# Use Case 1: Publish Professional Profile on the Open Web and Social Networking Sites

## Goal of the Primary Actor
Actor is currently participating in an internship while transitioning from the military and enrolled in a postsecondary program and would like to explore potential career options after she exits the military and completes her college program to earn her education and industry credentials.

## Persona: Amanda
Amanda is a first generation college student who is transitioning from the military and has an internship while enrolled at a community college near her home. She enrolled in an Information Technology (IT) program to build on her military training and completed courses. The program allows her to earn a college certificate and an industry certification in network administration. She is interested in pursuing careers in network administration and cybersecurity.

## Access and Equity Considerations
This use case highlights where uneven access to tools and systems and opportunities to learn digital skills can result in learners not achieving career and educational goals in the use of their learner records.

## Actors
### Humans (Primary Actor: Person with Persona: Amanda)
- **Persons seeking job and learning opportunities**: Using a professional profile to be discovered by: (1) employers and recruiters as a potential job candidate and receives notification of job opportunities relevant to career goals and qualifications, and (2) education, training, and credentialing providers and receive notification of relevant programs and credentials for achieving career goals given current qualifications.
- **Recruiters for employers**: Using search tools to identify potential job candidates that match hiring requirements based on their professional profiles and data from public-private data collaboratives.
- **Recruiters for education, training, and credentialing providers**: Using search tools to identify potential students for their programs and credentials based on professional profiles and data from public-private data collaboratives.

## Systems
- **Learner app(s)**: System(s) that individuals use to manage and share their data. Note: No assumptions are made on centralized vs distributed approaches.
- **CLR issuing system(s)**: Issue learner records including credential and/or competency assertions and related information.
- **CLR verification system(s)**: Verify information in learner records including credential and/or competency assertions and related information.
- **Professional profiling system(s)**: Used by persons to create and update professional profiles (e.g. social networking sites and any other systems that contain similar services).
- **Employer and recruiter search tool(s)**: Offered by social networking site systems to search for potential job applicants and students using verifiable information on professional profiles.
- **Data collaborative system(s)**: Used by data collaboratives to access and manage learner records for data analytics.
**Preconditions**

- Employers, education, training and credentialing providers, and military issue and make available verifiable learner records to persons through CLR issuing and/or verification systems.
- Person has access and control over learner records with verifications necessary to complete a professional profile.
- Person has access and knows how to use learner apps, professional profiling systems, and social networking sites.
- Employers and recruiters have access to and know how to use advanced search tools for discovering potential employees with professional profiles.
- Education, training, and credentialing providers have access to and know how to use advanced search tools for discovering potential students with professional profiles.

**Flow of Events**

- Person uses a professional profiling system to create/open her professional profile.
- Person uses the system to insert/revise text describing career opportunities she is seeking to pursue.
- Person then uses her learner app to select parts of her learner records (within constraints provided by issuers through CLR issuing and/or verification systems) and transfers these selected parts to the professional profiling system to put into her professional profile including:
  - Work history—job titles (including internships), duties, accomplishments, competency assertions and evidence including types of verification, employment start and end dates.
  - Military history—job titles, duties, accomplishments, competency assertions and evidence, and types of verification, employment start and end dates.
  - Education and credentials—diplomas, degrees, certificates, certifications, badges, other credentials including competency assertions and evidence, and types of verification—credential attainment, program completion and enrollment dates.
  - Self-asserted competencies that may or may not be verifiable.
  - Student co-curricular and volunteer activities—roles, duties, accomplishments, competency assertions and evidence and types of verification, start and end dates.
  - Professional and student networks and organization memberships.
- Person includes which parts of her comprehensive record are verified/verifiable such as credentials from colleges, universities, and certification organizations and work history based on employer-provided employment records (Pilot Project 2).
- Person publishes the new/updated profile on personal website that provides her complete profile on the open web and social networking sites which make parts of her profile available for search on the open web.
- Person selects the option on social networking sites to be notified of related career opportunities.

