Academic Credit for Prior Learning Workshop – October 20, 2017

Demystifying Military Evaluations: The Rigor of the ACE Review Process and Transcript Resources

Dawn Light, Associate Director, ACE Military Programs
Dawn Garzon, Clinical Professor, Washington State University

Serving Those Who Serve
Share and Compare

- What are the challenges you are facing?
- What do you hope to learn today?
About ACE ~ Leadership and Advocacy

• 1918
  – Emergency Council on Higher Education; Prepare WW I veterans for workforce

• 1942
  – Special committee develop policies for evaluating education experiences of military

• 1944
  – *Guide to the Evaluation of Educational Experiences in the Armed Services (the Guide)*

• 1974
  – Occupation reviews started
ACE Welcomes Ted Mitchell

• 13th President
• Under Secretary, U.S. Department of Education (2014 until January 2017) - postsecondary education policies and programs
• University President, Vice-Chancellor, Dean, CEO

(http://www.acenet.edu/news-room/Pages/Ted-Mitchell-Named-President-of-the-American-Council-on-Education.aspx)

Serving Those Who Serve
Center for Education Attainment and Innovation (CEAI)

“To be the world class organization that transforms lives through innovative practices across all forms of learning.”
Defense Activity for Non-Traditional Education Support (DANTES)

www.dantes.doded.mil
Eligibility Requirements and Compliance

- Central authority
  - USA ~ Training and Doctrine Command (TRADOC)
- Formal assessments
  - USMC ~ Training and Education Command (TECOM)
- Firm identification of the student
  - USN ~ Navy Education and Training Command (NETC)
- 45 academic hours (minimum)
  - USAF ~ Air Force Voluntary Education (AF-A1)
  - USCG ~ Coast Guard Institute (CGI)
Balancing Review Execution

Scope Determination
- Team Determination
- Material Analysis and Agenda
- 120-90-60-30 Planning Days

Review Execution
- Final Reports
- The OnSite
- Faculty Training
- Contract Compliant Travel
# The Course Evaluations

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Type of Evaluation</th>
<th>General Content Areas</th>
<th>Field Coordinator (CF)</th>
<th>Major Program Manager (MPM)</th>
<th>Delivery (Date of)</th>
<th>First Review Date</th>
<th>Last Review Date</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Oct 3-7  | Quantico, VA (DCA) | Course             | BCLF (PRF:1)          | MS                     | NS                          | CS                 | 3-Oct-16          | 7-Oct-16         | 18-Apr-16 30-May-16 31-Jul-16 N/A 21-Nov-16 | POC: Nahlawn Noman
nahlawn.noman@asmc.mil (703) 784-4726
Major Robyn Baasman
robyn.baasman@asmc.mil (703) 432-1148 |
POC: Nahlawn Noman
nahlawn.noman@asmc.mil (703) 784-4726 |
terry.conner@seac.mil (910) 907-1557 |
| Oct 24-28| EOD and Diving Center Panama City, FL (ECP) | Courses (2G) | EOD/Diving | EH | KM | CS | 24-Oct-16 | 28-Oct-16 | 9-May-16 20-Jun-16 1-Aug-16 N/A 12-Dec-16 | POC: Greg Allen
gregory.allen@navy.mil (608) 928-4515 |
jesse@rutledge.ch@gmail.com (573) 563-4115
POC: MC Nahlawn Noman
nahlawn.noman@asmc.mil (703) 784-4726 |

**Serving Those Who Serve**
Classification of Instructional Programs (CIP)

Detail for CIP Code 52.0201

Title: Business Administration and Management, General.

Definition: A program that generally prepares individuals to plan, organize, direct, and control the operations of a firm or organization, includes instruction in management theory, human relations, and business ethics, and covers such topics as organization and production, marketing, and business decision-making.

http://nces.ed.gov/ipeds/cipcode

American Council on Education™
What’s the faculty member’s job?

- Determine if demonstrated learning is comparable to college course
- Grounded in *current* curricular standards
- Represent all post secondary levels of education
- Multidisciplinary approach
The Course Materials Hands-On

- Content, Scope, and Rigor
- Learning Outcomes
- Depth and Breadth of Material
- Level of Difficulty
- Applicability to Programs and Courses
- Assessment Tools
Military Instructors vs. Faculty with Higher Education Institutions

<table>
<thead>
<tr>
<th>Level</th>
<th>Key Requirements</th>
</tr>
</thead>
</table>
| Associate Instructor | • Must have an assigned mentor  
                • Complete Army Basic Instructor Course and Cadre Training Course  
                • Teach 25% of course  
                • Receive 3 observations from the Associate Instructor Certification Board  
                • Successfully pass Associate Instructor Certification Board |
| Instructor       | • Must have an assigned mentor  
                • Complete Systems Approach to Training Basic Course  
                • Teach 50% of course  
                • Conduct 100 hours of classroom instruction  
                • Obtain score of 90 or better on all written & practical exams for instructional area  
                • Must receive 6 additional observations |
| Senior Instructor | • Must revise a POI, lesson plan, test, job or training aid  
                • Teach 75% of course  
                • Conduct 800 hrs of instruction  
                • Complete advanced professional development courses applicable to assignment  
                • Obtain score of 90 or better on all performance based exam/job knowledge tests for instructional area  
                • Receive 8 additional observations |
| Master Instructor | • Teach 100% of course  
                • Conduct 1000 hrs of instruction  
                • Complete grad-level equivalent courses  
                • Mentor Junior Instructors  
                • Submit and complete master project  
                • Appear before Evaluation Board |

- Formalized training required
- Mentored and assessed with instructional expectations
- Subject-matter experts
Military Course Rigor

Content, scope and rigor must be at the post-secondary level!

Bloom’s Taxonomy (Revised)

- **Creating**
  - Can the student create a new product or point of view?
  - assemble, construct, create, design, develop, formulate, write

- **Evaluating**
  - Can the student justify a stand or decision?
  - appraise, argue, defend, judge, select, support, value, evaluate

- **Analyzing**
  - Can the student distinguish between different parts?
  - appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

- **Applying**
  - Can the student use information in a new way?
  - choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

- **Understanding**
  - Can the student explain ideas or concepts?
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

- **Remembering**
  - Can the student recall or remember the information?
  - define, duplicate, list, memorize, recall, repeat, state

**Semester Hours (SH)**

- **Graduate**
- **Upper-Division**
- **Lower-Division**
- **Vocational/Certificate**
Semester Hour Credit Recommendations

- Accountability
- Evidence of learning
- Multiple measures, tools, and strategies
- Appropriate Alignment

Accountability
Vocational Certificate
This category describes course work normally offered in certificate or diploma (non-degree) programs that are usually a year or less in length and designed to provide students with occupational skills. This course work also can be found in curricula leading to associate degrees in applied sciences. Course content is specialized and the accompanying shop, laboratory, or similar practical components emphasize procedural more than analytical skills.

Lower Division
At the lower undergraduate level (freshman, sophomore, associate degree level) the scope of a recommended equivalent is sufficient to provide a student with the knowledge and understanding necessary to utilize basic terminology, principles, methods and perspectives as a foundation for more advanced study and/or application in a general or specific discipline. The learning outcomes are mostly assessed and aligned with lower level Bloom’s Taxonomy categories.
Definitions (Upper Division – Graduate)

**Upper Division**
At the upper division (junior or senior level) the scope of a course recommended for equivalency must be sufficient to fit in a predetermined continuum in a specific field or discipline. Courses at this level may require prerequisites and are often highly specialized. Courses at this level reflect theoretical understanding and appreciation as well as incorporating higher level thinking skills such as reflection and metacognition.

