

AI Integration and Digital Fluency for Student Success

Description

This badge recognizes faculty who apply ethical, inclusive, and effective AI and digital fluency practices to teaching and learning. To earn this badge, the earner must complete 3 of the 5 workshops in this pathway at the Competent or Accomplished level. The earner must also complete 2 additional CTL workshops from outside this pathway and submit a cross-connection reflection for each one. Each cross-connection reflection must explain how the outside workshop expands, strengthens, or applies the primary pathway theme of AI integration and digital fluency in relation to student success, inclusive and effective teaching, and interdisciplinary instructional thinking. Badge completion requires CTL review of all selected workshop evidence and both cross-connection reflections.

Rubric contents

1. Workshop 1: Ethical and Inclusive AI-Enhanced Teaching
2. Workshop 2: Digital Fluency for Workforce and Transfer Readiness
3. Workshop 3: AI-Supported Course Design and Assessment
4. Workshop 4: Adaptive and Personalized Learning Design
5. Workshop 5: Critical AI Literacy and Human-Centered Learning
6. Additional Workshop of Choice 1 Cross-Pathway Integration Requirement
7. Additional Workshop of Choice 2 Cross-Pathway Integration Requirement

Workshop 1: Ethical and Inclusive AI-Enhanced Teaching

Definition

Integrates AI in ways that promote equity, transparency, accessibility, and academic integrity.

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Goal 3, student-centered teaching, AI-inclusive curriculum, responsive technological integration. Strategic Plan: Goal 2, belonging and equitable access; Goal 3, effective learning environments. NACE: Technology, Equity + Inclusion, Critical Thinking, Professionalism.	Deliverable: Revised syllabus policy, assignment instructions, AI disclosure statement, or academic integrity guidance. Example assessment/activity: Faculty revise one course policy to clarify acceptable AI use, disclosure expectations, accessibility considerations, and responsible use.

Performance levels

Developing	Competent	Accomplished
Identifies ethical, equity, accessibility, or integrity issues related to AI, but the submitted policy or guidance is incomplete, unclear, or not yet ready for students.	Submits clear student-facing AI guidance that addresses transparency, responsible use, accessibility, equity, and course expectations.	Implements the guidance, gathers student questions or feedback, revises the policy, and shares the example as a model for colleagues.

Workshop 2: Digital Fluency for Workforce and Transfer Readiness

Definition

Prepares students to navigate AI-enabled workplaces, digital collaboration, and future career pathways.

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Goal 3, digital literacy; Goal 4, workforce readiness and career preparation. Strategic Plan: Goal 4, economic impact and workforce skills. NACE: Technology, Career + Self-Development, Communication, Critical Thinking.	Deliverable: Workforce-aligned activity that develops AI literacy, digital collaboration, portfolio development, or discipline-specific AI skills. Example assessment/activity: Faculty create an activity where students use or evaluate AI in a professional scenario connected to course outcomes.

Performance levels

Developing	Competent	Accomplished
Identifies a relevant AI or digital skill but does not clearly connect it to a student learning activity, course outcome, or workplace context.	Designs a workforce-aligned AI or digital fluency activity tied to course outcomes and student career or transfer readiness.	Connects the activity to NACE competencies, evaluates student skill development, and revises the activity based on evidence or workforce relevance.

Workshop 3: AI-Supported Course Design and Assessment

Definition

Uses AI tools to strengthen alignment, feedback, engagement, and evidence-informed instructional practices.

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Goal 3, faculty development, AI use, instructional innovation, responsive technological integration. Strategic Plan: Goal 3, educational effectiveness and high-impact teaching. NACE: Technology, Critical Thinking, Professionalism, Communication.	Deliverable: Redesigned rubric, assignment, feedback process, assessment, or course planning artifact using AI-supported design tools. Example assessment/activity: Faculty revise a rubric using AI assistance and add clearer performance criteria for students.

