

CRITICAL SKILLS

L FOR THE 21ST CENTURY

Artificial Intelligence
How it works and its impact

Thinking and Communicating
with **Data**

Understanding
Emotional Intelligence

Quality Enhancement Plan (QEP)

Micro-Credential Faculty Handbook

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Introduction

The purpose of the Quality Enhancement Plan Micro-Credential Faculty Handbook is to provide information on the role and responsibilities of the Micro-Credential Faculty and operating procedures for delivering micro-credential offerings, assessing learning artifacts, issuing of digital badges, and more. This handbook is a guide to aid faculty who are delivering the 21st Century Critical Skills micro-credentials in a curricular (embedded in a course) or co-curricular (stand-alone) offering. The handbook begins with an executive summary that provides background information on the Quality Enhancement Plan, 21st Century Critical Skills. The handbook also provides information on the organizational structure of the QEP and the role of the Micro-Credential Faculty. This handbook is subject to change.

Quality Enhancement Plan - Executive Summary

Florida International University's 2021 Quality Enhancement Plan (QEP), *Artificial Intelligence, Data, and Emotional Intelligence: Critical Skills for the 21st Century*, aims to enhance students' preparation for the 21st-century workforce by certifying students' attainment of knowledge, skills, abilities, and values related to artificial intelligence (AI), data, and emotional intelligence (EI); the QEP seeks to close the gap between students' career readiness and employers' expectations in these areas. The QEP resulted from FIU's ongoing, comprehensive planning and evaluation processes that occurred during the development of the *FIU Next Horizon 2025* strategic plan. The QEP initiative supports FIU's strategic priority to amplify learner success, specifically the goal of aligning curriculum with career needs to ensure employment readiness, post-graduation success, and workforce and industry advancement.

To achieve this goal, *Artificial Intelligence, Data, and Emotional Intelligence: Critical Skills for the 21st Century* includes three micro-credentials that focus on critical skills needed for the 21st-century workforce:

- ***Artificial Intelligence: How It Works and Its Impact.*** Upon completion of this micro-credential, students comprehend and appreciate the nature of AI, its history, how it works, and its impact. Students describe basic concepts related to AI, several core techniques, and how AI is likely to advance in the future.
- ***Thinking and Communicating with Data.*** Upon completion of this micro-credential, students interpret data trends and communicate ideas and analyses supported

