



# **Guide for Evaluating Military Experiences for Academic Credit**

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# Table of Contents

Section 1: Overview and Understanding Student Veterans .....	3
Section 2: The American Council on Education: The Key to Translating Military Experience to Academic Credit.....	8
Section 3: Articulation Guide .....	15

## How to use this guide

This guide provides recommended instructions for institutions to participate in a statewide effort to communicate to veterans the availability of academic credit for military learning experience. This process will involve various people from the institution that are necessary for the evaluation of Prior Learning Assessment credit along with individuals familiar with military connected students.

# Section 1: Overview and Understanding Student Veterans

## Timeline of Tennessee’s Veterans Education Initiatives

Within the past three years, the Tennessee General Assembly has initiated efforts to serve student veterans by requiring institutions to recognize skills and competencies gained in military training. Two pieces of legislation are important in guiding institutions’ efforts.

### Public Chapter 219 (2015)

In 2015, The 109th General Assembly passed legislation (Public Chapter 219) requiring THEC to convene Tennessee public institution systems to identify and develop uniform methods of awarding academic credit for military service.

### Public Chapter 31 (2017)

In 2017, The Tennessee General Assembly passed Public Chapter 31. This legislation updates the Veterans Education Transition Support (“VETS”) Act, Tennessee Code Annotated § 49-7-1310. The new legislation includes requirements relevant to all Tennessee public institutions of higher education on methods to assess and maximize the academic credit awarded to veterans and service members for experience, education, and training obtained during military service. A key outcome of the work will be the creation of a website to inform students with military experience of the academic credit available to them prior to enrollment at a Tennessee public institution.

### Current Efforts

In the Summer of 2017, THEC assembled a Veterans Prior Learning Assessment (PLA) Taskforce to guide institutions’ work to fulfill legislative requirements of the Public Chapter 31. The goal of the taskforce was to enhance the capabilities of Tennessee’s postsecondary institutions in awarding and communicating the availability of academic credit for specific military experience. The Taskforce produced a set of recommendations to institutions to use as a process for evaluating military experience for academic credit.

THEC is developing a statewide website containing all course equivalencies along with associated programs of study that institutions produce. The website shall include a database with fields sortable by military occupational specialty with clear descriptions of the academic courses and credit or clock hours available to the veteran or service member. It will also list the program of study credentials requiring the course at institutions offering the credit and credentials.

## Types of Military Connected Persons

An important step in properly serving student veterans and service members is to understand the context of their experience, who they are, and how their military experience relates to their decision to return to school. The most important distinctions are related to the nature of their service, and their current duty status.<sup>1</sup>

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<sup>1</sup>Each institution is required by 38 U.S.C § 3675 to evaluate previous education and training, grant appropriate credit, and shorten the program accordingly.

**Military-connected persons:** anyone who is affiliated with a branch of the armed services, either by their own service or by virtue of being a dependent of someone who served.

**Service members:** persons who are currently serving members of the armed services (Army, Air Force, Navy, Marines, or Coast Guard) and those who are currently serving in on active duty, National Guard, or Reserve component

**Veterans:** service members separated from the military after a period of service in the armed forces

**Student veterans:** persons currently attending a postsecondary institution that have military experience- either currently serving or previously serving

## **Describing Military Learning Experiences**

Before a service member can perform their job, they must complete highly-structured training. Service members become qualified through a combination of formal and on-the-job training. Typically, formal training begins with initial entry to the armed forces (basic training) and continues in more advanced follow-on training opportunities specific to the job the service member will perform in the military. There are three types of training within the military to consider for college credit:

**Basic or Initial entry training:** This training establishes a baseline of military skills. For example, when a service member begins his or her service, the military branch will train them on similar topics such as marksmanship, land navigation, understanding military discipline, physical fitness, and maintaining wellness. No matter what a service member's rank or job, they will have completed this training and gained a solid foundation.

