



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



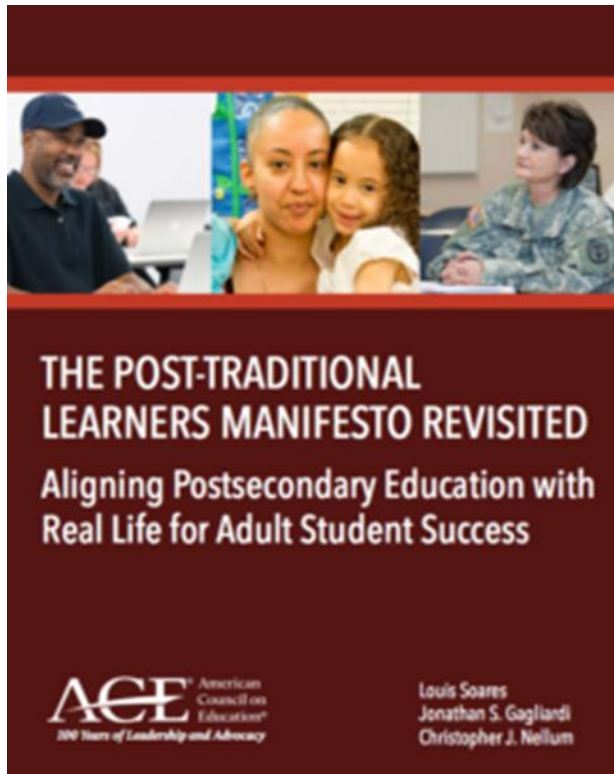


A Little PLA History



Serving Those Who Serve

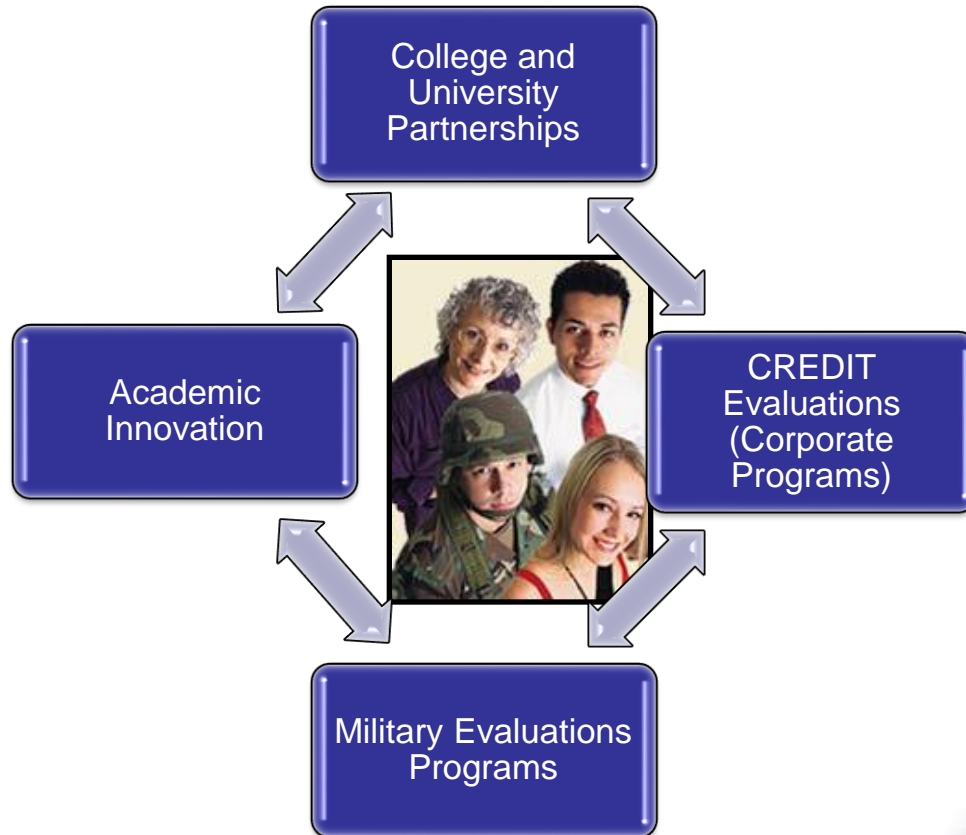
Students on the Move



- 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”

What Is Prior Learning Assessment?



