Lisa M. Ferris-McCann, Ed.D
Associate Director, Military Programs

Patricia Brewer, Ed.D.
Midwest Regional Liaison, College & University Partnerships
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
“To be the world class organization that transforms lives through innovative practices across all forms of learning.”
ACE Military Evaluations (MilEval)

Contract Background

Defense Activity for Non-Traditional Education Support (DANTES)

www.dantes.doded.mil

Serving Those Who Serve
ACE Student of the Year

Mario Sankis
2015 ACE Student of the Year

Tara Turley
2016 ACE Student of the Year

Serving Those Who Serve
TRANSLATING ACE RECOMMENDATIONS

Serving Those Who Serve
Translations

- A pint is a pound, the world around
- 1 mile = 1.609344 km
- 32 Fahrenheit = 0 Celsius
- **Merci** = Thank you
- 78 Fahrenheit = ?? Celsius
- Thank you = *Diolch yn fawr* in which language?
The Translation

**Key to symbols on selector switch**

- **Hot-air operation**
- **Top heat**
- **Conventional operation with top and bottom heat**
- **Bottom heat**
- **Broiling without hot-air fan**
- **Broiling with hot-air fan**
- **Baking with the pizza-stone**
- **Pyrolytic, cleaning program**

**Note**

Setting for pyrolytic, cleaning program can only be reached via hot-air setting.

Additional notes:

- **Indicator lamp** comes on when the cleaning program has been switched on and the automatic door lock switches itself on.
- **Quick heat-up**

A special automatic circuit for hot-air operation makes it possible to heat the oven within a few minutes. Therefore, the floor of the oven must not be lined with aluminum foil or covered with a baking tray.
The Task Before Us

To translate something less familiar into something very familiar.

For example.
What do you have in your possession right now that could be used as a

- Hammer?
- Letter Opener?
- Screw driver?
- Phillips?

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American Council on Education™
Consider

• The substitute tools were not the actual tool that is typically used.

• There was not a perfect match between the tool that was needed and the substitute tool.

• The substitute tools were able to do some of the same tasks, but not all.
Question:

What is the major task of mapping military credit recommendations?
To use one set of tools to complete a task that usually relies on a different set of tools.
Familiar Tools for Credit and Transfer

- Transcript
- Catalog
- Syllabus
- Competency-Based Education
- Third-party Approval
  - Regional Acccreditor
Familiar Context

• Colleges know and understand other colleges.

• Catalogs contain (implicit) agreed-upon summaries.

• Syllabi may combine descriptions with outcomes.

• Grades signify accomplishment, BUT may reflect other aspects of student engagement.

• Pass levels are typically set at 60-70%.
Less Familiar Tools

- Joint Services Transcript (DoD)
- ACE Military Guide
- ACE Occupation Evaluations
- Third-Party Recommendation
  - American Council on Education
What does our accreditor say?

4.A. The institution demonstrates responsibility for the quality of its educational programs.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The Higher Learning Commission Criteria for Accreditation

Serving Those Who Serve
Less Familiar Context

- Military branches are each unique.
- Military education is structured differently from higher education.
- Language and summaries aren’t a perfect match.
- Education is mission focused.
- Success and promotion criteria differ.
Let’s Take A Look

Our Pre-work Assignment:
Course Search – Public Affairs Officer Qualification

  – Search for the training course with this ACE ID Number: DD-0504-0024.

Serving Those Who Serve
Let’s Take A Look

Occupation Description:

MOS 42-A Human Resources Specialist

– Synthesis of competencies and program outcomes.

Serving Those Who Serve
Let’s Take a Look

The student’s transcript

– Army JST Sample

Serving Those Who Serve
ACE DEEP DIVE: THE ACE REVIEW & RECOMMENDATION PROCESS

Serving Those Who Serve
OnSite vs. Virtual

- Onsite reviews:
  - Bring Subject Matter Experts to the site to examine all materials
  - Allow for real-time dialogue among faculty
  - Provides the ability to speak directly with:
    - Military Instructors
    - Subject Matter Experts
    - Points of Contact

- Virtual reviews
  - Ideal for a small number of courses – usually less than 10
  - Faculty interact using discussion boards and conference touchpoints
  - Less opportunity for interaction with instructors, etc.
The ACE Review Process

It is the charge of the faculty to determine the academic rigor and course equivalency based on the depth and breadth of the materials and alignment with the evaluation of content mastery.

Serving Those Who Serve
Evaluation Activities

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

Military Evaluations Program - Evaluate formal courses and occupational specialties within the military and recommend college-level credit.

Serving Those Who Serve
The Art of an ACE Military Review

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

Enlisted

Limited Duty / Warrant Officers

Officers
At times a Psychometrician will be part of the team to establish proper testing procedures and review its validity and reliability.

