Board of Directors Executive Committee Meeting Agenda

OCTOBER 20, 2025 • 2:30 – 3:00 P.M., ET
MEETING LINK: Join Webinar
CALL IN: 850-629-7293 ID: 873 012 659#

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Chair's Welcome & Remarks   *Stephanie Smith*

Action Item   *Victoria Gaitanis*
   1. Determination on Appeals of Credentials Review Committee Actions

Open Discussion/Public Comment

Closing Remarks   *Stephanie Smith*

UPCOMING MEETINGS

Strategic Policy and Performance Council Meeting | November 12, 10:00 a.m. – 12:00 p.m., virtual
Finance Council Meeting | November 12, 1:00 – 2:00 p.m., virtual
Board of Directors Meeting | November 13, 9:00 a.m. – 12:00 p.m., virtual

Executive Committee
Meeting
October 20, 2025
Action Item 1

Approved_____
Disapproved_____

Action Item 1

Determination on Appeal of
Credentials Review Committee Actions

Pursuant to Chapter 445.004(4)(h), Florida Statutes, and the Reimagining Education and Career Help (REACH) Act, the CareerSource Florida Board of Directors appoints the Florida Credentials Review Committee to identify nondegree credentials and degree credentials of value for approval by the state workforce development board and inclusion on the state's Master Credentials List. The Credentials Review Committee acts as an advisory committee or similar group created by CareerSource Florida.

The Credentials Review Committee established a definition for credentials of value and, in alignment with federally funded workforce accountability requirements, created a Framework of Quality that undergoes a biennial review. The Credentials Review Committee developed a Master Credentials List and a process for the quarterly review and approval of credential applications. The Master Credentials List serves as the basis for the Florida Department of Education's Career and Professional Education (CAPE) Act Industry Certification Funding List. Applicants seeking eligibility for CAPE Act funding for secondary and postsecondary industry certifications must submit a Master Credentials List application. The submission must meet both CAPE eligibility criteria – as set forth in Rule 6A-6.0576, Florida Administrative Code & Florida Administrative Register – and standards defined in the Framework of Quality. Certifications that are added to the 2024-2025 Master Credentials list are also added to the 2024-2025 CAPE Industry Certification Funding List.

At the August 7, 2025, Credentials Review Committee meeting, the committee approved the 2025-2026 Master Credentials list. The Credentials Review Committee and CareerSource Florida received one valid appeal within the required timeframe, listed below.

Name of Credential	Submitted by	Reason for Denial
CertiPort Critical Career Skills (CCS) Generative AI Foundations	Florida School District-Bay	**No New Information Provided:** Upon thorough evaluation, the joint review team found that no new or additional information was submitted as part of the appeal. As such, the original determination stands. **Foundational Nature of Credential: The** Generative AI Foundations credential is not recommended for approval under the Framework of Quality. The Generative AI Foundations credential provides extremely foundational instruction in AI prompting and related methodologies, including basic prompt engineering, refinement techniques, and ethical considerations. However, it lacks sufficient detail regarding occupational relevance and skill depth necessary to meet the criteria established in the Framework

		of Quality for Credentials of Value, as outlined in Training and Employment Notice (TEN) 25-19 issued by the U.S. Department of Labor.
		No valid SOC: While the credential outlines introductory competencies in generative its overly foundational scope, lack of occupational specificity and insufficient evidence of labor market value does not demonstrate a direct connection to a SOC code with verified wage outcomes or demand. As such, it does not currently meet the criteria to be considered a credential of value under the Framework of Quality.
		To strengthen its alignment with the Framework of Quality and improve its likelihood of approval, the Generative AI Foundations credential could be bundled with complementary credentials in a sequenced pathway that collectively demonstrates occupational relevance, wage outcomes, and progression within a defined SOC-linked career track. Given its introductory scope, the Generative AI Foundations credential may serve as a foundational building block that, when embedded within specific occupation programs or stackable credential sequence, could support entry into emerging roles aligned with the Framework of Quality. As it currently exists, the Generative AI Foundations credential is not recommended for inclusion on the Master Credentials List.

Upon receipt of the appeal, the joint review team, composed of staff from CareerSource Florida, the Department of Education, and FloridaCommerce, reviewed the appeal and recommended the following actions: **Denial of the appeal for the CertiPort Critical Career Skills (CCS) Generative AI Foundations** credential**.**

With the approval of this Action item by the Executive Committee the 2025-2026 Master Credentials List will remain at **2,388** total credentials consisting of:

- 296 degree credentials
- 879 non-degree credentials
- 592 registered apprenticeships
- 579 industry certifications
- 42 K-8 Cape digital tools

Credential submitters including those whose appeals are denied, are encouraged to work with school districts, local workforce development boards, and other stakeholders to resolve deficiencies and re-submit credentials for consideration by the Credentials Review Committee.

FOR CONSIDERATION

- **Denial of the appeal of and uphold the decisions of the Credentials Review Committee for the following credential: CertiPort Critical Career Skills (CCS) Generative AI Foundations**

ATTACHMENTS

- **Framework of Quality**
- **Credential application for:**
  - o **CertiPort CCS Generative AI Foundations**
- **Credential application appeal application and appeal letter for:**
  - o **CertiPort CCS Generative AI Foundations**
- **Credential public information for:**
  - o **CertiPort CCS Generative AI Foundations website information**

Information Items

Florida Credentials Review Committee

Framework of Quality

Background

Consistent with the requirements in section 445.004, Florida Statutes (F.S.), the Framework of Quality must establish a definition for credentials of value to assist the Credentials Review Committee in evaluating credentials for inclusion in Florida's Master Credentials List.