**Post-Conditions/Success Criteria**

- Learner app is able to have access to and control over all learner records from employers (including internships), education (college and high school) and military.
- Professional profile is created/updated to reflect the most current learner records without loss of information.
- Search tools are able to translate and match hiring and program eligibility requirements with professional profiles to produce useful recommendations on relevant career opportunities for the employer, education, training and credentialing provider, and person.
- Search tools are able to translate and compare competencies on the professional profile to competency hiring and program eligibility requirements.
## Points of Failure

a. Employers, education, training and credentialing providers, and military do not issue and make available verifiable learner records through CLR issuing and/or verification systems.

b. Learner app does not have access to all learner records from employment (internship), education, and military.

c. Learner app has delay in reflecting the latest information.

d. Learner app is not interoperable with professional profiling systems and social networking sites and requires the person to enter or re-enter and edit information directly on the professional profile managed by social networking sites.

e. Search tools cannot successfully translate and compare competencies (including unintended bias) on the professional profile to competency hiring requirements and competency-relate eligibility requirements for credentials and programs.

## Implications for Standards Development

a. Need for self-sovereignty protocols to provide the necessary access and control to accomplish her goals.

b. Need for standards alignment with relevant systems identified in the use case.

c. Standards for transport between learner app and professional profiling system.

d. Need for competency translation and analysis to identify matches between employer hiring requirements, postsecondary program eligibility requirements and professional profiles without unintended bias. No assumptions on a particular approach.
# Use Case 2: Explore Career Opportunities

## Goal of the Primary Actor
Actor is currently participating in an internship while transitioning from the military and while enrolled in a postsecondary program and would like to explore potential career options after she exits the military and completes her college program to earn her education and industry credentials.

## Persona: Amanda
Amanda is a first generation college student who is transitioning from the military and enrolled at a community college near her home in a mid-sized Midwest metropolitan area. She enrolled in an IT program to build on her military training and completed courses to earn a college certificate and an industry certification in network administration. She is interested in pursuing careers in network administration and cybersecurity.

## Access and Equity Considerations
This use case is useful in highlighting where uneven access to tools and systems and opportunities to learn digital skills can result in persons not achieving career and educational goals in the use of their learner records.

## Actors
**Humans (Primary Actor: Person with Persona: Amanda)**

- **Persons**: Using a career navigator tool to explore job and education and credentialing opportunities for achieving career goals given current qualifications and background as reflected in her professional profile and learner records.

**Systems**

- **Learner app(s)**: System(s) that individuals use to manage and share their data. Note: No assumptions made on centralized vs distributed approaches.
- **CLR issuing system(s)**: Issue learner records including credential and/or competency assertions and related information.
- **CLR verification system(s)**: Verify information in learner records including credential and/or competency assertions and related information.
- **Professional profiling system(s)**: Used by persons to create and update professional profiles.
- **Career navigation tool(s)**: Used by persons to: (1) identify fast-growing occupations within a career pathway for a chosen labor market, (2) identify relevant job opportunities, and (3) identify education, training, and credentialing opportunities based on career goals, competencies, credentials, education, work and military experiences and other qualifications in learner records. These systems may depend on related systems that provide comparable information about job and education, training and credentialing opportunities.
- **Data collaborative system(s)**: Used by data collaboratives to access and manage learner records for data analytics.

## Preconditions

- Employers, education, training and credentialing providers, and military issue and make available verifiable learner records through CLR issuing and/or verification systems.
- Person has access and control over all learner records with verifications necessary to complete a professional profile.
- Person has access and knows how to use learner apps and career navigation tools.
- Career navigation tools have access to openly available information to the full range of job opportunities and education, training and credentialing opportunities.
**Flow of Events**

a. Person uses a career navigator tool that uses information from her professional profile and learner records (from CLR issuing and/or verification systems) to search for jobs and education, training, and credentialing opportunities that best match her career goals within a region where she wants to live and work.