**Graduate Level**
The scope of courses receiving graduate level equivalency must include opportunities to gain advanced knowledge, particularly theory and research in a specific discipline. A graduate level recommendation must reflect a course affording the student the opportunity to be (a) conversant with the literature in the field, (b) conduct discipline specific research using advanced methods and tools, and (c) evaluate and synthesize published works in longer and more complex writings than done at the undergraduate level. Overall passing score must be 80%.
ACE's Military Evaluations Program: Terms and Definitions

<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 required or which are performed under the supervision of the instructor.</td>
</tr>
<tr>
<td>Analysis, Design,</td>
<td>A method of curriculum design that incorporates the Analysis, Design, Development, Implementation, and Evaluation (ADDE) phases.</td>
</tr>
<tr>
<td>Development,</td>
<td></td>
</tr>
<tr>
<td>Implementation, and</td>
<td></td>
</tr>
<tr>
<td>Evaluation (ADDE)</td>
<td></td>
</tr>
<tr>
<td>Model</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>The process of documenting the learning outcomes of the course planning process using a variety of methods.</td>
</tr>
<tr>
<td>Clinical</td>
<td>The Community College of the Air Force is a regional training center for enlisted personnel, CCAF does not evaluate clinical competencies.</td>
</tr>
<tr>
<td>Community College of</td>
<td></td>
</tr>
<tr>
<td>the Air Force (CCAF)</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>The knowledge, skills, and attitudes imparted by instruction and learning activities.</td>
</tr>
<tr>
<td>Course Description</td>
<td>The identification of the course materials, objectives, outcomes, and scope.</td>
</tr>
<tr>
<td>Course Goal</td>
<td>The course goal simply states the intended purpose of the course and is designed to lead the student to meet the desired learning outcomes.</td>
</tr>
<tr>
<td>Course Terminal</td>
<td>Defines the learners’ expected level of effort course/training and describe results of the training the learner will have.</td>
</tr>
<tr>
<td>Objective</td>
<td></td>
</tr>
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</table>

Course Review Checklist and Notes:

1. As an evaluator, we are not casting judgment about how the course has been constructed or being delivered, only focused on the learning perspective not only from your academic institution, but based on the current curriculum trends across the country.

2. This is a formative tool designed to support the evaluation of the learning outcomes and standards, not to be used as the sole criterion for assessing the effectiveness of the course.

3. Evaluate the definition of terms tool as supporting evidence.

Section 1: Course Planning Resources

- The course planning tools such as a PDR provide a thorough overview of the course expectations.
- The curriculum is current.
- There are defined course objectives.
- The learning outcomes are clear within the learning goals.

Section 2: Instructional Materials / Resources

- The quantity and type of instructional materials are sufficient to support the learning outcomes.
- The lesson plans relate to the learning outcomes.
- The lesson plans address a skill, concept, or knowledge to be learned.

Section 3: Academic Content

- The evaluation / units within the course align to current post-secondary expectations.
- The level of the content being taught is equivalent to post-secondary expectations.
- The learning outcomes are measurable criteria.
- The learning outcomes reflect what the student is expected to know, understand, or be able to demonstrate.
Team Collaboration
Faculty teams produce a product!

Course Information
Course Title: Joint Diving Officer
Course Number: A-4N-0200
Course Length: 18 weeks (712 hours)
Training Start/Implementation Date: 10/15
Review Location: Panama City, FL
Training Location: Naval Diving and Salvage Training Center, Panama City, FL

Overall Course Description
This course provides students with an advanced understanding of scuba equipment, dive injuries, gas and gas mixtures, work diving, underwater welding, dive science, forecasting conditions, dive team management, and dive-related system maintenance.

Minimum Passing Score: 80%
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 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 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 United States Air Force is to fly, fight and win...in air, space and cyberspace.
http://www.usaf.mil/top/missions/
Curriculum Gaps
Faculty Evaluators

Faculty Evaluators - Home Page

ACE review teams embrace the philosophy that what an individual learns is more important than when, where, and how the individual learned it. An ACE evaluation is a rigorous, hands-on process conducted by a team of teaching faculty from relevant academic disciplines, representing a diversity of colleges and universities. Faculty evaluators review both military training and occupations, as well as training and exams for a variety of organizations through the CREDIT program.

The team assesses and validates whether the courses, occupations, or professional examinations have the appropriate content, scope, and rigor for college credit recommendations that may be eligible for academic transfer. (Actual credit transferred is solely at the discretion of the college or university.) Credit recommendations appear in the Military Guide for military courses and occupations and in the National Guide for CREDIT courses.

- If you have been actively teaching college-level courses for 5 years and are receptive to recommending academic credit for learning in an extra-institutional setting, we invite you to join our pool of faculty evaluators.
- ACE creates specialized teams for each review based on the required academic areas, the balance between new and experienced reviewers, diversity in the representation of the type of higher education institution, the distance from the site where the review takes place, and the overall composition of the team.
- ACE pays all evaluators an honorarium based on review days and reimburses approved travel expenses for onsite reviews.

Testimonials from the Field

"I did not know what to expect on my first review, but I was definitely surprised at how much I learned from my team, which consisted of five members from schools with very different concentrations and geographic locations. We were a "team" from the moment we shook hands, we got to know each other during 2 days of sharing insights into how our respective schools rate the curriculum, and we parted as friends. ACE"
Faculty are the Key!

- Must actively be teaching college-level courses
  - Regionally accredited institutions
- Based on academic discipline alignment
- ACE pays honorarium and travel

FY 16 Accrediting Authorities Represented

- Higher Learning Commission (HLC) 22%
- Middle States Commission on Higher Education (MSCHE) 13%
- North Central Association (NCA) 1%
- New England Association of Schools and Colleges (NEASC) 3%
- Southern Association of Colleges and Schools (SACS) 57%
- Western Association of Schools and Colleges (WASC) 2%

www.acenet.edu/evaluatorform
<table>
<thead>
<tr>
<th>Aeronautics</th>
<th>Electronics</th>
<th>Marine Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation</td>
<td>Electronics and Communication</td>
<td>Maritime Science</td>
</tr>
<tr>
<td>Aviation Maintenance</td>
<td>Emergency Management</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>Aviation Management</td>
<td>Engineering</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Aviation Mechanics</td>
<td>Finance, Business</td>
<td>Meteorology</td>
</tr>
<tr>
<td>Avionics Maintenance</td>
<td>Fire Science</td>
<td>Munitions/Ordnance</td>
</tr>
<tr>
<td>Business</td>
<td>Health Care Administration</td>
<td>Music</td>
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<td>Business and Law</td>
<td>Industrial Hygiene</td>
<td>Nuclear Engineering</td>
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<td>Business Management</td>
<td>Information Technology</td>
<td>Nursing</td>
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<td>Cartography</td>
<td>Intelligence</td>
<td>Organizational Leadership</td>
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<tr>
<td>Civil Engineering</td>
<td>Intelligence and Security</td>
<td>Psychology</td>
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<td>Communications</td>
<td>Leadership</td>
<td>Public Relations</td>
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<td>Computer electronics</td>
<td>Logistics</td>
<td>Religious Studies</td>
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<tr>
<td>Computer Science</td>
<td>Logistics/Supply Chain</td>
<td>Risk Management</td>
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<tr>
<td>Criminal Justice/Law Enforcement</td>
<td>Marine Engineering</td>
<td>Security/Terrorism</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Marine Science</td>
<td>Sociology</td>
</tr>
</tbody>
</table>
Military Course 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
The Occupation Evaluation

Serving Those Who Serve
Army (MOS)
- Enlisted
  - Primary
  - Secondary
  - Duty
  - Skill levels (30-40-50 – 60*)
- Warrant Officers