Credentials of Value

Consistent with sections 14.36 and 445.004, F.S., the following are defined as credentials:

- Registered Apprenticeship Programs and Apprenticeship Certificates
- Industry Certification, including the following:
  - Occupational certifications specifically for veterans
  - Agricultural occupations pursuant to s. 570.07(43), F.S.
  - CAPE Industry Certifications, including CAPE Acceleration Industry Certifications, and
  - CAPE Digital Tool Certificates
- Licenses
- Advanced Technical Certificates
- College Credit Certificates
- Career Certificates
- Applied Technology Diplomas
- Associates degrees
- Bachelors or baccalaureate degrees
- Graduate degrees

A credential of value, consistent with guidance issued by the U.S. Department of Labor ([Training and Employment Notice 25-19](#)), is one that meets both the demand and wage criteria, described in more detail below, and is a recognized credential that serves as an attestation of qualifications of competence issued to an individual by a relevant and appropriate authority with expertise to issue such a credential. Characteristics of a credential of value are:

- **Industry-Recognized**: This means the credential is either
  - Developed and offered or endorsed by a nationally or regionally recognized industry association or organization representing a significant portion of the industry sector; or
  - Sought or accepted by companies or businesses within the industry sector for the purpose of hiring or recruitment (which may include credentials from vendors).
- **Stackable**: A credential is stackable when it is part of a sequence of credentials that can accumulate over time to build up an individual's qualifications and help move the individual along a career pathway to different jobs that are potentially higher paying. Additional details on credential sequencing criteria are below.
- **Portable**: This means the credential is recognized and accepted as verifying the qualifications of an individual in other settings including:
  - Other geographical areas
  - Other educational institutions; or
  - Other industries or businesses

Approved February 6, 2025

- **Accredited (where applicable)**: Some educational institutions or specific educational programs require accreditation by an independent, quality-review body for students to be eligible for Federal financial aid. Not all credentials are accredited and those that are not must demonstrate their labor-market value by other means including:
  - industry-wide recognition,
  - professional association acceptance, or
  - through local demand.
- A credential of value should lead to positive employment and earning outcomes and result in occupational or technical skills that prepare an individual for entry to or advancement in an occupation.

Degree Credentials

Degree Credentials must be part of programs approved either by the State Board of Education, Florida College System or Florida's State University System. Value of these credentials is determined by assessing alignment of programs with labor market value and state identified programs of emphasis.

Florida Career and Professional Education (CAPE) Credentials

For purposes of implementation of the Florida Career and Professional Education (CAPE) Act, the Florida Department of Education implements rules adopted by the State Board of Education which determine required components of industry certifications included on the CAPE Industry Certification Funding List. Industry certifications recommended for CAPE funding eligibility must meet the requirements adopted in rule by the State Board of Education. Credentials that are seeking to be considered CAPE funding eligible must be assessed by an independent, third-party certifying entity using predetermined standards for occupationally specific knowledge, skills and competencies, resulting in the award of a certificate or other documentation of successful completion.

CAPE Digital Tool Certificates

Digital tool certificates provide elementary and middle school students with skills that are foundational to the earning of credentials on the Master Credentials List. These certificates are to be included on the Master Credentials List. The Florida Department of Education shall annually transmit a list of all eligible digital tool certificates that shall be included on the Master Credentials List for review and approval by the Credentials Review Committee.

Demand Criteria

Degree and non-degree credentials must be linked to at least one Standard Occupation Classification (SOC) code that is either:

1. Designated by the Labor Market Estimating Conference (LMEC) as an occupation identified as an area of concern either statewide or for an individual region in the most recent conference product available at the time of the annual review of the Master Credentials List.

Approved February 6, 2025

-OR-

2. Included on the Florida Department of Commerce's most recent [Regional Demand Occupation Lists](#) available at the time of the annual review of the Master Credentials List.

Subsequent releases of the LMEC product or Regional Demand Occupation Lists may be used to resolve demand throughout the quarterly update cycle of the Master Credentials List.

A registered apprenticeship meets demand if it:
    a. Meets the Framework of Quality demand criteria; **OR**
    b. Meets local demand by having at least one registered apprentice in the last academic year; **OR**
    c. Is a newly registered apprenticeship program in the last academic year; **OR**;
    d. Submits an application for local demand and passes evaluation.

Local Demand

Credentials that do not meet criteria 1 or 2 above may be evaluated under **local demand.** Credentials must be submitted by the local workforce development board and meet all the following criteria for **local demand**:

1. Documented support from the local workforce development board, education institution and economic development organizations in the local area.
2. Evidence that the credential leads to occupations in an industry sector of focus or in an emerging industry for the local area.
3. Evidence that the number of current or future job openings for the occupation exceeds either a threshold established by the local workforce development board or a minimum of 30 openings where no local threshold exists.

A local demand designation is good through the year in which it meets criteria and for one full year after.

Wage Criteria (Non-Degree Credentials Only)

Non-degree credentials must show evidence of earnings outcomes and evidence that earnings outcomes meet middle- to high-level wages. For non-degree credentials that have sufficient and recent wage outcome data in the Florida Education and Training Placement Information Program (FETPIP), the following criteria must be met:

1. Wages reported one year after completion must be greater than or equal to 80% of the median Year One wages for all non-degree credential completers in FETPIP.
   -OR-

2. Wages reported five years after completion must be greater than or equal to 80% of the median Year Five wages for all non-degree credential completers in FETPIP.

Approved February 6, 2025

Florida Credentials Review Committee

Non-degree credentials without sufficient and recent wage outcome data in FETPIP must show evidence of earnings outcomes with middle-level to high-level wages through a link to a SOC code. For a linked SOC code, the occupational wages from the most recent Occupational Employment and Wage Statistics program available at the time of the annual review of the Master Credentials List must meet the following criteria:

> The 10th percentile wage for the occupation must be greater than or equal to the 10th percentile wage for all occupations requiring a postsecondary non-degree award.
>
> -OR-
>
> The average annual wage for the occupation must be greater than or equal to the average annual wage for all occupations requiring a postsecondary non-degree award.
>
> -OR-
>
> The 75th percentile wage for the occupation must be greater than or equal to the 75th percentile wage for all occupations requiring a postsecondary non-degree award.