Team Coordinator directs the multi-disciplinary group of Subject Matter Experts; selection based on CIP codes and review needs.
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

- **Formalized training required**
- **Mentored and assessed with instructional expectations**
- **Subject-matter experts**

<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 600 hrs of instruction  
                  | - Complete advanced professional development courses applicable to assignment  
                  | - Obtain score of 90 or better on all performance-based exams/job knowledge tests for instructional area  
                  | - Receive 6 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 |

*Serving Those Who Serve*
Items Reviewed By Team

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

- Content
  - Depth and Breadth of Material
  - Level of Difficulty
  - Learning Outcomes

- Learning Assessment and Evaluation
  - Applicability to Postsecondary Programs

Serving Those Who Serve
Content, scope and rigor must be at the post-secondary level!
The Course Review

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

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

- Distance learning/online courses with documented rigid control test conditions and Correspondence courses with proctored end-of-course exams.
The Occupation Review

Review occupational standards to build faculty team & develop final recommendations:

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

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?

Serving Those Who Serve
Team Recommendations

• Based on college-level equivalencies:

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

Serving Those Who Serve
How Credit is Recommended

- Review depth, scope and rigor.
- How are outcomes measured?
- Is scholarly research present?
- What assessment tools are used (subjective vs. objective)?
- What is the passing score?
- Where does the course align with civilian academe?
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Hours</td>
<td>Those hours within the delivery of a program of instruction that are instructor led or which are performed under the supervision of the instructor.</td>
</tr>
<tr>
<td>Analysis, Design, Development, Implementation, and Evaluation (ADDIE Model)</td>
<td>A method of curriculum design that incorporates the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) phases. Core to the ADDIE model is the establishment of Terminal and Learning Objectives to derive the desired learning outcomes by the students for each module of instruction.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Refers to the wide variety of methods that educators use to evaluate, measure and document the academic readiness, learning progress, and skill acquisition of students. These may be standardized tests or performance assessments among others. The assessment should be rigorous in that it should be of such complexity as to properly evaluate the learning desired for the scope of the course.</td>
</tr>
<tr>
<td>Clinical</td>
<td>Education conducted in an operational medical setting such as patient encounter clinics, hospitals, laboratories, examinations, and ambulance transports.</td>
</tr>
<tr>
<td>Community College of the Air Force (CCAF)</td>
<td>The Community College of the Air Force is a regionally accredited degree granting institution for enlisted airmen. ACE does not evaluate courses that fall under CCAF.</td>
</tr>
<tr>
<td>Content</td>
<td>The knowledge, skills and attitudes imparted by learning areas/subjects, cross-cutting approaches and performance activities. Topics and subjects are current and align with higher education, professional, national, state, and/or local standards of curriculum. A connection to higher education level concepts exist, are clear and descriptive. Resources and materials are cogent with higher education.</td>
</tr>
<tr>
<td>Course Description</td>
<td>The identification of the course materials including items such as content, goals, objectives or outcomes and scope.</td>
</tr>
<tr>
<td>Course Goal</td>
<td>The course goal simply states the intent or desired accomplishment of what the course is designed to teach the student.</td>
</tr>
<tr>
<td>Course Terminal Objective</td>
<td>Describe the learner's expected level of performance by the end of the course/training and describe results of the training not the processes to achieve the learning.</td>
</tr>
</tbody>
</table>

### Course Review Checklist and Notes:

**Thoughts:**

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

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

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

#### Section 1: Course planning resources

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

#### Section 2: Instructional Materials / Resources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The quantity and type of instructional materials are sufficient to align with the learning outcomes</td>
<td></td>
<td></td>
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<tr>
<td>B</td>
<td>The lesson plans relate to the learning outcomes</td>
<td></td>
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<tr>
<td>C</td>
<td>The lesson plans address a skill, behavior or knowledge to be learned</td>
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</tbody>
</table>

#### Section 3: Academic Content

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

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

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

Faculty collaboration
- 100% consensus
- At least 3 faculty per course
- Aligned subject area expertise

Serving Those Who Serve
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 faculty members from schools of varied sizes," said one testified evaluator.

www.acenet.edu/evaluators
Faculty are the Key!

FY 16 Accrediting Authorities Represented

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

www.acenet.edu/evaluatorform

Higher Learning Commission (HLC); Middle States Commission on Higher Education (MSCHE); North Central Association (NCA); New England Association of Schools and Colleges (NEASC); Southern Association of Colleges and Schools (SACS); Western Association of Schools and Colleges (WASC)