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.



Employers & Education Vendors



U.S. Customs and Border Protection



DALE CARNEGIE TRAINING®



GE Transportation



statistics.com
THE INSTITUTE FOR STATISTICS EDUCATION



Agencies, Exams & Associations

dsst!



Microsoft®

The Institutes™
Proven Knowledge. Powerful Results.



Corporation for
NATIONAL & COMMUNITY SERVICE



FEMA | Emergency Management Institute

National Guide



National
GUIDE

Find a
COURSE OR EXAM

Colleges and
UNIVERSITIES

Request
TRANSCRIPTS

ABOUT

CONTACT

the NATIONAL GUIDE TO COLLEGE CREDIT FOR WORKFORCE TRAINING



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.

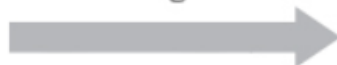
View organizations below or [search for a specific course or exam.](#)

[Learn more about CREDIT](#)



the NATIONAL GUIDE

browse organizations



ACT Education Solutions

ACT, Inc. Workforce Development
Division

ALEKS Corporation (McGraw Hill)

AMC Logistics Leadership Center

American Bankers Association

American Council on the Teaching of
Foreign Languages, Inc.

American Management Association

American Payroll Association (APA)

American Registry of Magnetic
Resonance Imaging Technologists

American Society of Military
Comptrollers

American Society of Pension
Professionals & Actuaries (ASPPA)

What do institutions want to know?



What institutional value is served?

What institutional policies need to be considered?

What prior learning is assessed?



What is the tool?

How can the credits be used in the curriculum?

How does CPL support student success?

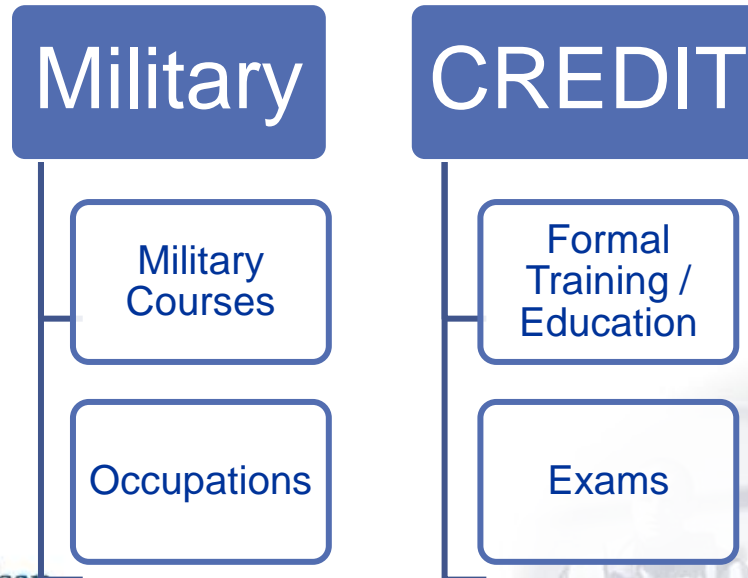
How is the tool designed to ensure quality?



ACE Evaluations



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.

<http://www.navy.mil/navydata/organization/org-top.asp>

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



	Institutional Evaluations	Third-party Evaluations
Individual Evaluations	Departmental Challenge Examinations Individualized Portfolios	CLEP Exams Advanced Placement Exams (AP) DSST Credit by Exam Excelsior College Exam Program
Program Evaluation of Sponsored Learning	Local Articulation Agreements Consortium for the Assessment of College Equivalency (CACE)	ACE Military Training and Occupation Review ACE CREDIT Review National College Credit Recommendation Service (NCCRS)



THE ACE REVIEW & RECOMMENDATION PROCESS



Serving Those Who Serve

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)



Evaluation Activities



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



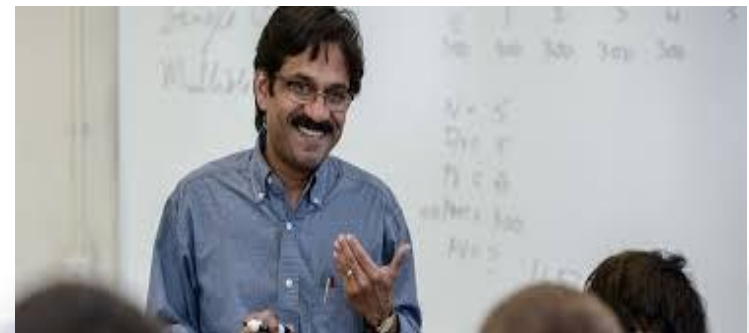
ACE Review Team



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.