Subsequent releases of the Occupational Employment and Wage Statistics program data may be used to resolve wage throughout the quarterly update cycle of the Master Credentials List.

Credential Sequencing Criteria

Non-degree credentials that do not meet the wage criteria must be part of a sequence of credentials that are required for the next-level occupation that does meet the wage criteria. To meet the credential sequencing criteria, the non-degree credential must:

1. Be linked to at least one SOC code that has an average wage greater than or equal to the median wage of high school graduates with no other credential as calculated using FETPIP data.

   -AND-

2. Be validated and recognized by industry.

   -AND-

3. Demonstrate evidence that the credential is part of an established sequence of credentials that lead to an occupation that meets the Framework of Quality wage criteria.

New industry certifications that meet demand criteria and sequencing criteria 1 and 2 above may be recommended for conditional approval pending review of evidence of a career pathway through articulation or other means when documentation is available. Conditionally approved certifications must be reviewed for sequencing criteria 3 within the first year of addition to the Master Credentials List. If the certification does not meet sequencing criteria 3, the certification will be recommended for removal from the list.

Approved February 6, 2025

Florida Credentials Review Committee

Periodic Quality Review of Credentials

To ensure credentials on the list remain of value and continue to meet criteria, credentials must undergo regular review.   Criteria that may trigger the need for removal from the MCL include those initiated by updates to wage and demand criteria as labor markets change over time. Once identified for removal, credentials on the Master Credentials List remain on the list for two years prior to being removed. Each February a new Master Credentials List is produced based on the most recent labor market data.

- Credentials highlighted in yellow are in their first year of "flagged-for-removal" status based on demand and/or wage deficiencies. Credentials on the MCL whose demand/wage deficiencies are not cured by February of the following year will remain on the list for a second year.

- Credentials highlighted in orange indicate they are in their second year of "flagged-for-removal" status. Additional information to cure the demand/wage deficiencies associated with credentials highlighted in orange must be submitted by no later than December 1, to prevent the removal of these credentials from the MCL published in February of the following year.

Approved February 6, 2025

MCLA - 000111

Information

MCL Application ID	MCLA - 000111	**Application Type**	New Credential Application
Applicant	Jonathon Moore	**Application Status**	Not Eligible for MCL
Submission Date	6/27/2025	**Approval Step Status**	Rejected
Application Denied Date	8/11/2025	**CareerSource Team Recommended**	No
Denial Reason		**DOE Partner Recommended**	No
		DOE Recommended for CAPE Funding	No
		FloridaCommerce Partner Recommended	No
		Ag Partner Recommended (if applicable)	

Submitter Information

First-time submiss. for cred not on MCL?		**Local Workforce Development Board:**	CareerSource Gulf Coast
Additional info on local demand for MCL		**Choose the Florida School District:**	Bay
Which type of submitter are you?	Florida School District	**Choose the Florida College:**	

Credential Information

Name of the Credential	New Credential Application and CAPE Review: Generative AI Foundations	**Program Title (if applicable)**	
Type of credential:	CAPE Industry Certifications, including CAPE Acceleration Industry Certifications	**Degree or Non-Degree**	Non-Degree
Link to Credential (include https://)	https://certiport.pearsonvue.com/Certifications/CCS/Certification/Certify/Generative-AI-Foundations	**FDOE Certification Code (if applicable)**	
Credentialing Agency	CertiPort, A Pearson VUE Business	**CIP Number (if applicable)**	1101101021

Cred Agency Contact: First/Last Name		**Provide the SOC code for the credential.**	15-1252
Cred. Agency Contact: Phone Number		**Addressing wage through the following?**	
Credentialing Agency Contact: Email		**Why is cred AG if not linked to AG SOC?**	
Website link with info on Cred. Agency		**Agricultural SOC Code Cred is linked to?**	

Demand Information

Job opening criteria for local demand:		**Industry sector of focus:**	Information Technology
LMEC Area of Concern?	Yes	**On FloridaCommerce Regional Demand List?**	Yes
Occupation # current/future job openings		**Local plan/policy number of job openings**	

Explain critical local/statewide need:	The Generative AI Foundations certification addresses a critical and rapidly growing demand for AI-related skills across Florida's key industry sectors. While the Information Technology (IT) field is the most direct beneficiary, with occupations such as Software Developers (15-1252) and Data Scientists (15-2051) expected to grow over 35% by 2032. Recent labor market data from the LMEC and RDOL highlight that Florida's workforce is undergoing a technological transformation, with AI and machine learning skills appearing in over 45,000 job postings statewide in the past year, reflecting more than a 100% increase since 2020. Local workforce boards - including CareerSource Gulf Coast - have identified AI fluency as a top priority for workforce readiness, noting that the emergence of AI across industries necessitates upskilling workers in both traditional IT roles and fields like marketing, logistics, and customer experience. AI proficiency is also expanding into emerging industries critical to Florida's economy, including Healthcare (SOC 29-9098) for AI -powered diagnostics, Agricultures (SOC 19-1013) for precision farming and sustainability, Finance (SOC 13-2054) for risk modeling and fraud detection, and Education (SOC 25-1194) for AI-driven learning tools.	**Describe credential's link to occupation**	The Generative AI Foundations certification is directly aligned to multiple high demand occupations in Florida's workforce, including: Software Developers (SOC 15-1252): As AI technologies are increasingly embedded into software products, Software Developers must understand how to integrate generative AI tools, build AI-powered applications, and ensure ethical AI use. The Generative AI Foundations certification provides foundational knowledge in AI methods, prompt engineering, and model capabilities, preparing developers to create AI-driven features and optimize AI-powered solutions in sectors like fintech, edtech, and healthcare IT. Software Quality Assurance Analysts and Testers (SOC 15-1253): QA analysts and testers must understand AI systems to evaluate their performance, fairness, and reliability. The certification ensures professionals can assess generative AI outputs, identify potential biases, and contribute to the development of safe, ethical, and effective AI-enhanced products. Computer Occupations - All Other (SOC - 15-1299) This SOC category includes a broad range of specialized computer and IT roles not classified under other specific SOCs. Examples include: Web Administrators, GIS Technologists, Document Management Specialists, Penetration Testers, Information Security Engineers, Digital Forensics Analysts, Blockchain Engineers, Computer Systems Engineers/Architects, and IT Project Managers. Given the wide range of specialized roles captured under 15-1299, certifications like Certiport's Generative AI Foundations can provide foundational and transferrable skills that support students and job-seekers entering or advancing within this SOC category. It aligns

well with the technical expectations of multiple sub-occupations listed under this classification.

