

Guidance Regarding the Implementation of General Education Core Digital Badges at Florida College System and State University System Institutions

*Developed Pursuant to Section 1007.25, Florida Statutes,
General education courses; common prerequisites; other
degree requirements*

February 2022, Version 1.0

Section 1 – Background

House Bill 1507 (2021) was signed by Governor DeSantis on June 24, 2021. This bill amends section (s.) 1007.25, Florida Statutes (F.S.), to require public postsecondary institutions to award students a nationally recognized digital badge upon completion of general education core courses that demonstrate career readiness, beginning with students who initially enter a postsecondary institution in fall 2022 for the 2022-2023 academic year.

The bill charges the State Board of Education (SBOE) and the Board of Governors (BOG) for the State University System (SUS) to jointly appoint faculty committees to identify the competencies within the general education core that demonstrate career readiness and will result in the award of a “verifiable and interoperable nationally recognized digital credential.” These badges must be awarded and recognized by every public postsecondary institution in the Florida College System (FCS) and SUS.

General Education Core Courses

[Section \(s.\) 1007.25, Florida Statutes \(F.S.\)](#), outlines the general education curriculum, required for all students earning an associate or baccalaureate degree from a public college or university in Florida. For associate in arts and baccalaureate degrees that require 36 hours of general education, 15 of those 36 credit hours are considered the “general education core.”

The general education core covers the subject areas of communication, mathematics, humanities, social sciences, and natural sciences. The remaining hours to complete the general education requirement are at the institution’s discretion. General education core went into effect for students entering in 2015-16 academic year and thereafter. Effective fall 2022 of the 2022-2023 academic year, associate in science degree-seeking students at FCS institutions will be required to fulfill the 15 hours of general education core.

In response to House Bill 7135, which passed during the 2012 legislative session, and Senate Bill 1720, which passed during the 2013 legislative session, the SBOE and BOG developed a process to adopt the general education core courses. Specifically, they appointed a General Education Steering Committee made up of five members each from the Florida College System and State University System. In addition, five faculty committees were formed that made recommendations of the specific courses to be included in the core.

The current list of approved general education core courses is listed in table 1; these are derived from [Board of Governors Regulation 8.005 - General Education Core Course Options](#) and [State Board of Education Rule 6A-14.0303, Florida Administrative Code \(F.A.C.\) - General Education Core Course Options](#). Students in applicable programs must complete one course in each of the discipline areas. While institutions are not required to offer all core courses, all SUS and FCS institutions must accept these courses for transfer credit.

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Table 1. General Education Core Courses

| Subject Area | Approved General Education Core Course |
|------------------|---|
| Communication | <ul style="list-style-type: none"> • English Composition (ENC X101) • An English course that has the course above as a direct prerequisite. |
| Mathematics | <ul style="list-style-type: none"> • College Algebra (MAC X105) • Calculus I (MAC X311) • Liberal Arts Mathematics I (MGF X106) • Liberal Arts Mathematics I (MGF X107) • Statistical Methods (STA X023) • A math course that has one of the courses above as a direct prerequisite. |
| Humanities | <ul style="list-style-type: none"> • Art Appreciation (ARH X000) • Introduction to Humanities (HUM X020) • Introduction to Literature (LIT X000) • Introduction to Music Literature/Music Appreciation (MUL X010) • Introduction to Philosophy (PHI X010) • Theatre Appreciation (THE X000) |
| Social Sciences | <ul style="list-style-type: none"> • Introductory Survey Since 1877 (AMH X020) • Introduction to Anthropology (ANT X000) • Macroeconomics (ECO X013) • American Government (POS X041) • Introduction to Psychology (PSY X012) • Principles of Sociology (SYG X000) |
| Natural Sciences | <ul style="list-style-type: none"> • Descriptive Astronomy (AST X002) • General Biology (BSC X005) • General Biology I (BSC X010) • Anatomy and Physiology I (BSC X085) • Chemistry for Liberal Studies (CHM X020) • General Chemistry I (CHM X045) • Introduction to Earth Science (ESC X000) • Introduction to Environmental Science (EVR X001) • Fundamentals of Physics (PHY X020) • General Physics with Calculus (PHY X048) • General Physics I (PHY X058) • A natural science course that has one of the courses above as a direct prerequisite. |

Career Readiness Skills

The Florida Talent Development Council (TDC) was created to develop a coordinated, data-driven, statewide approach to meeting Florida’s needs for a 21st-century workforce that employers and educators use as part of Florida’s talent supply system. As such, the TDC was charged with identifying career readiness skills – also known as employability skills – to inform the general education digital badge. The TDC identified nine domains of career readiness skills with associated competencies that are outlined in detail in Appendix A.