Marine Corps (MOS)
- Enlisted (Ground)
  - E6 to E9
- Enlisted (Aviation)
  - MATMEP (Maintenance Training Management and Evaluation Program)
  - Skill level (3 – 4)
  - Coming FY 17 strategic changes to match enlisted ground
- Warrant Officers
Navy (Ratings)
- Enlisted
  - E4 to E9
- Limited Duty Officers
- Warrant Officers
- Navy Enlisted Classifications (NEC)
- On the radar, significant changes to designator codes and realignments

Coast Guard (Ratings)
- Enlisted
  - E4 to E9
- Enlisted Certifications
- Warrant Officers
- Aviator
SOLDIER'S MANUAL
Cavalry Scout
MOS 19D Skill Level 4
JANUARY 2010

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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?
Occupation Panels
Team Collaboration and Consensus

- Synthesis and validation of occupation standards
  - Learning above and beyond formal classroom
  - Not individualized

- Alignment to current curricula
  - Determination of post secondary content and rigor

- Team consensus must be 100%
Identifying Subject Area Credit Recommendations

- Faculty discussion
- Consensus on subject areas
- Validation of learning OTJ
<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Maritime Enforcement Specialist (MLES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes For</td>
<td>Program Design and Delivery</td>
</tr>
<tr>
<td>SH</td>
<td>3</td>
</tr>
<tr>
<td>Level (VC, LD, UD, GD):</td>
<td>UD</td>
</tr>
<tr>
<td>Skill Level</td>
<td></td>
</tr>
</tbody>
</table>

The student will be able to:
- Conduct needs assessment
- Perform job/task analysis
- Create programs of instruction
- Implement training programs and procedures
- Evaluate and revise training plans
- Manage and allocate resources

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Maritime Law Enforcement Specialist (MLES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes For</td>
<td>Leadership</td>
</tr>
<tr>
<td>SH</td>
<td></td>
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<tr>
<td>Level (VC, LD, UD, GD):</td>
<td>UD</td>
</tr>
<tr>
<td>Skill Level</td>
<td></td>
</tr>
</tbody>
</table>

The student will be able to:
- Apply ethical decision making while critical analyzing problems
- Evaluate real world situations with cultural sensitivity
- Negotiate solutions
- Collaborate and manage teams
- Manage change within the organization
- Foster ethical environment
- Employ motivational techniques
Credentiaリング Opportunities Online (COOL)

Welcome to DON COOL

The Department of Navy Credentiaリング Opportunities On Line (DON COOL) website represents the joint effort, close cooperation, and shared missions that support the Navy and Marine Corps COOL programs. Credentiaリング is becoming ever more important across the DoD, adding value for Soldier and civilian while they serve and preparing for their transition to civilian life. DON Civilians can also benefit from credentiaリング as an early transition to civilian life. DON Civilians can also benefit from credentiaリング as an early transition to civilian life. DON COOL reflects the best of the Department of the Navy's commitment to its Sailors, Marines, and Civilians in providing world-class learning, education, and opportunities that will serve them well on active duty, Federal service, and post-service civilian careers.

For more information, we can read all about COOL.

ACE American Council on Education™

Serving Those Who Serve
JST Foundations
(Army, Marine Corps, Navy, Coast Guard)

JST Operations
Web: https://jst.doded.mil
Fax: (850) 473-6013
Email: jst@doded.mil

Joint Services Transcript

www.acenet.edu/militaryprograms/jst

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 - Self Service
(Service members / Veterans)

- Expands online information for service members
- Ability to enter ‘support’ request while logged into JST
- Support case automatically routed to proper service
- Service SMEs login and self-assign cases
- Provides the ability to track
  - What are the major issues (categories)
  - Provide statistics concerning issues worked
  - Provide time of input to time of completion by SMEs

https://jst.doded.mil
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 Occupation Exhibits

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 occupation exhibits on the Military Guide. The goal was to make it easier for college and university registrars to draw parallels between military occupations and college-level learning. Exhibits for occupations evaluated after October 1, 2016 follow the new format, including:

* A single summary of the duties performed by service members in that occupation
Search Courses

Limit search results to current courses only.

The fastest way to find a course is by ACE ID number.

ACE ID Number

If you do not know the ACE ID number, you can search on one or more of these fields.

Service

Military Course Number

Course Title

Military School or Location

Year You Took the Course

Month You Took the Course

To search by Team Review Date.

Reviewed Between

To find courses in a particular area or level, search by subject and level.

Course Subject

Course Level

Search

Search Courses

Course exhibits begin with a two-letter code.

Search Occupations

Occupation exhibits begin with a three-letter code.
# 141 Courses Found

<table>
<thead>
<tr>
<th>ACE ID</th>
<th>Start Date</th>
<th>End Date</th>
<th>Team Rev’d</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>AR-1406-0096</td>
<td>03/2012</td>
<td>Present</td>
<td>10/2016</td>
<td>Special Forces Warrant Officer Technical and Tactical Certification (3/12-Present)</td>
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<tr>
<td>AR-1406-0278</td>
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<td>Present</td>
<td>10/2016</td>
<td>Special Forces Warrant Officer Intermediate Leader Education (9/15-Present)</td>
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<tr>
<td>AR-1408-0148</td>
<td>08/2015</td>
<td>Present</td>
<td>03/2017</td>
<td>U.S. Army Sergeants Major (8/15-Present)</td>
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<tr>
<td>AR-1408-0370</td>
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<td>Present</td>
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<td>U.S. Army Sergeants Major Non-Resident (8/16-Present)</td>
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<td>AR-1408-0371</td>
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<td>Present</td>
<td>03/2017</td>
<td>U.S. Army Sergeants Major Non-Resident (8/16-Present)</td>
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<td>AR-1408-0372</td>
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<td>Present</td>
<td>03/2017</td>
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<td>AR-1408-0373</td>
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<td>03/2017</td>
<td>Master Leader (10/17-Present)</td>
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<td>AR-1511-0037</td>
<td>07/2016</td>
<td>Present</td>
<td>10/2016</td>
<td>Civil Affairs Specialist (7/16-Present)</td>
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<td>AR-1511-0038</td>
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<td>10/2016</td>
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**Exports to Excel**

The table above exports to Excel. Click on the 'Download List' button to download the data in Excel format.
The Exhibit Evolution

Global Changes
• Home page updates and reminders
• Footers
• Impact subject area alignment of learning outcomes

Course Exhibits
• Three exhibit versions
  – 1954 to Sept 2006
  – Oct 2006 to Sept 2015
    • Related competencies
  – Oct 2015 to present
    • Learning outcome realignment

Occupation Exhibits
• Three exhibit versions
  – 1974 to Sept 2006
  – Oct 2006 to Sept 2016
    • Related competencies
  – Oct 2016 to present
    • Content redesign FY17
    • Learning outcome realignment
Poll #1 ~ Course Transfer

Please we want to know:

• Is there a policy in place for transfer of credits for military courses?
• How are the course transfer credits being used?
### Military Courses ~ Sample 1

**OFFICIAL**

Transcript Sent To:
Doane University
Office of Admissions
303 N 52nd Street
Lincoln, NE 68504

Majoring in Computers

<table>
<thead>
<tr>
<th>Military Course ID</th>
<th>ACE Identifier</th>
<th>Course Title</th>
<th>Dates Taken</th>
<th>Location-Description-Credit Areas</th>
<th>ACE Credit Recommendation</th>
<th>Level</th>
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<tr>
<td>808</td>
<td>MC-2204-0088 V03</td>
<td>Recruit Training Master FY11</td>
<td>04-JAN-2012 to 30-MAR-2012</td>
<td>Upon completion of the course, the student will be able to apply casualty care; apply land navigation techniques; conduct physical fitness training; apply marksmanship techniques; and apply self-defense skills.</td>
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<tr>
<td></td>
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<td></td>
<td>First Aid</td>
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<td>Land Navigation</td>
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<td>L</td>
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<td></td>
<td></td>
<td>Self-Defense</td>
<td>Revised 2011</td>
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</table>
Military Guide Search

Guide to the Evaluation of Educational Experiences in the Armed Services

Search Courses

- Limit search results to current courses only.
- The fastest way to find a course is by ACE ID number.