**Occupational:** In occupational training, a service member builds on the basic military skills by acquiring technical skills relevant toward a military occupational specialty. These are technical skills pertinent to a specific job.

**Leadership Training and Professional Development:** Each military branch makes the development of their service members a top priority. Branches require training that builds leadership skills as service members' progress in their military careers. As service members' work and train, they develop skills usable in their military occupation, and by virtue, relevant to the civilian workforce: such as professionalism, collaboration, strategic thinking, and people-managerial practices. These are all examples of the skills a service member develops within this category.

A typical military career may include experiences in each of the above categories. For example upon enlisting, a service member is sent to initial entry training, sometimes called basic training. After completing this training, the service member is qualified to train for their selected military occupation. Examples of occupations are wide and varied, some with transferable technical skills.

## **Military Occupation Specialties**

There are over 1.3 million actively serving members of the U.S. armed forces. Each performs job duties standardized by the Department of Defense (DOD) within an occupational specialty classification. A Military Occupation Specialty (MOS) is simply the job performed by a service member. With few exceptions, every service member *has* an occupational specialty, and every veteran *had* an occupational specialty.

Much of the training completed as part of military service contributes to building competency in a specific occupational specialty. This means that occupational specialties are useful in describing experiences, competencies gained, and learning that occurs while serving in the armed forces. A service member's occupation specialty can indicate possible learning that occurs over his or her career.

Another reason these occupation specialties are useful is because they are standardized. In a given time frame, the same training is taught to all military members who have the same occupation specialty. The learning experienced by one military member also applies to others in the same occupational specialty with consideration of the timeframe of the training. Changes to training happen over time and variations in rank can modify the understanding of occupational specialties just like in any training or education plan.

The Department of Defense and its component branches (Army, Navy, Air Force, Marine, and Coast Guard) often make decisions to change the nature of trainings connected with military occupations. The trainings change for good reason. Normally this is due to national defense initiatives, new technology, or changes in the mission requirements will create a need for updating education or training programs.

These changes can affect our understanding of specific military occupations. The difference is rather intuitive: soldiers who served in the Vietnam era would have very different experiences in training compared to soldiers trained during the 2000's.

Rank can also affect the learning outcomes of specific military occupations. Service members increase in rank over the course of their careers, and with higher ranks, gain access to more training (either on-the-job or in a formal military course). They also generally increase in skill level training as they gain rank.

## **The Opportunity: Translating Learning that occurs within Military Occupation Specialties to Academic Credit**

As veterans and service members attempt to enroll in higher education institutions, they carry with them the same concerns as many other non-traditional students: children, jobs, life circumstances, time to complete, money, etc. Also, they may be transitioning from military to civilian higher education. All these can be obstacles keeping them from enrolling. Providing prior learning assessment based on their military experiences is one way to quell some of their fears concerning returning to college. This information should be available to students before they enroll. This is a primary tenet of the recent legislation.

The process also needs to fit with your institution's quality and accreditation standards. There should not be any guarantee that students will receive credit for military service. Only credit matching the learning outcomes of courses offered at the individual institution should be considered. However, evaluated academic credit for a specific Military Occupation Specialty that can be awarded to a service member should be made available for prospective students.

To make the process transparent, THEC is constructing a statewide database to communicate the availability of academic credit available for specific military learning experiences. Transparency means that students have all the information relevant to this process before they make their college choice.

To continue to ensure quality and accreditation standards, each institution will evaluate military learning experiences equating to college credit at the particular institution. Quality means that credit is awarded for college-level learning, not just time on the job. It means that credits are not duplicated or stacked; credits are only awarded once<sup>5</sup>.

### **Where to Begin: Common Military Occupational Specialties**

There are a few reasons why it makes sense to evaluate the skills gained through military training and experience by using military occupational specialties.