Submitting for state/regional or local?	State/Regional Demand	**Industry companies accept credential?**	Yes
Articulation agreement with edu. partner	No	**Industry Validation Link (include https:**	https://certiport.pearsonvue.com/Blog/2024/September/Introducing-the-Generative-AI-Foundations-Cert.aspx

Sequencing Information

Credential sequence to high-level cred.?	No	**Higher Level Credentialing Agency**	
Info on how Credential Sequences		**Higher Level FDOE Certification Code**	
Name of the higher level credential		**Higher-Level Credential SOC Code**	

Endorser Information

Local Workforce Board Endorser	Kim Bodine	**Education Institution Endorser**	Jonathon Moore
Economic Development Org Endorser	Becca Hardin		

CAPE Information

Submitting for CAPE funding eligibility?	Yes	**Proctoring Website (include https://)**	https://certiport.pearsonvue.com/Certiport-Authorized-Testing-Centers
Test developed/issued by 3rd party?	Yes	**Select proctoring option(s) available:**	The candidate and proctor are in the same physical location; The option for remote proctoring is available when needed; A virtual proctor is required
Is 3rd party linked to regulatory body?	Yes	**Describe the exam distribution process.**	The exam is delivered through Certiport's Authorized Testing Centers (CATCs), which provide in-person proctoring, or via OnVUE, Certiport's online proctoring system for remote exams. Candidates register for the exam through Certiport, are scheduled by their testing center or instructor, and complete the exam on-site or online in a secure, proctored environment. Exam results and digital credentials are issued via Certiport's portal.
Regulatory bodies oversee recognition?	Yes	**How long can proctor access exam for?**	

Field	Value	Field	Value
Partnerships between institutions?	No	Exams proctored securely?	Yes
How cert. qualify as AG under 570.07, FS		Methods confirming candidate's identity	
Exam ADAAA Compliance publicly available	Yes	Processes identifying test irregularity:	Processes Identifying Test Irregularity: Certiport employs various security measures to maintain exam integrity, including: Monitoring for unusual testing patterns. Analyzing score inconsistencies. Investigating reports of misconduct. Utilizing data forensics to detect anomalies.
		Procedures for invalidating scores:	If a test irregularity is identified, Certiport may: Invalidate the exam score. Revoke the issued credential. Impose sanctions, including banning the candidate from future exams. Notify relevant stakeholders, such as educational institutions or employers.
Exam Number	CCS-GenAi-Foundations		
Exam Website (include https://)	https://certiport.pearsonvue.com/Certifications/CCS/Certification/Certify/Generative-AI-Foundations	How is the exam scored?	The exam comprises 40–45 questions and has a maximum duration of 50 minutes. Scoring is automated, with results available immediately upon completion.
How are candidates registered for exam?	Candidates are registered through Certiport's registration system, either by their school, Certiport Authorized Testing Center, or instructor. Candidates may also self-register via Certiport's online platform.	Are written exams scored by cert agency?	
Exam registration process public?	Yes	Cert is obtainable without curriculum?	Yes
Are exam details publicly available?	Yes		
Are exam requirements publicly posted?	Yes	Candidate permitted to retake exam?	Yes
Is exam min performance reqs public?	Yes	Number of possible retakes?	100
Does the credential expire?	No	New version of exam for each retake?	No
Are these required to earn credential?	No requirements	Required waiting period between retakes?	

Is success based on written/performance?	No	**Waiting period between retakes?**	
Is a certificate/badge issued on success	Yes	**Testing time limit applies to all exams?**	Yes

Short Summary of the requirement.	None- No Requirements
Skills and competencies assessed on exam	1. Generative AI Methods and Methodologies 1.1 Define Generative AI:

Differentiate between generative AI and other AI types (predictive, discriminative, analytical, statistical).

Compare generative AI with traditional search engines.

Understand foundational models such as diffusion models and transformers.

Recognize that image models are trained on text-image pairs.

Acknowledge the computational resources required for training models.CCI Learning+1Certiport+1

1.3 Recognize Input and Output Types:

Identify various input types: text, audio, video, images.

Understand corresponding output types: generative text, video, image, audio.

Recognize that different tools support different input-output combinations.CCI Learning

1.4 Customization of Generative AI Models:

Understand that models can be tailored for specific tasks (e.g., Custom GPTs, Google Gems, Microsoft Copilots).CCI Learning

1.5 Tool Selection:

Evaluate tools like Microsoft Copilot, Google Gemini, MetaGPT, Adobe Express, Canva, OpenAI ChatGPT, Claude, Microsoft Azure AI Studio, Stable Diffusion.

Consider factors such as purpose, functionality, ease of use, cost, support, data privacy, security, quality, customizability, and output control parameters.CCI Learning

1.6 Limitations of Generative AI:

Recognize issues like unreliable outputs, potential biases, misinformation, hallucinations.

Understand the need for significant processing power and data access.

Be aware of privacy concerns and the lack of universal usage standards.

