Mapping Credit for Prior Learning
Using ACE Tools to Develop Institutional Strategies

American Council on Education
College and University Partnerships

Tennessee Higher Education Commission
November 9, 2018
Dr. Tara Underwood
Today’s Agenda

• Introductions
• Burning Questions Icebreaker
• A Little PLA History
• The ACE Review and Recommendation Process
• Mapping Tools: Joint Services Transcript (JST) & Military Guide
• Q & A
Icebreaker: Burning Questions
A Little PLA History
Students on the Move

• More than 60% of today’s students are post-traditional.

• More than 30% of today’s students transfer.

• Today’s students use multiple sources for learning.
Center for Education Attainment and Innovation (CEAI)

To be the world class organization that transforms lives through innovative practices across all forms of learning.
SACSCOC Applicable Standards

- **Standard 9.4 (Institutional credits for an undergraduate degree)** – Expects a member institution to demonstrate that at least 25% of degree credits are earned through direct instruction; would not include credit for prior learning

- **Standard 9.7 (Program requirements)** – Expects a member institution to publish and implement requirements for its programs that conform to commonly accepted standards and practices

- **Standard 10.7 (Policies for awarding credit)** – Expects a member institution to publish and implement “policies for determining the amount and credit awarding for its courses, regardless of format or mode of delivery.”
  - Oversight by academically qualified persons
  - Assumes that policies conform to commonly accepted practices

- **Standard 10.8 (Evaluating and awarding credit)**
  - Expects a member institution to publish “policies for evaluating, awarding, and accepting credit not originating from the institution.”
  - Ensures academic quality
  - Approval process with oversight by academically qualified persons
  - Comparable to “designated credit experience”
A set of well-established, researched and validated methods for assessing non-collegiate learning for college credit.

A process that allows learners to demonstrate knowledge and skill in particular field or fields and have that learning evaluated for college credit.
Welcome to CREDIT

The American Council on Education’s College Credit Recommendation Service (CREDIT) connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal courses and examinations taken outside the traditional classroom.

The ACE National Guide to College Credit for Workforce Training contains ACE credit recommendations for formal courses or examinations offered by various organizations, from businesses and unions to the government and military.

View organizations below or search for a specific course or exam.

Learn more about CREDIT
What do institutions want to know?

What prior learning is assessed?

What institutional value is served?

What institutional policies need to be considered?

How does CPL support student success?

What is the tool?

How is the tool designed to ensure quality?

How can the credits be used in the curriculum?
It is the faculty’s charge to determine the academic rigor, content equivalency, and scope of the course, based on the depth and breadth of the materials and alignment of learning outcomes with evaluation methods.
Military Mission and Vision

Military educates and trains to meet their mission requirements.

“The Army’s mission is to fight and win our Nation’s wars by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders.”
http://www.army.mil/info/organization/

The mission of the Marine Corps is to be the nation’s expeditionary force in readiness.
http://www.marines.mil/

“The US Coast Guard protects the maritime economy and the environment, we defend our maritime borders, and we save those in peril. This history has forged our character and purpose as America’s Maritime Guardian — Always Ready for all hazards and all threats.”
http://www.uscg.mil/top/missions/

The mission of the Navy is to maintain, train and equip combat-ready Naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas.

The mission of the United States Air Force is to fly, fight and win...in air, space and cyberspace.
http://www.uscg.mil/top/missions/
# Credit for Prior Learning Classifications

<table>
<thead>
<tr>
<th>Individual Evaluations</th>
<th>Third-party Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Challenge Examinations</td>
<td>CLEP Exams</td>
</tr>
<tr>
<td>Individualized Portfolios</td>
<td>Advanced Placement Exams (AP)</td>
</tr>
<tr>
<td></td>
<td>DSST Credit by Exam</td>
</tr>
<tr>
<td></td>
<td>Excelsior College Exam Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Evaluation of Sponsored Learning</th>
<th>ACE Military Training and Occupation Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Articulation Agreements</td>
<td>ACE CREDIT Review</td>
</tr>
<tr>
<td>Consortium for the Assessment of College Equivalency (CACE)</td>
<td>National College Credit Recommendation Service (NCCRS)</td>
</tr>
</tbody>
</table>

*Brewer, 2015*
THE ACE REVIEW & RECOMMENDATION PROCESS
The Art of an ACE Military Review

- USA ~ Training and Doctrine Command (TRADOC)
- USMC ~ Training and Education Command (TECOM)
- USN ~ Navy Education and Training Command (NETC)
- USAF ~ Air Force Voluntary Education (AF-A1)
- USCG ~ Coast Guard Institute (CGI)

Enlisted ➔ Limited Duty / Warrant Officers ➔ Officers
Military Evaluations Program—Evaluate formal courses and occupational specialties within the military and recommend college-level credit.