b. Person chooses not to opt-out of sharing selected elements of her learner records from CLR issuing and/or verification systems with similar data from millions of comprehensive learner/worker/military records managed by a public-private data collaborative. This data sharing enables her navigator tool to better identify the most promising and realistic opportunities based on the career pathways of similar workers.

c. Person uses her career navigation tool to select occupations within a career pathway and related job openings that best match her career goals and background. These opportunities are consistent with notices sent to her based on her online professional profile.

d. Person then reviews the gaps identified by the tool between the job requirements for competencies, credentials and work experience with her professional profile and learner records.

e. The tool provides recommendations on how to fill these gaps with education, training and credentialing opportunities.

f. Person chooses to pursue university certificate programs that she is qualified for that also allow her to obtain a related certification that would make her the best qualified for these types of job opportunities in the shortest time, at the lowest cost, with the best chances for success.

**Post-Conditions/Success Criteria**

a. Career navigator identifies relevant career and education, training and credentialing opportunities.

b. Person selects opportunities that best match career goals and background and how to apply for these opportunities using her professional profile and learner records.

**Points of Failure**

a. Employers, education, training and credentialing providers, and military do not create, issue and make available verifiable learner records through their CLR issuing and/or verification systems.

b. Learner app does not have access to all learner records from CLR issuing and/or verification systems for employment and past education and military experiences.

c. Learner app has delay in reflecting the latest information.

d. Person does not have sufficient control over her records to use a career navigator tool.

e. Learner app is not interoperable with career navigator tool and requires the person to enter or re-enter and edit information directly on the professional profile managed by social networking sites.

f. Career navigator tools do not have open access to the full range of job, education, training and credentialing opportunities and comparable information about these opportunities to her learner records.

g. Search tools cannot successfully translate and compare competencies (including unintended bias) on the professional profile to competency hiring requirements and competency-relate eligibility requirements for credentials and programs.

h. Career navigation tool does not allow combination of recommendation to co-exist (e.g., liberal arts and visual design), instead provides linear or binary recommendations.

**Implications for Standards Development**

a. Need for standards alignment with relevant systems identified in the use case.

b. Need for self-sovereignty protocols to provide the necessary access and control to accomplish her goals.

c. Need for competency translation and analysis to identify matches between employer hiring requirements, postsecondary program eligibility requirements and professional profiles without unintended bias. No assumptions on a particular approach.
## Use Case 3: Apply for, Enroll in, and Complete Education, Training and Credentialing Opportunities

<table>
<thead>
<tr>
<th>Goal of the Primary Actor</th>
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<tbody>
<tr>
<td>Actor just completed a college program and received an education certificate and industry certification and would like to apply for another education program in pursuing her career goals.</td>
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</table>

| Persona: Amanda | Amanda is a first generation college student who recently transitioned from the military and enrolled at a community college near her home in a mid-sized Midwest metropolitan area. She enrolled in and completed an IT program to build on her military training and courses she completed and earn a college certificate and an industry certification in network administration. She is interested in pursuing careers in network administration and cybersecurity. |

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<th>Actors</th>
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<tbody>
<tr>
<td>Humans (Primary Actor: Person with Persona: Amanda)</td>
</tr>
<tr>
<td>a. Person: Using a professional profiling system and a learner app to amplify for education, training, and credentialing opportunities through education application and enrollment systems.</td>
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<tr>
<td>e. Professional profiling system(s): Used by persons to create and update professional profiles.</td>
</tr>
<tr>
<td>f. Education application and enrollment system(s): Used by education and training providers to: (1) obtain applicant information necessary to determine eligibility for programs, (2) analyze this information to make enrollment decisions, (3) manage enrollment, and (4) transfer data to student information systems after enrollment.</td>
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<tr>
<td>g. Data collaborative system(s): Used by data collaboratives to access and manage learner records for data analytics.</td>
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<tbody>
<tr>
<td>a. Employers, education, training and credentialing providers, and military create and make available verifiable learner records through their CLR issuing and/or verification systems.</td>
</tr>
<tr>
<td>b. Person has access and control over learner records with verifications necessary to complete a professional profile.</td>
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<tr>
<td>c. Person has access and knows how to use learner record management systems and career navigation tools.</td>
</tr>
<tr>
<td>d. Education, training and credentialing providers have access to and can use application and enrollment systems that can take in and analyze learner records from learner record management systems.</td>
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### Flow of Events