- Every service member has an occupational specialty, and every veteran had an occupational specialty. They are convenient ways of understanding a service member's or veteran's training.
- They are standardized so that the same training happens to all people who have that occupation specialty within a specified time period of the training.
- The training that occurs as part of military experience varies by rank and skill level.
- American Council on Education (ACE) evaluates learning occurring within the occupational specialties

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<sup>5</sup> Council on Adult and Experiential Learning (n.d.) Ten Standards for Assessing Learning. <https://www.cael.org/ten-standards-for-assessing-learning>

There are over 700 occupation specialties in use by the Department of Defense. It would be overwhelming to evaluate learning in every occupation specialty at once and by an arbitrary method (e.g. random, alphabetized order, etc.). This process of evaluating credit will occur in a phased approach, starting with evaluating the most common specialties first.

## **Who Should Be Involved**

Some of the most important people to engage in this process are faculty, registrars, veteran services professionals, and dedicated PLA specialists.

THEC recommends that faculty be involved in forming each credit recommendation for any academic program offered at the institution. THEC will not make determinations on *which* courses equate to military training at your institution. This makes faculty the most important participants in this effort. The registrars are keepers of institutional policies, the veteran services professionals are experts in understanding and serving veterans, and the faculty are subject matter experts in their field of study.

If the institution has a Veterans Services Office, look to engage these professionals in this process. These individuals work with veterans and service members every day. As institutions begin evaluating, it is valuable to have someone at the table who “speaks” both military and academic terminology.

## **Inclusion in Statewide Website**

Because of the number of occupation specialties and military courses, and the variation between military careers, the best way to communicate the availability of credit for military service is through a website that can account for multiple variables in translating military experience to academic credit for specific academic programs. This website will be available for veterans to research programs and schools to attend.

THEC is developing a website which will make course equivalencies available for veterans and service members. Once the website is complete, institutions will have access to add or modify equivalencies. This allows veterans to compare multiple institutions and determine their best option for enrolling in a postsecondary degree program. THEC will create training and communicate with representatives at institutions in regards to the use of the website. Once the basic infrastructure website is complete, THEC will ask each institution to link to the website.

## Section 2: The American Council on Education: The Key to Translating Military Experience to Academic Credit

### What is the American Council on Education?

The American Council on Education (ACE) is a coordinating body for colleges and universities. It seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.”<sup>1</sup> Since 1945, ACE has held a contract with the Department of Defense to conduct evaluations of military experiences and communicate the results within a published guide.

### What does ACE do?

For normal transfer of credit, administrators or faculty review transcripts from previous schools, course descriptions, or possibly a syllabus to determine course equivalencies. Military training is different from civilian education or training. Because of a contract with the Department of Defense, ACE has access to military course materials the general public would not be able to access and evaluate learning from a college perspective.

**ACE produces independent recommendations:** ACE fills an important role as a third party evaluator of military experiences. ACE program evaluations are accomplished by faculty members experienced in assessment of course credit, thereby are experienced in translating military learning into recommended college credit.

**The process begins with faculty:** Each review process is conducted by faculty subject matter experts, with attention to the nature of the learning occurring within military experiences. Further, there are multiple faculty members on each evaluation team. For a military experience to be recommended to include academic credit, those faculty evaluations must gain consensus.

**ACE produces advisory recommendations:** ACE credit recommendations are by no means automatic. The institution always makes the final determination of what military experiences are worthy of academic credit. That means different institutions will have different interpretations of the ACE recommendations.

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<sup>1</sup> American Council on Education (n.d) About the American Council on Education, <http://www.acenet.edu/about-ace/Pages/default.aspx>



# The ACE Review Process

*This section was taken with permission from the American Council on Education website [acenet.edu](http://acenet.edu). The American Council on Education website contains additional resources for institutions evaluating credit for military service.*

## Review Process- Military Courses

Intensive courses offered by the military do not necessarily require as much outside preparation as many regular college courses. Evaluators consider the factors of pre- and post-course assignments, prior work-related experience, the concentrated nature of the learning experience, and the reinforcement of the course material gained in the subsequent work setting.