The ACE Review Process



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

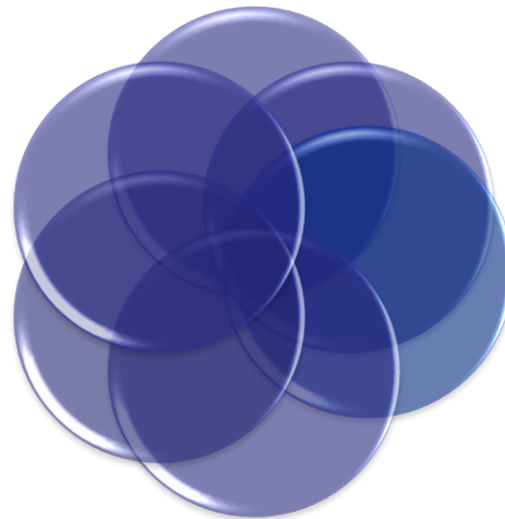
Learning
Assessment
and Evaluation

Learning
Outcomes

Applicability to
Postsecondary
Programs

Depth and
Breadth of
Material

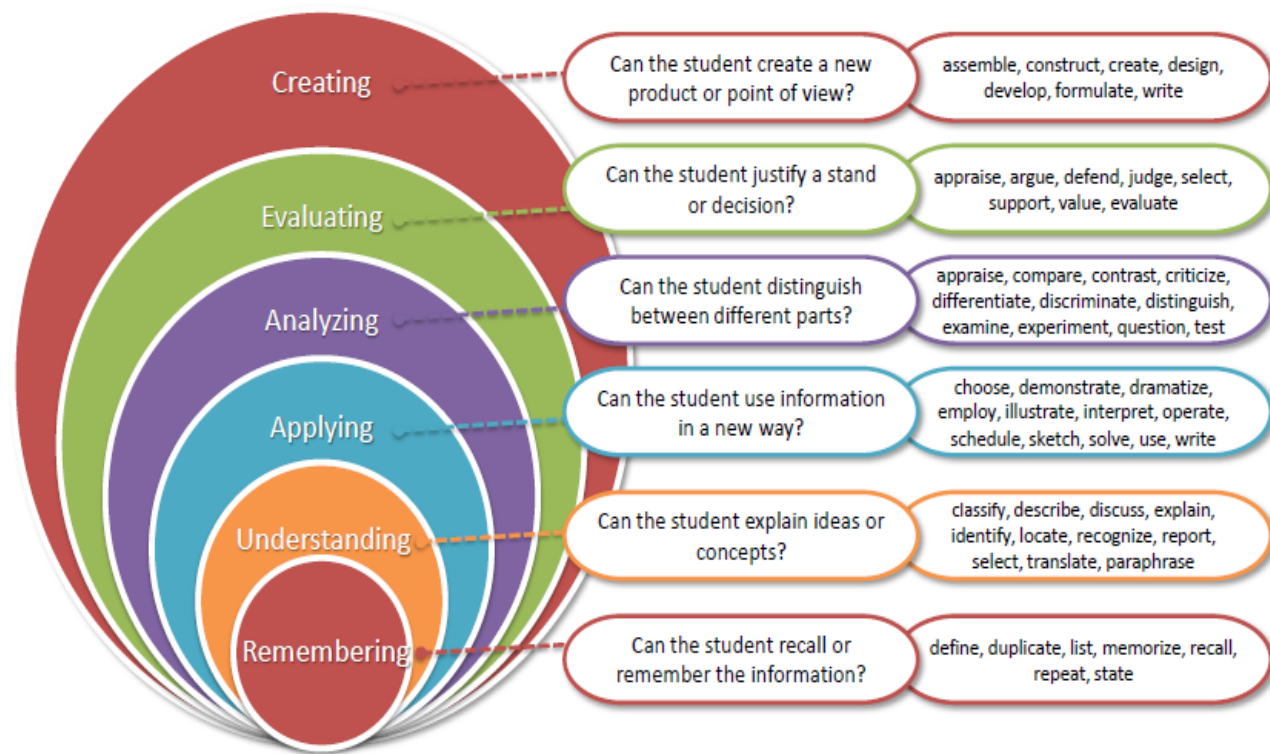
Level of
Difficulty





Bloom's Taxonomy (Revised)