- **Applied Academic Skills:** Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.
- **Critical Thinking Skills:** Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.
- **Information Use:** Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in-person) and can be as simple as looking up one piece of information to writing a term paper or preparing an oral presentation.
- **Communication Skills:** Routinely displayed in students' everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves.
- **Technology Use:** In the classroom and workplace, technology skills typically refer to the use of digital electronics.
- **Interpersonal Skills:** Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.
- **Personal Qualities:** Personal qualities are routinely displayed in students' everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves.
- **Resource Management:** Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time.
- **Systems Thinking:** A team working in sync to accomplish an assignment can be considered a system.

Additionally, for higher education, the [National Association of Colleges and Employers \(NACE\)](#) believes career readiness provides “a framework for addressing career-related goals and outcomes of curricular and extracurricular activities, regardless of the student’s field of study.” Nearly half of FCS institutions and all 12 SUS institutions have a membership to NACE. NACE identified eight competencies for a career-ready workforce, with the most recently revised list published in 2020. These competencies are career & self-development, communication, critical thinking, equity & inclusion, leadership, professionalism, teamwork, and technology.

While the TDC and NACE competencies are not exhaustive, they provide an excellent starting point for operationalizing career readiness skills.

Alignment of General Education and Career Readiness Skills

To better understand how existing general education student learning outcomes (SLOs) align with career readiness skills, Florida Department of Education (FDOE) staff did an environmental scan of all 40 institutional websites, catalogs and institutional effectiveness/accreditation webpages. The purpose of this scan was to identify broad, institutional general education SLOs. Once the general education SLOs were identified, staff then grouped them thematically, looking for areas of consistency across multiple institutions.

- **Quantitative and scientific reasoning:** Students will understand and apply the scientific method, as well as quantitative and qualitative research methods, to a variety of questions and concepts, not limited only to those dealing with scientific understanding.
- **Communication skills:** Students will demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills.
- **Information literacy:** Students will demonstrate the ability to access, evaluate, incorporate, organize, and document information.
- **Critical thinking:** Students will use systematic and creative thinking skills to analyze and evaluate issues and arguments, solve problems, and/or make decisions.
- **Computer & technology skills:** Students will effectively apply current technology appropriate for academic assignments and/or career needs.
- **Mathematical concepts:** Students will determine appropriate mathematical and computational models and methods in problem-solving and demonstrate an understanding of mathematical concepts.
- **Creative thinking:** Students will think creatively, logically, critically, and reflectively to analyze, synthesize, use and evaluate information.
- **Social responsibility:** Students will exhibit responsibility in personal, civic, professional, and educational environments.

It is important to note not every institution included all the general education SLOs. Additionally, verbiage varied across institutions. Lastly, the course-level SLOs were not examined as part of the staff analysis; the review of course-level SLOs will occur at the faculty committee level.

In examining general education student learning outcomes compared to the career readiness skills identified by the TDC, several domains were found to have direct alignment with existing general education curricula, as shown in Table 2. In other words, there was evidence that students received instruction or had outcomes measured in the following career readiness areas. A detailed crosswalk of the TDC career readiness skills to the general education SLOs is provided in Appendix A.

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Table 2. Summary Crosswalk of Career Readiness Skills to General Education Student Learning Outcomes

