

Louisiana Verified Learning Metadata and Interoperability Standards

Louisiana Board of Regents

1. Purpose

The Louisiana Verified Learning Metadata and Interoperability Standards (“Standards Document”) establishes the official operational, technical, and metadata specifications governing the implementation of Verified Learning Entries, Verified Digital Credentials, and Verifiable Learning Records pursuant to Academic Affairs Policy 2.28.

The purpose of these standards is to:

- support interoperable and portable learner records;
- establish consistent statewide metadata expectations;
- support recognition of validated skills and learning experiences;
- facilitate learner mobility and workforce alignment;
- support competency and proficiency recognition;
- establish minimum verification and evidence expectations;
- support stackable and pathway-aligned entry structures; and
- align Louisiana learner records with nationally recognized interoperability frameworks and vocabularies.

These standards are intended to support the consistent representation of verified learning while preserving institutional flexibility regarding implementation, instructional delivery, assessment methodology, and credentialing practices.

2. Scope

These standards apply to Verified Learning Entries, Verified Digital Credentials, and Verifiable Learning Records created or maintained by participating Louisiana public postsecondary institutions.

These standards apply to entries documenting:

- academic learning;

- workforce and technical education;
- industry-based certifications;
- competency-based learning;
- co-curricular participation;
- leadership experiences;
- undergraduate research;
- service learning;
- military education, training and leadership;
- career-connected learning;
- work-integrated learning;
- career exploration, advising, or coaching;
- civic engagement; and
- other validated educational, workforce, experiential, or professional learning activities.

3. Guiding Principles

The Louisiana verifiable learning ecosystem shall be guided by the following principles:

A. Interoperability

Verifiable Learning Records shall support interoperability across approved credentialing, learner record, digital wallet, and workforce systems.

B. Portability

Learners shall maintain access to portable and shareable Verifiable Learning Records.

C. Verification

Verified Learning Entries and digital credentials shall contain sufficient information to support validation, auditability, and evidence-based recognition.

D. Platform Agnosticism

These standards are platform-agnostic and shall not require use of a specific credentialing technology.

E. Learner Access

Each learner should maintain access to and control over the sharing of their Verifiable Learning Record.

F. Workforce Alignment

Entry and credential structures should support workforce readiness, competency recognition, and employer interpretability.

G. Stackability and Pathways

Verified Learning Entries and verified digital credentials should support stackable, composable, and pathway-aligned learner achievement structures that recognize progression across engagement, skills attainment, competency demonstration, and proficiency validation.

H. Standards Alignment

Where appropriate, entry and credential metadata structures should align with nationally recognized interoperability frameworks and vocabularies, including Open Badges standards and Credential Transparency Description Language (CTDL) vocabularies.

I. Record Integrity and Auditability

Verifiable Learning Records should maintain verifiable integrity, traceability, and auditability over time. Systems supporting Verifiable Learning Records should preserve entry and credential authenticity, issuing authority, verification history, and documented revisions or revocations where applicable.

4. Entry Classification Framework

Verified Learning Entries created pursuant to Academic Affairs Policy 2.28 shall be classified according to both:

- Entry Type; and
- Learner Achievement Level.

A. Entry Types

Entry types may include, but are not limited to:

- Course-Based Entry
- Workforce Entry
- Industry Certification Entry
- Competency Entry
- Co-Curricular Entry
- Leadership Entry
- Experiential Learning Entry

- Work-Integrated Learning Entry
- Career-Connected Learning Entry
- Career Exploration, Advising, or Coaching Entry
- Service-Learning Entry
- Civic Engagement Entry
- Military Learning Entry
- Military Occupational Competency Entry
- Research Entry
- Pathway Entry
- Stackable Entry
- Proficiency Designation Entry

B. Learner Achievement Levels (Pyramid Classification)

All Verified Learning Entries created pursuant to these standards shall include an assigned learner achievement level identifying the nature and depth of validated achievement.

The Louisiana learner achievement framework recognizes the following developmental levels:

1. Engagement

Recognition of participation, exposure, or involvement in a verified learning activity.

2. Skills Attainment

Recognition of demonstrated acquisition of discrete knowledge, technical skills, or transferable skills.

3. Competency Demonstration

Recognition of integrated application of knowledge, skills, abilities, and behaviors within an applied context.