Some of the factors the faculty evaluators consider:

- How have the “on-the-job” experiences been learned?
- Are the occupation expectations reflective of post-secondary level learning?
- What are the key components of the occupations responsibilities, skills, and requirements? How are they associated with each occupation community and how do they relate to competencies found in postsecondary curriculum?
- What are the core related competencies and learning outcomes within the occupation field for all pay grade levels?

Reviewers complete the following steps in order to evaluate military training:

1. Reviews are conducted by college and university professors who are actively teaching in the subject areas they evaluate. Professors must have at least five years of experience in their field before they can serve as evaluators.
2. Reviewers meet on site at military training locations in order to gain access to course documents and personnel with information on what learning occurs within a military experience.
3. For each course, the faculty evaluators examine instructor materials, student materials, and assessments, including the course outline, syllabus, instructor’s manual(s), presentation slides, student texts, handouts, and assessment instruments.
4. Assessments are absolutely critical to the review process. They may be tests, papers or projects, but the team must see 100% of the actual assessments and evaluative rubrics, not just the assessment plan, before making a credit recommendation. On some reviews, you may need to ask the ACE staff to request that assessments be brought in to the work room for review.

## Review Process- Military Occupations

The occupation evaluation is an assessment of the “profession” assigned to the service member to determine what learning has occurred above and beyond formal military training. The process involves an extensive review of the official service materials (occupation manuals, task standards,

etc.) and then an interview with the service members currently working in the pay grade to validate the professional duty expectations. This process is experiential in nature because it is not customized to the individual service member. The credit recommendations are reflective of what the service member learns on the job by performing at that pay grade. The review of the promotion examination is an element of the entire process. The occupation review process maintains a meticulous focus in determining whether job knowledge, skills, and abilities learned above and beyond formal military training are of post-secondary rigor.

In conducting occupation evaluations, evaluators identify the skills, competencies, and knowledge required of service members in a given occupational specialty and relate that demonstrated learning to the same attributes acquired by students who have completed a comparable postsecondary course or curriculum. Because the evaluations are based on a comparison of learning outcomes, the amount of time a given enlisted service member may have spent acquiring occupational proficiency is not taken into consideration. The emphasis is on translating the learning demonstrated through occupational proficiency into terms used in formal civilian postsecondary education systems to recognize the same learning.

Occupation exhibits are the results of ACE's evaluations of a military occupation. A sample occupation exhibit is available in the resource section of this guide. For most occupations, the credit recommendations are connected to the service member's rank and skill level within the occupation.

The sample occupation exhibit identifies the various sections of the exhibit and describes the contents and purpose of each section.

ACE advises that when reading an exhibit, consider not only the credit recommendation section, but also the description section. The descriptions are similar to learning outcome statements of postsecondary courses and programs of study, and provide essential information about the learning required for proficiency in the occupation. Comparing the description section with a description of the course or program of study the student will pursue will help you:

- Determine how much of the recommended credit applies to the course or program of study at the institution
- Identify additional areas of possible credit
- Resolve problems with duplication of credit when the applicant has applied for credit for more than one military learning experience
- Place the student at the appropriate level in the course sequence or program of study

## Accessing ACE Recommendations

There are two main methods by which representatives from institutions can access ACE credit recommendations: the ACE Military Guide and the Joint Services Transcript.

### ACE Military Guide

The ACE Military Guide is a website that allows users to search through recommendations by both military course and military occupational specialty. The guide is available at: <http://www2.acenet.edu/militaryguide/>. This guide shows course and occupation exhibits and expands on the information found in a service member's Joint Services Transcript (JST).

### Joint Services Transcript

The Joint Services Transcript (JST) is an individual transcript that communicates a service member's military experience. The Joint Services Transcript contains an individualized listing of the service member's training. It includes both military courses and military occupations. Veterans and service members may request a JST from <https://jst.doded.mil/official.html>

## ACE Occupation ID and Course ID Numbers

Each ACE recommendation is connected to an ACE Occupation ID number or an ACE Course ID number.