| Talent Development Council Career Readiness Skills | | Staff Analysis of Common General Education SLOs that Directly Align with Career Readiness Skills |
|---|--|--|
| Communication Skills | <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material • Conveys information in writing • Observes carefully | <ul style="list-style-type: none"> • Effective Communication |
| Applied Academic Skills | <ul style="list-style-type: none"> • Reading skills • Writing skills • Logic • Math strategies/ procedures • Scientific principles/ procedures | <ul style="list-style-type: none"> • Effective Communication • Critical Thinking • Mathematical Concepts • Quantitative and Scientific Reasoning |
| Critical Thinking Skills | <ul style="list-style-type: none"> • Thinks creatively • Thinks critically • Makes sound decisions • Research • Solves problems • Reasons • Plans/organizes | <ul style="list-style-type: none"> • Creative Thinking • Critical Thinking • Quantitative and Scientific Reasoning • Information Literacy |
| Information Use | <ul style="list-style-type: none"> • Locates • Organizes • Uses • Analyzes • Communicates | <ul style="list-style-type: none"> • Effective Communication • Critical Thinking • Mathematical Concepts • Quantitative and Scientific Reasoning |
| Technology Use | <ul style="list-style-type: none"> • Understands and uses technology | <ul style="list-style-type: none"> • Information Literacy |
| Personal Qualities | <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Adapts and shows flexibility • Learning/Coachability • Attention to Detail • Works independently • Ability to regulate emotions | <ul style="list-style-type: none"> • Social Responsibility |

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| Talent Development Council Career Readiness Skills | Staff Analysis of Common General Education SLOs that Directly Align with Career Readiness Skills |
|--|--|
| <ul style="list-style-type: none"> • Demonstrates a willingness to learn • Demonstrates integrity • Demonstrates professionalism • Takes initiative • Dependability • Displays a positive attitude and sense of self-worth • Takes responsibility for professional growth | |

The TDC identified three career readiness competencies for which direct alignment with general education SLOs was not readily apparent: interpersonal skills, resource management, systems thinking. This is not to say alignment does not exist; it is feasible individual institutions are measuring student progress in these areas. However, for purposes of the general education digital badge, it is thought the areas of direct alignment would be the best place to start.

Section 2 – Identification of General Education Digital Badges

The implementation of general education digital badges will be under the guidance of the SBOE and the Board of Governors. Staff from the Division of Florida Colleges (DFC), Office of the Board of Governors, and Office of Articulation collaborated to develop procedures related to institutional implementation of the digital badge. It is the intention to ensure public postsecondary institutions a seamless administration of the digital badges.

Guiding Principles

When considering how to implement the general education digital badge, the following guiding principles were developed, informed by statute, rule, analysis of HB 1507, and input from the field. These principles serve as the foundation of the general education digital badge implementation.

Principle 1: Academic instruction results in skills that students need to be prepared for their careers.

- The goal of the digital badge is not to change the content of general education core courses. Rather, it is intended to help students translate what they learned in general education courses to the knowledge, skills, and abilities that employers require.
- In other words, digital badges are a way to “re-frame” the student learning outcomes in the context of what students need to succeed in the world of work.
- The intent is to develop a series of digital badges that students may earn upon general education core course(s) completion. The digital badges could be earned upon completion of a single course or upon completion of a collection of courses, as determined by faculty committees.
- A grade of “C” or better is needed for each course associated with the earning of a digital badge.
- Based on this information, examples of digital badges include but are not limited to the following.
 - A grade of “C” or higher in ENC 1101 results in an “Effective Communication” digital badge.
 - A grade of “C” or higher in any course in natural sciences and a grade of “C” or higher in any course in mathematics results in a “Quantitative Reasoning” digital badge.

Principle 2: Faculty drive the process of identifying the competencies that demonstrate career readiness skills.

- Faculty credentialed to teach in the general education core course prefixes are subject matter experts in their respective fields. As such, they should play the primary role in translating general education course learning outcomes to career readiness skills.
- This identification of career readiness skills should be grounded in employer and industry needs, as articulated through the TDC, NACE, or other resources.
- Faculty will assist in defining the digital badge selection and also identifying the course(s) required to earn the digital badge.
- If the faculty committee assigned to the digital badge identification determines changes are needed to the statewide course in the Statewide Course Numbering System (SCNS), the process of modifying a statewide course should be followed, incorporating existing processes and committees.

Principle 3: Students should be able to easily access information about their education and training.

- College and university catalogs should clearly identify the digital badges available to students and the terms under which the digital badge is earned, awarded, and made available to the student even upon degree completion.
- To ensure the statutory goal of having a badge that all Florida public postsecondary institutions recognize is realized, the Florida Automated System for Transferring Educational Records (FASTER) will be modified to add fields for all general education digital badges.
- A key goal of the digital badge is for students to have easy access to sharing the digital badges earned with prospective and current employers. Until a statewide solution is realized, institutions will determine the most appropriate approach for ensuring this information is available as students seek employment.