Acknowledge the rapid evolution of AI and its implications.CCI Learning

2. Basic Prompt Engineering
2.1 Textual Information Prompts:

Craft prompts for content gathering, summarization, creation, and ideation.CCI Learning

2.2 Content Transformation Prompts:

Develop prompts for reformatting, editing, proofreading, visualization, media transformation, translation, personalization, and adaptation.CCI Learning

2.3 Image Creation and Transformation Prompts:

Generate prompts to produce images for specific purposes, explore artistic ideas, transform images, and describe image content.CCI Learning

2.4 Video Creation and Transformation Prompts:

Formulate prompts for adding motion to images, interpolating between images, colorizing black-and-white footage, generating videos from prompts, creating avatars, adding/removing objects, and automated subtitling.CCI Learning

3. Prompt Refinement
3.1 Evaluating and Improving Prompts:

Assess initial prompts and outputs to enhance specificity, clarity, style, tone, persona, and context.CCI Learning

3.2 Incorporating Additional Inputs:

Utilize examples (few-shot prompting), glossaries, templates, research documents, and prior conversations to refine outputs.CCI Learning

3.3 Recognizing Prompting Techniques:

Understand techniques like zero-shot, few-shot, chain-of-thought, self-consistency, knowledge generation, and prompt chaining.CCI Learning

3.4 Reverse Prompting:

Apply reverse prompting strategies to achieve desired outcomes.CCI Learning

3.5 Verifying AI Outputs:

Cross-check AI-generated content against historical facts, current data, and

numerical information for accuracy.CCI Learning

4. Ethics, Law, and Societal Impact
4.1 Identifying Bias in AI Outputs:

Recognize that AI can reflect biases from training data.

Understand that model creators and prompts can introduce biases.

Be aware of common biases related to gender, race, disability, age, religion, culture, language, nationality, and economic status.CCI Learning

4.2 Legal Implications:

Acknowledge the importance of respecting intellectual property rights.

Understand the legal consequences of inappropriate use of generated content.

Emphasize transparency and documentation when using AI professionally.CCI Learning

4.3 Data Privacy:

Recognize risks of personal or company data being used for AI training.

Understand potential for identity theft and the importance of internal data policies.CCI Learning

4.4 Risks of Using Generative AI:

Highlight the necessity of human oversight to prevent dissemination of incorrect or harmful information.

Understand responsibilities associated with content creation and potential legal repercussions.

Be aware of dangers like deepfakes and misuse of AI-generated content.CCI Learning

4.5 Societal Impacts:

Negative Impacts:

Reduction in human interaction.

Overreliance on AI affecting human motivation.

Potential job displacement.

Socioeconomic disparities in AI access.

Positive Impacts:

Enhanced efficiency in tasks.

Improved communication across languages.

Facilitated learning and creativity.

Assistance in daily tasks and decision-making.

Creation of new job opportunities

Skills/competencies assessed on cert:	
Describe Cred's Link to Occupation (CAPE	
Select the approach of exam questions:	Questions are standardized and all candidates answer the same questions
Select the format(s) of credential exam:	Computer-based exam
Can the exam be taken before graduation?	Yes

Record Type	Not Eligible MCL Application	**MCL Credential**	CRED-005227
Section	Submitted	**Last Modified By**	Jonathon Moore, 8/22/2025 2:34 PM

Files

MCL AI Doc

Last Modified	**6/19/2025 11:20 AM**
Created By	**Jonathon Moore**

Letter of Support - Certiport Generative AI - TechSmart

Last Modified	**6/19/2025 11:20 AM**
Created By	**Jonathon Moore**

lwdb-04-wioa-local-plan

Last Modified	**6/19/2025 11:19 AM**
Created By	**Jonathon Moore**

AI Badge CCS

Last Modified	**6/19/2025 11:14 AM**
Created By	**Jonathon Moore**

Letter of Support - Certiport Generative AI - TechSmart

Last Modified	**6/19/2025 11:13 AM**
Created By	**Jonathon Moore**

EDA AI Support Doc

Last Modified	**6/19/2025 11:12 AM**
Created By	**Jonathon Moore**

MCL AI Doc

Last Modified	**6/19/2025 11:11 AM**
Created By	**Jonathon Moore**

CareerSource AI Support Doc

Last Modified	**6/19/2025 11:11 AM**
Created By	**Jonathon Moore**

Appeals

AP-000004

AP-000004

Appeal ID	AP-000004	**Status**	Under Review
Reviewer		**Name of Credential Denied:**	Generative AI Foundations
Additional info. for denied credential?	Yes	**Select the Type of Credential Denied:**	Industry Certification
Credential Application Denied	MCLA - 000111	**Credential Information Site (https://)**	
Application Denial Reason			

Applicant

Denial Matrix/Framework of Quality

On FloridaCommerce Regional Demand List?	Yes	**Sequence to Higher-level Credential?**	No
LMEC Area OF Concern	Yes	**Credential Sequenced**	
		Credentialing Agency for Higher-Level	
		Recognized in 3+ Geographical Areas?	Yes

Dates

Appeal Submitted Date	8/25/2025	**Appeal Start Date**	
14 Day Period		**Appeal Completion Date**	8/25/2025

Supporting Information

Upload Copy of Denial Letter	✓	**Appeal Narrative**	Dear Chair and Members of the Florida Credentials Review Committee,
			I am writing to appeal the decision not to include the Certiport "Generative AI Foundations" certification on the 2025–2026 Master Credentials List (MCL). My name is Jonathon Moore, and I serve as the Career and Technical Education (CTE) Supervisor for Bay

District Schools. We were the original submitters of this credential for MCL consideration, in partnership with stakeholders eager to prepare students for Florida's evolving workforce needs. The Committee's notice indicated that the certification was deemed "too foundationally basic" and not directly tied to a high-value occupation or clear career pathway. I respectfully contend that this foundational AI certification does meet the state's Framework of Quality criteria – including demand, wage, and sequencing – and merits inclusion on the MCL. In this appeal, I will address the noted deficiencies, present evidence of high-skill, high-wage (HSHW) occupational alignment, draw comparisons to similar approved AI credentials, and highlight the critical importance of AI foundational skills for Florida's future.