ACE ID Number: MC-2204-0088

If you do not know the ACE ID number, you can search on one or more of these fields:

- Service: All Services
- Military Course Number
- Course Title
- Military School or Location
- Year You Took the Course
- Month You Took the Course

To search by Team Review Date:

Reviewed Between: [ ] [ ]

Search
GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

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<td>01/2011</td>
<td>Present</td>
<td>04/2013</td>
<td>Recruit Training Master FY11 (1/11-Present)</td>
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Course Exhibit

MC-2204-0088 v3

**Title:** RECRUIT TRAINING MASTER FY11
(Recruit Training (FEMALE))
(Recruit Training Marine Corps Recruit Depot (MCRD) PI - 2014)

**Course Number:** 808; 809.

**Location:** Marine Corps Recruit Depot, San Diego, CA
Marine Corps Recruit Depot, Parris Island, SC
Various Training Locations, US.

**Length:** 14 weeks (528–547 hours).

**Exhibit Dates:** 1/11–Present.

**Learning Outcomes:** Upon completion of the course, the student will be able to apply casualty care; apply land navigation techniques; conduct physical fitness training; apply marksmanship techniques; and apply self-defense skills.

**Instruction:** Methods of instruction include audiovisual materials, case studies, classroom exercises, lecture, and practical exercises. General course topics include first aid subjects, land navigation, physical fitness, self-defense, and marksmanship.

**Related Competencies:** First aid topics include basic airway management, blood control, cardiopulmonary resuscitation (CPR), combat casualty care, and open chest wound treatment. Land navigation topics include compass utilization, coordinates, land orienteering, map reading, map scales, and terrain features. Physical fitness topics include aerobic fitness, anaerobic fitness, combat conditioning, obstacle course, road marching, strength training, and swimming. Marksmanship topics include fundamentals of marksmanship, general ballistic science, night fire, shooting positions, shooting techniques, weapon care and maintenance, weapons safety, and zeroing weapons. Self-defense topics include endurance training, grappling, hand strike, kicking, and knife fighting.

**Credit Recommendation:** In the lower-division baccalaureate/associate degree category, 1 semester hour in first aid, 1 in land navigation, 1 in self-defense, 3 in physical fitness and 3 in marksmanship (4/13)(7/15).
2C-SQII

AR-1406-0232 V02 10-APR-2006 to 19-MAY-2006
Aviation Tactical Operations Officer (TACOPS/EW):
Aviation School
Pt Rucker

Upon completion of the course, the student will be able to perform the duties of a warrant officer in the planning, coordination, briefing, and execution of tactical army aviation missions in a combined and joint environment.

- Logistics Management

(U) 5 SH
(5/07)(5/07)

GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

2 Courses Found

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<td>05/2017</td>
<td>05/2007</td>
<td>Aviation Tactical Operations Officer (TACOPS/EW) (10/05-5/17)</td>
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Course Exhibit

AR-1406-0232 v2

Title: Aviation Tactical Operations Officer (TACOPS/EW)

Course Number: 2C-SQII.

Location: Aviation Center and School, Fort Rucker, AL.

Length: 6 weeks (240 hours).

Exhibit Dates: 10/05–5/17.

Learning Outcomes: Upon completion of the course, the student will be able to perform the duties of a warrant officer in the planning, coordination, briefing, and execution of tactical army aviation missions in a combined and joint environment.

Instruction: Audiovisual materials, practical exercises, discussion, lecture, and computer-based training. Topics include doctrine, electronic warfare, basic and advanced mission planning, personnel recovery, and operations plans and orders.

Credit Recommendation: In the upper-division baccalaureate degree category, 5 semester hours in logistics management (5/07)(5/07).
Course Exhibit

MC-1728-0016 v1

Title: Military Police Officer Basic

Course Number: 70Z.

Location: Military Police School, Fort Leonard Wood, MO.

Length: 14 weeks (536 hours).

Exhibit Dates: 4/16–Present.

Overall Course Description: This course provides students with the ability to assume the role and functions of a military police officer, responsible for overseeing the direct supervision of military police operations. Students will develop an understanding of how a police organization is structured and how the appropriate military, state, and federal laws inform the functions of a commanding police officer. Additionally, students will demonstrate proficiency in various police equipment and technology.

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

Methods of Assessment: Methods of assessment include case studies, multiple-choice exams, performance tests, quizzes, and rubrics.

Minimum Passing Score: 80%

Credit Recommendation: In the lower-division baccalaureate/associate degree category, 3 semester hours in supervision, 3 in criminal justice, 3 in introduction to law enforcement, and 3 in law enforcement operations. In the upper-division baccalaureate degree category, 3 semester hours in strategic management (11/16)(11/16).
Learning Outcomes:

Supervision
The student will be able to plan using goal-setting and organizational skills; develop personnel motivational strategies; delegate tasks to personnel; establish goals and expectations; delegate and oversee external resources; manage and determine budget allotments in accordance with the project; perform manpower, scheduling, and prioritization functions; critique performance evaluations; and implement methods of training and employee development.

Criminal Justice
The student will be able to describe major concepts of criminal law and their applications; identify general foundational theories in law enforcement; recognize current trends in the criminal justice field; explain the criminal investigative process; differentiate between the roles of courts, corrections, and law enforcement in the criminal justice system; and illustrate best practices in evidence-handling procedures.

Introduction To Law Enforcement
The student will be able to identify police patrol procedures; operate police vehicles; recognize police organizational chain of command; prepare written reports; produce traffic citations; explain use of force policy; use police weapon systems; describe basic elements of constitutional and substantive laws; and utilize law enforcement technologies.

Law Enforcement Operations
The student will be able to use a variety of police equipment; prepare written reports; employ the appropriate non-lethal weapon; use a variety of communication techniques; execute non-lethal force policies; use a variety of law enforcement vehicles; distinguish between various available munitions; and select situation-specific equipment.

Strategic Management
The student will be able to perform strategic planning; develop forecasts and scenarios; differentiate between short- and long-term planning; develop and manage training; and explain why effective human resources management can be an asset.

THIS PAGE WAS LAST UPDATED ON 01/14/2017

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.
### Other Learning Experiences

This section provides a record of the service member's learning experiences that do not have credit recommended for one or more of the following reasons:

1. Course has not been evaluated by ACE.
2. Class attendance dates were not recorded in the service member's record.
3. Course was not completed during the ACE evaluation period.
4. Course was not evaluated by ACE at this specific location.

<table>
<thead>
<tr>
<th>Course ID</th>
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<td>805CT13 AR-1405-0310</td>
<td>20-APR-2007</td>
<td>Human Resources Specialist Certification Crs</td>
<td>Army Correspondence Course</td>
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<td>052 W13 (4L-919A-RC) Ph 1</td>
<td>09-MAY-2007</td>
<td>Rc Wobc Engr Equipment Repair Tech (Mos)</td>
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<td>031 M32 AR-1715-1162</td>
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Poll #2 ~ Occupation Transfer

Please we want to know:

• Is there a policy in place for transfer of credits for military occupations?
• How are the occupation transfer credits being used?
Military Experience (Navy)

<table>
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<tr>
<th>Occupation ID</th>
<th>ACE Identifier</th>
<th>Dates Held</th>
<th>Title</th>
<th>Credit Recommendation</th>
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Information Systems Technicians perform core and specialty functions of communications operations, message processing, and network administration and security; establish, monitor, and maintain Radio Frequency (RF) communications systems; perform spectrum management within an area of responsibility; handle, store, and retrieve incoming and outgoing messages; perform network system administration, maintenance, and training; manage, plan and coordinate unit-level information systems security and integration across platforms, fleets, and services; and ensure the proper security, distribution, handling, accounting, reporting, and control of Communications Security (COMSEC) materials, systems, and equipment. Configure external peripherals, workstations network connectivity, and operating system software; administer deployed cryptologic tactical systems; set up cryptographic equipment and networks; set up automated digital network systems; and monitor and operate super high frequency, ultra-high frequency, and very high frequency systems. Configure network software and hardware; initialize network servers; install network components, peripherals, software and operating systems; troubleshoot network hardware and operating systems; manage communication network security functions; monitor automated digital network systems; manage digital media distribution systems; and manage information systems security documentation and programs.

