

# MICROCREDENTIAL IDEATION WORKBOOK

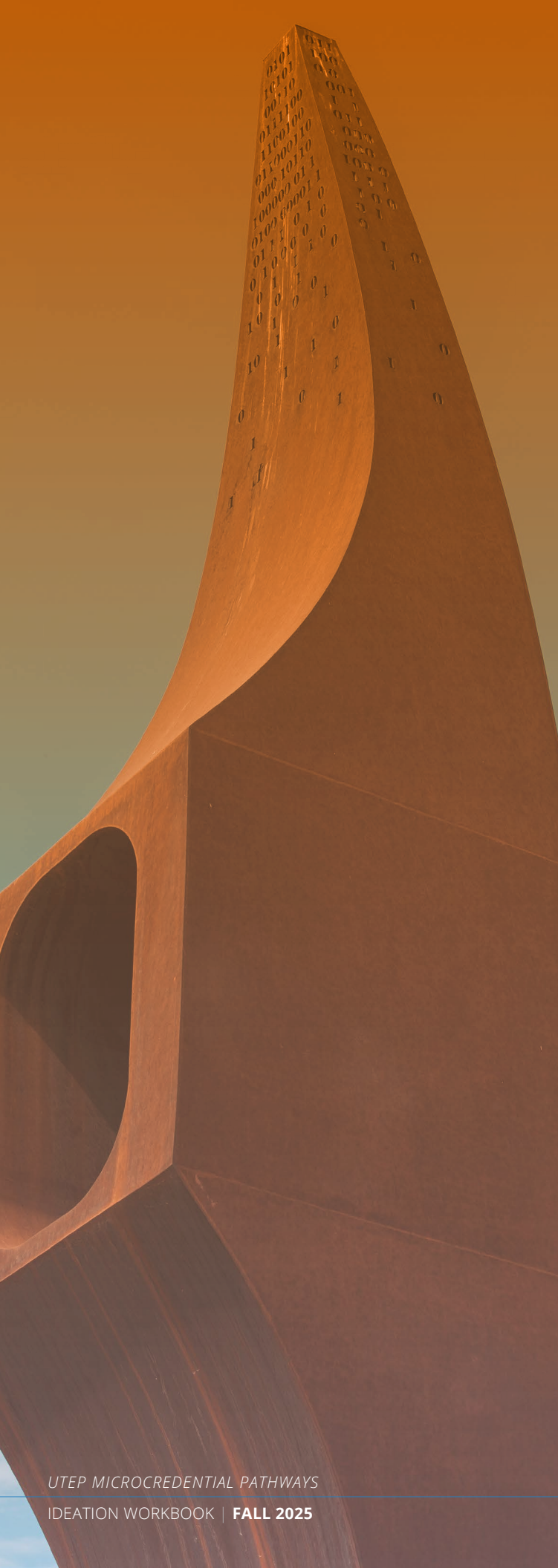
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UTEP MICROCREDENTIAL PATHWAYS







This Microcredential Workbook was prepared by staff from UTEP's Center for Instructional Design, Extended University, InSPIRE and the Provost's Office for the inaugural Microcredential Summer Institute. It guides you through the various stages of developing and integrating a microcredential into a course, program, or experience at UTEP.

Please download a copy of this document and add your responses to it. To work through the topics below, you may want to refer to WorkCred's "[Integrating Microcredentials into Undergraduate Experiences](#)" and Credentials as You Go's "[Building Incremental Credentials](#)."

The following topics are considered in this workbook:

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## ▪ Name of Microcredential

What is the name of the microcredential you are building? To fit on a UTEP issued badge and communicate clearly, it should be a concise title.

## ▪ Short and Long-Term Goals

To start the planning process for your microcredential, first identify your short and long-term goals. What are you hoping to achieve by offering this microcredential?

What are your short-term goals for your microcredential project?

What are your long-term goals for your microcredential project?

## ▪ Description

Microcredential badges include metadata about what the learner has achieved. Typically, this includes the following:

- The institution or organization that issued the badge
- The skills or knowledge acquired/demonstrated
- Alignments to industry or other standards (if applicable)
- What the learner did to earn the badge
- How the skills or knowledge were assessed
- Issue date and expiration date (if applicable)

Write a draft of your microcredential metadata including as much of the above information as applicable.

## ▪ Learners

Your microcredential may be focused on a specific group of learners (such as UTEP students enrolled in an individual course or program), learners across the institution (such as all first-year students), or learners not currently enrolled at UTEP. Please describe the group of learners your microcredential will serve in as much detail as possible.

## ▪ Stakeholders and Partners

While you have the idea for your microcredential, developing and implementing one requires support from various colleagues, both internal and external to UTEP. Take a few moments to identify who those people are and what role they might play (content development or approval, participation) and what you need to do to engage with them (send email, set up meeting). You can add lines to the table if you have more.

**Stakeholders:** a stakeholder is a group, organization, or individual that has an interest in seeing your microcredential project succeed. They may be internal or external to UTEP.

List the potential **campus** stakeholders.

