# Creating Credit Pathways with Crosswalks: A Playbook

Prepared for PASSHE/Commonwealth University by the Council for Adult and Experiential Learning (CAEL)

June 2025







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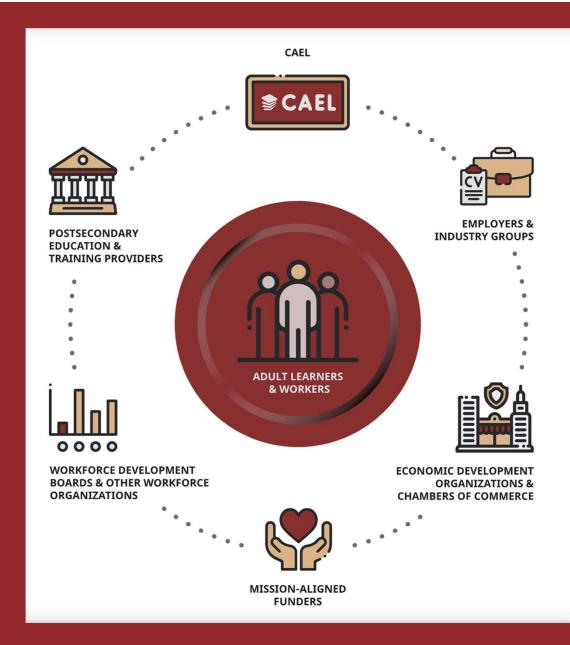
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### **About CAEL**

CAEL helps organizations succeed by providing expertise, resources, and solutions that effectively support adult learners as they navigate on- and off-ramps between education and employment.

We partner with entities across the adult learner ecosystem to help create actionable career pathways along the journey of lifelong learning and meaningful work.



## **Background and Overview**

In 2022, The Pennsylvania's State System of Higher Education (PASSHE) partnered with CAEL to support and expand its focus on aligning Pennsylvania's workforce needs and PASSHE's university education and training through the use of Crosswalks to align industry training and certification to for credit courses.

The newly established Commonwealth University of Pennsylvania was selected as the site location for this work.

A critical component of workforce alignment are industry training and certifications. In today's rapidly evolving training and education environment, it has become imperative for higher education institutions to study the alignment between its curriculum and in-demand industry certifications. This process will better prepare students for future job opportunities and stackable credentials; at the same time, Commonwealth University will be more specifically supporting Pennsylvania's employers. This enhanced relationship between the institution and industry will hence provide more collaborative opportunities in the future.

### Overview cont...

Over 31 months, PASSHE/Commonwealth University worked with CAEL through this crosswalking exercise between industry certifications and curriculum:

The projected outcomes of this work included:

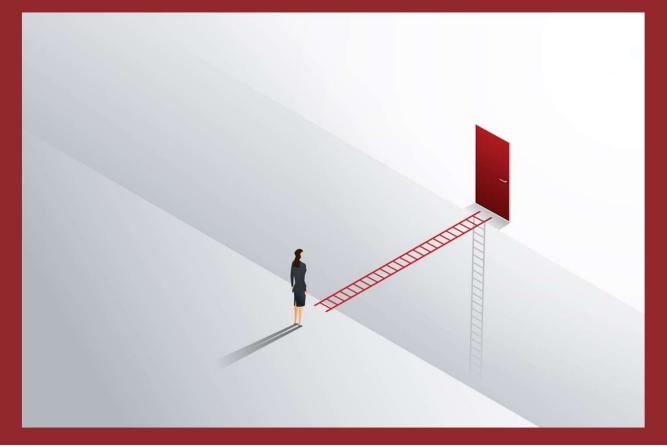
- 1. identify courses and programs that would be ideal candidates to attach industry certification training and test
- 2. Identify opportunities for collaboration between institutions, workforce development and employers
- 3. Reveal gaps in the current curriculum what skills and outcomes, based on industry certification data, could be added to existing courses to increase enrollment and employment preparedness
- 4. Help inform future credit for prior learning initiatives by identifying courses that are best-aligned to industry certifications
- 5. Create a playbook to continue to help other guide PASSHE institutions

## **Goal of Playbook**

This playbook has been crafted to support the planning, development, and execution of crosswalks. This playbooks walks through

- 1. Context for initiating this work and Challenges
- 2. The Value of CPL and Crosswalks as a CPL method
- 3. Steps to Crosswalk Industry Recognized Credentials for College Credit.
- 4. Using Crosswalks as a Marketing and Recruitment Tool

## Part 1: Challenges





## **Key Challenges for Higher Education**

### Labor Market

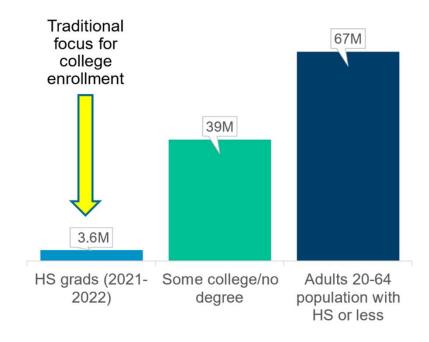
- As labor market tightens, employers seek new ways to increase hiring pools
- 37% of the skills of the average occupation have been replaced in just five years
- Employers looking more at formal skills assessments

### Demographic

- Enrollment cliff- declining traditional age college student enrollment
- 44 million Americans at risk of being left behind by the future of work
- 39 million americans with some College and no degree
- These challenges create increased competition and innovation among universities and systems

### Growth for higher ed depends on new learners & new formats

## Misalignment between effort and opportunity

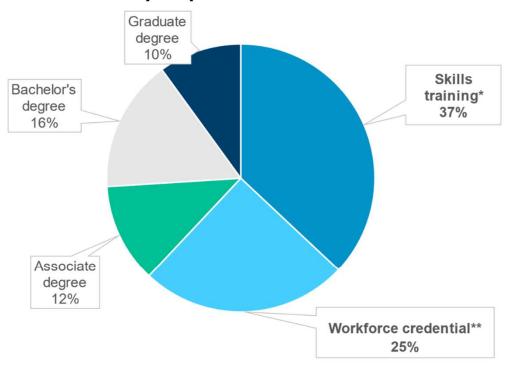


Sources: National Center for Education Statistics, High school graduates, Selected years, 1869 - 70 through 2027 -28

National Student Clearinghouse, Some College, No Credential Student Outcomes Annual Progress Report – Academic Year 2020/21