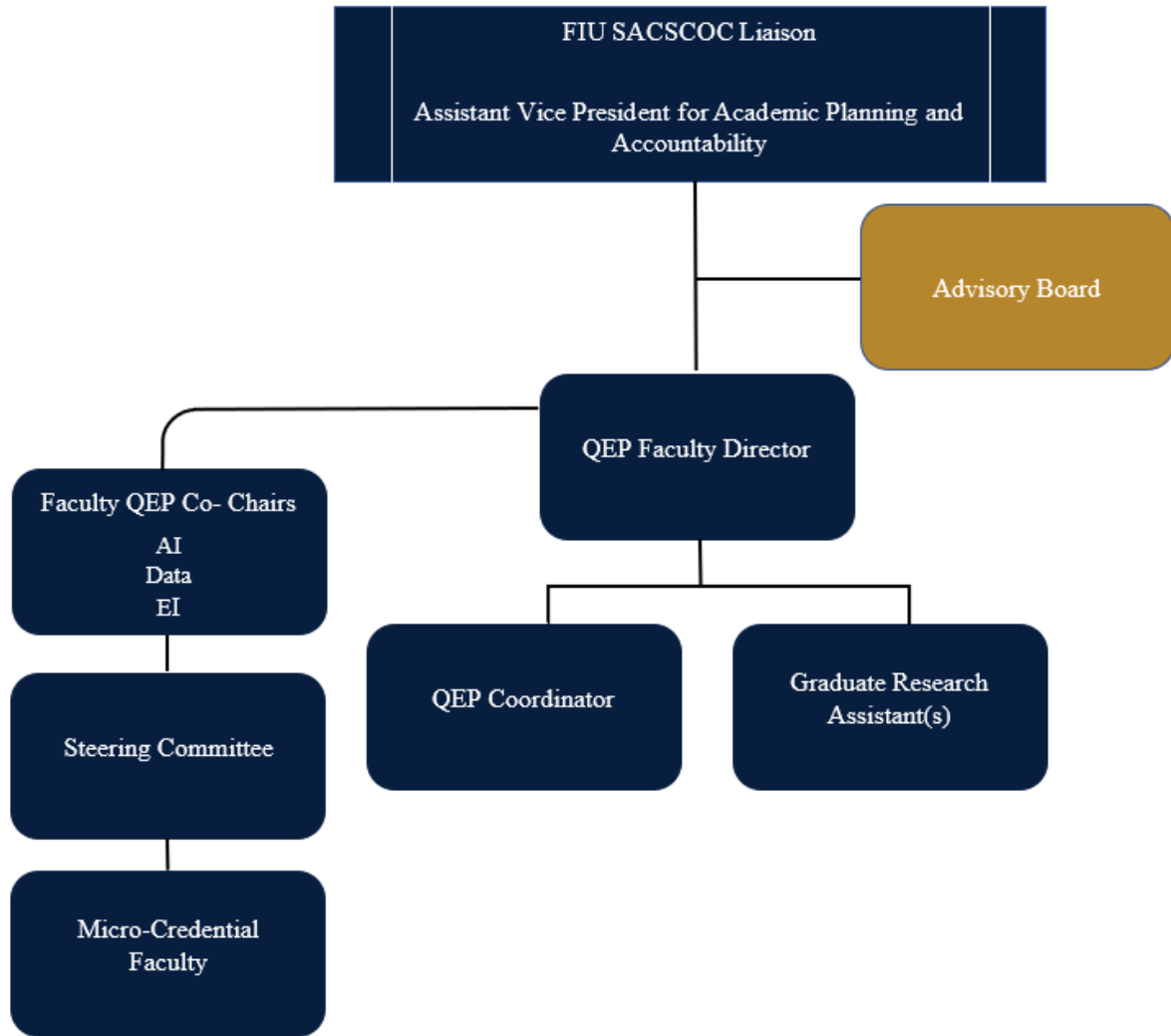
by evidence. Students learn to summarize, visualize, and interpret data analytics, and learn to prepare presentations and narratives with analytics while being sensitive to societal issues related to data privacy, security, and ethics.

- ***Understanding Emotional Intelligence.*** Upon completion of this micro-credential, students understand EI concepts related to personal and social awareness, self-management, and relationship management. Students learn strategies to recognize and manage emotions, identify negative beliefs and self-talk, listen empathetically, and better manage relationships.

To ensure the QEP reaches a broad undergraduate student base, FIU delivers these micro-credentials through an asynchronous online platform; students may complete the micro-credentials in both curricular and co-curricular programs at no additional cost. Student learning outcomes are assessed by direct and indirect measures, including quizzes and reflection rubrics, designed to ascertain students' knowledge, skills, abilities, and values. Learning gains, completion rates, and learners' perceptions about their ability to describe, apply, and communicate competencies acquired determine overall effectiveness of the *Artificial Intelligence, Data, and Emotional Intelligence: Critical Skills for the 21st Century* initiative.

Organizational Structure

The implementation, maintenance, and completion of FIU's QEP is faculty-driven. An overview of organization structure is provided next.



Micro-Credential Faculty

A cadre of micro-credential faculty and subject-matter experts have been trained to deliver the QEP micro-credentials through synchronous curricular and asynchronous co-curricular modes of delivery. Trained micro-credential faculty and subject-matter experts are qualified to (1) deliver the competency-based QEP micro-credentials and (2) evaluate artifacts, assess student learning, and measure the extent to which competencies are met. Micro-credential faculty support student understanding and facilitate module progression through to completion of the micro-credential requirements. Micro-credential faculty and subject-matter experts complete all assessments and submit data in accordance with established processes and procedures. Stipends incentivize faculty and subject-matter experts to complete

the training, implement micro-credentials into an existing course or course sequence, or oversee students completing a co-curricular micro-credential.

- **Faculty training for curricular micro-credentials** – Faculty completing professional development trainings are paid extra state compensation (overload paid on top of regular salary) to embed a QEP micro-credential into an existing course or course series. Compensation will be \$500 for the first course and \$250 for each additional course (different course prefix and number; not additional sections). Stipends are paid after the course is delivered and a minimum of one student earns the micro-credential and claims the digital badge (via Credly).
- **Faculty teaching co-curricular micro-credentials** - Faculty or subject-matter experts teaching a co-curricular micro-credential are paid extra state compensation (\$1,500 overload paid on top of regular salary) to oversee students completing a stand-alone QEP micro-credential outside a course. There is a maximum number of students in a co-curricular offering. If the number of students exceeds the maximum, the instructor will be paid extra per student. Student engagement in the co-curricular will be monitored and instructors will be paid the full stipend if a minimum of 10 students earn the micro-credential and claim the digital badge, Stipends are paid after the co-curricular offering is delivered.