### ACE Occupation ID Number

The most important piece of information in translating military occupations to academic credit is the ACE ID number (figure 1). The ID contains information needed to identify the military experience which is being evaluated, including the branch of service, the occupation designator, and the version of the occupational specialty being evaluated. Each entry of a Joint Service Transcript in the Occupation Category contains the ACE Occupation ID Number. The code is referenced in the ACE Military Guide. Figure 1 breaks down an ACE occupational specialty ID number into three components: a code indicating branch of service, a code indicating job responsibility, and a version number.

**Service Designation:** is a three or two letter code identifying the military service: MOS means an Army occupation, NER is a Navy rating, NEC is a Navy Enlisted Classification, NWO is a Navy Warrant Officer, LDO is a Navy Limited Duty Officer, MCE is a Marine Corps enlisted occupation, MCO is a Marine Corps Warrant Officer, CGR is a Coast Guard rating, and CGW is a Coast Guard Warrant Officer.

**Occupation Specialty:** This code is unique to the MOS. Military Occupation Specialties are commonly reported using only a 3-4 digit code contained within this ACE Occupation ID Number. Veterans/Service members are assigned these codes corresponding to their job duties after completing initial entry training.

**Occupational Specialty Version Number:** This is the version number for the occupational specialty. Because the learning that occurs within each occupational specialty changes often, ACE reviews the Occupations regularly, many occupational specialties have multiple versions, each of which correspond to different dates of training

**ACE Course ID Number**

The ACE Course ID (Figure 2) is important in translating military experiences such as trainings to academic credit is the ACE ID number. The ID contains the information needed to identify the military experience being evaluated, including the branch of service, the occupation designator, and the version of the occupational specialty being evaluated. Each entry of a Joint Service Transcript in the course experience category contains this number. The code is also referenced in the ACE Military Guide exhibits.

**Service Designation:** All course ID numbers have a two-letter code that identifies the service: AR is Army, NV is Navy. MC is Marine Corps, AF is Air Force, CG is Coast Guard and DD is Department of Defense.

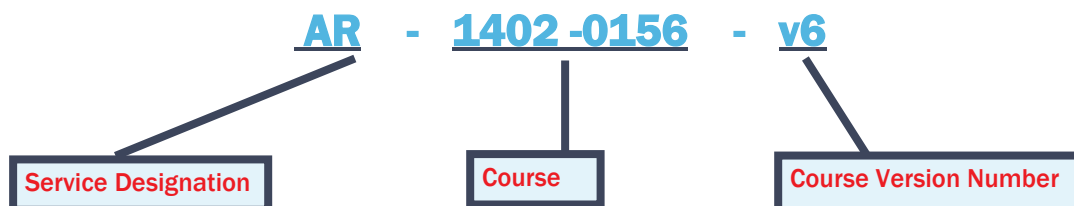
**Course:** This code is unique to the course.

**Course Version Number:** The version number for the course is listed to the right of the ACD ID. ACE tracks the history of curriculum changes and credit recommendations for courses with the same ACE ID by using version numbers. The course populates the JST based on when the service member started the course and successfully completed it and aligns it to the exhibit dates covered by the appropriate version.

**Figure 1: ACE Occupation ID Number**



**Figure 2: ACE Course ID Number**



## Sample Occupation Exhibit

The opposite page contains a sample occupational exhibit, like those found within the ACE Military Guide. Some of the most important components within the exhibit include:

**Exhibit Dates:** The Occupation exhibit includes the training dates by which the evaluation is relevant. This sample occupation exhibit is relevant for “May 2011 to present.” The learning that occurs as part of military occupations changes over time.

**Career pattern:** Some occupation exhibits contain descriptions of career patterns. This section can occasionally be useful for reference if you are trying to determine how military occupations vary by different ranks and skill levels. Different training occurs at different ranks and skill levels. For example, in this exhibit, the service member would start as an Airman, progress to Aviation Electronics Technician, and later in their career they may be promoted to higher levels such as Aviation Electronic Technician or chief Electronics Technician. The rank information is duplicated in the recommendation section with more details.