- Central educational authority
- Formal assessments verification
- Firm identification of the student
- 45 academic hours (minimum)
Review Team

- The team’s purpose is to ensure the alignment of quality formal military education and occupational training (corporate and military) and non accredited provider courses to current post secondary for academic credit.

- Teams consist of a:
  - Team Coordinator
  - Discipline-specific Subject Matter Experts (2-3) selected from various college faculties, and
  - Psychometrician for validity and reliability checks, as needed
Team Coordinator directs the a multi-disciplinary group of Subject Matter Experts based on CIP codes and review needs.

At times a Psychometrician will be part of the team to establish proper testing procedures and review its validity and reliability.
It is the charge of the “faculty” to determine the academic rigor and course equivalency based on the depth and breadth of the materials and alignment with the evaluation of content mastery.
Items Reviewed By Team

- Course syllabus
- Textbooks
- Assessment of Student Learning Outcomes
- Student & instructor guides
- Laboratory projects
- Instructional support materials
- Instructor Qualifications
Evaluation Criteria

- Content
- Learning Outcomes
- Applicability to Postsecondary Programs
- Depth and Breadth of Material
- Level of Difficulty

American Council on Education
Serving Those Who Serve
Content, scope and rigor must be at the post-secondary level.
The Course Review

- Formal military instruction and military occupations specialties whose objectives, content and assessments are congruent and must be similar to one found at post-secondary level.

- Instructor-driven courses with goals and outcomes, sequential topics, assignments and activities, content presentation, evaluation assessments and rubrics

- Distance learning/online courses with documented rigid control test conditions and correspondence courses with proctored end-of course exams
**Course Review Checklist and Notes:**

**Thoughts:**

1. As an evaluation team, we are not casting judgment about how the course has been constructed or being delivered; stay focused on the learning that is occurring within the course and whether it warrants post-secondary credit recommendations.

2. This is a formative tool designed to support evaluators collaboration, discussion, and findings. You are exercising your professional judgment with a perspective not only from your academic institution, but based on the current curriculum trends across the country.

3. Reference the Definition of Terms tool as supporting guidance.

**Section 1: Course planning resources**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Hours</td>
<td>Those hours within the delivery of a program of instruction that are instructor led or which are performed under the supervision of the instructor.</td>
</tr>
<tr>
<td>Analysis, Design, Development, Implementation, and Evaluation (ADDE Model)</td>
<td>A method of curriculum design that incorporates the Analysis, Design, Development, Implementation, and Evaluation (ADDE) phases. Core to the ADDE model is the establishment of Terminal and Learning Objectives to derive the desired learning outcomes by the students for each module of instruction.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Refers to the wide variety of methods that educators use to evaluate, measure, and document student learning outcomes. These may be standardized tests or performance assessments among others. The assessment should be rigorous in that it should be challenging as to properly evaluate the learning desired for the scope of the course.</td>
</tr>
<tr>
<td>Clinical</td>
<td>Education conducted in an operational medical setting such as patient enco clinics, hospitals, laboratories, examinations, and ambulance transports.</td>
</tr>
<tr>
<td>Community College of the Air Force (CCAF)</td>
<td>The Community College of the Air Force is a regionally accredited degree institution for enlisted airmen. ACE does not evaluate courses that fall under CCAF.</td>
</tr>
<tr>
<td>Content</td>
<td>The knowledge, skills and attitudes imparted by learning activities and student learning outcomes. Topics and subjects and align with higher education, professional, national, state, and standards of curriculum. A connection to higher education level standards are clear and descriptive. Resources and materials are cogent and educationally appropriate.</td>
</tr>
<tr>
<td>Course Description</td>
<td>The identification of the course materials including items such as objectives or outcomes and scope.</td>
</tr>
<tr>
<td>Course Goal</td>
<td>The course goal simply states the intent or desired accomplishment the course is designed to teach the student.</td>
</tr>
<tr>
<td>Course Terminal Objective</td>
<td>Describes the learner's expected level of performance in the course/training and describes results of the training needed by the learner.</td>
</tr>
</tbody>
</table>

**Section 2: Instructional Materials / Resources**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The course planning tools such as a POM provide a thorough overview of the course expectations.</td>
</tr>
<tr>
<td>B</td>
<td>The curriculum is current.</td>
</tr>
<tr>
<td>C</td>
<td>There are a documented course objectives.</td>
</tr>
<tr>
<td>D</td>
<td>The learning outcomes are stated within the planning tools (such as a POM, TCCC syllabus).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>The quantity and type of instructional materials are sufficient to align with the learning outcomes.</td>
</tr>
<tr>
<td>F</td>
<td>The lesson plans relate to the learning outcomes.</td>
</tr>
<tr>
<td>G</td>
<td>The lesson plans address a skill, behavior or knowledge to be learned.</td>
</tr>
</tbody>
</table>