- Business Communication: 3 SH L
- Information Technology Essentials: 3 SH L
- Network Administration: 3 SH L
- Networking Fundamentals: 3 SH L
- Server Administration: 3 SH L
- Information Assurance: 3 SH U
GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

Search Occupations

- Limit search results to current occupations only.
- The fastest way to find an occupation is by ACE ID number.

ACE ID Number: NER-IT-003

Search

If you do not know the ACE ID number, you can search on one or more of these fields.

- Occupation: All Occupations
- Occupation Title: 
- Occupation Designator: 
- Year: 
- Month: 

Search

RELATED CONTENT

- Military Guide Home
- How to use the Military Guide
- Frequently Asked Questions
- Search Courses
- Search Occupations

More stories on College Credit for Military Service
Military Experience (Navy Exhibit)

NER-IT-003

Information Systems Technician
IT3
IT2
IT1
ITC
ITCS
ITCM

Exhibit Dates: 8/12–Present.

Occupational Field: 21 (Communications).

Career Pattern

**IT3:** Information Systems Technician, Third Class (E-4). **IT2:** Information Systems Technician, Second Class (E-5). **IT1:** Information Systems Technician, First Class (E-6). **ITC:** Chief Information Systems Technician (E-7). **ITCS:** Senior Chief Information Systems Technician (E-8). **ITCM:** Master Chief Information Systems Technician (E-9).

Description

**Summary:** Information Systems Technicians perform core and specialty functions of communications operations, message processing, and network administration and security; establish, monitor, and maintain Radio Frequency (RF) communications systems; perform spectrum management within an area of responsibility; handle, store, and retrieve incoming and outgoing messages; perform network system administration, maintenance, and training; manage, plan and coordinate unit-level information systems security and integration across platforms, fleets, and services; and ensure the proper security, distribution, handling, accounting, reporting, and control of Communications Security (COMSEC) materials, systems, and equipment. **IT3:** Configure external peripherals, workstations network connectivity, and operating system software; administer deployed cryptologic tactical systems; set up cryptographic equipment and networks; set up automated digital network systems; and monitor and operate super high frequency, ultra-high frequency, and very high frequency systems. **IT2:** Able to perform the duties required for IT3; configure network software and hardware; initialize network servers; install network components, peripherals, software and operating systems; troubleshoot network hardware and operating systems; manage communication network security functions; monitor automated digital network systems; manage digital media distribution systems; and manage information systems security documentation and programs. **IT1:** Able to perform the duties required for IT2; manage network system configurations; manage network system databases; design network system databases; administer client platform securities; develop emergency action plans; develop system security certification and accreditation documentation; maintain electronic key management system databases; and implement information assurance vulnerabilities alerts, bulletins, incident reporting processes, and policies. **ITC:** Able to perform the duties required for IT1; verify system certifications; implement communications plans; manage information systems security programs and policies; report DoD information system compromises and incidents; implement network security programs; develop information systems security policies and evaluate information systems security incidents; configure local area networks (LAN) architecture; develop disaster recovery contingency plans, network plans, policies, and life cycle plans; prepare and deliver written and oral operational and situational reports; monitor and deliver internal and external communications; coordinate unit embargos; and perform quality control analysis. Plan, direct, organize, schedule, and evaluate training programs; prepare and review Naval correspondence, instructions, and messages; review and coordinate work schedules; prioritize overall department work; review, recommend, and monitor divisional programs (quality assurance, training, safety, etc.); provide guidance for on-the-job performance; identify and mediate interdepartmental differences; and assist, review, recommend, and monitor the implementation of policy statements, operational orders, and directives. **ITCS:** Able to perform the duties required for ITC; plan, direct, organize, schedule, and evaluate training programs; prepare and review Naval correspondence, instructions, and messages; review and coordinate work schedules; prioritize overall department work; review, recommend, and monitor divisional programs (quality assurance, training, safety, etc.); provide guidance for on-the-job performance; identify and mediate interdepartmental differences; and assist, review, recommend, and monitor the implementation of policy statements, operational orders, and directives. **ITCM:** Able to perform the duties required for ITCS; plan, direct, organize, schedule, and evaluate training programs; prepare and review Naval correspondence, instructions, and messages; review and coordinate work schedules; prioritize overall department work; review, recommend, and monitor divisional programs (quality assurance, training, safety, etc.); provide guidance for on-the-job performance; identify and mediate interdepartmental differences; and assist, review, recommend, and monitor the implementation of policy statements, operational orders, and directives.
Military Experience (Navy Exhibit Cont’d) ★★★★★

Related Competencies

Server administration topics include active directory administration, active directory configuration, backup administration, installation and configuration group policy, network operating system, network server, and remote access server (RAS). Information technology essentials topics include A+ certification, audit log, hardware, operating systems, peripherals, and troubleshooting. Networking fundamentals topics include cabling, Internet Protocol IPv4, local area network (LAN), network and certification, subnetting, topology, and troubleshooting. Network administration topics include Linux, network configuration, network implementation, network installation, network management, network performance, reporting, routers, switches, and UNIX. Business communication topics include communication techniques, group interaction, interpersonal communications, multimedia presentations, persuasive writing, report writing, and written communication. Information assurance topics include audit log, group policy, intrusion detection systems (IDS), intrusion prevention systems (IPS), port scanning, testing, and troubleshooting. Security operations topics include communication security, cryptography, electronic key management, force protection, information assurance, managing electronic spillage, operations security, personnel security, physical security, and security management. Management topics include budget management, decision-making, delegation, facilities management, information systems management, knowledge management, maintenance management, and problem solving. Human resource management topics include career counseling, career development, human relations, mentoring, operations management, organizational behavior, performance evaluation, and teamwork coordination. Project management topics include logistics support and scheduling, milestone development, policy implementation, policy evaluation, post-project assessment, risk assessment, and task execution. Strategic planning topics include communication protocol, critical thinking and analysis, emergency operating procedures, mission planning, resource management, strategic threat assessment, and strategy development and deployment.

Recommendation, IT3
In the lower-division baccalaureate/associate degree category, 3 semester hours in information technology essentials and 3 in server administration (8/12)(8/12).

Recommendation, IT2
In the lower-division baccalaureate/associate degree category, 3 semester hours in information technology essentials, 3 in networking fundamentals, 3 in network administration, 3 in server administration, and 3 in business communication. In the upper-division baccalaureate degree category, 3 semester hours in information assurance (8/12)(8/12).

Recommendation, IT1
In the lower-division baccalaureate/associate degree category, 3 semester hours in information technology essentials, 3 in networking fundamentals, 3 in network administration, 3 in server administration, and 3 in business communication. In the upper-division baccalaureate degree category, 3 semester hours in information assurance and 3 in security operations (8/12)(8/12).

Recommendation, IT8
In the lower-division baccalaureate/associate degree category, 3 semester hours in information technology essentials, 3 in networking fundamentals, 3 in network administration, 3 in server administration, and 3 in business communication. In the upper-division baccalaureate degree category, 3 semester hours in information assurance, 3 in security operations, 3 in management (8/12)(8/12).