**Description:** The description contains all the most relevant information on the nature of the occupation. Look in this section to determine what kind of job responsibilities the service member completed while holding this occupation specialty. For example, from reading the description section it is possible to determine the service members holding this occupational specialty are performing maintenance on electronic systems like navigation, sensor, and electronic warfare. The occupation also troubleshoots computer equipment and conducts repairs.

**Related competencies :** This section includes the occupation as described in terms of competencies. It is where you will find the kind of learning occurring within the occupation specialty. ACE provides details within this section on what ACE evaluators have determined to be the skills gained within a specialty. For this occupational specialty, the service member is expected to be competent in computer applications, as well as supervision and communications. align with the credit recommendations by subject and provide more details on the specific topics the service member has mastered.

**Recommendation:** This section includes the ACE evaluator’s recommendation for what credit may be awarded at a postsecondary institution. The recommendation is divided into two categories: lower division and upper division. The three levels are vocational, lower, upper, and graduate. Notice the recommendation varies by skill level or rank. In the lowest level ACE recommends hours in communication and navigation system operation and troubleshooting among other items. That recommendation is duplicated at the next highest skill level (AT2). In addition, at the higher skill levels, ACE also recommends credit for “advanced avionic systems”. ACE recommends the number of credit hours for each level of training or education, listing recommendations as “3 semester hours in...” The dates at the end of the recommendation show the date that the course was reviewed by ACE.

# Sample Occupation Exhibit (Continued)

## Occupation Exhibit

NER-AT-005

AVIATION ELECTRONICS TECHNICIAN (A2)

AT3

AT2

AT1

ATC

ATCS

Exhibit Dates: 5/11–Present.

Occupational Field: 5 (Aviation Maintenance/Weapons)

### Career Pattern

**AN:** Airman (E-3). **AT3:** Aviation Electronics Technician, Third Class (E-4). **AT2:** Aviation Electronics Technician, Second Class (E-5). **AT1:** Aviation Electronics Technician, First Class (E-6). **ATC:** Chief Aviation Electronics Technician (E-7). **ATCS:** Senior Chief Aviation Electronics Technician (E-8).

### Description

**Summary:** Aviation Electronics Technicians (Intermediate) (AT(1)) perform intermediate level maintenance on aviation electronic components supported by conventional and automatic test equipment, including repair of Weapons Replaceable Assemblies (WRA) and Shop Replaceable Assemblies (SRA) and perform test equipment calibration/repair and associated bench maintenance. Aviation Electronics Technicians (Organizational) (AT(O)) perform organizational level maintenance on aviation electronics systems, to include: communications, radar, navigation, antisubmarine warfare sensors, electronic warfare, data link, fire control and tactical displays with associated equipment. **AT3:** Conducts avionics systems maintenance; troubleshoots data display and data link systems; installs and troubleshoots UHF and VHF radio systems and navigational systems;

ACE ID number

Occupation title

Ranks or skill levels evaluated

Start & end dates by month & year

Related Occupations

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

List of skills, competencies, & knowledge

Describes career path

Related competencies

### Related Competencies

**Avionics systems troubleshooting and maintenance** topics include communications systems (HF, VHF/UHF radios); fault isolation; flight management systems; navigation systems; navigation systems (DME); navigation systems (EGPWS); navigation systems (GPS); navigation systems (IFF/Mode S); navigation systems (TACAN); navigation systems (TCAS); navigation systems (transponder); navigation systems (weather radar); power distribution; system operation; and system repair. **Industrial safety** topics include electrical systems safety, emergency procedures, group safety, hand tool safety practices, hazardous materials, incident reporting, lockout/tagout, material safety data sheets, protective equipment, safe equipment operation, and safety reports. **Communications and navigation systems operation and troubleshooting** topics include antenna theory and alignment, cockpit voice recorder, communication radios, corrective maintenance, digital flight data recorder, electric power distribution, electronic countermeasures, navigation aids, preventive maintenance, radar systems, secure voice, system interfaces, and system testing. **Electrical**