Strada analysis of data from the US Census Bureau, 2021

## Preferred education/training option of prospective students

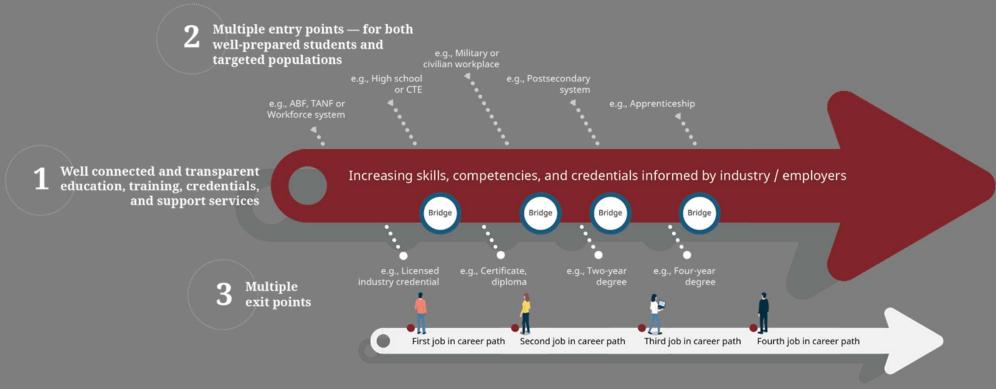


Strada Center for Consumer Insights Public Viewpoint survey, April 15 -Aug. 6, 2020. Base: adults ages 18 and older, n=5,272. \*Courses for skills training or personal development. \*\*Certificate, certification, or license.





## **Adult Learner Pathways**



Most adults have to navigate multiple "on-ramps and off-ramps" when it comes to their education. In today's economy, most will hold multiple jobs with various employers over the course of their careers. Each of these jobs may have specific educational requirements along the way.

## General responses to challenges

- 1. Expanding Target Demographics
  - a. Adult learners, Military/Veterans, Comebackers, Upskillers and Career Changers, Current/formerly Incarcerated
- 2. Program and Curriculum Shifts
  - a. Career-aligned and microcredential programs: Focus on short-term certificates, industry-recognized credentials, and workforce-ready degrees.
  - b. Credit for Prior Learning
  - c. Growing programs in areas with high job demand.
  - d. Closing, eliminating, or merging programs
- 3. Focus on Student Support
  - a. Enhancing student support services: Academic advising, mental health resources, and tutoring.
- 4. 4. Strategic Partnerships and Mergers
  - a. Institutional mergers and consolidations
  - b. Partnerships with employers to create direct on-ramps from education to employment, using apprenticeships and experiential learning.
- 5. Leveraging Technology and Al
  - a. Al for advising and tutoring: Using tools to guide students more effectively.
  - b. Learning analytics: Optimizing instruction and support based on student data

## **PASSHE + CAEL Approach**

- 1. Expanding Target Demographics
  - a. Adult learners, Military/Veterans, Comebackers, Upskillers and Career Changers, Current/formerly Incarcerated
- 2. Program and Curriculum Shifts
  - a. Career-aligned and microcredential programs: Focus on short-term certificates, industry-recognized credentials, and workforce-ready degrees.
  - b. Credit for Prior Learning
- 3. Strategic Partnerships and Mergers
  - a. Institutional mergers and consolidations
  - b. Partnerships with employers to create direct on-ramps from education to employment, using apprenticeships and experiential learning.

## The following pages will focus on utilizing micro credentials

- Credit for Prior Learning as strategies to meet the challenges facing many post secondary institutions.
- This approach may also target other post traditional demographics such as adult learners, comebackers and upskillers/career changers





## Setting the Foundation:

## Introduction to Credit for Prior Learning





## **Credit for Prior Learning Basics**

CPL is the term for well-established, researched, and validated methods for assessing non-collegiate learning for college credit.



### **Sample CPL Evaluation Methods:**

- Standardized exams (e.g., CLEP exams, DSST exams)
- Challenge exams
- Portfolio assessment
- ACE credit recommendations for military training
- American Council on Education (ACE)/National College Credit Recommendation Service (NCCRS) credit recommendations for corporate or other training
- Institutional review of training (certification, licenses, apprenticeships, corporate training, etc.)

## Understanding Credit for Prior Learning

CPL is the process for recognizing <u>college-level learning</u> acquired outside of the traditional college classroom.

Students must demonstrate that they have achieved the <u>same learning outcomes and/or</u> <u>competencies</u> as students who pass the course.

Must have a <u>standard process</u> for all students (not student-specific outcomes)

### Value Proposition: Benefits of CPL for Adult Students/ Postsecondary Institutions

They save time and money

They feel validated as learners

More adult students graduate

Key groups of adult students benefit

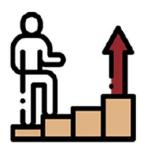
They persist and take more classes











...and institutions can use CPL as market differentiator (adult student recruitment strategy)

## **Why Credit for Prior Learning Matters**





Displaced workers have developed skills from their experience that can be translated to credit



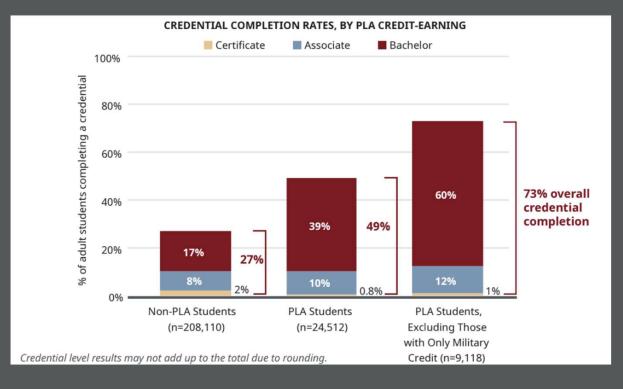
Postsecondary institutions provide an up- and reskilling pathway, and benefit from strong student persistence



Awarding credit for prior learning compresses the time and cost to credential -- getting people back to work faster



## CPL Supports Student Completion Rates • Hal



- Half (49%) of the adult students with CPL credit completed a degree or credential, whereas only 27% of adult students without CPL completed
- This increases to a completion rate of 73% with CPL other than military credit



### Additional CAEL Research

84%

The vast majority of likely enrollees say that the ability to receive college credit for their life/work experiences would have a strong influence on their college/university choice, and a majority of slightly/moderately likely enrollees say that CPL would have an effect on their likelihood to enroll.

Application of CPL results in time savings for degree earners. On average, adult degree earners with 12 or more CPL credits are saving 9-14 months from their total program time.