Recommendation, IT8S
In the lower-division baccalaureate/associate degree category, 3 semester hours in information technology essentials, 3 in networking fundamentals, 3 in network administration, 3 in server administration, and 3 in business communication. In the upper-division baccalaureate degree category, 3 semester hours in information assurance, 3 in security operations, 3 in management, 3 in human resource management, and 3 in project management (8/12)(8/12).

Recommendation, ITCM
In the lower-division baccalaureate/associate degree category, 3 semester hours in information technology essentials, 3 in networking fundamentals, 3 in network administration, 3 in server administration, and 3 in business communication. In the upper-division baccalaureate degree category, 3 semester hours in information assurance, 3 in security operations, 3 in management, 3 in human resource management, 3 in project management,
**OFFICIAL**

Transcript Sent To:
Doane University
Office of Admissions
303 N 52nd Street
Lincoln, NE 68504

Majoring in Computers

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<td>04-JAN-2012 to 30-MAR-2012</td>
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</table>

**Recruit Training Master FY11:**
Upon completion of the course, the student will be able to apply casualty care; apply land navigation techniques; conduct physical fitness training; apply marksmanship techniques; and apply self-defense skills.

- First Aid
- Land Navigation
- Marksmanship
- Physical Fitness
- Self-Defense

(4/13)(7/15)
Military Experience (Marine Corps)

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Military police perform assigned military law enforcement duties to uphold the criminal justice system, maintain good order and discipline, and support the commander’s law enforcement and security requirements in peacetime and combat operations. Typical duties include foot and motorized patrol, control of pedestrian and vehicular traffic, flight line security, crime prevention/physical security, desk sergeant, communications dispatcher, squad leader, operations sergeant, platoon sergeant, and provost sergeant billets. Military police are confronted with many forms of violations and criminal liability, misdemeanor through felony.

- Communication (SSGT, GYSGT, MSGT, MGYSGT)
- Computer Applications (SSGT, GYSGT, MSGT, MGYSGT)
- Law Enforcement (SSGT, GYSGT, MSGT, MGYSGT)
- Patrol Operations (SSGT, GYSGT, MSGT, MGYSGT)
- Police Supervision (SSGT, GYSGT, MSGT, MGYSGT)
- Traffic Control (SSGT, GYSGT, MSGT, MGYSGT)
- Personnel Administration And Management (GYSGT, MSGT, MGYSGT)
- Principles Of Management (GYSGT, MSGT, MGYSGT)
- Project Management (MSGT, MGYSGT)

(2/07)
Military Experience (MC Exhibit)

Occupation Exhibit

MCE-5811-001
Military Police
5811

Career Pattern


Description

Military police perform assigned military law enforcement duties to uphold the criminal justice system, maintain good order and discipline, and support the commander’s law enforcement and security requirements in peacetime and combat operations. Typical duties include foot and motorized patrol, control of pedestrian and vehicular traffic, flight line security, crime prevention/physical security, desk sergeant, communications dispatcher, squad leader, operations sergeant, platoon sergeant, and provost sergeant billets. Military police are confronted with many forms of violations and criminal liability, misdemeanor through felony.

Related Competencies

Patrol operations topics include calls and emergency incidents; patrol practices in military police operations; patrol strength, type, and distribution; safety and security checkpoints; and vehicle stops. Traffic control topics include directing traffic, motor vehicle bureau and the police, police techniques of modern traffic enforcement, tactical traffic control, traffic control functions, traffic control points, traffic court, traffic engineer, and traffic law enforcement and legislature. Law enforcement topics include interview techniques; legal procedures; local, state, and federal regulations; police operations; self-defense skills; and weapon skills and operations. Police supervision topics include confinement facilities, criminal investigation operations, law enforcement supervision, police activities (coordination), police support, staff supervision, and training programs and requirements (evaluation). Computer applications topics include basic computer skills; data entry; inventory and budgeting software; presentation development; and software applications (Microsoft Word, Excel, PowerPoint). Management principles topics include academic advisement, career counseling, controlling, coordinating, handling extraordinary issues, leading, mentoring, organizing, staffing in a complex multi-faceted environment, volunteer and community relations, and work teams. Personnel administration and management topics include essentials of personnel management; fundamentals of supervision; leadership as applied to administration; staffing and promotions; and supervisory issues (discipline, motivation, training, job classification, and promotion). Project management topics include evaluation, forecasting, human needs assessment, quality control, reporting status and progress to supervisors, task execution, trend analysis, and workload management. Communications topics include briefings, debriefings, electronic messages, interpersonal communications, multimedia presentations, oral communication techniques, presentation skills, report writing, and small group interaction.
Recommendation

**SSGT:** In the lower-division baccalaureate/associate degree category, 3 semester hours in patrol operations, 3 in traffic control, 2 in law enforcement, 3 in police supervision, 3 in computer applications, and 2 in communications (2/07)(2/17).

**GYSGT:** In the lower-division baccalaureate/associate degree category, 3 semester hours in patrol operations, 3 in traffic control, 2 in law enforcement, 3 in police supervision, 3 in computer applications, and 2 in communications. In the upper-division baccalaureate degree category, 3 semester hours in management principles, and 3 in personnel administration and management (2/07)(2/17).

**MSGT:** In the lower-division baccalaureate/associate degree category, 3 semester hours in patrol operations, 3 in traffic control, 2 in law enforcement, 3 in police supervision, 3 in computer applications, and 2 in communications. In the upper-division baccalaureate degree category, 3 semester hours in management principles, 3 in personnel administration and management, and 3 in project management (2/07)(2/17).

**MGYSGT:** In the lower-division baccalaureate/associate degree category, 3 semester hours in patrol operations, 3 in traffic control, 2 in law enforcement, 3 in police supervision, 3 in computer applications, and 2 in communications. In the upper-division baccalaureate degree category, 3 semester hours in management principles, 3 in personnel administration and management, and 3 in project management (2/07)(2/17).
<table>
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<th>Occupation ID</th>
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<th>Title</th>
<th>Description/Credit Areas</th>
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<td>Performs clerical and administrative support for general personnel matters. Prepares correspondence and orders and completes forms and records using word processing and other software; maintains files; answers telephone; interviews personnel; provides input for computer system. Credit may be granted on the basis of an individualized assessment of the student.</td>
</tr>
<tr>
<td>93P20</td>
<td>MOS-93P-003</td>
<td>01-MAR-2002</td>
<td>Aviation Operations Specialist:</td>
<td>Schedules, clears, and dispatches aircraft. Processes cross-country and local flight plans with other agencies including the FAA; maintains flight information; prepares, types, and maintains records and reports on flight operations and activities; maintains current files on flying regulations and navigational aid information; arranges ground services for transient aircraft; interprets and posts teletype weather reports; understands terminology used in air navigation; knows air traffic control advisory procedures. Supervises a small flight operations activity consisting of 5 to 12 subordinates; schedules aircraft missions, dispatches aircraft, and performs associated administrative duties; plans and schedules work assignments; checks work of subordinates and instructs them in proper work techniques and procedures; reviews, consolidates, and prepares technical, personnel, and administrative reports; assists in preparing pre-accident plans.</td>
</tr>
<tr>
<td>75B20</td>
<td>MOS-75B-005</td>
<td>01-AUG-2002</td>
<td>Personnel Administration Specialist:</td>
<td>Performs clerical and administrative support for general personnel matters. Prepares correspondence and orders and completes forms and records using word processing and other software; maintains files; answers telephone; interviews personnel; provides input for computer system. Supervises, counsels, evaluates, and provides technical guidance and training to subordinates.</td>
</tr>
</tbody>
</table>
**Army**

1. **What are primary, secondary, and duty MOSs?**
All soldiers receive a primary military occupational specialty (MOS) in which they normally work and are evaluated.