QEP Goals

The QEP project plan provides a roadmap for the maintenance and completion of the QEP. The project plan is an iterative process in that it involves data-driven adjustments over the 5 years of the project (beginning in 2021). The QEP team uses data, surveys, and feedback to iterate and achieve continuous improvement each year. Select goals below inform continuous objectives with the execution and efficiency of the 21st-Century Critical Skills micro-credentials.

Goal: Engage and Incentivize Students

FIU engages and incentivizes students to enroll and complete the micro-credentials that develop their competency in AI, data, and EI.

A clear and effective communication campaign is critical to educate students concerning the value of these micro-credentials to their academic and career success. Leveraging the expertise of staff in the Division of External Relations–Marketing and Branding, FIU has developed a QEP brand and will continue to launch a communication campaign each semester to (1) raise awareness and understanding of the value of micro-credentials to academic and career success (i.e., documented learner achievement of

knowledge, skills, abilities, and values), (2) to promote student interest and enrollment in the micro-credentials, and (3) to encourage student participation over the 5 years of the project.

Goal: Engage and Incentivize Faculty

FIU engages and incentivizes faculty and subject-matter experts to implement curricular and co-curricular micro-credentials that advance students' 21st-century skills in AI, data, and EI.

The engagement of faculty and subject-matter experts in the QEP is critical for facilitating student engagement. A cadre of trained faculty and subject-matter experts is necessary to deliver the micro-credentials through synchronous curricular and asynchronous co-curricular modes of delivery. Experts from the FIU Center for the Advancement of Teaching collaborate regularly with the QEP Faculty Director and the QEP Faculty co-chairs to create and implement professional training sessions, ensuring that faculty and subject-matter experts deliver educational content and assess student learning outcomes in accordance with the QEP framework and micro-credential requirements. Stipends incentivize faculty and subject-matter experts to complete the training, and implement micro-credentials into an existing course or course sequence, or oversee students completing a co-curricular micro-credential. Trained micro-credential faculty and subject-matter experts are qualified to (1) deliver the competency-based QEP micro-credentials and (2) to evaluate artifacts, assess student learning, and measure the extent to which competencies are met.

Goal: Execute Assessment Plan and Reporting Cycle for Continuous Improvement

FIU executes an assessment plan and reporting cycle for continuous improvement to support students' acquisition of knowledge, skills, abilities, and values related to AI, data, and EI.

The implementation of FIU's QEP is a multifaceted, data-driven process focused on improving students' career readiness for the 21st-century workforce by verifying learner competency in the basic skills of AI, data science, and EI. FIU executes a comprehensive assessment plan each semester, comprising both quantitative and qualitative data, to assess QEP achievements via direct and indirect measures. The assessment plan measures student learning outcomes for each micro-credential. Also, the assessment plan monitors QEP milestones and evaluates QEP performance indicators to measure the effectiveness and quality of the plan's implementation.

QEP Micro-Credential Process

This section describes the process through which interested faculty can teach a micro-credential, either as integrated within a course (curricular) or as a standalone (co-curricular) option.

Embedding a QEP Micro-Credential or Teaching a Co-Curricular Offering

Interested faculty can choose from two options for teaching the micro-credential. **Embedding the micro-credential** requires revising the course to incorporate the micro-credential so it fits within the existing course content to create an integrated learning experience for students. To ensure student completion of the micro-credential, it is strongly suggested that faculty include the micro-credential assignments as part of the course grade. Faculty co-chairs will work with faculty to help ensure effective integrations. When **Teaching a Co-Curricular Offering**, faculty teach a standalone version of the micro-credential. Under this option, faculty support students who are taking the micro-credential as a professional development experience.

Expression of Interest and Required Training

Below are the steps to becoming a micro-credential faculty.