9-14
Months

**17.6** 

Institutions benefit as well! On average, students with CPL are staying and are taking an additional 17.6 credits over students with no CPL.

**Credits** 



### **Accreditor Guidelines on CPL**

- All Regional Accreditors provide guidance statements supporting Credit for Prior Learning.
  - MSCHE's: Policies were updated in 2022 and focus on transparency of institutional CPL policies.
- Discipline/Industry Specific Accreditors
  - Association to Advance Collegiate Schools of Business (AACSB)- CBE is commonly equated with prior-learning assessment (PLA) in which learning that occurs outside of the traditional classroom is evaluated for credit toward a degree.
  - The standard indicates that CBE should reflect a small percentage of the total academic program.
- In 2025, CAEL released an updated report on Accreditor Policies on CPL: https://www.cael.org/resources/research/accreditor-policies-on-credit-for-prior-learning



## **Credential Crosswalks**



- Credential Crosswalk is a roadmap <u>CREATED BY</u>
   <u>ACADEMIC EXPERTS</u> that **aligns** certification, industry training, or other <u>high-level learning</u> with <u>academic learning</u> or classes at your institution.
- 1<sup>st</sup> goal is to establish a process that allows students to **gain credit** for completing industry-standard **certifications** or other **validated** and **high-level industry training**(s).
- 2<sup>nd</sup> goal is to make it **sustainable**, **repeatable**, and **standardized**.

## Unlocking Credit Crosswalks:Options(NonCredit)

- 4 types of crosswalks that are typically utilized in post secondary institutions.
  - National Standardized Exams
    - CLEP, AP, IB ect
  - Institution to Institution Non-Credit for Credit
    - Continuing Education
  - Industry Standards or Certifications
    - National recognized credentials, exam or certifications
  - Industry Training Programs
    - Regional or local training programs



This playbook will focus on the latter two. Standardized exam crosswalks are usually created by the exam provider and are standardized across institutions. E.G., A 5 an AP exam usually equates to 3 credits. Institution To Institution crosswalks are not standardized unless mapped to national recognized credential, exam or certification program.

## WHY CROSSWALKS ARE VALUABLE TO INSTITUTIONS

- Increase Enrollment to Graduate
- Sustainability of a Program
- Increase Student Retention and Graduation
- Increase Faculty Needs in Higher Level Learning and Facilitation
- College Differentiator
- ✓ Increase completed courses

## **Mapping Credentials To Coursework**

Identify Credentials:

Employer Validation

Internal Validation:

Develop Crosswalk

Faculty Review:

- Understand student and industry needs.
- Gather feedback on training effectiveness.
- Evaluate content and learning assessments
- Align training to course learning outcomes.
- Recommendations reviewed and approved internally



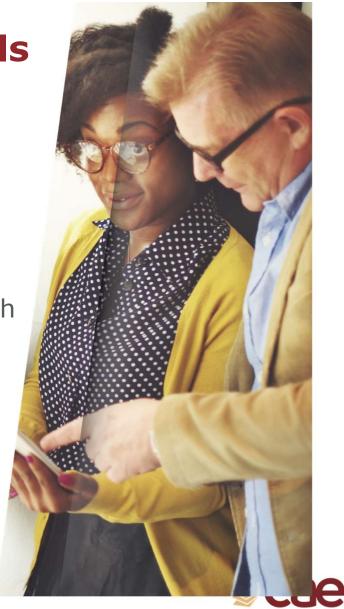
## STEP 1: Identifying Credentials Understand the Needs

 What are credentials are students arriving on campus

Industry Training options now available?

 Institutional Ed Tech Partnerships (like with Google Cert Programs)

Workforce Development Needs?



## Step 2: Employer Validation of Credentials

- Employer Sessions (Fall 2023)
- Labor market data
  - #preparedforPA
  - Can be accessed on PASSHE website



### PENNSYLVANIA'S INFORMATION TECHNOLOGY INDUSTRY The Information Technology Industry is large and sowing about the state, the 555.1 billion sector accounts for almost 89 is informed to the state, the 555.1 billion sector accounts for almost 89 is officinely accounts, so within these comprehency maps are primarily employed within Corporate, Subsidiary, and Regional Managing Offices, Computer Systems Design Services, Customer Computer Programming Foreigns, and State Government, Excluding Iducation and Hospitals sub-industries. Digging further at the regional level, the Northern and Western Regions have Corporate, Subsidiary, and Regional Managing Offices primarily employ these occupations, whereas the Southern Regions Is large is State Government Excluding Education and Hospitals and the Eastern Region Is as more concentration in the Customer Computer Programming Services sub-industry, Below is an example of some regional specific Sub-industries within which these occupations are primarily employed. HIGH LEVEL REGIONAL SUB-INDUSTRIES COMPARISONS WITHIN INFORMATION TECHNOLOGY EASTERN O Corporate, Subsidiary, and Regional Managing Offices O Wired Telecommunications O Corporate, Subsidiary and Regional Managing Offices O Corporate, Subsidiary and Regional Managing Offices O Computer Systems Design Services Services Services Services Carriers Managing Offices © Corporate Subsidiary, and Regional Managing Offices © Computer Systems Design Services © Computer Systems Design Services The occupations included in these competency maps are the most in-demand information technology occupations across the state, typically with varying degrees of need at regional levels. However, within this industry, Software Developers/Computer Programmers are in high demandacross all regions in Pennsylvania with variations beyond that in demand for Computer User Support Specialists, Management Analysts, and Network and Computer Users Administrators. REGIONAL IN-DEMAND OCCUPATIONS WITHIN INFORMATION TECHNOLOGY SOUTHERN Computer User Support Specialists Computer User Support Specialists Management Analysts Management Analysts Network and Computer Systems Administrators Network and Computer Systems Administrators Network and Computer Systems Network and Computer Systems Metwork and Computer Systems Administrators Administrators Administrators Administrators Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products Computer User Applications Computer User Support Specialists Administrators Administrators Administrators Computer User Support Specialists Administrators Administrators Administrators Computer User Support Specialists Administrators Computer User Support Specialists Administrators Administrators Computer User Support Specialists Administrators Computer User Support Specialists Administrators Computer User Support Specialists Administrators Computer User Support Specialists Administrators Computer User Support Specialists Computer User Support Specialists Computer User Support Specialists Computer User Support Specialists Computer Speciali Computer and Information Systems Managers > 3