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



Faculty Toolbox



ACE's Military Evaluations Program: Terms and Definitions

1

Term	Definition
Academic Hours	Those hours within the delivery of a program of instruction that are instructor led or which are performed under the supervision of the instructor.
Analysis, Design, Development, Implementation, and Evaluation (ADDIE Model)	A method of curriculum design that incorporates the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) phases. Core to the ADDIE model is the establishment of Terminal and Learning Objectives to derive the desired learning outcomes by the students for each module of instruction.
Assessment	Refers to the wide variety of methods that educators use to evaluate, measure and document the academic readiness, learning progress, and skill acquisition of students. These may be standardized tests or performance assessments among others. The assessment should be rigorous in that it should be of such complexity as to properly evaluate the learning desired for the scope of the course.
Clinical	Education conducted in an operational medical setting such as patient encounter clinics, hospitals, laboratories, examinations, and ambulance transports.
Community College of the Air Force (CCAF)	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.
Content	The knowledge, skills and attitudes imparted by learning areas/subject cutting approaches and performance activities. Topics and subjects align with higher education, professional, national, state, and/or standards of curriculum. A connection to higher education level courses are clear and descriptive. Resources and materials are cogent with education.
Course Description	The identification of the course materials including items such as objectives or outcomes and scope.
Course Goal	The course goal simply states the intent or desired accomplishment of the course is designed to teach the student.
Course Terminal Objective	Describe the learner's expected level of performance at the end of the course/training and describe results of the training on the learning.

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 evaluator 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

	Yes	No	N/A	Notes
A) The course planning tools (such as a POI) provide a thorough overview of the course expectations				
B) The curriculum is current				
C) There are a documented course objectives				
D) The learning outcomes are stated within the planning tools (such as a POI, TCCD, syllabus)				

Section 2: Instructional Materials / Resources

	Yes	No	N/A	Notes
A) The quantity and type of instructional materials are sufficient to align with the learning outcomes				
B) The lesson plans relate to the learning outcomes				
C) The lesson plans address a skill, behavior or knowledge to be learned				

Section 3: Academic Content

	Yes	No	N/A	Notes
A) The modules / units within the course align to current post-secondary curricula				
B) The level of the content being taught is equivalent to post-secondary expectations				
C) The training topics covered support a credit recommendation				
D) The learning outcomes reflect what the student is expected to know, understand or be able to demonstrate				
E) The learning outcomes have measurable criteria				

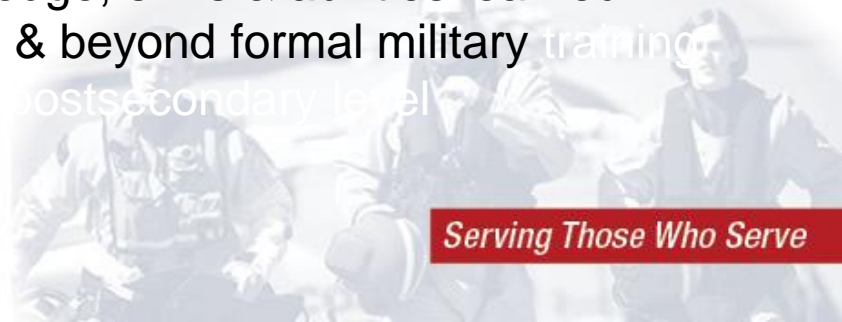
The Occupation Review



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.



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?



- **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



Serving Those Who Serve

The Military Guide

www.acenet.edu/militaryguide



Military Guide



Guide to the Evaluation of Educational Experiences in the Armed Services

ACE's Military Guide presents credit recommendations for formal courses and occupations offered by all branches of the military. These credit recommendations appear on the service member's **Joint Services Transcript (JST)**.

