



Guide for Evaluating Military Experiences for Academic Credit

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Tennessee Higher Education Commission

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How to use this guide

This guide provides instruction for institutions to participate in a statewide effort to communicate to veterans the availability of academic credit for military learning experience. This effort will likely involve multiple individuals at the institution and even more individuals should be informed about the work to enhance veteran Prior Learning Assessment (PLA). Each section of the guide speaks to the roles of different groups at the institution to save time and eliminate confusion. Those groups include: **Executive Leadership, Faculty Evaluators, and Academic Affairs Administrators and PLA Professionals.**

With these audiences in mind, this is a quick outline of roles and responsibilities.

Executive Leadership: This guide provides an understanding of the statewide effort each institution will be a part of to identify and communicate military PLA. It begins with background information including a summary of the legislative requirements, along with a timeline of Tennessee's veterans education initiatives (p.3). The goal is for institutional leaders to organize and provide resources to support faculty and staff in the effort to meet the requirements of this legislation.

Faculty Evaluators: This guide will help facilitate efforts to evaluate military experiences related to your area of expertise. This guide is designed to help faculty understand more about military learning experiences (as described in section I) and resources that help describe those experiences through articulation (section II and III).

Academic Affairs Administrators and PLA Professionals: This guide will be used to submit course equivalencies to THEC. Following these steps ensures the evaluation of military experience while maintaining a quality standard and a standardized format.



Section 1: Overview and Understanding Student Veterans

This section is relevant to Faculty Evaluators and Academic Affairs Administrators and PLA Professionals. The goal is to understand both where this initiative came from and the opportunity to make it successful.

What to do with information in this section:

Executive Leadership: Understand where this initiative originated and who it serves in order to better mobilize your institution's resources to serve student veterans.

Faculty Evaluators: Understand terms and concepts associated with military experiences in order to be prepared to evaluate those learning experiences and possibly award academic credit.

Academic Affairs Administrators and PLA Professionals : Use knowledge of military learning experiences to enhance your institution's efforts in awarding academic credit for prior learning.



Timeline of Tennessee's Veterans Education Initiatives

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

Public Chapter 219 (2015)

In 2015, The 109th General Assembly passed legislation (Public Chapter 219) requiring THEC to convene Tennessee public institution systems to identify and develop uniform methods of awarding academic credit for military service. THEC convened representatives in the spring of 2016 and the University of Tennessee (UT) and Tennessee Board of Regents (TBR) systems produced new policies in response to the legislation. Specifically, UT and TBR resolved to:

- Provide remedies to address the misapplication of credit that can result in students losing financial aid eligibility under the Satisfactory Academic Progress (SAP) regulations.
- Endorse institutions' use of Joint Services Transcript (JST), a document unique to most service members documenting learning that occurred during military service (see p.16) Air Force veterans and service members will have a Community College of the Air Force (CCAF) transcript, which is a SACS accredited institution.

In convening these representatives, THEC saw opportunity for even more coordinated efforts around supporting credit for military learning experience. Some of the steps included:

- Surveying institutions on current practices in awarding credit for military experience.
- Corresponding with leaders from other state systems on the issues surrounding credit for military service.
- Collecting publicly available data on course equivalencies as recommended by the American Council on Education (ACE)

Veterans Education Transition Support (VETS) Act (Public Chapter 612) create the VETS Campus designation for public institutions that meet certain criteria in serving veterans, including offering prior learning assessment.

2014

2015

2016

⋮

2017

An **update to the VETS Act** (Public Chapter 219) requires THEC to convene system to develop uniform methods of evaluating credit for military service.

Public Chapter 31 created a directive to standardize and catalog PLA for veterans returning to college, and communicate the availability of that credit before a veteran enrolls in postsecondary education.



Public Chapter 31 (2017)

In 2017, The Tennessee General Assembly passed Public Chapter 31. This legislation updates the Veterans Education Transition Support (“VETS”) Act, Tenn. Code Ann. § 49-7-1310. The new legislation includes requirements relevant to all Tennessee public institutions of higher education on methods to assess and maximize the academic credit awarded to veterans and service members for experience, education, and training obtained during military service

A key outcome of the work will be the creation **of a website to inform students with military experience of the academic credit available to them prior to enrollment at a Tennessee public institution.** The complete text of the legislation is provided in Appendix A.

Current Efforts

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

In April 2018, THEC convened institutions to provide programmatic support for efforts to evaluating learning that occurs as part of military experience. THEC will invite institutions to an additional centralized training in November 2018 on the recommended process of evaluating credit for military experience.

THEC, is working to build a statewide website containing all course equivalencies applied to specific degree programs that institutions produce. The website shall include a database with fields sortable by military occupational specialty, with clear descriptions of the academic courses and credit hours available to the veteran or service member. It will also list the degrees or other credentials requiring the course at institutions offering the credit and credentials.

