

ACADEMIC AFFAIRS POLICY 2.28

Digital Credentials and Verifiable Learning Records

1. Purpose

In support of student success, workforce alignment, lifelong learning, and the recognition of validated skills and learning experiences, the Board of Regents establishes a statewide framework for Verified Learning Entries, verified digital credentials, and Verifiable Learning Records.

The traditional academic transcript remains the authoritative record of courses, credits, grades, and credential completion, but it does not fully represent the range of learning, competencies, experiences, and achievements that may contribute to a learner's preparation for what comes next. Verifiable Learning Records provide a complementary mechanism to document such learning in a portable, interoperable, and independently verifiable form, allowing learners, institutions, employers, and other authorized users to understand not only what a learner has completed, but also what the learner has demonstrated and experienced.

This framework is intended to support recognition of learning across institutions and settings, strengthen connections between academic learning and post-graduation pathways, enable verified documentation of career-connected and work-integrated learning, and provide learners with a durable record of validated learning and achievement that extends beyond the traditional transcript.

This policy authorizes participating institutions to create Verifiable Learning Records that consist of individually identifiable Verified Learning Entries. An entry may document a learning experience, achievement, competency, proficiency, or other validated activity and may, where appropriate, constitute a verified digital credential.

Verifiable Learning Records established pursuant to this policy may recognize varying levels of learner development and achievement, including:

- engagement;
- skills attainment;
- competency demonstration; and
- proficiency validation.

Verified Learning Entries may include, but are not limited to documentation of:

- academic coursework;
- workforce and technical education;
- industry-based certifications;
- competency-based learning;
- co-curricular participation;
- leadership experiences;
- undergraduate research;
- service learning;
- work-integrated learning;
- career-connected learning;
- career exploration, advising, or coaching; and
- civic engagement.

This policy further establishes statewide expectations for interoperability, portability, verification, and metadata standards associated with Verifiable Learning Records.

2. Authority

This policy is adopted pursuant to the constitutional and statutory authority of the Louisiana Board of Regents to coordinate and provide policy direction for public postsecondary education in Louisiana. Implementation of this policy shall recognize the respective constitutional and statutory authorities of the management boards and public postsecondary institutions of Louisiana.

This policy shall be implemented in alignment with:

- Academic Affairs Policy 2.15 (Definitions of Undergraduate Degrees, Undergraduate and Graduate Certificates, Workforce Training, and Validated Skills and Learning)
 - Academic Affairs Policy 2.23 (Prior Learning Assessment);
 - Statewide workforce and credential attainment initiatives;
 - Regents-approved interoperability standards; and
 - Applicable federal and state student record and privacy requirements.
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3. Definitions

A. Verifiable Learning Record

A portable and interoperable digital record containing verified academic, workforce, co-curricular, experiential, competency-based, or proficiency-based achievements.

B. Metadata Standard

A Regents-approved technical specification defining required data elements, interoperability requirements, validation structures, and credential formatting expectations associated with Verifiable Learning Records.

C. Competency

A demonstrated integration of knowledge, skills, abilities, and behaviors within an applied context.

D. Proficiency

A validated level of competency attainment established through approved assessment or verification methods.

E. Credential Authority

An institution, consortium, statewide initiative, Board of Regents-approved entity, or other authorized body responsible for establishing the competency definitions, validation requirements, pathway relationships, metadata standards, and recognition criteria associated with a verified digital credential.

F. Issuing Authority

An institution, unit, department, program, or approved entity authorized to create Verified Learning Entries or issue verified digital credentials in accordance with this policy and Regents-approved standards.

G. Learner Achievement Level

A Regents-recognized classification describing the nature and depth of validated learner achievement, including engagement, skills attainment, competency demonstration, and proficiency validation.

H. Verified Learning Entry

An individually identifiable item within a Verifiable Learning Record documenting verified learning, achievement, participation, experience, competency, proficiency, or other validated activity. A Verified Learning Entry may represent a verified digital or other credential but need not constitute a credential in its own right.