## **Step 3: Internal Steps to Validate Training**

#### Standards

### Org Insight

- Advisory Board
- Review Criteria
- Data

#### Content

#### What is Covered

- •KSA
- Applied/Application
- Time to Complete

### Eligibility

## Who can take the training

- Education
- Work Experience
- Age

#### Assessments

### How is learning assessed

- Exams
- Topics Covered
- Scores
- Badging

#### Award and Renewal

### Length of qualification

- Renewal Requirements
- Payments
- Verification

## **Example: SHRM – CP (Certified Pro) - Eligibility**

### **Eligibility Criteria**

- A SHRM-CP is for individuals performing HR or HR-related duties or pursuing a career in Human Resources (basic working knowledge in HR is recommended).
- Your current or most recent work in HR is operational in nature (i.e., implements policy, serves as HR day-to-day point person, etc.)
- Your duties tend to be specialized versus general.

https://www.shrm.org/certification/decide/Pages/body-of-applied-skills-and-knowledge.aspx

## SHRM - CP (Certified Pro) - Standards

In 2014, SHRM conducted a knowledge specification exercise to further develop the *HR Expertise* technical competency. First, SHRM performed an extensive review of the existing literature on HR knowledge, including textbooks, curricula, syllabi and other educator resources, to determine the universe of potential areas of knowledge that HR professionals need to perform their jobs. SHRM also consulted its own academic and employer surveys regarding the functional knowledge that HR professionals need to achieve success in the HR field. SHRM drew on this research to create a preliminary knowledge framework for the SHRM-CP and SHRM-SCP exams.

Second, SHRM established in 2014 a SHRM BoCK Advisory Panel of 19 HR and business leaders from various industries, including retail, research, consulting, health care and manufacturing. This panel reviewed the proposed content and framework of the *HR Expertise* competency to ensure its accuracy and comprehensiveness. The panel also defined associated **key concepts** and **proficiency indicators** for each functional area. Upon completion of these studies, SHRM adopted the framework as the basis for the *HR Expertise* technical competency.

file:///C:/Users/Owner/Downloads/ certification decide Documents shrm-bask-2022.pdf

## SHRM – CP (Certified Pro) - Assessments

How Does the SHRM Learning System Work?

**ASSESS & PLAN STUDY & LEARN** Start with the 134-question Optimize your time as the pre-test to establish your system guides you through current expertise and identify relevant topics based on your your knowledge gaps. knowledge gaps. **REVIEW & SUCCEED APPLY & REINFORCE** Put your learning to the test Finish your studies with testwith more than 2,500 practice taking tips, a post-test and a timed, 134-item practice exam questions, flashcards and competencies in action. to see if you're on track.

## Other Examples of Standard Trainings

Exam Codes	N10-008					
Launch Date	September 15, 2021					
Exam Description	The CompTIA Network+ certification verifies that the successful candidate has the knowledge and skills required to:  Establish network connectivity by deploying wired and wireless devices  Understand and maintain network documentation  Understand the purpose of network services, basic datacenter, cloud, and virtual networking concepts  Monitor network activity, identifying performance and availability issues  Implement network hardening techniques  Manage, configure, and troubleshoot network infrastructure					
Number of Questions	Maximum of 90 questions					
Type of Questions	Multiple choice and performance-based					
Length of Test	90 Minutes					
Passing Score	720 (on a scale of 100-900)					
Recommended Experience	CompTIA A+ Certification and a minimum of 9 to 12 months of hands-on experience working in a junior network administrator/network support technician job role					

#### About this Course

10.049.932 recent views

This is the first course in the Google Data Analytics Certificate. These courses will equip you with the skills you need to apply to introductory-level data analyst jobs. Organizations of all kinds need data analysts to help them improve their processes, identify opportunities and trends, launch new products, and make thoughtful decisions. In this course, you'll be introduced to the world of data analytics through hands-on curriculum developed by Google. The material shared covers plenty of key data analytics topics, and it's designed to give you an overview of what's to come in the Google Data Analytics Certificate. Current Google data analysts will instruct and provide you with hands-on wavs to

#### WHAT YOU WILL LEARN

- Define and explain key concepts involved in data analytics including data, data analysis, and data ecosystem
- Discuss the role of spreadsheets, query languages, and data visualization tools in data analytics
- Conduct an analytical thinking self assessment giving specific examples of the application of analytical thinking
- Describe the role of a data analyst with specific reference to jobs/positions

## **Lots of Options for Training and Certs**





Corporat

Certifications

Training

For Individuals

coursera

**CompTIA Certifications** 





## Crosswalk

#### CREDENTIAL CROSSWALK

Course Name/Number:	CISC 131 Foundations of Computing I	College:	Mercy University
Credits/Units/Hours:	3 Credits	Website:	
Training Name:	Introduction to Python Programming	Training Organization:	U of Penn - Coursera
Credits/Units/Hours:	28 hours of learning	Training Website:	https://www.coursera.org/learn/python-programming-intro#modules

Course Learning Objective (List the Course Learning Objective)	Industry Standard Outcome (Industry to Course)
1 Introduction to programming (chap 1) Input, processing, and output	Module 1: Course Introduction, Intro to Programming and The Python Language,
(chap 2)	Variables, Conditionals, Jupyter Notebook, and IDLE
2 Input, processing, and output Decision structures (chap 3)	Module 3: More with Lists, Strings, Tuples, Sets, and PyCharm
	Module 4: Dictionaries and Files
3 Decision structures Decision structures	Module 3: More with Lists, Strings, Tuples, Sets, and PyCharm
4 Repetition structures (chap 4) Repetition structures	Module 2: Intro to Lists, Loops, and Functions
G- N 50 50 1	Module 3: More with Lists, Strings, Tuples, Sets, and PyCharm
5 Repetition structures Functions, modules, and recursion (chap 5, 12)	Module 3: More with Lists, Strings, Tuples, Sets, and PyCharm
6 Functions, modules, and recursion Functions, modules, and recursion	Module 2: Intro to Lists, Loops, and Functions
7 Exception handling (chap 6) Exception handling	Not Specifically Mentioned on Exception Handling
50 San 100 San	Module 4: Dictionaries and Files
9 String operations (chap 8) String operations	Module 3: More with Lists, Strings, Tuples, Sets, and PyCharm
10 Lists and tuples (chap 7) Lists and tuples	Module 3: More with Lists, Strings, Tuples, Sets, and PyCharm
11 Lists and tuples File I/O	Module 2: Intro to Lists, Loops, and Functions
	Module 3: More with Lists, Strings, Tuples, Sets, and PyCharm
	Module 4: Dictionaries and Files
12 File I/O	Module 4: Dictionaries and Files
13 Dictionaries and sets (chap 9)	Module 4: Dictionaries and Files