4. Proficiency Validation

Recognition of validated mastery, advanced performance, industry certification, or summative achievement.

Institutions shall assign an approved learner achievement level to each Verified Learning Entry.

The assigned learner achievement level shall constitute a required metadata element for each Verified Learning Entry, including any that constitute digital credentials.

5. Minimum Required Metadata Elements

All Verified Learning Entries created pursuant to these standards shall include, at minimum, the following metadata elements.

Metadata Element	Requirement
Entry Name	Required
Entry Description	Required
Issuing Authority	Required
Credential Authority	Required where applicable
Institution	Required
Institution Identifier	Required
Entry/Issue Date	Required
Entry Type	Required
Learner Achievement Level (Pyramid Classification)	Required
Institutional Student Identifier	Required
Statewide Student Identifier	Required where assigned
Academic Record Linkage Identifier	Required where applicable
Entry/VLR Unique Identifier	Required
Verification Method	Required
Evidence Structure	Required
Competency Domain	Required where applicable
Learning, Competencies, or Capabilities Demonstrated	Required
Skills Tags	Required where applicable
Stackable Entry Relationship	Optional
Aggregate Entry Relationship	Optional
Pathway Sequence Position	Optional
Criteria or Requirements	Required
Portability/Verification Information	Required
Entry Status	Optional
Expiration Date	Optional where applicable
Verification Timestamp	Optional

Taken together, the required student and record identifiers shall provide sufficient information to associate each Verified Learning Entry, digital credential, and Verifiable Learning Record with the learner's statewide postsecondary record and, where applicable, with the corresponding institutional transcript, course, term, or other academic record.

6. Entry-Type Metadata Requirements

Additional metadata requirements may apply depending upon entry type.

A. Course-Based Entries

Course-based entries shall include:

- institution name;
- institution code;
- institutional course identifier;
- Regents common course number where applicable;
- course title;
- credit hours;
- grade or completion status where appropriate; and
- verification method.

Example

Institution: Baton Rouge Community College

Institution Code: BRCC

Institutional Course Identifier: CYBR 101

Regents Common Course Number: CINS 1010

Course: IT Fundamentals

Grade Earned: C

Verification Method: Institutional course record

B. Workforce or Industry Entries

Workforce and industry entries shall include:

- certifying authority;
- entry title;
- authoritative credential identifier where available;
- verification method;
- verification status;
- verification URL where available;
- issue date where available; and
- evidence of completion or validation.

Third-party verified entries or credentials shall include sufficient metadata to support independent validation and verification by employers, institutions, workforce partners, or other authorized entities.

Example

Certification Authority: NCCER
Credential: Electrician Level 2
Authoritative Credential ID: 123456
Verification Status: Verified
Verification Method: NCCER Registry Verification
Verification URL: <https://registry.nccer.org>
Issue Date: 2026-05-01

C. Career-Connected Learning Entries

Career-connected learning entries should include:

- nature and description of the experience;
- connection to preparation for post-graduation pathways;
- learning, competencies, or capabilities demonstrated;
- assessment or validation method and evidence source; and
- associated course and credit information, where applicable.

D. Work-Integrated Learning Entries

Work-integrated learning entries should include:

- employer or partner organization;
- work-integrated learning type;
- hours or duration where applicable;
- associated course, credit hours, and degree applicability, where applicable;
- learning, competencies, or capabilities demonstrated;
- supervisor or evaluator validation; and
- external partner or other source of verification where applicable.

E. Leadership and Co-Curricular Entries

Leadership and co-curricular entries should include:

- organization or activity;
- learner role;
- duration or participation period; and
- validation method.

F. Military Learning Entries

Military learning entries should include:

- military branch;
- military occupational specialty, rating, or AFSC where applicable;
- military training or experience title;
- evidence source;
- reviewing authority;
- issuing authority;
- verification method;
- competency mapping;
- learner achievement level;
- ACE recommendation where applicable;
- PLA applicability where appropriate; and
- workforce pathway alignment where applicable.

Example

Military Branch: U.S. Army

MOS: 25B Information Technology Specialist

Evidence Source: Joint Services Transcript

Reviewing Authority: BRCC PLA Office

Issuing Authority: Baton Rouge Community College

Verification Method: Military transcript + institutional review

Competency Mapping: Cybersecurity Foundations

Learner Achievement Level: Competency Demonstration

PLA Applicability: May support PLA review under AA 2.23

7. Evidence and Verification Standards

Participating institutions shall maintain evidence structures sufficient to support validation, auditability, and portability.