Process

| Phase One: Piloting the Process for an “Effective Communication” Digital Badge | |
|---|---|
| Step 1 – Identify digital badge to pilot | Using data and resources provided, including the work of the Talent Development Council and the NACE career readiness competencies, staff identified the first digital badge of “Effective Communication,” which is proposed to be earned upon a grade of “C” or better in ENC101 or a course for which ENC101 is a prerequisite, pursuant to SBOE rule and BOG regulation. |
| Step 2 – Form faculty committee | On behalf of the SBOE and BOG, staff from the Division of Florida Colleges and Office of the Board of Governors (“staff”) will recruit |

| Phase One: Piloting the Process for an “Effective Communication” Digital Badge | |
|--|---|
| | <p>faculty members to serve on the “Effective Communication” badge committee for the FCS and SUS, respectively. Identification of faculty may be made through solicitation of chief academic officers or a review of membership on SCNS or common prerequisite discipline committees. Faculty will need to be currently teaching in the ENC prefix identified in the badge.</p> <p>Once the faculty committee is formed, staff will host a virtual “orientation” for all faculty participants. During this kickoff event, faculty participants will be provided an overview of the digital badge language in s. 1007.25, F.S., purpose of the digital badges, and the scope of work for the faculty committee.</p> <p>At the conclusion of the orientation, staff will present a template with DRAFT content for “Effective Communication,” which will be derived from general education SLOs and career readiness resources. The intent of this draft content is to: 1) give faculty a clearer picture of how the digital badge will be operationalized, and 2) give faculty a starting point to which they can react.</p> <p>See Appendix B for a sample of the DRAFT “Effective Communication” template.</p> |
| Step 3 – Faculty committee work | <p>There will be a three-step process for the “Effective Communication” digital badge.</p> <p>1) Once orientation is complete, the “Effective Communication” faculty committee will then be convened virtually to discuss their digital badge.</p> <p>During this convening, faculty will provide verbal feedback on the subject matter components of the template, which includes four components:</p> <ul style="list-style-type: none"> • definition of digital badge competency; • required course(s) chosen to earn the badge; • learning outcomes of the digital badge; and • career readiness competencies aligned with the digital badge. <p>2) Based on the feedback from the convening, staff will modify the four subject matter components of the template to reflect any necessary changes.</p> |

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| Phase One: Piloting the Process for an “Effective Communication” Digital Badge | |
|---|--|
| | 3) The revised template will be shared with the committee virtually for final input on the four components. Using majority vote, the content of the badge will be finalized. |
| Step 4 – Publish digital badges for public postsecondary institutions | The general education digital badge for “Effective Communication” will be published for institutional and student use in accordance with this guidance document. Technical details for FASTER transcripts, reporting and other areas will be communicated to institutions. |
| Step 5 – Evaluate the pilot process and make improvements, as needed | Members of the “Effective Communication” faculty committee will be surveyed to provide their feedback on the process used to finalize the digital badge. Based on feedback from the committee, FDOE and the Office of the Board of Governors may tweak the process to improve future digital badge committee work. |

| Phase Two: Identifying Additional Digital Badges | |
|---|---|
| Step 1 – Identify additional digital badges | Using data and resources provided, including the work of the Talent Development Council and the NACE career readiness competencies, staff will solicit input on the identification of additional digital badges based on completion of general education core course(s). |
| Step 2 – Form faculty committees for additional badges | <p>Once additional digital badges are identified, staff will recruit faculty members to serve on digital badge committees for the FCS and SUS. Identification of faculty may be made through solicitation of chief academic affairs officers or a review of membership on SCNS or common prerequisite discipline committees. Faculty will need to be currently teaching in the prefix identified in the badge.</p> <p>Once the faculty committees are formed, staff will host a joint virtual “orientation” for all faculty participants. During this kickoff event, faculty participants will be provided an overview of the digital badge language in House Bill 1507, purpose of the digital badges, and the scope of work for the faculty committees. They will also receive information relating to the digital badge’s competencies and career readiness skills for review prior to the next convening.</p> |
| Step 3 – Faculty committee work | There will be a three-step process for the additional digital badges. |