First, faculty communicate their interest and potential alignment opportunity between a QEP micro-credential and a curricular course or overseeing a co-curricular offering to the QEP Faculty Director (either by emailing the QEP Faculty Director or completing the interested faculty form on the QEP website). The QEP Faculty Director corresponds with the faculty member to discuss the requirements for embedding a QEP micro-credential into their course or overseeing a co-curricular offering. This includes completing the QEP Faculty Professional Development Workshop and collaborating to review analyzed student learning outcomes data and the implementation of improvements as needed. Faculty should then discuss the integration of a micro-credential in a course with the Chair of their Department.

QEP Faculty Professional Development Workshop

Next, faculty attend and participate in the QEP Faculty Professional Development Workshop and review the QEP badge in which they will either embed in a course or oversee in a co-curricular section. As part of the workshop, faculty meet with the Office of Academic Planning and Accountability – Institutional Effectiveness (IE), the Center for the Advancement of Teaching, and the QEP Co-chair for the micro-credential to be delivered.

At the end of the training, faculty complete the QEP Micro-Credential Alignment Form through DocuSign. The form will be available to faculty in the professional development workshop in the last module.

- The QEP Micro-Credential Alignment Form will require faculty to provide their course syllabus (if embedding in a course) with assignment instructions and the assessment requirements of the QEP.
- The faculty member is required to meet with the respective QEP co-chair and discuss the syllabus for a curricular offering. Faculty teaching co-curricular are also expected to meet with the QEP co-chair.
- More consultation may be requested upon review of the QEP Micro-Credential Alignment Form.

Next, the Office of Micro-Credentials (along with the Office of Academic Planning and Accountability – Institutional Effectiveness) communicate with Educational Technology Services (ETS) to begin developing the Canvas shell(s). The timeline and responsibilities will be dependent on whether the faculty plan to teach a curricular section or oversee a co-curricular offering. Faculty are enrolled in the course (curricular or co-curricular) once the Canvas shell is completed. **ETS must be involved each semester to assist with the creation of the Canvas shells (faculty should not copy over the course from one semester to another).** This is crucial so that data can be obtained using the Mastery Gradebook for all students taking the micro-credential badges each semester.

Teaching the Micro-Credential

Micro-Credential Faculty are responsible for the assessment of all student learning artifacts in the QEP micro-credential. Each content area in the QEP micro-credential has been linked to a learning outcome in the course. This allows the micro-credential faculty, Office of Micro-Credential and Office of Academic Planning and Accountability-Institutional Effectiveness to assess student completion and mastery of the competency of the micro-credential. Students are required to pass *every* assignment, quiz, exam, or project with a minimum 80% score. If students fail to meet that requirement, they will not receive the digital badge. Faculty should include information about the badge in their syllabus if they have embedded the badge in a course. Sample syllabi language can be found in the Appendix. Graduate Assistants (GAs) are available to assist faculty teaching the co-curricular sections. GA's do not grade assignments, but are available to support students, answer questions, help with announcements, connect with students who are

falling behind, etc. All grading of the QEP assignments must be recorded in the Mastery Gradebook. Faculty **MUST** grade all assessments in the semester the curricular or co-curricular micro-credential is offered.

Student Feedback

During the data analysis phase (once a QEP micro-credential is completed), interviews are conducted with students in the badges. Improvement actions include student feedback through these interviews. The micro-credential faculty are encouraged to engage with students to facilitate student engagement and increase student participation. Student feedback is assessed along with other data analysis procedures to provide a detailed analysis that would provide improvement actions with the QEP micro-credentials.

Student Completion

The micro-credential faculty are encouraged to use the skills taught in the QEP Faculty Professional Development Workshop to increase student completion. In particular, students in the co-curricular option are more likely to drop out of the micro-credential co-curricular course since they are participating in it independently of an academic course. It is crucial that faculty communicate and encourage students to persevere and see the value of the micro-credential.

Pre-Dated Announcements

Using Announcements on Canvas can enhance student completion in the micro-credential. This can assist with getting important information regarding the micro-credential to students in a timely fashion. As announcements are set up, students will receive an email via Canvas of the new announcement. We have provided the micro-credential faculty with the “Pre-Dated Announcement” document. The Pre-Dated Announcement document is a template in which you can assign when announcements can be sent out through Canvas.

Pre-dated Announcements

Research on online courses shows that strategic instructor encouragement and interaction increases motivation, persistence, and completion rates. There is no evidence that online students have greater self-motivation, yet motivated students persist in online courses despite obstacles. An easy and efficient way to boost student motivation is to connect with them on a regular basis via course announcements.