**Section 3: Academic Content**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The modules/unit within the course align to current post-secondary curricula.</td>
</tr>
<tr>
<td>B</td>
<td>The level of the content being taught is equivalent to post-secondary expectations.</td>
</tr>
<tr>
<td>C</td>
<td>The training tools/assessments support a credit recommendation.</td>
</tr>
<tr>
<td>D</td>
<td>The learning outcomes reflect what the student is expected to know, understand or be able to demonstrate.</td>
</tr>
<tr>
<td>E</td>
<td>The learning outcomes have measurable criteria.</td>
</tr>
</tbody>
</table>
Review occupational standards to build faculty team & develop final recommendations:

Interview service members:

- Focus on representation of job expectations at each pay grade/skill level.
- Clarify & validate official military documentation (occupation manuals, task standards, etc.).
- Maintain focus to determine if job knowledge, skills & abilities learned above & beyond formal military training are at postsecondary level.
Validation: Sample Interview Questions

General Questions

• What is a “typical” duty day expectation for this pay grade (or skill level)?

• What percentage of the job for this pay grade (or skill level) is manual hand or field work? What percentage is office work?

Technical or Hard Skills Questions

• Considering on-the-job-training (OJT), what are the job duties expected of this pay grade (or skill level) now?

• Describe any technical tools or resources used at this pay grade (or skill level).

• Please describe the new technical skills, specifically related to the occupation, that a person is expected to learn OJT at this pay grade (or skill level).

Management or Soft Skills Questions

• Describe the management responsibilities in this pay grade (or skill level)?

• Describe the requirements in terms of using a computer in this pay grade (or skill level)? What software programs or applications are used?

• How is leadership demonstrated in this pay grade (or skill level)?

• Please describe the level of supervision expected in this pay grade (or skill level)? To what degree does this supervision influence performance of subordinates?
Team Recommendations

• Based on college-level equivalencies:

• Credit Categories
  – Vocational/Certificate
  – Lower Division Baccalaureate/Associate
  – Upper Division Baccalaureate
  – Graduate
Military Review Summary

No magic elixir
- Content, scope, and rigor
- Learning outcomes; alignment to assessment
- Current curriculum

Not always credit
- Insufficient materials
- Inadequate Assessments
- Limited scope
- Too military specific

Faculty collaboration
- 100% consensus
- At least 3 faculty per course
- Aligned subject area expertise
TOOLS FOR MAPPING: JST AND MILITARY GUIDE
The Military Guide includes all evaluated courses and occupations from 1954 to the present. New courses and occupations are continually being evaluated by ACE, and these entries are added on a daily basis.

New Features

During the past year, ACE convened a group of faculty evaluators, college and university registrars, and other key users to make recommendations on overhauling and streamlining the course exhibits on the Military Guide. The goal was to make these exhibits more like college course syllabi to make it easier to draw parallels between military training and college courses. Exhibits for courses evaluated after October 1, 2015 follow the new format, including:

- an overall course description that mimics what appears in a college catalog
- expanded methods of assessment that demonstrate the rigor of the student evaluation mechanisms
- the minimum passing score required to pass the course, so colleges can align the training with their own grading practices
- credit recommendations with associated learning outcomes that document exactly what the student has learned in each subject area

The NEW sample course exhibit (PDF) provides more information for courses evaluated after October 1, 2015. For courses evaluated before September 30, 2015, see the sample course exhibit.

Past Enhancements

ACE works closely with a variety of stakeholders who use the Military Guide to enhance the utility of the data. Here are some examples of recent changes.
JST – Show of Hands

Please select the level that reflects your knowledge and use of the JST:

- I’m a super user; I work with the JST daily and am very knowledgeable.
- I’m an average user; I use the JST occasionally and am somewhat familiar with it.
- I’m brand new to the JST and not familiar with it at all.
JST Complexity and Validation
https://jst.doded.mil

- Academically accepted document
- Validates a service member’s occupational experience; formal military training aligns ACE college credit recommendations
- **Owned and issued by the respective service**
  - Central support services JST Operations
- **ACE supplies data**
  - performs quality checks on the transcript
  - cannot make changes to JST
JST Foundations
(Army, Marine Corps, Navy, Coast Guard)

Joint Services Transcript

Website: https://jst.doded.mil
Email: jst@doded.mil

www.acenet.edu/militaryprograms/jst
Key Components of the JST

- **Transcript Core (Official)**
  - Course Completions
  - Military Experience
  - College-level Test Scores
  - Other Learning Experiences (OLE)

- **Summary Page (Unofficial)**
  - Displays ACE credit recommendations only
  - SOC Transferability Codes