Recommendations

### Recommendation, AT3

In the lower-division baccalaureate/associate degree category, 3 semester hours in avionics systems troubleshooting and maintenance, 2 in industrial safety, 3 in communications and navigation systems operation and troubleshooting, 3 in electrical systems troubleshooting and repair, 3 in computer applications, 3 in supervision, and 3 in communications (5/11)(5/11).

### Recommendation, AT2

In the lower-division baccalaureate/associate degree category, 3 semester hours in avionics systems troubleshooting and maintenance, 2 in industrial safety, 3 in communications and navigation systems operation and troubleshooting, 3 in electrical systems troubleshooting and repair, 3 in computer applications, 3 in supervision, and 3 in communications. In the upper-division baccalaureate degree category, 3 semester hours in advanced avionics systems (5/11)(5/11).

## Section 3: Articulation Guide

Section I of this guide contains descriptions of military learning experiences, while section II contains descriptions of the ACE and the organization's efforts to translate those experiences into academic credit. This section builds on concepts introduced earlier in the guide and describes what faculty evaluators are being asked to do in order to meet THEC requirements. Guidance in this section will allow your institution to produce articulated course equivalences.

### Recommended Process for Articulating Military Equivalencies

Institutions are responsible for making determinations on what credit to award to a single veteran or service member based on their record of service. Because military learning experiences are common between service members, there should be an expectation of consistency between credit awarded for the same learning. Institutions will work towards articulating military experiences through course equivalencies making information on credit for military service available before a veteran or service member applies to an institution. As always, articulation should be accomplished within current established college or university policies and guidelines.

This process for equating credit to academic experience can be quite complex. In consultation with the Veterans PLA taskforce, THEC took steps to simplify the process of evaluating military experiences and submitting them to meet legislative requirements. These three steps help to guide the process:

- 1. Set up the evaluation activity** This step ensures that the correct individuals make determinations on course evaluations. This is the responsibility of the Academic Affairs Administrators and PLA Professionals. Faculty Evaluators must participate in the evaluation activity.
- 2. Complete the evaluation worksheet** This step ensures your institution has documented the decisions made regarding articulations. This is the responsibility of the Faculty Evaluators.
- 3. Submit the results to THEC in the standardized format.** This step ensures that THEC is able to use these equivalencies in a statewide database. This is the responsibility of the Academic Affairs Administrators and PLA Professionals.

Each step is summarized in the following pages.

## Step 1: Set up the Evaluation Activity

The evaluation activity is designed to determine equivalent academic credit for military experience. This process may touch many individuals on the campus. These will include the college faculty along with registrar, and professionals with experience with veteran students such as the school certifying official for veterans education benefits.

### Materials:

THEC has developed items to guide the process of articulation. These items are available as a suggested process, however established institutional processes are acceptable as long as they meet legislative, THEC, and accreditation requirements. The items required for the evaluation process are the list of Military Occupation Specialties (MOS), Occupation Exhibits from the ACE Military Guide, and the evaluation worksheets (as required).

## Step 2: Complete the Evaluation Worksheet

Within the evaluation activity, faculty evaluators have responsibility for determining if a military experience should equate to academic credit at the institution. Then, determine what courses equate to that experience. Each worksheet includes details with information from the ACE guide and items to reinforce quality and standardization.

### Worksheet Organization

**Occupation Information:** The top of the worksheet contains the following pieces of information: occupation code, title, relevant dates of training, and date Occupation exhibit was accessed.

**Credit Recommendation:** This enables recording of evaluated credit equivalencies.

**Equivalency Table:** The equivalency table enables documenting of the ACE credit recommendation to a course at the institution. Place ACE Recommendation on the left and institution course equivalencies on the right.