Some soldiers receive a secondary MOS, which is generally related to their primary MOS. They are evaluated every other year in the secondary MOS.

A soldier works in a duty MOS, which in most cases is the same as the primary MOS. If the duty MOS is different from the primary MOS, soldiers are evaluated by the supervisor in their duty MOS.

Credit may be awarded in either the primary or duty MOS or both. The soldier must maintain proficiency in the primary MOS as well as the duty MOS. Ordinarily, the primary, secondary, and duty MOSs are in the same or a related career field. If so, there may be some duplication in the credit recommendations.

2. **Most MOS exhibits do not carry a specific credit recommendation for Skill Levels 10 and 20. Why is that?**
One of ACE’s criteria for evaluating an occupational system is that it must provide for the assessment of the individual. Since the Army no longer offers a standardized testing system, ACE recommends credit only for Skill Levels 30, 40, and 50. For Skills Levels 10 and 20, colleges and universities may grant credit based on an individualized assessment of the student. For additional information, refer to the ACE Occupation Evaluation System.
**Occupation Exhibit**

**MOS-31B-003**

**Military Police**
- 31B30
- 31B40
- 31B50

**Exhibit Dates:**
6/14–Present.

**Summary:**
Military Police contribute to the combat power on the battlefield by conducting police operations, detention and security and mobility support across the full range of operations to enable protection and promote the rule of law. Military Police provide support to the Army community through professional policing, security of critical resources, crime prevention programs and preservation of law and order.

**Credit Recommendations**

**Recommendation, Skill Level 30:**
In the lower-division baccalaureate/associate degree category, 3 semester hours in supervision, 3 in law enforcement operations, 3 in criminal investigation, and 3 in criminal procedures (11/16)(11/16).

**Recommendation, Skill Level 40:**
In the lower-division baccalaureate/associate degree category, 3 semester hours in supervision, 3 in law enforcement operations, 3 in criminal investigation, 3 in criminal procedures, and 3 in operations management. In the upper-division baccalaureate degree category, 3 semester hours in criminal justice administration, and 3 in human resource management (11/16)(11/16).

**Recommendation, Skill Level 50:**
In the lower-division baccalaureate/associate degree category, 3 semester hours in supervision, 3 in law enforcement operations, 3 in criminal investigation, 3 in criminal procedures, and 3 in operations management. In the upper-division baccalaureate degree category, 3 semester hours in criminal justice administration, 3 in human resource management, and 3 in leadership (11/16)(11/16).
Lower-Level Learning Outcomes

Supervision:
The student will be able to plan using goal-setting and organizational skills; develop personnel motivational strategies; delegate tasks to personnel; establish goals and expectations; and perform manpower, scheduling, and prioritization functions.

Law Enforcement Operations:
The student will be able to identify criminal activity; report violations and infractions of laws; conduct vehicle patrols; prepare written reports; operate various police vehicles; use various police equipment; perform security checks and searches; and respond to emergency situations.

Criminal Investigation:
The student will be able to use a variety of criminal investigation methods and techniques; prepare written reports of findings; identify crime scenes; collect and preserve crime scene evidence; conduct interviews and interrogations; maintain the integrity of crime scenes; identify and describe sources of information; define and discuss case and trial preparation; provide testimony as required; interpret and apply procedural rules and substantive law; and list common evidentiary rules.

Criminal Procedures:
The student will be able to relate the process of prisoner intake through release; explore constitutional and legislative concerns related to corrections; examine jurisdiction and court processes; recognize civil and criminal liability issues facing corrections officers; identify the steps in the criminal judicial process; and document and update procedures specific to an individual correctional facility.

Operations Management:
The student will be able to create significant improvements in organizational operational performance; employ techniques to measure quality control; develop materials requirements schedules; utilize aggregate planning, distribution planning, and inventory management; and evaluate the legal, social, and economic environment.

Upper-Level Learning Outcomes

Criminal Justice Administration:
The student will be able to prioritize department and unit needs; justify budgetary decisions; administer supervision of personnel; and ensure proper allocation of resources.

Human Resource Management:
The student will be able to manage employee conflict, performance evaluations, and career planning; execute effective cultural and diplomatic communications; deliver and evaluate training materials; implement occupational, compliance, and safety standards; critically assess and evaluate human resources policies and practices; and evaluate individual mental, physical, and inter-personnel relationships.

Leadership:
The student will be able to apply effective critical thinking; demonstrate effective decision-making skills; manage, budget, plan, and distribute resources; utilize appropriate mentoring skills; recommend and justify policies and procedures; arrange and present training; and align ethics and values with organizational morals.
The **transfer** and **award** of credit recommendations

- **Age and Alignment**
- **Duplication**
- **Reinforcement and Bundling**
Prior Learning Assessment, Transfer Policies, Curriculum Alignment

- Institutional policy
- General education
- General education
- Degree requirements for the selected major

- Departmental policy
- Degree requirements for the selected major
- Electives in the major
- Electives in the major

- Undergraduate vs. graduate
- Undergraduate vs. graduate
- Electives in the major
- Electives in the major

- Institutional vision, mission, philosophy
- Institutional vision, mission, philosophy
- Free electives
- Free electives
Probative Questions for Consideration

Policies and Processes

• What’s posted to your students?
• Is it accurate, clear and concise?
• How are transcripts handled?
• At what point are students advised?
• Where are the staff succession plans?

Institutional Intel

• Which transcripts are being processed? (service, age, active, separated)
• How many service members / veterans are pursuing degree programs?
• What are the primary programs?
A Community College Model

www.faytechcc.edu/military-veterans/credit-for-military-training/

FTCC Credit Search Tool

Search By Category

Service Branch: Army: Enlisted
Rank/Grade/Level: 10

Occupation: 11B Infantryman

Check all that apply:
Special Schools: Please Select A Special School if Applicable.

Search

Courses Awarded:
- CIS 110 Introduction to Computers
- COM 120 Interpersonal Communication
- HEA 112 First Aid and CPR
- OST 181 Introduction to Office Systems
- PED 110 Fit and Well for Life
- PED 172 Outdoor Living
- CJC 193 Select topics in Criminal Justice
- GEO 110 Introduction to Geography
- OST 136 Word Processing
- OST 184 Records Management
- PED 169 Orienteering

Total Hours Awarded: 28
www.lcc.edu/hhs/programs/military/

Military Medic and Advanced EMT to Paramedic

Attention Former Military Medics and Advanced EMT’s:

Next Cohort will be admitted Fall 2016
August 25, 2016 - Anticipated Start Date

Application

In January, 2012, Lansing Community College launched an education program specifically designed for military medics and advanced EMT’s. The goal was to create a pathway for military medics and Advanced EMT’s to transition to paramedics. Those who complete this program are positioned to continue onward to become a nurse, if desired, by entering into the Advanced Standing Nursing Program.

Paramedics earn a median salary over $32,000, with nurses earning a median salary over $63,000. Paramedic and nursing employment is currently strong, with projected demand for the next decade. Additional employment information and statistics can be found on the Employment Information chart below.

Students in the program are eligible for GI-bill funds, Military Tuition Assistance (TA) and traditional Title IV financial aid.

General Program Information

The program is comprised of two stages:
A Consortium Model

Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin

www.mhec.org/

Multi-State Collaborative on Military Credit

Click here to subscribe to MCMC updates.

In October 2014, Lumina Foundation awarded a $900,000 grant to MHEC to assist an interstate partnership of 13 states (Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin) to advance best practices designed to ease the transition of veterans and their families from military life to college campuses, with special reference to translating competencies acquired through military training and experiences into milestones toward completing a college degree or earning a certificate or license. The three-year project will build on the efforts of individuals, who have collaborated virtually and in person over the past 2.5 years to exchange information and share best practices in four areas: articulation of credit, licensure and certification, communications, and technology. These MCMC workgroups started to meet in February 2015 and are scheduled to meet monthly to develop strategies specific to their areas of work. The grant-funded initiative began November 1, 2014. MHEC functions as the fiscal agent and coordinating entity on behalf of the states in the collaborative. The initiative is being led by the MCMC Steering Committee.