Mapped By:	Janice Aanenson, PhD – CAEL Consultant	Date:	5/21/2024	Notes: Coursera is widely used as learning content. The University of Pennsylvania has an Introduction to Programming with Python and Java Specialization that this course is part of. This is an academic course used in a non-academic way and should provide the same knowledge. It is recommended that Credit be given if students have completed the Intro to Python Programming course in Coursera. If Exception Handling is important add a piece for students to learn this process.	
Reviewed By:		Date:		Notes:	
Final Determination and Next Steps:					

1

## **Mapping Outcomes**

- Identify Courses by reviewing program options
  - Course syllabi
- Strong Course outcomes are essential
  - Understand the Course Outcomes and Objectives
  - Understand how external education aligns with outcomes and objectives

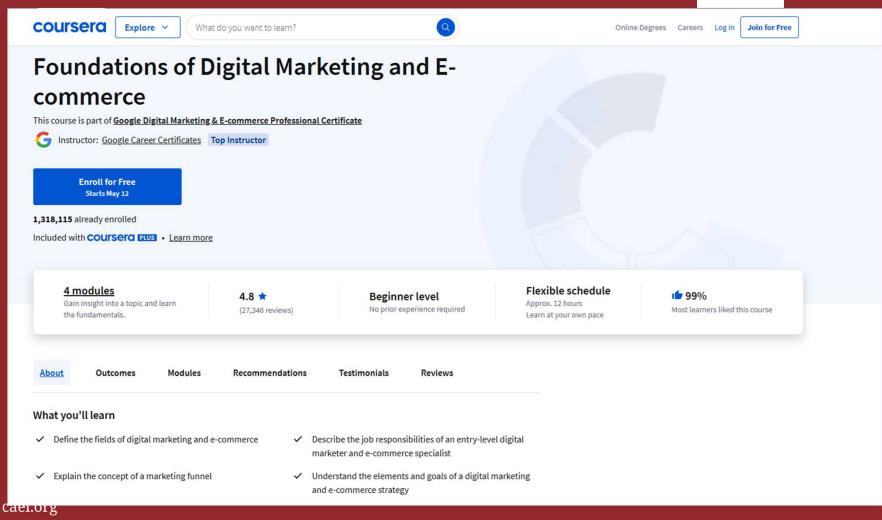




#### Credential Crosswalk

COURSE NAME AND NUMBER:			COLLEGE NAM	IE:		
CREDIT(S)/HOURS/UNITS:			COLLEGE WEB	SITE:		
TRAINING NAME:			TRAINING ORG	SANIZATION:		
CREDIT(S)/HOURS/UNITS:			TRAINING AND	VERIFICATION		
			WEBSITES:			
COURSE LEARNING OUTCOMES (LIST OF OUTCOMES OR OBJECTIVES)			TRAINING OR CERTIFICATION OUTCOMES (LIST OF STANDARDS THAT MAP TO			
				COURSE OUTCOME)		
MAPPED BY:		DATE:		NOTES:		
REVIEWED BY:		DATE:		NOTES:		
FINAL DETERMINATION AND NEXT STEPS:						

## Credential Details: Coursera Digital Marketing





## Details: Coursera Digital Marketing

#### **Build your Marketing expertise**

This course is part of the Google Digital Marketing & E-commerce Professional Certificate When you enroll in this course, you'll also be enrolled in this Professional Certificate.

- · Learn new concepts from industry experts
- · Gain a foundational understanding of a subject or tool
- · Develop job-relevant skills with hands-on projects
- · Earn a shareable career certificate from Google



#### Earn a career certificate

Add this credential to your LinkedIn profile, resume, or CV Share it on social media and in your performance review



#### There are 4 modules in this course

This is the first of seven courses in the Google Digital Marketing & E-commerce Certificate, which will equip you with the skills you need to apply to entry-level roles in these fields. People who work in digital marketing and e-commerce help their organizations attract new customers, engage customers through various digital channels, and drive transactions like purchases and customer

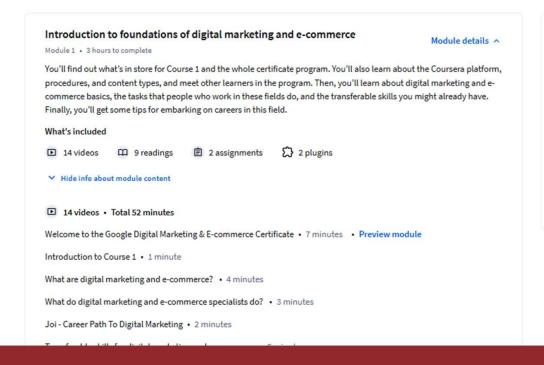


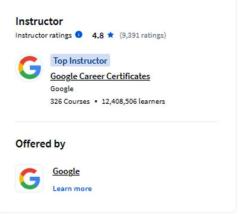
## Credential Details: Coursera Digital Marketing

#### There are 4 modules in this course

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Read more







## **Completed Crosswalk Example- Digital Marketing**





Name of Organization: Commonwealth	University of	f PA
Credential Crosswalk-		

COURSE NAME AND NUMBER:	Digital Marketing Fundamentals- MKT 331	COLLEGE NAME:	Commonwealth University of PA		
CREDIT(S)/HOURS/UNITS:	3	COLLEGE WEBSITE:	https://www.commonwealthu.ed u/		
TRAINING NAME:	Foundations of Digital Marketing Certificate	TRAINING ORGANIZATION:	Google/Coursera		
CREDIT(S)/HOURS/UNITS:	190+ hours (30 weeks)	TRAINING AND VERIFICATION WEBSITES:	Foundations of Digital Marketing and E-commerce   Coursera		
COURSE LEARNING OUTCOMES (LIST OF OUTCOMES OR OBJECTIVES)			TRAINING OR CERTIFICATION OUTCOMES (LIST OF STANDARDS THAT MAP TO COURSE OUTCOME)		
LO 1. Define key principles concerning digital marketing that result in improved decision-making.		Foundations of Digital Marketing and E-commerce:  Module 1: Introductions to Foundations of Digital Marketing and E-commerce  Module 3: Digital Marketing and E-commerce Strategy  Think Outside the Inbox: Email Marketing:  Module 4: Collect and analyze email campaign data  Foundations of Digital Marketing and E-commerce-  Module 1: Introductions to Foundations of Digital Marketing and E-commerce  Module 3: Digital Marketing and E-commerce Strategy			
LO 2. Explain how digital marketing has disrupted traditional marketing environments, applications, and strategies.					
LO 3. Identify the various digital marketing tools currently in the industry.		Foundations of Digital Marketing and E-commerce:  Module 4  Measure performance success Assess for Success:  Marketing Analytics and Measurement			
LO 4. Develop as a team a comprehensive digital marketing plan/campaign for an online product or service, leading to a significant		Foundations of Digital Marketing and E-commerce: Module 2: Understand Search Engine Optimization (SEO)			