Evidence structures may include:

- transcript verification;
- third-party credential verification;
- assessment results;
- competency rubrics;
- employer validation;
- faculty validation;

- industry certification verification;
- portfolios or artifacts;
- completion records;
- Joint Services Transcript documentation;
- military occupational specialty, rating, or AFSC records;
- military training records;
- Community College of the Air Force records where applicable;
- service-related certification records; and
- other Regents-approved verification methods.

Evidence information shall be:

- consistently structured;
- sufficiently descriptive; and
- associated with the entry, credential assertion, or learner record.

Verification and evidence structures should support:

- entry and credential integrity;
- auditable verification histories;
- issuer traceability;
- documented revisions where applicable; and
- revocation or expiration status where appropriate.

8. Competency and Skills Frameworks

Participating institutions shall use Regents-approved competency and skills taxonomies where applicable.

Competency and skills structures may align with:

- systemwide competency frameworks;
- statewide competency frameworks;
- workforce competency frameworks;
- NACE competencies;
- O*NET classifications;
- industry certification standards;
- CTDL vocabularies; or
- other approved interoperability frameworks.

Regents staff may establish:

- competency identifiers;
- controlled vocabularies;

- skills taxonomies;
- proficiency descriptors; and
- mapping structures necessary to support statewide interoperability.

9. Interoperability Standards

Verified Learning Entries, digital credentials, and Verifiable Learning Records created, issued, or maintained pursuant to these standards should support interoperability across approved systems and technologies.

Participating institutions should support, where appropriate:

- Open Badges standards;
- verifiable credential structures;
- machine-readable metadata structures;
- standards-based learner record portability;
- interoperable digital wallet technologies; and
- CTDL-aligned metadata vocabularies.

Regents-approved standards shall remain platform-agnostic.

10. Stackable Entries, Credentials, and Pathways

Verified Learning Entries and digital credentials may be combined, aggregated, sequenced, or incorporated into larger learner achievement structures.

Such structures may include:

- stackable credentials;
- workforce pathways;
- competency groupings;
- proficiency designations;
- pathway completions; or
- other Regents-recognized learner achievement structures.

Learner achievement pathways may recognize learning attained through multiple validated modalities, including:

- coursework;
- competency assessments;
- industry certifications;
- experiential learning;

- career-connected learning;
- work-integrated learning;
- military education and training;
- military occupational experience;
- service-related certifications; and
- other approved verification methods.

Learner achievement pathways may culminate in larger verified learner achievement designations, workforce pathway recognitions, proficiency recognitions, or other Regents-recognized summative credential structures.

Pathway-aligned and stackable credential structures may define progression relationships, sequencing expectations, prerequisite relationships, competency aggregations, or summative learner achievement designations.

11. Statewide Equivalency and Recognition Structures

The Board of Regents may establish statewide frameworks, matrices, equivalency structures, recognition structures, articulation guidance, or interoperability mechanisms supporting:

- learner mobility;
- transferability;
- workforce portability;
- competency recognition;
- pathway alignment; or
- statewide consistency.

Such structures may include:

- competency equivalencies;
- validated skills recognition structures;
- workforce credential recognition matrices;
- pathway equivalencies;
- articulation guidance; or
- other approved statewide recognition mechanisms.

12. Student Access

Verifiable Learning Records maintained pursuant to these standards shall support:

- learner access;

- portability;
- shareability; and
- interoperability.

Participating institutions are encouraged to support learner-accessible digital credential repositories or digital wallets consistent with Regents-approved interoperability standards.

13. Governance and Revision

These standards shall be developed and maintained by Board of Regents staff in consultation with:

- management boards;
- participating institutions;
- the State Articulation and Transfer Council (SATC);
- Louisiana Works;
- Louisiana Economic Development;
- LAFIRST;
- employers and workforce partners; and
- other statewide advisory bodies as appropriate.

Board of Regents staff may establish:

- implementation guidance;
- metadata templates;
- reporting procedures;
- interoperability specifications;
- competency mappings;
- approved vocabularies; and
- technical implementation guidance.

These standards may be periodically revised as necessary to support statewide implementation and evolving interoperability needs.