Performance levels

Developing	Competent	Accomplished
Uses AI for brainstorming or drafting but does not clearly show how the tool improved assessment, feedback, alignment, or student learning.	Redesigns one assessment, rubric, feedback process, or course artifact using AI-supported tools and explains the expected student impact.	Pilots the redesigned assessment or feedback process, reviews evidence of student use or understanding, revises the artifact, and shares the process.

Workshop 4: Adaptive and Personalized Learning Design

Definition

Uses technology and UDL principles to support diverse learners and flexible learning pathways.

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Goal 3, effective learning environments, inclusive teaching, digital access. Strategic Plan: Goal 2, equitable access; Goal 3, effective learning environments. NACE: Technology, Equity + Inclusion, Critical Thinking.	Deliverable: Redesigned lesson, module, or assignment with multiple means of engagement, representation, or expression. Example assessment/activity: Faculty redesign an assignment to give students multiple ways to access content and demonstrate learning.

Performance levels

Developing	Competent	Accomplished
Identifies learner variability or access barriers but does not yet build meaningful flexibility into the lesson, module, or assignment.	Revises a learning experience to include flexible pathways, UDL principles, and AI or digital supports that reduce barriers for students.	Evaluates how the redesign affects student engagement, access, or completion, then refines it for continued or broader course use.

Workshop 5: Critical AI Literacy and Human-Centered Learning

Definition

Helps students evaluate AI-generated content, bias, ethics, accuracy, and responsible digital participation.

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Goal 3, critical technological evaluation, digital literacy; Goal 4, workforce and civic readiness. Strategic Plan: Goal 3, effective learning; Goal 4, future-ready skills. NACE: Critical Thinking, Technology, Communication, Equity + Inclusion.	Deliverable: AI bias analysis activity, AI evaluation exercise, ethics discussion, case study, or reflection activity. Example assessment/activity: Students compare AI-generated outputs and evaluate them for bias, accuracy, source quality, and human impact.

Performance levels

Developing	Competent	Accomplished
Introduces AI literacy concepts but does not require students to actively evaluate AI-generated content or ethical implications.	Creates a structured student activity requiring students to evaluate AI-generated content for accuracy, bias, evidence, ethics, or human impact.	Assesses student critical AI literacy, revises the activity based on student responses, and shares the activity as a reusable resource.

Additional Workshop of Choice 1 Cross-Pathway Integration Requirement

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Aligned to AI pathway theme plus the selected outside workshop. Strategic Plan: Goal 2, Goal 3, or Goal 4 depending on selected workshop. NACE: Selected based on outside workshop focus.	Deliverable: Cross-connection reflection. Required reflection focus: Explain how the outside workshop strengthens ethical AI use, digital fluency, student success, inclusive teaching, or interdisciplinary instructional thinking.

Performance levels

Developing	Competent	Accomplished
Summarizes the outside workshop but makes only a broad or unclear connection to AI integration and digital fluency.	Clearly explains how the outside workshop extends or supports the AI pathway theme and identifies one practical instructional application.	Integrates the outside workshop learning into an AI-related artifact, action plan, or course strategy and explains potential or observed student impact.

Additional Workshop of Choice 2 Cross-Pathway Integration Requirement

Alignment and evidence

Alignment to AMP, Strategic Plan, and NACE	Deliverable, example assessment, and activities
AMP: Aligned to AI pathway theme plus the selected outside workshop. Strategic Plan: Goal 2, Goal 3, or Goal 4 depending on selected workshop. NACE: Selected based on outside workshop focus.	Deliverable: Cross-connection reflection. Required reflection focus: Explain how the outside workshop contributes to responsible, accessible, workforce-relevant, or student-centered AI teaching.

Performance levels

Developing	Competent	Accomplished
Reflection identifies a connection but lacks specificity, instructional relevance, or student success application.	Reflection clearly connects the outside workshop to AI integration, digital fluency, inclusive practice, and student learning.	Reflection shows interdisciplinary integration and identifies how the outside learning will refine, expand, or improve an AI-enhanced teaching product.