- Welcome students to the course and convey your enthusiasm for the topic and upcoming semester.
- Welcome students to checkpoint in course such as first week, exam times, and last week.
- Recognize holidays, important course and university dates, and timely issues.
- Arouse student curiosity by
 - introducing facts and insights that are surprising, intriguing, novel, or unexpected.
 - drawing students into an inquiry with interesting puzzles, paradoxes, challenges, questions, incongruities, or dilemmas.
 - offering diverse examples of the course content’s presence in the world by posting of photos, research, scholarship opportunities, a related presentation or project you are working on, and key players or events in the field.

Please compile 5 - 10 announcements to post throughout the semester. Use your course schedule and semester weekly dates to determine the post date of each. Try to include a variety of media like videos, images, articles, podcasts, etc.

Announcement	Date and Time of Posting
Welcome Page:	
Announcement Section: Subject:	
Announcements Section: Subject: ENTER NAME OF ASSIGNMENT Dear students, In this course, you will be required to The instructions are as follows: 1. Go to ... <ul style="list-style-type: none"> a. INCLUDE DIRECTION b. INCLUDE DIRECTION c. NOTE: 	
You have until ENTER DATE to reach out to me with any concerns about the After that date, I will ENTER DIRECTION .	

Claiming Badge (Credly)

Students must pass every unique assessment artifact with a score of 80% or better in order to receive the digital badge. Badges are issued automatically using the grades recorded in the Mastery Gradebook in Canvas. However, students need to claim their digital badge from the Credly platform. Therefore, faculty are encouraged to create an announcement with the information below:

A Micro-Credential can be represented through a single digital badge or a series of digital badges. Once you've completed all of the requirements to earn your Micro-Credential, your digital badge will be issued

to you within 3 weeks. You will receive an email from Credly's platform (admin@credly.com) with the following subject: **"Florida International University issued you a new badge."** Once you have received this email, take the following steps:

1. Click the "Accept your badge" box in the middle of the message
2. Create your Credly profile if you have not done so already
3. Accept your badge
4. Share your badge to LinkedIn and other social media platforms"

There is no charge to you to accept your badge.

Student Learning Outcomes & Assessments

Assessments in the micro-credentials are linked to specific student learning outcomes that are being measured to determine the success of the QEP initiative; data will be reported to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as part of FIU's institutional accreditation. Therefore, it is crucial that faculty not alter the QEP assessments that are part of the micro-credential. **Please do not change the name, rubric, or point values of the QEP assessments. You must use the rubrics for grading. Also, be sure to publish all components of the micro-credential at the start of the course so that the badge alignment can be placed.** Below are the student learning outcomes for each of the QEP Micro-credentials.

QEP Student Learning Outcomes

<i>Micro-Credential</i>	<i>Student Learning Outcomes</i>
Artificial Intelligence: How It Works and Its Impact	Students completing this micro-credential will: <ul style="list-style-type: none">• Define core concepts related to and concerns of AI.• Describe the overall arc of the history of AI and identify major milestones.• Describe, at a high level, several core techniques by which AI systems work.• Describe the impact that AI is having and will have on the world.
Thinking and Communicating with Data	Students completing this micro-credential will: <ul style="list-style-type: none">• Understand the role played by data and data repositories in society.• Understand simple visualizations and summarizations of data repositories.• Interpret and analyze data trends and patterns.• Construct presentations and narratives using data and visualizations.• Discuss the ethics, privacy, and security issues concerning data.

- Communicate ideas and evidence with data.

Understanding Emotional Intelligence Students completing this micro-credential will:

- Demonstrate self-awareness by identifying and describing emotions, discussing the fight or flight response, and describing strategies for combatting the fight or flight response.
 - Demonstrate social awareness by discussing the four attributes of empathy, identifying responses that help create empathy, and demonstrating empathetic strategies in conversation.
 - Demonstrate self-management by identifying negative beliefs and self-talk, applying the ABC strategy to challenge irrational beliefs, and describing strategies for mindful use of technology.
 - Demonstrate relationship management by applying win-win problem solving to an ongoing problem in their life, describing strategies for effective teamwork and collaboration, and discussing strategies for influencing and managing change.
 - Develop an Emotional Intelligence Self-Improvement Plan that accurately defines the four components of emotional intelligence, identifies strengths and weaknesses in the four competencies, and describes how the EI skills apply to their major and career of interest.
-

Rubrics

Faculty must utilize the established rubrics to grade the micro-credential assessments because they are tied to the Mastery Gradebook, which allows for data analysis of student learning outcomes achievement. Faculty must grade all sub-scores within the rubric (not just the total score). In other words, use the rubric to grade each point so that data can be consistent for all students taking the micro-credential. Because the QEP is required for FIU's continued accreditation through the SACSCOC, it is crucial that the data are consistently obtained to allow for thorough collection, analysis, and interpretation. In addition, faculty **MUST** grade all QEP assessments in the semester the curricular or co-curricular micro-credential is offered.