Campus Stakeholders	What Role They Play	What You Need to do to Engage with Them

List the potential **external** stakeholders.

External Stakeholders	What Role They Play	What You Need to do to Engage with Them

Partners: a partner contributes to or collaborates with you in some way through resources, time, expertise, and so on. They may also be internal or external to UTEP (industry partners, colleagues, Center for Instructional Design, or InSPIRE).

List potential campus partners you might work with on your microcredential and the role each might play.

Campus Partners	What Role They Play	What You Need to do to Engage with Them

List potential external partners you might work with on your microcredential and the role each might play.

External Partners	What Role They Play	What You Need to do to Engage with Them

## ▪ Delivery

Like courses, microcredentials can be designed for in-person, online, or hybrid delivery. Online microcredentials are best delivered asynchronously so that learners can work at their own pace. Describe how your microcredential will be delivered. Indicate if it will be part of a UTEP course, supplemental to a course, or a stand-alone microcredential.

## ▪ Goals and Learning Objectives

Strong microcredentials are built to meet focused and clear goals. (Here, we are using goals— similar to outcomes—as the overall result or impact of the microcredential.) This ensures that the credential stays manageable in size, clearly signals its purpose to learners and employers, and avoids creeping into “mini-course” territory. You’ll likely have one clear goal for your microcredential, no more than two. (You may have already articulated these above.)

The learning objectives are measurable, specific descriptions of the activities that collectively help a learner achieve the goal(s). You’ll likely have 2-4 learning objectives for a microcredential.

Identify what your microcredential’s goals and learning objectives are. Remember that these learning objectives should have clear verbs, include authentic and demonstrable skills, and be reflective of real-world competencies.

**You may find the resources available on the [InSPIRE website](#) helpful as you think through goals, learning objectives, and assessments.**

Goals	Learning Objectives
1	1
2	2
3	3
4	4



▪ **Assessment of Learning**

In this backward design model, after goals and objectives have been established, we move to the end of the learners’ experience: the assessment of skills or knowledge. The value of a microcredential lies in what learners can prove they can do. A strong credential includes clear evidence of learning—something learners can showcase or reflect on. A meaningful assessment helps prevent passive completion and emphasizes active demonstration of knowledge and skills.

Assessments should be clearly aligned with the learning objectives. Consider here how you plan for learners to demonstrate what they have learned. Consider direct and indirect options such as: quizzes or tests, practical assignment or project, uploaded artifact (resume, presentation), reflection or analysis, surveys, interviews, something else. Please also indicate whether the assessments are formative or summative as well as the timing of the assessments.

Formative assessments: Formative assessments include quizzes, homework, or other-low stakes activities intended to gauge progress toward achieving the learning goals. Meaningful feedback should be provided to help learners succeed.

Summative assessments: Summative assessments include final exams, final projects, certification exams, and other high-stakes assessments with the goal of measuring the degree to which learning targets are met. Minimal feedback is generally provided.

	Learning Objective	Skills/Knowledge to be Assessed	Type of Assessment	Formative or Summative?	When Occurs
1					
2					
3					
4					



## ▪ Instructional Design

Continuing in the backward design model, after the goals and objectives have been established, followed by the skills to be assessed and the types and timing of assessments, it's time to consider what instruction and learning experiences will be provided to assist the learners in achieving and practicing these skills.

Consider how learners will acquire knowledge about the subject matter (videos, readings, lectures) and the activities appropriate to the level and expertise of the learner that will engage them in active learning. Also indicate if you already have these materials developed (from another course or a third-party) or if you need to create them.

Learning Objective	Skills/Knowledge to be Developed	Knowledge Acquisition Materials	Activities	Already Have/ Need to Create

## ▪ Course Schedule

Now it is time to plug this information to a course schedule. Consider first if you will compartmentalize your microcredential into weeks or modules. Then plot the sequencing of learning and assessments for the entire microcredential.

Week/ Module	Topic	Knowledge Acquisition Materials	Activities	Assessments	Learning Objective(s) Met
1					
2					
3					
4					

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## ▪ Return to Description

After you have gone through this process, you may want to revise your description. Take a moment to decide if what you wrote earlier still describes your microcredential and make revisions as necessary.

Microcredential badges include metadata about what the learner has achieved. Typically, this includes the following:

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- Alignments to industry or other standards (if applicable)
- What the learner did to earn the badge
- How the skills or knowledge were assessed
- Issue date and expiration date (if applicable)

**Write a draft of your microcredential metadata including as much of the above information as applicable.**

## ▪ Limitations and Challenges

Are there any perceived limitations or challenges that you are currently aware of? If so, how might you prepare to mitigate them?

## ▪ Conclusion

At this point, you should have a roadmap for the microcredential and a good idea of the work needed to develop and launch it. You are ready to submit the [Microcredential Proposal Form](#) to have your microcredential included in the credential catalog and have the completers eligible for a UTEP microcredential badge. Upon submission, you will be invited to meet with the Microcredential Guidance Committee to discuss your proposal.