Alignment with High-Demand, High-Wage Occupations (Demand & Wage Criteria)

One primary reason given for denial was "no valid SOC" linkage – i.e. an assertion that the skills from Generative AI Foundations could not be directly connected to a qualifying occupation. We strongly disagree. Proficiency in artificial intelligence (AI) – even at a foundational level – is increasingly a prerequisite across numerous in-demand tech occupations. In our original application, we identified several Standard Occupational Classification (SOC) codes that align with the knowledge this certification confers. All of these occupations appear on Florida's Statewide or Regional Demand Occupations Lists and are designated HSHW, indicating strong demand and middle-to-high wages. We elaborate on these linkages below:

- Data Scientists (SOC 15-2051): Data Scientist roles involve analyzing complex datasets and developing AI/ML models to drive decisions. Florida projects robust growth for this occupation with hundreds of annual openings statewide. The Generative AI Foundations certification imparts fundamental AI knowledge – including understanding of AI models and data-driven decision-making – directly supporting competencies needed in data science.

- Software Developers (SOC 15-1252): Software Developers are among Florida's highest-demand tech jobs, with thousands of annual openings. Modern software development increasingly requires integrating AI APIs and utilizing AI-assisted coding and design tools. A developer with a grounding in AI – especially generative AI – can build smarter applications and improve productivity. Generative AI Foundations covers AI integration basics and principles of AI-driven

software features, aligning with industry's evolving expectations.

- Software Quality Assurance Analysts and Testers (SOC 15-1253): QA/Testers ensure software reliability and ethical performance. This role is growing in Florida with strong wages. QA professionals now must test AI-enabled features and use AI-based testing tools. The Generative AI Foundations certification emphasizes AI ethics and responsible AI use, aligning with the responsibilities of QA roles tasked with validating AI models.

- Computer Occupations, All Other (SOC 15-1299): This broad category includes emerging and interdisciplinary tech roles that don't fall under a single specific title – for example, AI Specialists and Prompt Engineers. By definition, this category captures new in-demand roles often involving AI skillsets. The Generative AI Foundations credential holders will have proven proficiency in working with generative AI tools and models, making them strong candidates for these cutting-edge roles.

- Operations Research Analysts (SOC 15-2031): Operations Research Analysts use advanced analytical methods, often overlapping with AI techniques, to help organizations make better decisions. A foundational understanding of AI algorithms and their capabilities allows OR Analysts to incorporate AI-driven simulations and predictive models into their toolkit.

Each of the occupations above meets or exceeds Florida's wage criteria for credentials of value, as they are all classified as High Skill/High Wage. By aligning Generative AI Foundations to these SOCs, we show direct evidence that the skills lead toward occupations with strong earnings outcomes, addressing the Committee's concern about earnings outcomes and "credentials of value."

Foundational Does Not Mean "Low Value": Stackability and Career Pathways
Another concern raised was that the Generative AI Foundations certification is "foundational" or "basic" in nature. We acknowledge that this certification is introductory – it is indeed designed as an entry-level credential for AI literacy. However, foundational does not mean inconsequential. The State's own Framework of Quality recognizes "stackable" credentials as valuable building blocks on a career pathway. Generative AI Foundations squarely fits this paradigm:

it is the first rung on the ladder of AI education, upon which learners can build more advanced competencies.

For example, the Certified Internet Web (CIW) Artificial Intelligence Associate – a peer "foundational AI" certification that was approved for the MCL – has been built into the career pathway pipeline for Florida students. That credential articulates into college degree programs. Generative AI Foundations can serve a similar function. Although it is newly launched, Pearson (Certiport) – the issuer – often pursues college credit recommendations for their certifications. Bay District Schools and other districts plan to incorporate this certification into high school AI curricula, providing students with an early foothold in AI. Those students can then continue into postsecondary programs where their foundational AI knowledge will accelerate their learning.

It is also important to emphasize that foundational content in AI is highly applicable to entry-level job tasks and workplace readiness. Today's "introductory" AI skills include knowing how to formulate effective prompts, understanding the capabilities and limits of AI tools, and recognizing ethical pitfalls. These are practical skills that entry-level analysts, developers, and business professionals are expected to have. Therefore, offering a certification that validates someone's ability to use and understand AI at a fundamental level has clear value to employers.

Comparisons to Approved AI Certifications on the MCL
Several other AI-focused certifications at a similar foundational level have been approved for the Master Credentials List, underscoring the state's recognition of the importance of introductory AI skills. In the updated 2025–2026 MCL, credentials such as ICT Introduction to Artificial Intelligence (AI), Certified Internet Web (CIW) Artificial Intelligence Associate, and Information Technology Specialist (ITS) – Artificial Intelligence are included. Each of these is a vendor-issued, entry-level certification aimed at high school or early postsecondary learners. The Generative AI Foundations certification is of the same caliber and intent – with the key difference that it focuses on the generative AI subset of skills. This keeps Florida on the cutting edge of workforce development.

Addressing Framework of Quality Elements and Requested Resolution
- Demand & SOC Alignment: Generative AI

Foundations is linked with multiple SOC codes that meet statewide demand criteria and are high-wage. This satisfies the requirement for a credential of value to be tied to qualifying occupations.
- Wage Outcomes: By linking to HSHW occupations, we have demonstrated that individuals progressing along the career pathway that begins with this certification can attain middle-to-high level wages.
- Sequencing (Stackability): The certification is part of a sequenced career pathway in the AI field. It is stackable in that it feeds into more advanced credentials and degrees. It is validated by industry and leads to an occupation that meets wage criteria. We ask that the Committee consider a conditional approval if necessary, as allowed for new certifications.
- Impacted Parties and Support: Stakeholders include Bay District Schools, our students, local employers, and the community. We have received strong interest from industries in integrating AI foundations into CTE programs. Denial of this credential limits schools' ability to incentivize and fund AI-related programs. Approving it will benefit not only our district but any Florida district aiming to promote AI education.

Requested Resolution:
In light of the evidence and arguments presented, I respectfully request that the CareerSource Florida Board Executive Committee and the Credentials Review Committee reconsider the Generative AI Foundations certification for inclusion on the 2025–2026 Master Credentials List, and additionally be eligible for CAPE Funding. We are committed to working with the Committee to address any remaining questions or provide additional documentation of industry recognition, employer support, or integration into the curriculum as needed.