Team Assignments Set-Up

If your micro-credential utilizes groupwork, it is strongly encouraged that students are assigned into their teams or groups early. This is to allow students the necessary time to work on any projects within the

QEP micro-credentials. The micro-credential faculty are encouraged to communicate with students to ensure that each student is within a team to allow full participation. Micro-credential faculty teaching a co-curricular badge will have the assistance of Graduate Assistants for support in areas that the micro-credential faculty may need.

Mastery Gradebook

Because a Mastery Gradebook is used for ALL students in ALL sections of curricular or co-curricular offerings, faculty must follow the grading procedures established for the micro-credential. If a micro-credential is part of an academic course, the faculty member may alter other assignments and grades as needed or appropriate; however, the assignments and assessment requirements for the micro-credential but be retained as established. **Please do not change the names of the required micro-credential assessments or any material within the assessments (e.g., quiz questions) as that will impact the ability to collect accurate data via the Mastery Gradebook. In addition, all micro-credential content must be published in the first week (even if it is hidden from student view) because this allows for Credly alignment to the Mastery Gradebook, which is needed to award the digital badge to students upon successful completion of the micro-credential requirements**

Assessment Cycle

Surveys and interviews (or focus groups) will be conducted of faculty and students on their perceptions of the completion of the badges. Multiple data will be analyzed consisting of enrollment, student completion rates, and mastery of the content in both curricular and co-curricular offerings of the micro-credentials. Analysis of the data is provided to the Office of Academic Planning and Accountability – Institutional Effectiveness, the Office of Micro-Credentials, and other stakeholders such as the QEP Steering Committee, and the FIU SACSCOC Leadership team on a regular basis. Improvement actions are discussed and implemented annually.

Resources

Please consult the following websites for more information about the QEP:

criticalskills.fiu.edu

qep.fiu.edu

omc.fiu.edu

Frequently Asked Questions

1. How do I balance embedding new content with the existing content in my course?

You should ideally not just add the full content into an already full course. We suggest that you work with your faculty co-chair if you are having difficulty knowing what to eliminate from your previous content and how to add the micro-credential to your course. Ideally, the content of the micro-credential should be appropriate to the course and helpful to the content of your course.

2. Do I need to use the rubrics that are in the micro-credential assessments, or can I just put a score in the field for a grade?

You **MUST** use the rubric because that is how we are collecting data via the Mastery Gradebook for this university-wide initiative. Please do not just place a grade – always use the rubric!

3. Do students have to complete the micro-credential if I embed it in my course?

Ideally, yes, students should complete the micro-credential if the content is embedded in your course. If the micro-credential content is important to the course, then students should be required to complete that content and thus, complete the micro-credential. If you feel you would prefer to have the micro-credential as optional in your course or as extra credit in your course, we suggest teaching a co-curricular section instead so that students can opt-in vs. opt-out.

4. What choices do I have in creating assessments in my course if the micro-credential is embedded?

You can create any assessment that you want in your course. However, you **MUST** include and require the micro-credential assessments in the course as well. You should not alter the assessments in any way (do not change names, question banks, or add questions) because they are used in the Mastery Gradebook.

5. What happens if I complete the faculty development workshop but don't have time to include the micro-credential in my course for the semester?

You can always include the micro-credential content in your course at a later date as long as you have completed the professional development workshop previously. Please keep in mind that you may need to complete a "refresher" course if much has changed since completing the professional development workshop. You can also always teach a co-curricular version of the micro-credential once you have completed the full workshop. **Please keep in mind that you must engage the QEP team each semester**

that you want to teach the micro-credential (either curricular or co-curricular) because the QEP team keeps track of all enrollment and data for the micro-credential; and they work with ETS who must be involved in creating the canvas shell.