Figure 3: Credit Evaluation Worksheet

**Occupation Code:** MOS-91E-008  
**Occupation Title:** Allied Trades Specialist  
**Training Dates:** 07/17 – Present  
**Source:** ACE Military Guide  
**Date of Access:** [Click here to enter a date.](#)

Before completing this worksheet reference the American Council on Education Military Guide site listed above. There are instructions for completing this form available at: [https://www.aace.edu/Portals/0/ace\\_military\\_guide\\_student\\_guidance.html](https://www.aace.edu/Portals/0/ace_military_guide_student_guidance.html). This site also contains instructions for understanding military occupations and the ACE evaluation process.

**Credit Recommendation:**

Yes, credit recommendation: Learning is equivalent to specific course(s) at my institution.  
 No credit recommendation, not enough information available to determine if course is equivalent to course(s) at my institution.  
 No credit recommendation, does not meet minimal standard for awarding credit towards a course at my institution.

**Credit mapping worksheet:** The recommendation column on the far left are for inputting recommendations from the American Council on Education Military Guide. These are the selected course recommendations to evaluate for equivalent courses from TCAT institutions. List any equivalent courses, clock hours, and the associated program of study in the columns on the right.

American Council on Education Recommendation				TCAT Credit Evaluation				
Recommendation	Number of Credits by Skill Level, Rate, or Rank			Equivalent Course of Study		Clock hours		
	30	40	50	Course	Program of Study	30	40	50

Provide any notes relevant to your evaluation of this military occupation.



**Reference ACE occupation exhibits**

When reviewing an Occupation Exhibit, look for relevant information on the nature of the occupation, job responsibilities, related competencies, and skills gained within the MOS. Compare the occupational exhibit to institutional course descriptions. If learning described within the occupational exhibit is equivalent to the learning outcomes of institutional courses, then check “Yes credit recommendation: Learning is equivalent to specific institutional course(s)”. If there is not enough information to award credit, record “No Credit recommendation: not enough information available to determine if equivalent learning has occurred.” If the recommendation does not meet minimal standards for awarding credit at your institution, mark “ does not meet minimal standard for awarding credit towards an institutional course.”

**Complete the credit mapping table**

If the determination is that an occupation specialty contains learning equivalent to specific institutional courses, specify the courses that are equivalent on the mapping table. Input the ACE recommended course or a short description in the Recommendation block. Include the number of credit recommendations in the skill/rate/rank blocks as necessary. Then include the TCAT credit equivalency that is associated with the ACE recommendation information in the blocks on the table to the right.

Figure 4: Credit Evaluation Worksheet Mapping Table

American Council on Education Recommendation				TCAT Credit Evaluation				
Recommendation	Number of Credits by Skill Level, Rate, or Rank			Equivalent Course of Study		Clock hours		
	30	40	50	Course	Program of Study	30	40	50

### Complete attestations

Course attestations are designed to ensure compliance with Council on Adult and Experiential Learning (CAEL) standards for assessing learning. The points on the evaluation worksheet align with the CAEL principals in evaluating credit for prior learning. Attesting to the points allows recording that the evaluation process was completed in fitting with a quality standard.

### Document Approvals

Document all the representatives participating in the identified course evaluations. Ensure signatures are included to record approval of the course evaluation. This documentation can be used as a record of evaluation of course equivalencies.

**Figure 5: Credit Evaluation Worksheet Detail**

<b>Evaluators:</b>	<b>Prepared by:</b>
_____	_____
_____	_____
_____	<b>Evaluations approved by:</b>
_____	_____
_____	<b>Date of approval:</b>
_____	_____

### **Step 3: Record results of the evaluation activity and submit equivalencies to THEC**

The final step is to compile and record the results of the evaluation activity within a standardized reporting template provided by THEC. This standardized reporting template is a spreadsheet that summarizes the results of your work completed in Step 2. Be sure to follow the format of the worksheet. Any deviations should be coordinated with a THEC representative.