| a. | Person chooses to apply for two university certificate programs that also include internships and industry certifications. |
| b. | Person uses parts of her professional profile and learner records to complete the applications and provide all of the necessary verifications using university application systems. |
| c. | University application systems analyze person’s records and determines she is eligible for enrollment and sends person information for enrollment and whether she is eligible for advanced standing, saving her time and money. |
| d. | Person chooses to enroll in one of the programs that provides her with advanced standing based on an analysis of her current competencies and related credentials including competencies achieved in the military, employer internship, education program, and student co-curricular activities. |
| e. | Person provides additional information from her learner records to complete her enrollment. |
| f. | The university enrollment system transfers person’s data to the student information system. |
| g. | Person completes her program and internship and passes the certification exam. Person receives her education certificate and related certification. |
| h. | The university, employer and certification organization using their CLR issuing and/or verification systems to create and make available her verifiable learner records including employer-provided employment and earnings records. |
| i. | This verifiable information is added to her learner record by her learner app for future use and provided to the data collaborative that she has opted to use. |
| j. | This information also is used to update her professional profile. |

### Post-Conditions/Success Criteria

| a. | Person applies for and enrolls in an education program using her professional profile and learner records. |
| b. | Person completes program and internship and receives education certificate and industry certification. |
| c. | Employer, education program and certification organization creates and makes available verifiable learner records through their CLR issuing and/or verification systems. |

### Points of Failure

| a. | Employers and education, training and credentialing providers do not create and make available verifiable learner records through CLR issuing and/or verification systems. |
| b. | Learner app does not have access to all learner records from current employment and past education and military experience. |
| c. | Learner app has delay in reflecting the latest information. |
| d. | Person does not have sufficient control over her records to use for application and enrollment. |
| e. | Learner app is not interoperable with application and enrollment systems and requires the person to enter or re-enter and edit information directly on the professional profile managed by social networking sites. |
| f. | Application and enrollment systems cannot successfully translate and compare competencies (including unintended bias) on the professional profile and learner records to program eligibility requirements. |
| g. | Application and enrollment systems cannot transfer data to student information systems for producing verifiable learner records. |

### Implications for Standards Development

| a. | Need for standards alignment with relevant systems identified in the use case. |
| b. | Need for self-sovereignty protocols to provide the necessary access and control to accomplish her goals. |
| c. | Need for competency translation and analysis to identify matches between employer hiring requirements, postsecondary program eligibility requirements and professional profiles without unintended bias. No assumptions on a particular approach. |
# Use Case 4: Apply for and Accept Employment Opportunities

## Goal of the Primary Actor
Actor recently completed a postsecondary program and received her education certificate and industry certification and would like to use her professional profile and learner records to apply for a job opening.

## Persona: Amanda
Amanda is a first generation college student who recently transitioned from the military and enrolled at a community college near her home in a mid-sized Midwest metropolitan area. She enrolled in an IT program to build on her military training and courses she completed to earn an industry certification in network administration. She then applied for and enrolled in a university certificate program that provided another internship and industry certification. She recently completed her university program including the internship, received a certification, and is now interested in applying for jobs in network administration and cybersecurity.

## Access and Equity Considerations
This use case is useful in highlighting where uneven access to tools and systems and opportunities to learn digital skills can result in persons not achieving career and educational goals in the use of their learner records.