## **Completed Crosswalk Example- Digital Marketing**

			cool	Bloomsburg UNIVERSITY  MANSFIELD  WINVERSITY
Name of Organization: Commonweal	th University of PA		cael	COMMONWEALTH UNIVERSITY OF PA
portfolio outcome.			From Likes t	o Leads: Interact with Customers Online
			Module 2: So	cial Media Strategy, planning, and Publishing
			Module 4: So	cial Media Analytics and Reporting
				le the Inbox: Email Marketing:
			40417es/25cms.49054e4 40.0 mom/3	llect and analyze email campaign data
				eful tools for email marketing
			1	iccess: Marketing Analytics and Measurement
				croduction to Assess for success: Marketing
				measurement
LO 5. Acquire Google's Fundament			Think Outside the Inbox: Email Marketing:	
Certification or similar certification	/certificate			n your own email marketing campaign
				Guaranteed: Develop Customer Loyalty Online:
				epare for jobs in digital marketing and
				repare for jobs in digital marketing and
144 DDED DV	1111 14 11 515	D T	e-commerce	NOTES S
MAPPED BY:	Alicia Myrick, Ed.D.	DATE:	1/31/24	NOTES: Some of the course outcomes,
				particularly those that touch on traditional
				marketing or traditions, are not met within the credential due to the current focus of the
				credential. One of the learning outcomes of the MKT 331 course is to obtain the Google Digital
				Marketing Certificate. The listed outcomes match
				broadly with the credential outcomes. Specifics
				are not mentioned within the course outcomes;
				however, credit should be given since one
				outcome is obtaining the digital marketing
				certificate.
				Continuates.
REVIEWED BY:		DATE:		NOTES:

## Credential Details: SHRM CP

FUNCTIONAL AREAS | ORGANIZATION KNOWLEDGE DOMAIN | STRUCTURE OF THE HR FUNCTION

#### Structure of the HR Function

**Structure of the HR Function** encompasses the people, processes and activities involved in the delivery of HR-related services that create and drive organizational effectiveness.

#### **Key Concepts**

- Approaches to HR function/service models
  - ▶ Examples include centralized; decentralized; global resources
- Approaches to HR structural models
  - ▶ Examples include center of excellence; shared services; business partners; matrix
- Elements of the HR function
  - ▶ Examples include recruiting; talent management; compensation; benefits
- HR staff roles, responsibilities and functions
  - Examples include generalists; specialists; HR business partners
- Outsourcing of HR functions
  - ▶ Examples include recruiting; benefits administration; payroll; legal; contract management; investigations
- ▶ HR-function metrics
  - Examples include HR staff per full-time employee, customer satisfaction; key performance indicators (KPIs);
     balanced scorecard

FUNCTIONAL AREAS | ORGANIZATION KNOWLEDGE DOMAIN | STRUCTURE OF THE HR FUNCTION

#### PROFICIENCY INDICATORS FOR ALL HR PROFESSIONALS

- Adapts work style to fit the organization's HR service model to ensure timely and consistent delivery of services to stakeholders.
- Seeks feedback from stakeholders to identify opportunities to improve HR function.
- Acts as HR point-of-service contact for key stakeholders within a division or group.
- Consults with all levels of leadership and management on HR issues.
- Coordinates with other HR functions to ensure timely and consistent delivery of services to stakeholders.
- Ensures that outsourced and/or automated HR functions are integrated with other HR activities.
- ▶ Analyzes and interprets key performance indicators (KPIs) to understand the effectiveness of the HR function.
- Works collaboratively with departments outside of HR to deliver and support HR-related functions (such as working with IT to implement an HR information system).

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## Credential Details: SHRM-CP



BEHAVIORAL COMPETENCIES | BUSINESS CLUSTER | BUSINESS ACUMEN

SUB-COMPETENCY:

### Business and Competitive Awareness

Understands the organization's operations, functions, products and services, and the competitive, economic, social and political environments in which the organization operates.

#### PROFICIENCY INDICATORS FOR ALL HR PROFESSIONALS

- Uses organizational and external resources to learn about the organization's business operations, functions, products and services.
- Uses organizational and external resources to learn about the political, economic, social, technological, legal and environmental (PESTLE) trends that influence the organization (examples include automation, unemployment trends, economic boom or recession, talent shortages).
- Applies knowledge of the organization's business operations, functions, products and services to implement HR solutions and inform business decisions.
- Applies knowledge of the organization's industry and PESTLE trends to implement HR solutions and inform HR decisions.

#### FOR ADVANCED HR PROFESSIONALS

- Gathers and applies business intelligence about PESTLE trends to define HR's strategic direction and long-term goals.
- Applies expert knowledge of the organization's business operations, functions, products and services when setting HR's strategic direction and long-term goals.
- Applies an understanding of the labor market when developing a strategy to manage and compete for talent.
- Participates in advocacy activities involving government policy and proposed regulations related to the organization's HR strategies and long-term goals.



