available. | |
| **25. Framework (optional):** | If desired, please provide the framework. This will only be applicable to those that meet a published educational standard. | |
| **26. Code (optional):** | If desired, please provide a code. This will only be applicable to those that meet a published educational standard. | |
| **27. Who is the intended audience, or learners, of this micro-credential?** | Please be as specific as possible. For example, if the micro-credential is designed for students, could this be narrowed to students of a certain major? Multiple audiences can be listed. For example, faculty, graduate instructors, and post-grads may all be included. | |
| **28. How will learners enroll in this micro-credential?** | At this time, Badgr is not integrated with D2L so consideration needs to be given to how Learners will enroll and access any content associated with the micro-credential. If the proposed micro-credential is associated with an academic course using D2L, please include that information here. | |

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| 29. How will grantors monitor completion of activity associated with micro-credential/submission of artifact? | At this time Badgr is not integrated with D2L so consideration needs to be given to how Leaners will submit work associated with the micro-credential. | |
| 30. What is the estimated time to complete this micro-credential? | Please explain how much time a learner would need to earn the micro-credential. This can be hours, weeks, months, etc. | |
| 31. What is the delivery structure of this micro-credential? | Please explain the primary engagement piece for the Learner with the material. Some examples include campus events, workshops, or courses. | |
| 32. How often will this micro-credential be awarded? | Choices include: Continuously (whenever a learner submits verification of skill competency/not tied to a timeframe), Periodically (whenever a directly related event/workshop/module/ etc. is offered), Once, or Other (requires explanation) | |
| 33. Will there be any cost associated with the earning of this micro-credential? | Indicate if there is any associated monetary cost for which the learner is responsible. This may include cost of tickets, enrollment fees, etc. | |

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