## Actors
**Humans (Primary Actor: Person with Persona: Amanda)**

| a. Person | Using her professional profile and learner records to apply for employment and complete information as a new employee |
| b. Employer/Recruiter | Using recruiting and applicant tracking systems to capture and analyze applicant data. |
| c. Employer/Hiring Manager | Using applicant-tracking systems to review and select applicants for final screening and interview and make hiring decisions. Using HRIS systems for creation of new employee records. |

**Systems**

| d. Learner app(s) | System(s) that individuals use to manage and share their data. Note: No assumption made on centralized vs distributed approaches. |
| e. CLR issuing system(s) | Issue learner records including credential and/or competency assertions and related information. |
| f. CLR verification system(s) | Verify information in learner records including credential and/or competency assertions and related information. |
| g. Career navigation tool(s) | Used by persons to search for jobs matching career goals and qualifications. |
| h. Recruiting/Applicant tracking system(s) | Used by persons to create and update professional profiles. |
| i. Assessment system(s) | Used by employers to conduct pre-hire assessments during screening process. |
| j. Background check system(s) | Used to capture and verify information related to hiring requirements. |
| k. Human resource information system(s) | Used by hiring managers and HR managers to manage information on employees. |
| l. Data collaborative system(s) | Used by data collaboratives to access and manage learner records for data analytics. |

## Preconditions

| a. This use case assumes a major transition from traditional approaches to more competency-based hiring approaches. |
| b. Employers, education, training and credentialing providers, and military create and make available verifiable learner records through their CLR issuing and/or verification systems. |
| c. Person has access and control over learner records with verifications necessary to complete an application. |
**Flow of Events**

| d. | Person has access and knows how to use learner apps and how to use these systems to apply for jobs and manage what is shared with data collaborative for future use. |
| e. | Employers (recruiters and hiring managers) have access to and know to use employer HR systems for screening, hiring and on-boarding employees. |

**Post-Conditions/Success Criteria**

| a. | Person completes application using learner records management system without loss of information. |
| b. | ATS system accurately compares hiring requirements to learner records and makes an accurate ranking of fit including required and preferred competencies. |
| c. | ATS transfers data accurately to HRIS system. |
| d. | HRIS system supports person in using HR data to update learner records. |
| e. | Person uses her learner app to transfer data to data collaborative. |

**Points of Failure**

| a. | Employers do not create and make available verifiable learner records through their HRIS’ CLR issuing and/or verification systems. |
| b. | Person does not have full access and control of learner records necessary to complete an application. |
| c. | Learner app is not interoperable with ATS, HRIS and data collaborative systems. |
| d. | Employer systems cannot accurately translate and analyze competency hiring requirements and competencies (including unintended bias) in candidate and learner records. |
e. Person does not have unique identity across mentioned platforms/systems, making it either non-identifiable or multi-match.

f. Platform does not sync up on particular time point/event, making it unusable for the person to use holistically.

**Implications for Standards Development**

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Use Case 5: Manage Career Advancement and Transition

Goal of the Primary Actor
Actor is currently a worker in a job and would like to use her professional profile and learner records to apply for career advancement opportunities.

Persona: Amanda
Amanda is a first generation college student who recently transitioned from the military and enrolled at a community college near her home in a mid-sized Midwest metropolitan area. She enrolled in an IT program at a community college to build on her military training and completed courses to earn an industry certification in network administration. She recently completed her program and received a certification and applied for and completed a university certificate program and obtained an education certificate and industry certification in cybersecurity. She applied for and was hired in a job consistent with her career goals. Now, Amanda wants to pursue further career opportunities.

Access and Equity Considerations
This use case is useful in highlighting where uneven access to tools and systems and opportunities to learn digital skills can result in persons not achieving career and educational goals in the use of their learner records.

Actors
Humans (Primary Actor: Person with Persona: Amanda)
a. Person: Using her learner records to apply for employment and complete information as a new employee.
b. Employer/Recruiter: Using search tools to identify potential job candidates that match hiring requirements based on their professional profiles and subsequently using recruiting or applicant tracking systems to capture and analyze applicant data.
c. Employer/Hiring Manager: Using applicant-tracking systems to review and select applicants for final screening and interview and make hiring decisions. Using HRIS systems for creation of new employee records.