In October 2015, MHEC was awarded an additional $200,000 grant from USA Funds for the Multi-State Collaborative on Military Credit (MCMC) initiative. These additional funds will support veterans in increasing postsecondary degree completion, streamlining pathways for licensure and certification for healthcare professions, supporting services during key educational transitions, and creating networks for supporting communications, technologies, and data collection and analyses.

For more information contact Jennifer Dahlquist, MHEC vice president, serves as executive director of the project.

Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin
A Crosswalk Model

Credit for Prior Learning

Get credit for what you already know.

Ivy Tech Community College offers Prior Learning Assessment (PLA) for students with select qualifications and expertise. Ivy Tech evaluates your credentials to see how much credit you are qualified to receive. When you earn credit through PLA, you may save a significant amount of money and complete your degree more quickly.

<table>
<thead>
<tr>
<th>MILITARY TRAINING AND CERTIFICATION CROSSWALK - July 2014</th>
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<tbody>
<tr>
<td><a href="http://www.ivytech.edu/prior-learning">http://www.ivytech.edu/prior-learning</a></td>
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**All training must be documented with an official Joint Services Military Transcript**

<table>
<thead>
<tr>
<th>ACCOUNTING</th>
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<tbody>
<tr>
<td>US Army</td>
</tr>
<tr>
<td>Command Sergeant Major (MOS: 02Z-02Z/50)</td>
</tr>
<tr>
<td>Will receive credit for the following courses (includes courses that apply towards program electives)</td>
</tr>
<tr>
<td>BUSN 102 Principles of Management</td>
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</table>

<table>
<thead>
<tr>
<th>ADVANCED MANUFACTURING</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Army</td>
</tr>
<tr>
<td>Medical Supply Specialist (MOS: 783-000-000-30)</td>
</tr>
<tr>
<td>LOGM 127 Introduction to Logistics</td>
</tr>
<tr>
<td>Medical Supply Specialist (MOS: 783-000-40 or 50)</td>
</tr>
<tr>
<td>LOGM 127 Introduction to Logistics</td>
</tr>
<tr>
<td>LOGM 227 Logistics/Supply Chain Management</td>
</tr>
<tr>
<td>Storage Supply Specialist (MOS: 78V-001/30)</td>
</tr>
<tr>
<td>LOGM 127 Introduction to Logistics</td>
</tr>
<tr>
<td>Storage Supply Specialist (MOS: 78V-001/40 or 50)</td>
</tr>
<tr>
<td>LOGM 127 Introduction to Logistics</td>
</tr>
<tr>
<td>LOGM 227 Logistics/Supply Chain Management</td>
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ACE’s College and University Partnerships

www.acenet.edu/CUP

College and University Partnerships

College and University Partnerships (CUP), an ACE program in the Center for Education Attainment and Innovation, works to advance greater awareness, acceptance, and application of credit for prior learning as a key element for increasing postsecondary participation and completion.

CUP works with higher education institutions, employers, and other key stakeholders to build partnerships, maximize collaborative efforts and increase effective pathways to postsecondary education. Through webinars, technical services, and special initiatives, CUP supports the work of higher education institutions and the learners they serve.

ACE College and University Network: The ACE College and University Network has more than 2,000 institutions that recognize and consider ACE credit recommendations for workplace and military training and occupations and other credit for prior learning options.

Regional Liaison: Regional Liaisons are seasoned college faculty who are subject matter area experts and experienced credit for prior learning practitioners.

Effective Practices: Look for best practices in credit for prior learning and related programs and services that advance education attainment.

Postsecondary Pathways: Find initiatives and programs that expand pathways to postsecondary credentials through effective applications of credit for prior learning.

The CEAI Resource Center: Staff in our CEAI Resource Center can answer your questions about ACE transcripts and credit recommendations for military and corporate training.

Credit for Prior Learning Implementation Matrix

**INSTITUTIONAL STAGES**

New/Emerging Stage
- Has general understanding and information on prior learning, with demonstrated institutional interest.
- Forms advisory group to craft policy and practice, and develops policies and procedures.
- Creates venues for information sharing among institutional constituencies.

Developing Stage
- Acknowledges the role of prior learning in postsecondary pathways.
- Begins to develop standard policies and procedures.
- Creates venues for information sharing among institutional constituencies.

Effective Practice Stage
- Has broad and deep understanding of credit for prior learning policies and uses that knowledge to integrate, and sustain systematic and accessible CPL practices.
- Provides professional opportunities for faculty and staff including conferences, research, and writing, encourages faculty to include CPL activities in annual reviews, and promotes/encourages implementation incentives and areas of recognition.

**DEFINITIONS AND ACTIVITIES**

**Faculty engagement and development**
- Forms advisory group to craft policy and practice, and develops policies and procedures.
- Creates venues for information sharing among institutional constituencies.

**Student outreach and support**
- Directs students to current CPL options through academic advising and program coordination.
- Shares information on websites and uses other venues for communication with students, such as orientation and advising.

**Infrastructure, policies, and processes**
- Scans the landscape for current and informal institutional CPL practices and policies that work and practices that do not.
- Expands current policy and practice, puts people and structures in place to manage programs that are consistent with institutional policies and services.

- Selects appropriate CPL tools that fit institutional context, curricula and recognizes diversity of learners and their experiences, promotes active use of CPL in all degree areas, including major requirements and general education. Well-managed with established policies and practices. Embeds CPL within other programs, e.g., competency-based learning.
The Way Ahead

Vision
Innovation
Strategy

ACE American Council on Education™

Serving Those Who Serve
Let's Strategize!

Process Steps:
- Pick a topic (**Red**, **Blue**, **Orange**, **Purple**)
- Identify the (a) challenges and (b) opportunities
- Pinpoint measurable next steps and quick wins

The Topics:
1. Institutional Buy-in
2. Policy or Governance
3. Process or Procedures
4. Other???
Come Join Free Webinars!

ACE Military Evaluations Presents

“The Inside Track”
(a two-part series)

(Part 1 of 2) A Faculty Lens: Validating Military Learning Experiences
✓ Date: Wednesday, 6 December at 1400 ET
✓ Time: 1400 ET (1300 CT / 1200 MT / 1100 PT)

(Part 2 of 2) A Technical Perspective: The Joint Services Transcript (JST) and Key Resources
✓ Date: Thursday, 7 December at 1400 ET
✓ Time: 1400 ET (1300 CT / 1200 MT / 1100 PT)

Free Registration is Required: www.acenet.edu/events
Transfer Guide: Understanding Your Military Transcript and ACE Credit Recommendations

Welcome to the Transfer Guide

Based on your military experiences and training, you may have college credit recommendations to apply toward a degree requirement or program of study. This guide is designed to help you obtain college credit for your military training and experience, whether you are an active duty service member or a veteran.

The first step in the process is to get a copy of your military transcript.

The next step is understanding your ACE credit recommendations.

ACE Credit Recommendations

ACE works under a contract from the Department of Defense that is administered by the Defense Activity for Non-Traditional Education Support (DANTES) to conduct and facilitate academic reviews of military courses and occupations.

An ACE military evaluation is a rigorous, hands-on process conducted by a team of teaching faculty from relevant academic disciplines, representing a diversity of colleges and universities. The team assesses and validates whether the courses or occupations have the appropriate content, scope, and rigor for college credit recommendations.

The results of ACE reviews appear on the ACE website on the Military Guide. For more information on using the Military Guide, see How to Use the Military Guide.

www.acenet.edu/militaryprograms/transferguide
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

Serving Those Who Serve