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| Phase Two: Identifying Additional Digital Badges | |
|---|---|
| | <p>1) Once orientation is complete, each faculty committee will then be convened virtually to discuss their digital badge.</p> <p>During this convening, faculty will provide verbal feedback on the subject matter components of the template, which includes four components:</p> <ul style="list-style-type: none">• definition of digital badge competency;• required course(s) chosen to earn the badge;• learning outcomes of the digital badge; and• career readiness competencies aligned with the digital badge. <p>2) Based on the feedback from the convening, staff will modify the four subject matter components of the template to reflect any necessary changes.</p> <p>3) The revised template will be shared with the committee virtually for final input on the four components. Using majority vote, the content of the badge will be finalized.</p> |
| Step 4 – Publish digital badges for public postsecondary institutions | The general education digital badge(s) will be published for institutional and student use in accordance with this guidance document. Technical details for FASTER transcripts, reporting and other areas will be communicated to institutions. |

Note: Subject to change pending feedback from phase one

Section 3 – Guidance for Implementing General Education Digital Badges

This section is intended to provide an overview of the procedures for the issuance of digital badges.

Participating Institutions

All SUS and FCS institutions identified in s. 1000.21, F.S., are required to grant and accept the identified digital badge(s).

- If the digital badge is earned upon successful **completion of a single (one) course**, the institution where the student received a grade of “C” or better shall grant and automatically award the digital badge.
- If the digital badge is earned upon successful **completion of more than one course**, the institution where the student completed the last course(s) required to earn the digital badge shall grant and automatically award the digital badge, so long as the student completed all the identified general education core courses with a grade of “C” or better.

Eligible Students

- **Students entering in 2022-23:** Pursuant to s. 1007.25(4), F.S., all students initially entering a public postsecondary institution in the 2022-23 academic year (fall 2022) and thereafter and enroll in general education core courses are eligible for the awarding of a digital badge. This is inclusive of dual enrollment students who complete core courses while in high school in the 2022-23 academic year and thereafter. Minimally, institutions must award badges to students meeting these criteria.
- **Students who complete required course(s) regardless of entry year:** Additionally, institutions may choose to grant the digital badge to any student who completes the required courses with a grade “C” or better, regardless of entry year, so long as the course-level learning outcomes reflect the competencies for which the badge trains.
- **Students with credit-by-exam:** Pursuant to s. 1007.27, F.S., Florida public postsecondary institutions must award credit earned through acceleration mechanisms, including [credit by examination](#) (e.g., AP, IB, AICE, and CLEP). Students entering with credit-by-exam should not be negatively impacted if their acceleration credit allowed them to bypass a general education requirement. Therefore, institutions may award digital badges to students who receive transcribed credit for the general education core course(s) required to complete the digital badge.
 - For example, assume a grade of “C” or higher in ENC 1101 results in an “Effective Communication” digital badge. If a student is entering with AP score of three or higher in English Language and Composition, the college is required to transcript credit for ENC 1101 pursuant to Rule 6A-10.024, F.A.C. These students would be

eligible for the digital badge because they received credit for the required course.

Institutional Obligations

1. **Advertising in Catalog:** In accordance with s. 1007.25(4), F.S., students must be able to distinguish in the public postsecondary institution's catalog which general education core courses are linked to earning a digital badge. This requirement is in effect starting fall 2022 for the 2022-2023 academic year and thereafter.
2. **Granting Digital Badges:** Statute specifies the postsecondary institutions are responsible for "granting" students the digital badge(s). Until a statewide solution is realized, institutions will determine the most appropriate approach for ensuring this information is available as students seek employment.
3. **FASTER Transcripts:** The FASTER Postsecondary Course Demographic Record Format (PO1) will be modified to reflect student attainment of digital badges. As faculty committees identify digital badges, the table values will be expanded accordingly. Institutions will record digital badges earned via FASTER. *Note: It is at each institution's discretion to determine placement on local academic transcripts. Until a statewide solution is developed, institutions are encouraged to post a student's digital badges:*
 - *On a co-curricular transcript;*
 - *Through a digital badging platform;*
 - *Through career center platforms; or*
 - *Any other means by which a student can easily access the badge(s).*
4. **Reporting Requirements**
 - **State University System:** TBD.
 - **Florida College System:** Institutions will be required to report general education digital badges through state reporting. Within the Student Database, Data Element 2123, General Education Digital Badge, was created to capture digital badges. As faculty committees identify digital badges, the table values will be expanded accordingly.