I. Verified Digital Credential

A Verified Learning Entry that formally recognizes attainment of a defined credential, certification, designation, badge, or other award conferred by an authorized issuing authority.

4. Applicability

This policy applies to all public postsecondary institutions under the jurisdiction of the Louisiana Board of Regents that issue verified digital credentials or maintain Verifiable Learning Records, including records established pursuant to other Board policies.

5. Policy Statement

The Board of Regents recognizes that learning may occur through a broad range of academic, workforce, co-curricular, experiential, civic, and professional activities. Interoperable learner records are important for supporting workforce readiness, employer engagement, work-integrated learning, stackable credential pathways, and statewide workforce development priorities.

The Board of Regents further recognizes the value of translating verified career-connected learning, work-integrated learning, military education, training, occupational experience, and service-related competencies into portable learner records that may support workforce alignment, prior learning assessment, competency recognition, and learner mobility.

While the official academic transcript remains the authoritative institutional record of courses, credits, grades, academic standing, and credential completion, Verifiable Learning Records are intended to supplement the transcript by documenting verified learning, competencies, experiences, and achievements that may not be fully represented through traditional transcript fields.

Verifiable Learning Records include Verified Learning Entries that may arise from academic, workforce, co-curricular, experiential, civic, and professional activities. Such entries document what a learner has demonstrated, applied, experienced, or achieved and may include, where appropriate, information regarding competencies, evidence, validation, external partners, or other context necessary to understand the significance of the learning.

Where a Verified Learning Entry is associated with transcribed coursework, credit-bearing activity, or another element of the learner's official academic record, the Verifiable Learning Record includes sufficient information to support linkage to the corresponding academic record. Such linkage is intended to allow the transcript and Verifiable Learning Record to be used together while preserving their distinct purposes and functions.

Institutions may create Verified Learning Entries, including verified digital credentials, documenting such achievements, provided such entries and credentials:

- comply with Regents-approved metadata and interoperability standards;
- include sufficient information to support verification and portability;

- use approved competency and validation structures where applicable;
- support learner access and portability; and
- maintain appropriate verification and evidence documentation.

Verifiable Learning Records supplement, but do not replace, official academic transcripts. Nothing in this policy supersedes institutional authority regarding official academic transcripts governed by existing Board policy, system policy, or institutional regulations.

6. Louisiana Verified Learning Metadata and Interoperability Standards

The Board of Regents hereby establishes the **Louisiana Verified Learning Metadata and Interoperability Standards** (“Standards Document”) as the official technical and operational specification governing the implementation of Verified Learning Entries, verified digital credentials, and Verifiable Learning Records pursuant to this policy.

The Standards Document shall be developed and maintained in consultation with the management boards, participating institutions, statewide advisory bodies, and other stakeholders as appropriate, and may be revised periodically as necessary to support:

- interoperability;
- learner record portability;
- competency and proficiency alignment;
- workforce and industry credential integration;
- standards-based verification; and
- statewide implementation consistency.

The Standards Document shall define, at minimum:

- required metadata elements;
- entry and credential classification structures;
- learner achievement level definitions;
- competency and proficiency definitions;
- approved validation methodologies;
- required evidence structures;
- interoperability and portability requirements;
- approved competency and skills taxonomies;
- alignment with nationally recognized interoperability frameworks and vocabularies, including, where appropriate, Open Badges standards and Credential Transparency Description Language (CTDL) vocabularies; and
- other operational specifications necessary to support statewide implementation.

Institutions creating and maintaining Verified Learning Entries and verified digital credentials pursuant to this policy shall comply with the current approved version of the Standards Document.

Regents-approved standards shall be platform-agnostic and designed to support interoperability across approved credentialing, learner record, and digital wallet technologies.