Thank you for your time and careful consideration of this appeal. We appreciate the Committee's important role in upholding quality standards and ensuring Florida's credential list remains rigorous and meaningful. We have taken your feedback seriously and have endeavored to show that the Generative AI Foundations certification is not only aligned with high-value jobs but is also a forward-looking investment in our workforce.

Upload Evidence Cred Valid & Recognized

Upload Documents for Labor Market Value

Created By Jonathon Moore, 8/22/2025 2:34 PM

Last Modified By Rebbeca Beers, 8/25/2025 3:53 PM

Dear Chair and Members of the Florida Credentials Review Committee,

I am writing to appeal the decision not to include the Certiport "Generative AI Foundations" certification on the 2025–2026 Master Credentials List (MCL). My name is Jonathon Moore, and I serve as the Career and Technical Education (CTE) Supervisor for Bay District Schools. We were the original submitters of this credential for MCL consideration, in partnership with stakeholders eager to prepare students for Florida's evolving workforce needs. The Committee's notice indicated that the certification was deemed "too foundationally basic" and not directly tied to a high-value occupation or clear career pathway. I respectfully contend that this foundational AI certification does meet the state's Framework of Quality criteria – including demand, wage, and sequencing – and merits inclusion on the MCL. In this appeal, I will address the noted deficiencies, present evidence of high-skill, high-wage (HSHW) occupational alignment, draw comparisons to similar approved AI credentials, and highlight the critical importance of AI foundational skills for Florida's future.

Alignment with High-Demand, High-Wage Occupations (Demand & Wage Criteria)
One primary reason given for denial was "no valid SOC" linkage – i.e. an assertion that the skills from Generative AI Foundations could not be directly connected to a qualifying occupation. We strongly disagree. Proficiency in artificial intelligence (AI) – even at a foundational level – is increasingly a prerequisite across numerous in-demand tech occupations. In our original application, we identified several Standard Occupational Classification (SOC) codes that align with the knowledge this certification confers. All of these occupations appear on Florida's Statewide or Regional Demand Occupations Lists and are designated HSHW, indicating strong demand and middle-to-high wages. We elaborate on these linkages below:

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Sincerely,
Jonathon Moore

Career Technical Education Supervisor

Bay District Schools

Critical Career Skills

Generative AI Foundations

Becoming Proficient in the Age of AI

Generative AI is profoundly transforming the way we communicate, making AI literacy not just optional, but essential. Today the most in-demand skills are those that empower individuals to be agile and thrive in this evolving landscape.

This certification exam validates that the candidate has a fundamental understanding of generative AI, its applications in both personal and professional contexts, and the responsible and ethical management of this technology. It also establishes a foundational skill set that candidates can build upon in the future.

Candidates are expected to have 150 hours of a combination of instruction and hands-on experience working with Generative AI tools. They should be familiar with productivity applications, such as Microsoft 365 or Google Docs.

While meaningful to any job seekers and students interested in business focused careers of any type; marketing, IT, accounting, legal, design, health care and more, these exams are best suited for ages 14 and up. No Bachelor's degree or other prerequisites are necessary, other than what is called out in Objective Domains. These stackable exams are valid for five years from the date they are passed. This foundational certification targets high school, secondary, technical schools and career education programs, as well as entry-level professionals starting or shifting into a careers who want to become more effective with generative AI technology. Download the items below to discover more.

The proficiency level expected for the exam can be attained through learning and practice tests. This level of knowledge required to pass the exam is outlined in the Exam Objectives ⤤. The Exam Objectives are the basis for all the learning materials, practice tests, and certification exams.

You need to use an AI Generator to create an image of a flying UFO.

Which two guidelines should you follow when developing your prompt? (Choose 2)

☐ A. Make it detailed and comprehensive to improve results.

☐ B. Define the intended image style needed.

☐ C. Use modern slang or jargon to improve cultural relevance.

☐ D. Keep it simple to avoid computational limits.

☐ E. Include technical vocabulary to increase complexity.

Pearson

Generative AI Foundations

This exam validates the candidate has a fundamental understanding of Generative AI, its uses in personal and professional contexts, and the responsible and ethical management of such technology.

A successful candidate will not only have the technical proficiency necessary to interact with Generative AI tools, but will also be able to demonstrate a strong ethical framework for using AI technology, including:

- Understanding privacy implications
- Recognizing bias
- Considering issues surrounding intellectual property rights

Candidates are expected to have 150 hours of a combination of instruction and hands-on experience working with Generative AI tools. They should be familiar with productivity applications, such as Microsoft 365 or Google Docs.

1. Generative AI Methods and Methodologies

1.1 Define Generative AI.

   i   Compare and contrast Generative AI with predictive AI, discriminative AI, analytical AI, statistical AI.

   ii   Compare and contrast Generative AI with search engines.

   iii   Fundamental understanding of diffusion model, transformer model, generative adversarial networks (GANs), variational autoencoders (VAEs).

1.2 Explain the basic processes Generative AI uses to produce an output.

   i   Understand that each model is trained differently.

- Text models include: OpenAI GPTx, Google Gemini, Anthropic Claude, Meta LLaMA
- Image models include: DALL-E, Adobe Firefly

   ii   Large language models (LLMs) need a large amount of training data to perform effectively.

   iii   LLMs are trained on such a huge dataset that there will be opinions and points of view.

   iv   Image models are trained on text-image pairs that are manually tagged.

   v   Training a model consumes a large amount of energy and requires powerful GPUs.

CRITICAL CAREER SKILLS

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vi   Model Types: Diffusion, transformer, variational autoencoders (VAEs), Generative Adversarial Networks (GANs)

vii   Key terms: neural networks, convolutional neural network, tokenization, diffusion, noise generation, refinement algorithms, hyperparameters, dataset

1.3   Recognize the input and output types used in a Generative AI scenario.

i   You can use multiple inputs to get an output.