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Description:

Indicates the student has been issued a digital badge under section 1007.25, F.S. associated with completion of general education core courses that demonstrate career readiness. Florida College System institutions and state universities became required to issue and accept the digital badge for students initially entering in 2022-2023 and thereafter.

TABLE VALUES

| | |
|---|---|
| A | Student was issued an Effective Communication digital badge |
| Z | Not Applicable |

NOTES:

1. *General education core courses are identified in State Board of Education Rule 6A-14.0303, F.A.C.*
2. *General education core courses became a requirement for associate in arts and baccalaureate first-time-in-college students entering a Florida College System institution in the Fall Term 2015, and thereafter.*
3. *General education core courses became a requirement for associate in science/associate in applied science students entering their program in 2022-23 and thereafter.*
4. *Edits 2123_1, 2123_2, 2123_3, 2123_4, and 2123_5 will become critical starting with the 2023-24 Summer (1E) submission.*

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Section 4 – Frequently Asked Questions

1. Is the intent for the digital badge to reflect mastery of the general education core or career readiness skills?
The intent is to translate the learnings from general education core courses into career readiness skills that employers seek.
2. Is the intent that students have the opportunity to earn multiple digital badges?
Yes, it is the intent that students will have the opportunity to earn multiple digital badges after successful completion of a single general education core course or multiple courses.
3. Is there a grade requirement to earn a digital badge?
Yes, a grade of “C” or higher is required in each core course associated with earning a digital badge.
4. Is it possible that students would have a choice of general education core courses to earn a digital badge?
Yes, it is possible a student will have the opportunity to select from a group of general education core courses to earn digital badge(s).
5. Is there an expectation that students engage in co-curricular activities in addition to successful completion of the general education core course (or courses) to earn a digital badge?
No, awarding of the badge is linked to successful course completion. However, participation in various educational activities outside the classroom may be a requirement set by the instructor for a general education core course which leads to a digital badge.
6. Is the intent that a digital badge be associated with all general education core courses specified in Rule 6A-14.0303, F.A.C.?
Not necessarily. It is feasible that faculty may identify a subset of the general education core courses to link to digital badges.
7. Is the intent that a digital badge be created for all the career readiness skills identified by the TDC?
Not necessarily. It is feasible that existing general education core courses do not contain career readiness competencies.
8. What is the scope of faculty engagement?
The faculty engagement will include consultation on the:

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- definition of digital badge competency;
- required course(s) chosen to earn the badge;
- learning outcomes of the digital badge; and
- career readiness competencies aligned with the digital badge.

To aid in the discussion, staff will provide a template for each faculty committee, as illustrated in Appendix B.

9. Will the faculty committees recommend the digital badges to be awarded?
Institutional representatives, including faculty members in general education core courses, will be asked to provide input and suggestions on new or existing badges.
10. Will one cross-discipline faculty committee be appointed or multiple committees based on the general education subject areas?
Staff will recruit and convene faculty into multiple committees based on their academic discipline to provide consultation on the digital badge specifically aligned with the course(s) they teach.
11. Is the intent that institutions reflect the digital badge on the transcript?
Digital badges will be indicated on a student's record via the Florida Automated System for Transferring Educational Records (FASTER). It is at each institution's discretion to determine placement on local academic transcripts.

Until a statewide solution is developed, institutions are encouraged to post a student's digital badges on a co-curricular transcript, if utilized by the institution, through a digital badging platform, through career center platforms, or any other means by which a student can easily access the badge(s).
12. Will the digital badge be automatically awarded by the issuing institution?
Yes, each digital badge will be automatically awarded by the issuing institution once students earn a grade of "C" or better in the general education core courses associated with the badge.