All recommendations are based on ACE reviews conducted by college and university faculty members who are actively teaching in the areas they review.

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**.

- > [Military Guide Home](#)
- > [How to use the Military Guide](#)
- > [Frequently Asked Questions](#)
- > [The Academic Review Task Force](#)

▶ [Search Courses](#)

Course exhibits begin with a two-letter code.

▶ [Search Occupations](#)

Occupation exhibits begin with a three-letter code.

More stories on College Credit for Military Service





JST – Show of Hands



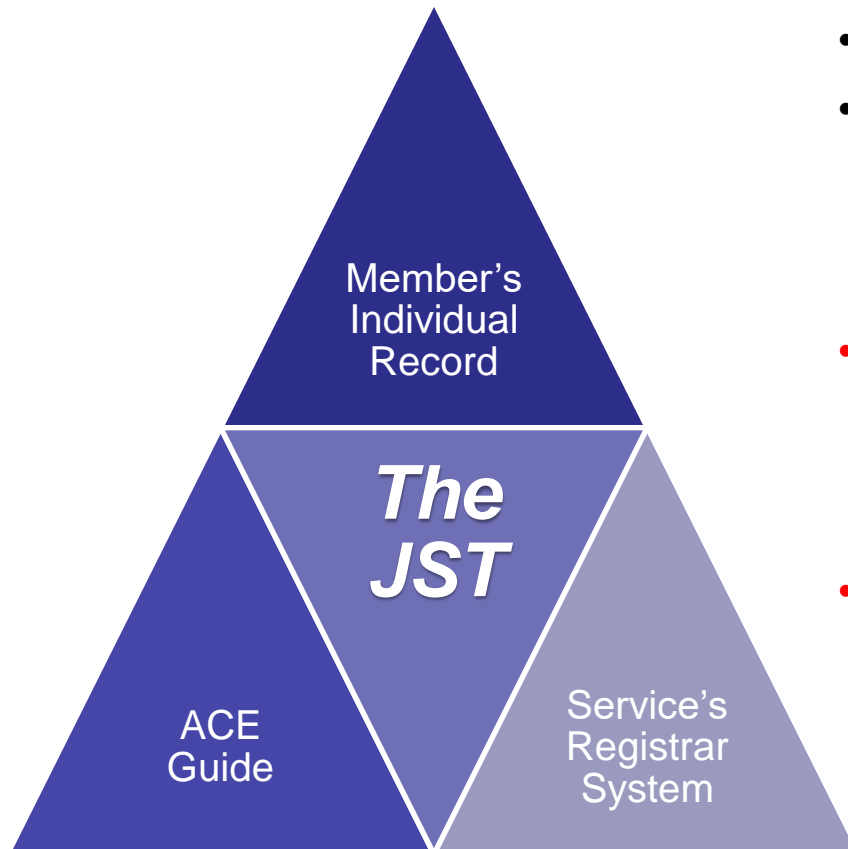
Please select the level that reflects your knowledge and use of the JST:

- 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.

Serving Those Who Serve

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)



ACE® American
Council on
Education®
Leadership and Advocacy

Joint Services Transcript



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

www.acenet.edu/militaryprograms/jst

ACE American
Council on
Education™

Serving Those Who Serve

Key Components of the JST



JOINT SERVICES TRANSCRIPT



UNOFFICIAL

Name: BEALL, YOUNANIE
SSN: XXX-XX-XXXX
Rank: Staff Sergeant
Status: Active

Transcript Sent To:
BEALL, YOUNANIE

Military Course Completions

Military Course ID	ACE Identifier Course Title Location-Description-Credit Areas	Dates Taken	ACE Credit Recommendation	Level
--------------------	---	-------------	------------------------------	-------

730-011	AR-2201-0399 Basic Combat Training: Upon completion of the course, the recruit will be able to demonstrate general knowledge of military organization and culture, mastery of individual and group combat skills including marksmanship and first aid, achievement of minimal physical conditioning standards, and application of basic safety and living skills in an outdoor environment.	12-JUN-1988 to 14-AUG-1988		
	• First Aid		1 SH	I
	• Marksmanship		1 SH	I
	• Outdoor Skills Practicum		1 SH	I
	• Personal Physical Conditioning		1 SH	I

(10500)(10.00)

■ 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



Course Exhibit

[Back to Results](#) [Print Page](#)

MC-1710-0047 v5

Title: TANK SYSTEM MECHANICS

Course Number: GBN.