- Inputs include: text, audio, video, images
- Output types include: generative text, generative video, generative image, generative audio

ii   Different tools allow different types of input to generate an output.

1.4   Recognize that Generative AI models can be customized to perform individualized tasks.

i   Self-contained app that does a task for you.

- Examples: Custom GPT, Google Gems, Microsoft Copilots

1.5   Select an appropriate tool to perform a specific task.

i   Tools: Microsoft Copilot, Google Gemini, MetaGPT, Adobe Express, Canva, Open AI ChatGPT, Claude, Microsoft Azure AI Studio, Stable Diffusion.

ii   Considerations for selecting a tool: purpose and functionality, ease of use, cost, updates and support, data privacy, security, quality, customizability, parameters available for output control.

1.6   Describe the limitations of Generative AI.

i   Output is not reliable.

ii   Output could include bias, misinformation, and hallucinations.

iii   Needs processing power and access to the data (usually internet).

iv   Conversations are used for training unless you enable privacy settings.

v   No universal standards on how it should be used.

vi   Limitations with consistency (two clocks, each show a different time).

vii   Rapid changes might make previous work obsolete.

2.   Basic Prompt Engineering

2.1   Identify appropriate prompts to elicit textual information.

i   Content gathering.

ii   Summarization.

iii   Content creation and ideation.

2.2 Identify appropriate prompts to transform content.

    i   Reformatting content to meet a requirement.

    ii   Editing and proofreading documents.

    iii Providing a visualization of content.

    iv Transforming content into a different media type.

    v   Translating content to a different language.

    vi Personalizing and adapt content to facilitate learning and comprehension.

2.3 Identify appropriate prompts to elicit image creation and transformation.

    i   Producing an image for a specific purpose.

    ii   Exploring artistic ideas.

    iii Transforming an image.

    iv Describing the content of images.

2.4 Identify appropriate prompts to elicit video creation and transformation.

    i   Adding motion to images.

    ii   Interpolating between images.

    iii Colorizing a black and white movie.

    iv Generating video from a prompt.

    v   Generating an avatar that reads a script.

    vi Adding and removing objects in a video.

    vii Automated subtitling.

3. Prompt Refinement

3.1 Given an initial prompt and its output, evaluate how the prompt can be improved to elicit more targeted output.

    i   Content

        • Creating a prompt at the right level of specificity.

        • Creating prompts that are clear and not abbreviated.

        • Not making the assumption that the AI will "know" what you're talking about.

    ii   Style

        • Including information about the style and tone of the output.

        • Including a style guide.

    iii Persona

        • Giving the AI a persona or role.

    iv Context

        • The AI needs to know the context for what it is asked to do; it's a machine, so it can't derive it naturally.

3.2 **Given an initial prompt and its output, identify additional inputs you can use to elicit more targeted output.**

    i   Examples (few-shot prompting).

    ii   Glossary for translation.

    iii Templates.

    iv Documents to use for research.

    v   Earlier conversation in the same thread

3.3 **Recognize common prompting techniques.**

    i   Zero-shot, few-shot, chain-of-thought, self-consistency, generate knowledge, prompt chaining.

3.4 **Use reverse prompting techniques to achieve an outcome.**

3.5 **Given an AI output, explain how you can verify the accuracy of the output.**

    i   Historical facts.

    ii   Current facts.

    iii Numerical data.

4. Ethics, Law, and Societal Impact

4.1 **Identify the potential for bias in Generative AI output.**

    i   AI can reflect the biases present in its training data.

    ii   Different models might have different biases.

    iii The creator of the model introduces bias by adding guardrails.

        • Some tools allow their additional guardrails to be turned on and off (Azure Open AI for example)

    iv Bias can be introduced through the prompt.

    v   Common biases include gender, race, disability, age, religion, cultural, language, nationality, and economic status.

    vi Generative AI can be used to propagate bias.

4.2 **Identify the potential legal implications of using Generative AI.**

    i   Honoring intellectual property rights

        • The laws are still in flux however, the best approach is to use non-AI practices and not use another person's work without permission.

        • Copyrighted data was used to train AI for some models.

    ii   Identifying legal implications of inappropriate use of generated content.

    iii Transparency – documenting your process when using AI in a professional environment.

CRITICAL CAREER SKILLS

4.3 Explain the importance of data privacy.

i Personal information or a company's private data could be used for training.

ii Identity theft might occur if personally identifiable information (PII) is used by Generative AI.

iii Identity theft could result in civil and criminal actions.

iv Companies are establishing internal policies to prevent employees from leaking data to public/unapproved AI models.

v Human-generated content might be used to train the model unless you opt out.

4.4 Determine the risks associated with using Generative AI.

i Necessity of human oversight to avoid spreading incorrect or harmful information that leaves you or the company vulnerable to financial and/or legal repercussions.

ii Understanding that you are responsible for what you create.

- Refraining from creating content that is harmful or could potentially lead to civil or criminal actions (bullying, hate crimes, fraud, stalking, cheating)

- Generative AI can be used for dangerous purposes, including deep fakes; easier to generate harmful or illegal information that looks real; identity theft.

4.5 Identify the impacts of Generative AI on society.

i Negative

- Recognizing the implications of the reduction of human interaction

- Recognizing that AI does not replace human contact

- Recognizing the possible impact on human motivation due to overreliance on AI

- Recognizing the human motivation to use AI to sway public opinion

- Fear that AI will take over our jobs and our humanity

- Socioeconomic factors – AI is not available to everyone equally

ii Positive

- Generative AI can help us do our job more efficiently.

- Help us communicate better, particularly across languages.

- Help us learn more effectively.

- Generate ideas to spark creativity; brainstorming.

- Help us do our life tasks more efficiently – menus, recipes, grocery list, summarize long messages from friends and family

- Analyze patterns and presenting them as opportunities

- Create jobs – they will just be different jobs

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