Appendices

Appendix A. Crosswalk of Career Readiness Skills to General Education Student Learning Outcomes

Appendix B. Template for Effective Communication Digital Badge

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Appendix A. Detailed Crosswalk of Career Readiness Skills to General Education Student Learning Outcomes

| Talent Development Council Career Readiness Skills | | Staff Analysis of Common General Education SLOs that Directly Align with Career Readiness Skills |
|---|--|--|
| Applied Academic Skills Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons. | Reading skills | Effective Communication Students will demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills. |
| | Writing skills | Effective Communication Students will demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills. |
| | Logic | Critical Thinking Students will think creatively, logically, critically and reflectively to analyze, synthesize, use and evaluate information. |
| | Math strategies/ procedures | Mathematical Concepts Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts. |
| | Scientific principles/ procedures | Quantitative and Scientific Reasoning Understand and apply the scientific method, as well as quantitative and qualitative research methods, to a variety of questions and concepts, not limited only to those dealing with scientific understanding. |
| | Critical Thinking Skills Critical thinking skills are evident in homework, group work, project-based tasks, and presentations. | Thinks creatively |
| Thinks critically | | Critical Thinking Students will think creatively, logically, critically and reflectively to analyze, synthesize, use and evaluate information. |
| Makes sound decisions | | Critical Thinking Students will think creatively, logically, critically and reflectively to analyze, synthesize, use and evaluate information. |
| Research | | Quantitative and Scientific Reasoning Understand and apply the scientific method, as well as quantitative and qualitative research methods, to a variety of questions |

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| Talent Development Council Career Readiness Skills | Staff Analysis of Common General Education SLOs that Directly Align with Career Readiness Skills | |
|--|--|--|
| | | and concepts, not limited only to those dealing with scientific understanding. |
| | Solves problems | Critical Thinking Students will think creatively, logically, critically and reflectively to analyze, synthesize, use and evaluate information. |
| | Reasons | Quantitative and Scientific Reasoning Understand and apply the scientific method, as well as quantitative and qualitative research methods, to a variety of questions and concepts, not limited only to those dealing with scientific understanding. |
| | Plans/organizes | Information Literacy Demonstrate the ability to access, evaluate, incorporate, organize, and document information. |
| Interpersonal Skills Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks. | Understands teamwork and works with others | Indeterminate alignment |
| | Responds to customer needs | Indeterminate alignment |
| | Exercises leadership | Indeterminate alignment |
| | Negotiates to resolve conflict | Indeterminate alignment |
| | Respects individual differences | Indeterminate alignment |
| Personal Qualities Personal qualities are routinely displayed in students' everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves. | Demonstrates responsibility and self-discipline | Social Responsibility Learner exhibits responsibility in personal, civic, professional, and educational environments. |
| | Adapts and shows flexibility | Indeterminate alignment |
| | Learning/Coachability | Indeterminate alignment |
| | Attention to Detail | Indeterminate alignment |
| | Works independently | Indeterminate alignment |
| | Ability to regulate emotions | Indeterminate alignment |
| | Demonstrates a willingness to learn | Indeterminate alignment |
| | Demonstrates integrity | Indeterminate alignment |

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| Talent Development Council Career Readiness Skills | Staff Analysis of Common General Education SLOs that Directly Align with Career Readiness Skills | |
|---|--|---|
| | Demonstrates professionalism | Indeterminate alignment |
| | Takes initiative | Indeterminate alignment |
| | Dependability | Social Responsibility |
| | | Learner exhibits responsibility in personal, civic, professional, and educational environments. |
| | Displays a positive attitude and sense of self-worth | |
| Takes responsibility for professional growth | Social Responsibility | |
| Learner exhibits responsibility in personal, civic, professional, and educational environments. | | |
| Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time. | Manages time | Indeterminate alignment |
| | Manages money | Indeterminate alignment |
| | Manages resources | Indeterminate alignment |
| | Manages personnel | Indeterminate alignment |
| Information Use Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a term paper or preparing an oral presentation. | | Information Literacy |
| | Locates | Demonstrate the ability to access, evaluate, incorporate, organize, and document information. |
| | Organizes | Information Literacy |
| | | Demonstrate the ability to access, evaluate, incorporate, organize, and document information. |
| | Uses | Information Literacy |
| | Demonstrate the ability to access, evaluate, incorporate, organize, and document information. | Quantitative and Scientific Reasoning |
| Analyzes | Understand and apply the scientific method, as well as quantitative and qualitative research methods, to a variety of questions and concepts, not limited only to those dealing with scientific understanding. | |
| Communicates | Effective Communication | |