## **Completed Crosswalk Example-**

SHRM/Human Resource Management





#### CREDENTIAL CROSSWALK

CHEDENTIAL CHOSSWALK			
COURSE NAME AND	Human Resource	COLLEGE NAME:	Commonwealth University of
NUMBER:	Management- MGMT 380		Pennsylvania
	(Lau)		
CREDIT(S)/HOURS/UNITS:	3	COLLEGE WEBSITE:	https://www.commonwealthu.edu/
TRAINING NAME:	SHRM-CP	TRAINING ORGANIZATION:	Society for Human Resource
			Professionals
CREDIT(S)/HOURS/UNITS:	3	TRAINING AND	https://www.shrm.org/certification
		VERIFICATION WEBSITES:	/about/body-of-applied-skills-and-k
			nowledge/pages/default.asp
COURSE LEARNING OUTCOM	MES (LIST OF OUTCOMES OR	TRAINING OR CERTIF	ICATION OUTCOMES (LIST OF

	nowledge/pages/default.asp		
COURSE LEARNING OUTCOMES (LIST OF OUTCOMES OR OBJECTIVES)	TRAINING OR CERTIFICATION OUTCOMES (LIST OF STANDARDS THAT MAP TO COURSE OUTCOME)		
Be able to define and describe the important concepts and ideas in the Human Resource (HR) Management field.	Organization Knowledge Domain     Structure of the HR Function, Organizational Effectiveness & Development, Workforce Management		
Understand how a firm's HR practices contribute to its competitive advantage.	Organization Knowledge Domain  Structure of the HR Function, Organizational Effectiveness & Development, Workforce Management  Business Cluster  Business Acumen  Business and Competitive Awareness  Business Analysis  Strategic Alignment  Consultation  Evaluating Business Challenges  Designing HR Solutions  Advising on HR Solutions		













Change Management

Service Excellence



	Service Excellence	
Be familiar with the major laws affecting HR and how companies can comply with them.	Workplace Knowledge Domain  Managing a Global Workforce Risk Management  Corporate Social Responsibility  U.S. Employment Law & Regulations	
<ol> <li>Be able to analyze the human resource practices of a company, identify its strengths and weaknesses, and recommend improvements based on reasoned arguments.</li> </ol>	This area is likely matched/demonstrated through situational judgment questions on the exam.	
Course Content Outline		
T 11 110110 0.0 0.1 11011	People Knowledge Domain  HR Strategy Talent Acquisition Employee Engagement & Retention Learning & Development Total Rewards	
The New HRM Process & Strategy-Driven HRM	HR Strategy     Talent Acquisition     Employee Engagement & Retention Learning & Development	
Strategy-Driven HRM & The Legal Environment and Diversity Management	HR Strategy     Talent Acquisition     Employee Engagement & Retention Learning & Development	









0	Managing HR Initiatives
	Influence
-	Ethical Practices
	Personal Integrity
	Professional Integrity
	Ethical Agent
-	Diversity, Equity & Inclusion
	Creating a Diverse and Inclusive Culture
	Ensuring Equity Effectiveness
<u> </u>	Connection DEGLAS Connectional Devices



## **Completed Crosswalk Example- SHRM/Human Resource Management**

			Structu     Develo     Employ	re of the HR Function, Organizational Effectiveness & pment, Workforce Management ree & Labor Relations logy Management
Compensation Management 8	Employee Benefits		<ul><li>HR Stra</li><li>Employ</li></ul>	owledge Domain Itegy ee Engagement & Retention ewards
Employee Benefits			People Kn     HR Stra     Total Re	C.
MAPPED BY:	Alicia Myrick, Ed.D.	DATE:	2/8/24	NOTES: The ACE National Guide recommends ten semester credit hours for a SHRM-CP Credential. Additional review/courses may be needed.
REVIEWED BY:		DATE:		NOTES:
FINAL DETERMINATION AND NEXT STEPS:	Credit is recommende	ed.		•

## List of Completed Crosswalks (as of 5.12.25)

#### Healthcare/Nursing

- Basic Life Support Certification
- Personal Care Home Administrator
- Medical Assistant Certificate
- Nurse Aide Training Program (CNA)
- Community Health Worker
- Licensed Practical Nurse

#### Business

- Project Management Professional Certificate
- SHRM Certified Professional (CP)
- o Digital Marketing & e-commerce Professional
- Microsoft Power BI
- o Risk Management Professional
- Certified Compliance & Ethics Professional

#### Human Services and Social Work

- 1. Case Management
- 2. Social and Human Services Assistant
- 3. Home Health or Personal Care Aid
- 4. Childcare Worker (Childcare Development Associate- CDA)
- 5. Patient Navigator
- o 6. National Certification Council for Activity Professionals
- o 7. Case Management Certification
- Advanced PSP Training to Criminal Justice Courses (5)

#### Engineering

- o OSHA 10
- OSHA 30
- Environmental Health and Safety Professional Certificate (EHS)/Adhering to standards for workplace and public protection - Associate Safety Professional (ASP)
- Hazwoper40\*

#### NOCTI

- NOCTI- Entrepreneurship
- NOCTI- Accounting
- NOCTI- Agriculture

### NACE Competencies to General Education Courses and Programs(8)

- o NACE- Hist 111
- O NACE- Hist 112
- NACE- HIST
- NACE ENG 151
- NACE- PSYC
- NACE- BIO- BA
- NACE SOCW
- NACE- Political Science
- NACE- BIO BS

## How do we determine if there is a match?

- Line by line match of outcome to outcome (or weekly learning schedule)
- 80% is usually the minimum to be considered a match





# Project Outcomes





### **CROSSWALKING: NURSING & HEALTHCARE**

COMMONWEALTH UNIVERSITY OF PENNSYLVANIA



COMMUNITY HEALTH WORKER

NURS 103: Nursing 1 (8)



PERSONAL CARE HOME ADMINISTRATOR

NURS 103: Nursing 1 (8)

NURS 203: Essentials for Professional Practice (3)

> NURS 204: Health Assessment (3)

NURS 208: Foundations of Practice (3)

NURS 213: Nursing Transition (2)



CERTIFIED MEDICAL ASSISTANT

NURS 103: Nursing 1 (8)

NURS 203: Essentials for Professional Practice (3)

> NURS 204: Health Assessment (3)



LICENSED PRACTICAL NURSE

NURS 103: Nursing 1 (8)

NURS 203: Essentials for Professional Practice (3)

> NURS 204: Health Assessment (3)

NURS 208: Foundations of Practice (5)

NURS 213: Nursing Transition (2)

The goal of the CAEL+PASSHE crosswalking initiative is to create crosswalks that align industry certifications/training (at the skill and outcomes level) to existing courses in the Commonwealth University curriculum. The crosswalks are recommendations based on a thorough analysis of course syllabi provided by faculty and credential information. Additional review information may come from the ACE National Guide. The information presented is recommended until approved by the applicable institutional faculty and administration.