Serving Those Who Serve
<table>
<thead>
<tr>
<th>Academic Disciplines (FY 16)</th>
</tr>
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<tbody>
<tr>
<td><strong>Aeronautics</strong></td>
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<tr>
<td>Aviation</td>
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<td>Aviation Maintenance</td>
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<td>Aviation Management</td>
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<td>Aviation Mechanics</td>
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<td>Avionics Maintenance</td>
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<tr>
<td><strong>Business</strong></td>
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<td>Business and Law</td>
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<td>Business Management</td>
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<tr>
<td>Cartography</td>
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<td>Civil Engineering</td>
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<td>Communications</td>
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<td>Computer electronics</td>
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<tr>
<td>Computer Science</td>
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<tr>
<td>Criminal Justice/Law Enforcement</td>
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<tr>
<td>Dentistry</td>
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<tr>
<td><strong>Electronics</strong></td>
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<tr>
<td>Electronics</td>
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<tr>
<td>Electronics and Communication</td>
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<tr>
<td>Emergency Management</td>
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<tr>
<td>Engineering</td>
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<td>Finance, Business</td>
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<td>Fire Science</td>
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<td>Health Care Administration</td>
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<td>Industrial Hygiene</td>
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<td>Information Technology</td>
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<td>Intelligence</td>
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<td>Intelligence and Security</td>
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<td>Leadership</td>
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<td>Logistics</td>
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<td>Logistics/Supply Chain</td>
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<td>Marine Engineering</td>
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<td>Marine Science</td>
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<td><strong>Marine Transportation</strong></td>
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<tr>
<td>Maritime Science</td>
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<td>Marketing Management</td>
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<td>Mechanical Engineering</td>
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<td>Meteorology</td>
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<td>Munitions/Ordnance</td>
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<td>Music</td>
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<tr>
<td>Nuclear Engineering</td>
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<td>Nursing</td>
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<td>Organizational Leadership</td>
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<td>Psychology</td>
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<td>Public Relations</td>
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<td>Religious Studies</td>
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<tr>
<td>Risk Management</td>
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<tr>
<td>Security/Terrorism</td>
</tr>
<tr>
<td>Sociology</td>
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</tbody>
</table>
Serve as an Evaluator

• Must be actively teaching college-level courses.

• Discipline expertise is needed, you are contacted directly to serve on the ACE team.

• ACE provides an honorarium and for travel expenses.

www.acenet.edu/evaluators

evaluator@acenet.edu

Serving Those Who Serve
Questions and Answers

Serving Those Who Serve
ACE DEEP DIVE: TOOLS FOR MAPPING: MILITARY GUIDE AND JST
Military Guide

Guide to the Evaluation of Educational Experiences in the Armed Services

ACE’s Military Guide presents credit recommendations and detailed summaries 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 team assesses and validates whether the courses or occupations have the appropriate content, scope, and rigor for college credit recommendations.

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. ACE only reviews courses and occupations selected by the military services.

Past Enhancements

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

• Home page updates and reminders
• Three major exhibit display formats
  – 1954 to 2006
  – 2006 to 2015
  – 2015 to present
• Version separation
• Footers
How to Read a Course Exhibit

Visit the Military Guide FAQ Section

AR-1406-0251 v3
Title: ARMY NATIONAL GUARD NON-CAREER RECRUITER
Course Number: 805B-SQL4.
Location: NGB Retention and Recruiting Center, North Little Rock, AR.
Length: 5 weeks (224 hours).
Exhibit Dates: 10/13-Present.
Overall Course Description: This course provides students with an overview of how to design and carry out various staffing activities effectively within labor market and legal and policy constraints. The focus is on staffing activities, including recruitment (whom to recruit, where and when to recruit, and how to recruit); selection (whom to hire and why); and placement (in which jobs, at what time, and in what career progressions).
Instructional Strategies: Methods of instruction include audiovisual materials, classroom exercises, discussion, learner presentations, lecture, and practical exercises.
Methods of Assessment: Methods of assessment include case studies, presentations, and rubrics.
Minimum Passing Score: 80%
Credit Recommendation: In the upper-division baccalaureate degree category, 3 semester hours in staffing and recruitment and 3 in personal selling and sales management (10/15) (10/15).
Learning Outcomes:

Staffing And Recruitment
The student will be able to discuss the personnel staffing function including legal, policy and practical issues in the employee selection and placement process; identify recruitment sources and techniques/strategies for the design of effective recruitment aids; describe how to...
### 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
JST – Show of Hands

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

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

https://jst.doded.mil

- Academically accepted document
- Validates a service member’s occupational experience; formal military training aligns ACE college credit recommendations
- **Owned and issued by the respective service**
  - Central support services JST Operations
- **ACE supplies data**
  - performs quality checks on the transcript
  - cannot make changes to JST
JST Data Integrity

ACE Process

Database Alignment

Official Docs
Review Rigor and Details
JST Ops, ACE and Services
Service Systems
Service Policies
QA/QC
Validation
Key Components of the JST

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

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

- Academic Institution Page (Unofficial)
  - College courses (Coast Guard, Marines, Navy)
  - Certificates, Degrees, Licenses and Apprenticeships
JST Operations
WEB: https://jst.doded.mil
FAX: (850)473-6013
Email: jst@doded.mil

www.acenet.edu/militaryprograms/jst
For Consideration

The **transfer** and **award** of credit recommendations

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

- Institutional policy
- Departmental policy
- Undergraduate vs. graduate
- Institutional vision, mission, philosophy
- General education
- Degree requirements for the selected major
- Electives in the major
- Free electives
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.

✓ Focused to the service member / veteran
✓ Checklists
✓ Definitions
✓ FAQs
✓ Resources

www.acenet.edu/militaryprograms/transferguide
Questions for Consideration

Policies and Processes
• What’s posted to your students?
• Is it accurate, clear and concise?
• How are military 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?
Mapping Examples

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

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

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

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

• Coastline Community College
  http://military.coastline.edu
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