Location: Marine Corps Detachment, U.S. Army Armor Center, Fort Benning, GA.

Length: 13 weeks (441 hours).

Exhibit Dates: 12/13–Present.

Overall Course Description: This course provides students with the knowledge and skills to troubleshoot, repair, adjust, and replace various components and systems in accordance with manufacturers' service manuals on various vehicle systems to include climate control systems, transmissions, and electrical systems.

Instructional Strategies: Methods of instruction include audiovisual materials, classroom exercises, discussion, laboratory, lecture, and practical exercises.

Methods of Assessment: Methods of assessment include group projects, multiple-choice exams, open-ended question exams, performance tests, and quizzes.

Minimum Passing Score: 80%

Credit Recommendation: In the lower-division baccalaureate/associate degree category, 3 semester hours in transportation climate control, 3 in advanced automobile electricity, 3 in introduction to transportation technology, and 2 in automatic transmissions and transaxles (11/15)(11/15).

Learning Outcomes:

Transportation Climate Control

The student will be able to apply theories of refrigeration and heating; operate electrical, electronic, and pneumatic controls; diagnose and repair climate control systems; interpret and apply safety and environmental regulations; and recover and recycle system refrigerant.

Advanced Automobile Electricity

The student will be able to apply electrical theory; analyze and interpret wiring diagrams; test and diagnose electrical circuits; troubleshoot and repair wiring; operate and evaluate electrical test equipment; distinguish between series and parallel circuits; measure amperage and resistance; demonstrate electrical safety; test solid state devices, solid state power supplies, and amplifiers; and explain alternating and direct current.

Introduction To Transportation Technology

The student will be able to interpret and apply environmental regulations; identify and manipulate hand tools; research and interpret service information; identify various vehicle systems; apply workplace safety and personal protective equipment (PPE); and locate and select proper material safety data sheets (MSDS).

Automatic Transmissions And Transaxles

The student will be able to operate, diagnose, and repair automatic transmissions; apply the theory of torque; service and repair manual drive trains; and evaluate variations in power flow.

THIS PAGE WAS LAST UPDATED ON 12/21/2015

ACE course reviews are conducted by faculty currently teaching at appropriately accredited colleges and universities. Faculty teams analyze the course's instructor materials, student materials, and assessments to determine if the content, scope, and rigor align to current postsecondary curricula. A minimum of 3 faculty evaluators must achieve consensus on credit recommendations. Please see Faculty Evaluators - Home Page for more information.

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

How to Read a Course Exhibit



Visit the Military Guide FAQ Section

AR-1406-0251¹ v3²

Title:³ ARMY NATIONAL GUARD NON-CAREER RECRUITER

Course Number:⁴ 805B-SQI4.

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

1 ACE ID number: All course ID numbers have two-letter codes that identify the service: AR is Army, NV is Navy, MC is Marine Corps, AF is Air Force, CG is Coast Guard.

2 This is the version number for this course. See the exhibit dates below for the dates covered by this version.

3 Military course title.

4 Military course number used by the service school.

5 Location of the service school, installation and state where the course is taught.

6 The weeks indicate the length of the course and the hours in parentheses show the contact hours with instructors.

7 These are the dates that apply to this version. Use the version that corresponds to the date the student started the course.

8 The overall course description describes the mission/goal/objective of the course and summarizes the major foundational topics in the course.

9 This section describes the methods of instruction used in the course.

10 Methods of assessment show the tools used to test the student's mastery of the topics taught in

National Accreditation Statements for Medical Education & Training Campus (METC)



METC - Program Accreditation



- 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. \(AOTA\)](#)



Serving Those Who Serve

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

Serving Those Who Serve



Mario Sankis
2015 ACE Student of the Year



Tara Turley
2016 ACE Student of the Year





Q & A



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



Serving Those Who Serve

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