Board of Regents staff may establish implementation guidance, templates, reporting procedures, and technical specifications necessary to support institutional compliance with the Standards Document.

7. Entry Classification Framework

Verified Learning Entries created pursuant to this policy may include, but are not limited to:

- engagement entries;
- skills entries;
- competency entries;
- proficiency entries;
- workforce entries;
- industry-aligned entries;
- co-curricular achievement entries;
- experiential learning entries;
- career-connected learning entries;
- work-integrated learning entries;
- career exploration, advising, or coaching entries;
- leadership entries; and
- stackable or pathway-aligned entries.

The Regents-approved Standards Document shall define minimum metadata and validation expectations associated with each entry, credential classification, and learner achievement level.

The Board of Regents may establish statewide frameworks, matrices, or equivalency structures supporting the recognition, portability, alignment, or transferability of verified learning, competencies, proficiencies, workforce credentials, or other validated learner achievements documented pursuant to this policy.

Such frameworks may include:

- statewide competency equivalencies;
- validated skills recognition structures;
- workforce credential recognition matrices;
- articulation or transfer guidance; and

- other interoperability mechanisms determined necessary to support learner mobility and statewide consistency.

Verified Learning Entries created pursuant to this policy may be combined, aggregated, or sequenced into larger verified learner achievement pathways, competency groupings, proficiency designations, workforce pathways, or other Regents-recognized stackable credential structures.

Such structures may recognize learner achievement attained through multiple validated learning modalities, including coursework, competency assessment, industry-based certifications, experiential learning, or other approved verification methods.

Verifiable Learning Records may include entries that translate military education, training, occupational specialty experience, service-related certifications, and documented military competencies into Regents-recognized learner achievement levels, provided such records identify the original military evidence source, the reviewing or issuing authority, the verification method, and applicable competency mappings.

Evidence and metadata structures should contain sufficient descriptive, validation, and verification information to support institutional prior learning assessment, competency recognition, articulation, transferability, or workforce recognition processes where appropriate and consistent with applicable Board, system, and institutional policies.

8. Verification and Evidence Requirements

Institutions shall maintain processes ensuring that:

- Verified Learning Entry creation and credential issuance are supported by validated evidence;
- assessment or verification methodologies are documented;
- issuing authorities are identifiable;
- Verifiable Learning Records remain auditable and verifiable; and
- entry and credential information is maintained in accordance with applicable records and privacy requirements.

9. Portability

Verifiable Learning Records issued pursuant to this policy shall support learner access, portability, and shareability through interoperable and standards-based technologies approved by the Board of Regents.

Institutions are encouraged to use credential repositories or digital learner wallets consistent with Regents-approved standards to maintain Verifiable Learning Records.

10. Governance

Board of Regents staff may coordinate implementation activities under this policy with the State Articulation and Transfer Council (SATC) and other appropriate statewide advisory bodies and may establish advisory committees, technical working groups, or institutional review bodies necessary to support:

- metadata standards development;
 - interoperability implementation;
 - competency framework alignment;
 - employer engagement;
 - workforce alignment; and
 - continuous improvement associated with Verifiable Learning Records.
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11. Reporting and Compliance

The Board of Regents may require institutions to submit implementation plans, entry and credential inventories, standards compliance documentation, Verifiable Learning Record data, or related reports necessary to support statewide policy, accountability, learner mobility, workforce alignment, and program evaluation.

Institutions shall provide the Board of Regents access to data associated with verified digital credentials, Verified Learning Entries, and Verifiable Learning Records in a form and frequency established by the Board, consistent with applicable federal and state privacy, security, and student-record requirements, and in a manner that enables the Board of Regents to associate such records with the learner's statewide postsecondary record across institutions. The Board may establish identifiers, matching protocols, reporting requirements, and technical specifications necessary to support such linkages.

12. Effective Date

This policy shall become effective upon adoption by the Louisiana Board of Regents.