Systems
d. Learner app(s): System(s) that individuals use to manage and share their data. Note: No assumption made on centralized vs distributed approaches.
e. CLR issuing system(s): Issue learner records including credential and/or competency assertions and related information.
f. CLR verification system(s): Verify information in learner records including credential and/or competency assertions and related information.
g. Career navigation system(s): Used by persons to search for jobs matching career goals and qualifications.
h. Recruiting/Applicant tracking system(s): Used by persons to create and update professional profiles.
i. Tuition aid management system(s): Used by employers to manage enrollment and reimbursements for postsecondary education.
j. Assessment system(s): Used by employers to conduct pre-hire assessments during screening process.
k. Background check system(s): Used to capture and verify information related to hiring requirements.
l. Human resource information system(s): Used by hiring managers and HR managers to manage information on employees.
m. Data collaborative system(s): Used by data collaboratives to access and manage learner records for data analytics.

Preconditions
a. Person has access and control over learner records with verifications necessary to complete an application through CLR issuing and/or verification systems.
b. Person has access and knows how to use learner apps and how to use these systems for managing what is shared with data collaborative for future use.

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c. Employers (recruiters and hiring managers) have access to and know to use employer HR systems for screening, hiring and on-boarding employees.

### Flow of Events

a. Person participates in the on-boarding process and receives training that result in an industry certification and a company badge.

b. The HRIS system updates her learner records and provides person access to these records through CLR issuing and/or verification system.

c. The certification organization also uses a CLR issuing and/or verification system to create a learner record and provides person access.

d. Person adds this information to professional profile and learner records.

e. Person then uses the company’s career guidance system and regular reviews with her manager to identify career advancement opportunities inside the company. She also continues to use her career navigation tool to search for other career advancement options outside the company based on data from the data collaborative on career progressions of other comparable persons.

f. Person enrolls in company training program.

g. Person uses the company’s tuition assistance program to apply for and enroll in a management degree program offered through a university.

h. Person applies for the management degree program using selected elements of her professional profile and learner records.

i. The company and university create learner records through their CLR issuing and/or verification systems and provide access to person.

j. Person updates her professional profile and learner records, and provides data to the data collaborative.

k. Person again uses notices sent to her through the social network sites based on her professional profile and uses her career navigation tool to identify job opportunities where she currently resides.

l. Person identifies and applies for job openings using selected elements from her professional profile and learner records using application processes managed through employer applicant tracking systems (ATS).

m. Person is hired by a new company and makes the transition.

n. The company opens up an employee record and makes this record available to Person through its HRIS system’s CLR issuing and/or verification system.

o. Person then uses her learner app to update her professional profile, learner records and makes this data available to the data collaborative for her future use.

### Post-Conditions/Success Criteria

a. Person completes application using professional profiling system and learner app without loss of information.

b. ATS system accurately compares hiring requirements to learner records and makes an accurate ranking of fit including required and preferred competencies.

c. ATS transfers data accurately to HRIS system.

d. HRIS system support person in using HR data to update learner records through the CLR issuing and/or verification system.

e. Learner app transfers data to data collaborative.

### Points of Failure

a. Employers and education, training and credentialing providers do not create and make available verifiable learner records through CLR issuing and/or verification systems.

b. Person does not have full access and control of learner records necessary to complete an application.

c. Learner app is not interoperable with ATS, tuition aid management system, HRIS and data collaborative systems.

d. Employer systems cannot accurately translate and analyze competency hiring requirements and competencies (including unintended bias) in candidate and learner records.

e. Person does not have unique identity across mentioned platforms/systems, making it either non-identifiable or multi-match.

f. Platform does not sync up on particular time point/event, making it unusable for the person to use holistically.
Varying levels of governance leads to inconsistent information set that is not trustworthy in the long term.

**Implications for Standards Development**
- Need for self-sovereignty protocols to provide the necessary access and control to accomplish her goals.
- Need for standards alignment with relevant systems identified in the use case.
- Need for competency translation and analysis to identify matches between employer hiring requirements, postsecondary program eligibility requirements and professional profiles without unintended bias. No assumptions on a particular approach.