- **Academic Institution Page (Unofficial)**
  - College courses (Coast Guard, Marines, Navy)
  - Certificates, Degrees, Licenses and Apprenticeships
Military Guide Course Exhibit

- Home page updates and reminders
- Three major exhibit display formats
  - 1954 to 2006
  - 2006 to 2015
  - 2015 to present
- Version separation
- Footers

ACE course reviews are conducted by faculty currently teaching at accredited colleges and universities. Faculty teams analyze the course’s instructor materials, student materials, and assessments to determine if the course meets and, when aligned to current postsecondary curricula. A minimum of 4 faculty evaluators must achieve consensus on credit recommendations. Please see Faculty Evaluation - Home Page for more information.
How to Read a Course Exhibit

Visit the Military Guide FAQ Section

AR-1406-0251 \(^1\) v3

Title: \(^3\) ARMY NATIONAL GUARD NON-CAREER RECRUITER
Course Number: \(^4\) 805B-SQ14.
Location: \(^5\) NGB Retention and Recruiting Center, North Little Rock, AR.
Length: \(^6\) 5 weeks (224 hours).
Exhibit Dates: \(^7\) 10/13–Present.

Overall Course Description: \(^8\) This course provides students with an overview of how to design and carry out various staffing activities effectively within labor market and legal and policy constraints. The focus is on staffing activities, including recruitment (whom to recruit, where and when to recruit, and how to recruit); selection (whom to hire and why); and placement (in which jobs, at what time, and in what career progressions).

Instructional Strategies: \(^9\) Methods of instruction include audiovisual materials, classroom exercises, discussion, learner presentations, lecture, and practical exercises.

Methods of Assessment: \(^10\) Methods of assessment include case studies, presentations, and rubrics.

Minimum Passing Score: \(^11\) 80%

Credit Recommendation: \(^12\) In the upper-division baccalaureate degree category, 3 semester hours in staffing and recruitment and 3 in personal selling and sales management (10/15) \(^13\) (10/15) \(^14\).

Learning Outcomes: \(^15\)

**Staffing And Recruitment**
The student will be able to discuss the personnel staffing function including legal, policy and practical issues in the employee selection and placement process; identify recruitment sources and techniques/strategies for the design of effective recruitment aids; describe how to
National Accreditation Statements for Medical Education & Training Campus (METC)
Programmatic accreditation is only available from accrediting agencies that specialize in the profession for which the program is intended to lead to employment. Programmatic accreditation is usually reserved for programs offered by schools that already have institutional accreditation. When a program is evaluated for accreditation, the focus is much more on the actual curriculum taught and how it leads to entry level practice in the profession. METC offers 19 programs of instruction that are accredited or approved by at least one of the following professional practice programmatic accrediting agencies:

- **American Society of Health-System Pharmacists (ASHP)**
- **Commission on Accreditation of Allied Health Education Programs (CAAHEP)**
- **Commission on Accreditation in Physical Therapy Education (CAPTE)**
- **Commission on Accreditation for Respiratory Care (CoARC)**
- **Commission on Accreditation of Ophthalmic Medical Programs (CoA-OMP)**
- **Commission on Dental Accreditation (CODA)**
- **Joint Review Committee on Education in Radiologic Technology (JRCERT)**
- **Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)**
- **National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)**
- **The American Occupational Therapy Association, Inc. (AOTA)**
Mapping Examples

• Fayetteville Tech Community College
  https://www.faytechcc.edu/military-veterans/credit-for-military-training/

• Ohio Department of Higher Education
  https://transfercredit.ohio.gov/pg_35?0::NO::::..

• Minnesota State Colleges and Universities
  http://www.mnscu.edu/military/transfer.html

• Ivy Tech Community College
  https://www.ivytech.edu/pla/

• Central Texas College
  http://www.ctcd.edu/degree_plans.html

• Coastline Community College
  http://military.coastline.edu
Serve as an Evaluator

- Must be actively teaching college-level courses.
- Discipline expertise is needed, you are contacted directly to serve on the ACE team.
- ACE provides an honorarium and for travel expenses.

www.acenet.edu/evaluators
evaluator@acenet.edu
Contact Information

Mary Beth Lakin, Director
College & University Partnerships
Center for Education Attainment and Innovation
American Council on Education
mlakin@acenet.edu

Tara Underwood, DHA, CHES
Dean & Professor of Health Administration
Middle Georgia State University
Tara.Underwood@mga.edu
American Council on Education
One Dupont Circle, NW, Suite 250
Washington, DC 20036

**Toll Free:** 866-205-6267

**Military Programs**
202-939-9470 or militaryed@acenet.edu
www.acenet.edu/militaryprograms

**Corporate Programs**
202-939-9434 or credit@acenet.edu
www.acenet.edu/programs/CREDIT