Guidance Regarding the Implementation of General Education Core Digital Badges

| Talent Development Council Career Readiness Skills | | Staff Analysis of Common General Education SLOs that Directly Align with Career Readiness Skills |
|--|--|--|
| | | Students will demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills. |
| Communication Skills Routinely displayed in students' everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves. | Communicates verbally | Effective Communication Students will demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills. |
| | Customer Service | Indeterminate alignment |
| | Listens actively | Effective Communication |
| | | Students will demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills. |
| | Comprehends written material | Effective Communication Students will demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills. |
| | Conveys information in writing | Effective Communication |
| | | Students will demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills. |
| Observes carefully | Effective Communication Students will demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills. | |
| Systems Thinking A team working in sync to accomplish an assignment can be thought of as a system. | Understands and uses systems | Indeterminate alignment |
| | Tool Use/Selection | Indeterminate alignment |
| | Monitors systems | Indeterminate alignment |
| | Improves systems | Indeterminate alignment |
| Technology Use In the classroom and workplace, technology skills typically refer to the use of digital electronics. | Understands and uses technology | Computer and Technology Skills |
| | | Effectively applies current technology appropriate for academic assignments and/or career needs. |

Appendix B. Template for Effective Communication Digital Badge

GENERAL EDUCATION DIGITAL BADGE SERIES

EFFECTIVE COMMUNICATION

WHAT IS EFFECTIVE COMMUNICATION?

Effective communication is defined as the ability to convey information to another effectively and efficiently. While this seems simple, the ability to communicate effectively is a critical skill and has the potential to impact almost every aspect of your professional and personal life.

Florida public postsecondary institutions now offer students an Effective Communication digital badge. With this badge, you will be able to not only enhance your personal communication skills but also convey to future employers that you have acquired vital skills needed for professional success.



HOW TO EARN THIS DIGITAL BADGE:

- 1** Enroll in one of the following college courses:
ENCx101 OR a course in which ENCx101 is a prerequisite
- 2** Successfully complete the course with a **grade of "C" or better**
- 3** Digital badge will **automatically** be awarded by the public institution where you completed the course and added to your FASTER* transcript

*FASTER is the Florida Automated System for Transferring Educational Records.

WHAT ARE YOU LEARNING BY EARNING THIS BADGE?

By completing the college course(s) associated with this badge, you will demonstrate effective reading, writing, speaking, listening, and nonverbal communication skills for a variety of rhetorical purposes and audiences.

Some of the learning outcomes associated with the college course that results in this badge include:

- Active listening
- Comprehension of written material
- Convey information in writing
- Perform careful observations



Want to learn more? Contact your institution today!

Note: Content highlighted in yellow will be the work of the faculty committee. For illustration purposes only.

GENERAL EDUCATION DIGITAL BADGE SERIES

EFFECTIVE COMMUNICATION



WHY IS EFFECTIVE COMMUNICATION IMPORTANT IN THE WORKPLACE?

- Helps with goal-setting and decision making
- Creates more openness and reduces conflict
- Encourages innovation and creativity into the organization
- Strengthens team building and employee morale
- Increases engagement and team effectiveness
- Fosters creativity and teambuilding

BENEFITS OF DIGITAL BADGES

Colleges and universities are working with employers to develop digital badges that highlight the skills students learn.

Digital badges allow you to showcase your achievements and the skills you've learned through related coursework. With a digital badge, you can...

- Include on your resume, college co-curricular transcript, job applications, social media, and more.
- Learn about competencies employers are looking for in your field.
- Identify open positions linked to the skills and competencies identified in the badges you have earned.
- Separate yourself from other candidates and applicants.



“Communication is the basis of all relationships. Whether personal or professional, you just can't do without effective communication.”
- Nexa Learning

The best news—there is no additional cost to receive the badge! The digital badge is earned by completion of general education core courses, which are already built into associate in science, associate in arts and baccalaureate degree programs. Florida's 12 state universities and 28 state colleges will automatically award the badge upon completion of the required coursework. And because the badge will appear on your FASTER transcript, it will be accepted by all institutions if you choose to transfer.

Want to learn more? Contact your institution today!

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