6. Who do I contact if I have a question about the micro-credential content before or in the middle of teaching the micro-credential?

You should always feel free to reach out to your content's co-chair faculty member for questions related to the content. In fact, we encourage you to touch base with your co-chair during the semester to check in and see how things are going with the micro-credential. The QEP team is also able to help you with any logistical questions.

7. Can I recommend others from my department to get involved with the QEP micro-credentials?

YES! We would appreciate it if you would recommend others who might find the micro-credential helpful in their course or those who might want to teach a co-curricular section. Please ask them to contact the QEP team! Or, let the QEP Faculty Director know, and she will reach out to them.

8. Can I make changes to the assignment names?

No, please do not make any changes to the assignment names that align to the micro-credential. The names must remain the same for the Mastery Gradebook and data collection purposes. You may name your individual course assignments (in a curricular offering) but we recommend not choosing names that are similar to the micro-credential assignments.

9. I taught my course with the micro-credential embedded last semester; so can't I just copy over the Canvas course myself? Or can I copy a colleague's course since I completed the professional development workshop?

NO!! Please do not copy over the Canvas courses yourself. ETS MUST be involved so that we can track data, align the course, and set up the auto-badge for completion. **Please let the QEP team know EACH semester that you are planning on teaching a course with the badge embedded.**

10. I am at the end of the semester and am trying to get everything done! If the micro-credential assignments aren't part of my course grade, can't I just wait and grade them over break?

NO!! ALL micro-credential assignments need to be graded in the semester faculty run the course. Because we pull and analyze data as soon as the semester is over, it's imperative that all grading be completed within the semester. We encourage faculty to grade as assignments are submitted so that students have regular feedback about how they are doing in the course.

11. I'm getting ready for the semester and am really busy; can I wait and start the co-curricular course after the semester begins?

NO!! All co-curricular courses that are scheduled to begin at the same time as semester courses must be opened on the first day of the semester. Students are often looking for the course and become concerned and confused when it's not "open" or "published" on the first day.

12. Can I decide after the semester begins to place the micro-credential in my course?

No, we need to know if you will be teaching the micro-credential material in the course one month prior to the semester beginning so our ETS team has adequate time to create the Canvas shell.

Directory (alphabetical)

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Technical Support

If there are any technical difficulties, please contact:

[FIU Canvas Help Center](#)

[Chat with Canvas Support](#)

Still have questions?

Please reach out to Angela Walmsley, QEP Faculty Director, or McLudmer Charite, QEP Coordinator, at qep@fiu.edu

Appendix

Sample syllabus language: Name of the badge Micro-Credential

This FIU micro-credential has been embedded into this course. **{Include brief statement about badge – refer below for possible verbiage}**. No prior knowledge related to the content of this badge is necessary. To receive this badge, you must pass all assessments and quizzes related to the badge with an 80% score or better. At the end of the semester, you will need to create an account with Credly to retrieve your digital badge. This badge can be placed on your resume as well as your LinkedIn profile. For any questions regarding the badges, feel free to send an email to qep@fiu.edu.

[Instructor: Below this paragraph, you can maybe add a list of the assignments and quizzes related to the badge so students are clear on what's related to the badge.]

Assessments specific to the badge include:

1. Assessment: Demonstrating Teamwork
2. Quiz: Active Listening
3.and so on

Understanding Emotional Intelligence will give you the skills and competency in emotional intelligence. After taking this course, you will have a better understanding of the main emotional intelligence concepts related to personal and social awareness, self-management, and relationship management. You will be able to identify and manage emotions; identify negative beliefs and self-talk; listen empathetically, and better manage relationships.

Thinking and Communicating with Data will give you the skills and competency in data interpretation. This is a core skill in today's data-rich society. Acquiring this skill has the potential to impact almost every aspect of your professional and personal lives. This badge will teach the basics of data, data visualization, data interpretation, data analytics, and data communication.

Artificial Intelligence: How it Works, and Its Impact will give you the skills and competency in artificial intelligence. Artificial intelligence has become a popular topic and is making an impact in today's workforce. This micro-credential is a high-level survey of AI for non-computer-science students, covering fundamental concepts, core techniques, example applications, and philosophical, ethical, and social issues. No high-level math or programming is required. The objective of the course is to develop a non-technical understanding of and appreciation for the field of AI, with emphasis on high-level concepts and principles.