### **CROSSWALKING: BUSINESS**

#### COMMONWEALTH UNIVERSITY OF PENNSYLVANIA



PROJECT MANAGEMENT PROFESSIONAL CERTIFICATE

ITAN 322.01: Project Management (3)



SHRM - CERTIFIED PROFESSIONAL

MGMT 380-99: Human Resource Management (3)



MARKETING & E-COMMERCE PROFESSIONAL

MKTG 331: Digital Marketing Fundamentals (3)



MICROSOFT POWER BI

INFT 522: Data Analytics for Business Strategy (3)

ITAN 435.01: Advanced Analytics (3)



MANAGEMENT PROFESSIONAL

FIN 404.02: Principles of Risk Management and Insurance (3)

FIN 433: Financial Risk and Enterprise Risk Management (3)



CERTIFIED COMPLIANCE & ETHICS PROFESSIONAL

FIN 433: Financial Risk and Enterprise Risk Management (3)

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## **CROSSWALKING: ENGINEERING**

#### COMMONWEALTH UNIVERSITY OF PENNSYLVANIA



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(\*) Course Credit Hours



## **CROSSWALKING: HUMAN SERVICES & SOCIAL WORK**

COMMONWEALTH UNIVERSITY OF PENNSYLVANIA



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(\*) Course Credit Hours



## CROSSWALKING: ENTREPRENEURSHIP

COMMONWEALTH UNIVERSITY OF PENNSYLVANIA



MGMT 361-FOUNDATIONS OF ENTREPRENEURSHIP

Institute for the Assessment of Skills and Knowledge of Business (A\*S\*K Business Institute)

National Occupational Competency Testing Institute Training Partner (NOCTI) Each A\*S\*K certification exam contains
100 multiple-choice test items
administered online through a secure
online testing vendor. Each test item is
composed of a self-contained stem and
four alternatives, including three
plausible, but not defensible,
distractors. Examinees have a total of
100 minutes to complete the exam.
Examinees who earn a score of at least
70% are recognized as Certified High
Achievers, while examinees who score
90% or higher are recognized as
Certified Exemplary Achievers.

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## **CROSSWALKING: CRIMINAL JUSTICE**

COMMONWEALTH UNIVERSITY OF PENNSYLVANIA



CRJU340: CRIMINAL INVESTIGATION

CRJU360: INTERVIEW AND INTERROGATION

CRJU440: DEATH INVESTIGATIONS

#### 4 Advanced PSP Courses:

- 1. Basic Homicide Investigation
- 2. Non-Traffic/Equivocal Death Investigation
- 3. Basic Crime Scene Investigation
- Crime Scene Photography

The identifies Criminal Justice Courses should be crosswalked to the following Advanced PSP Training courses (all courses required for credit match):

#### 4 Advanced PSP Courses:

**Basic Homicide Investigation** 

Instructional Hours: 5 Days/30 Hours

Non-Traffic/Equivocal Death Investigation

· Instructional Hours: 2 Days/12 Hours

MPOETC CLEE Hours: 12

Basic Crime Scene Investigation

Instructional Hours: 10 Days/64 hours

Crime Scene Photography

Instructional Hours: 5 Days/32 Hours

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## Crosswalks as a Marketing Tool

#### CAREER READINESS

#### Competencies for a Career-Ready Workforce



#### Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.



#### Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.



#### Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.



#### Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different cultures and backgrounds. Engage in anti-oppressive practices that actively challenge the systems, structures, and policies of racism and inequity.



#### Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.



#### Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.



#### Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



#### Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.



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#### What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.



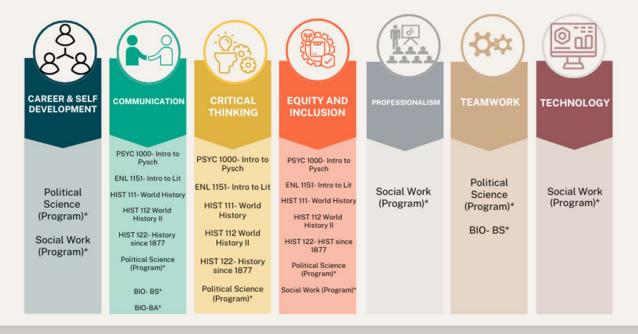
- Crosswalks do not always have to grant credit but can highlight skills and alignment to careers/
- Understand the current employment landscape
  - What employers are looking for
  - Core competencies for the workplace
- National Association of Career and Employer (NACE) Competencies for a Career Ready Workforce
- Shows students how their General Education/required curriculum aligns with the career ready skills that employers are looking for.

Bloomsburg Lock Haven Mansfield



### **CROSSWALKING: GENERAL EDUCATION**

#### COMMONWEALTH UNIVERSITY OF PENNSYLVANIA



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(\*) Four Year Degree Programs

NOTE: These "crosswalks" indicate that the course curriculum or program outcomes align with the NACE Career Ready Competencies.

Credit is not granted. This highlights the alignment of Career Ready Outcomes within these courses and programs.

These are a marketing informational tool.



## Benefits of Crosswalks

- **Standardization**: A crosswalk provides a standardized approach to awarding credit for prior learning.
- Student Focus: It centers on recognizing and valuing the skills and knowledge students bring.
- **Internal Transferability:** Crosswalks are designed to be easily transferable and reviewable by faculty.
- Pathways to Learning: They create clear pathways for students to gain credit and advance their education.
- **Simplicity:** Simple templates are used to make the process manageable.



## By what if there isn't a match?

- All crosswalks are good crosswalks Provides some information
  - Is the Class content what you want and need it to be?
  - Is the Cert or Training valid?
- Are there other ways students could get credit or cover the missing pieces?
  - Crosswalk + (Portfolio, Active learning, Exam)



# **Moving Forward – Finalize and implement crosswalks**

## Automate the process

 Work with IT or Student information system to make process simple for students.

### Institutional Collaboration

 Ensure CPL credits are accurately reflected on student transcripts.

## Targeted Marketing

- Develop a campaign that informs both students and staff about CPL opportunities.
- Faculty & Staff Engagement Equip faculty and staff with the knowledge to effectively promote CPL.





## **Project Team**



Patricia Wallace
Senior Vice President, Initiatives &
Membership



**Ashley Faubion Director, Initiatives** 



Dr. Alicia Myrick
Director, Initiatives



Darrah Mugrauer
Director, Initiatives

## Stay Connected



Recognizing that adult learners are the backbone of the U.S. economy, CAEL helps forge a clear, viable connection between education and career success, providing solutions that promote sustainable and equitable economic growth. CAEL opens doors to opportunity in collaboration with workforce and economic developers; postsecondary educators; employers and industry groups; and foundations and other mission-aligned organizations. By engaging with these stakeholders, CAEL fosters a culture of innovative, lifelong learning that helps individuals and their communities thrive. A national membership organization established in 1974, CAEL is a part of Strada Collaborative, a mission-driven nonprofit. Learn more at cael.org.

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