Key Resources:

See Appendix A for full text of the Legislation (Public Chapter 31)

See Appendix B: Recommendations of the Veterans PLA taskforce

Types of Military Connected Persons

An important step in properly serving student veterans and service members is to understand the context of their experience, who they are, and how their military experience relates to their decision to return to school. Though many commonly use “veteran” or “student veteran” or “service members” to describe the population, there are several important distinctions between these populations that matter for this work. The most important distinctions are related to the nature of their service, and their current duty status.¹

Review the definitions below:

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

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

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

Dependents: persons determined by the VA to be eligible to receive select VA benefits. Typically the son, daughter, or spouse of a qualifying veteran or service member

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

Not all of these groups are affected by the awarding of academic credit for military service.

Within this guide and within your work with these populations, think about how these distinctions affect the student. One of the most important ways the distinction affects students is in their eligibility for student aid. The Veterans Administration maintains legal definitions of these terms for the purpose of determining eligibility for VA benefits. The provided definitions are not meant to describe a person’s eligibility for receiving benefits.² Note that not all veterans receive VA benefits.

¹ Molina, D. and Morse, A. (2015) Exploring Differences Between National Guard, Reserve, Active Duty, and Veterans in Higher Education. <http://www.acenet.edu/news-room/Documents/Military-Connected-Undergraduates.pdf>

² Szymendera, Scott D. 2015. Who is a “Veteran”?—Basic Eligibility for Veterans’ Benefits. (Report No. R42324). Washington, DC: Congressional Research Service.



Describing Military Learning Experiences

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

Basic or initial entry training: The goal of this type of training is establishing a baseline of military skills. For example, when a service member begins his or her service, the military branch will train them on similar topics. This type of training includes items such as marksmanship, land navigation, understanding military discipline, physical fitness, and maintaining wellness. No matter what a service member's rank or job, they will have completed this training and gained a solid foundation. **This training does not always correspond to credit at an institution.**

Occupational: In occupational training, a service member builds on the basic military skills by acquiring technical skills relevant toward a military occupational specialty. These are technical skills pertinent to a specific job. **These skills are a focus area when looking for potential academic credit and where faculty evaluators will find the majority of military learning experiences.** These will be the main focus of this guide.

Leadership Training and Professional Development: Each military branch works to make the development of their service members a top priority. Branches require training that build leadership skills as service members progress in their military careers. As service members work and train, they develop skills that are usable in their military occupation, and by virtue, relevant to the civilian workforce: such as professionalism, collaboration, strategic thinking, and people-managerial practices. These are all examples of the skills a service member develops within this category. **A portion of academic credits faculty will evaluate may come from this category.**

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

- Training on accounting principles as a prerequisite for becoming financial technicians.³
- Training in administrative procedures leading to a career as a paralegal specialist in the Air Force.⁴

³ Department of the Army (n.d) <https://www.goarmy.com/careers-and-jobs/browse-career-and-job-categories/administrative-support/financial-management-technician.html>

⁴ Department of the Air Force (n.d) <https://www.airforce.com/careers/detail/paralegal>

Military Occupation Specialties

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

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

Another reason these occupation specialties are useful is because they are standardized. In a given time frame, the same training is taught to all military members who have the same occupation specialty. The learning experienced by one military member also applies to others in the same occupational specialty with consideration of the timeframe of the training.

Note that changes to training over time and variations in rank can modify the understanding of occupational specialties.

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

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

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

An example may help to better understand these occupational specialties. Within a typical unit in the armed forces, you should find one or several service member whose occupational specialty is "Combat Medic". Based on that occupational specialty, it is understood that the service member attended Basic Military Training, Combat Medic Training, and is certified in Combat Lifesaving.



The Opportunity: Translating Learning that occurs within Occupational Specialties to Academic Credit

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

The process also needs to fit with your institution's quality and accreditation standards. There should not be any guarantee that students will receive credit for military service. Only credit matching the learning outcomes of courses offered at the individual institution should be considered. However, when the award of credits has been evaluated for a specific occupational specialty, this information should be made available for prospective students.

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

To continue to ensure quality and accreditation standards, each institution will evaluate military learning experiences equating to college credit at the particular institution. Quality means that credit is awarded for college-level learning, not just time on the job. It means that credits are not duplicated or stacked; credits are only awarded once⁵.

Where to Begin: Common Military Occupational Specialties

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

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

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

There are over 700 occupation specialties in use by the Department of Defense. It would be overwhelming to evaluate learning in every occupation specialty at once and by an arbitrary method (e.g. random, alphabetized order, etc.). This process of evaluating credit will occur in a phased approach, starting with evaluating the most common specialties first. THEC requests that each institution begin by developing course evaluations of the top 25 occupation specialties (Appendix D).

Using publicly available data, THEC has determined that 40% of service members serve in the top 25 occupational specialties, while 60% serve in the remaining 698. Some of the occupational specialties in the top 25 are infantryman (Army) and rifleman (Marines) which affect over 68,000 service members.⁶ Some of the occupational specialties in the top 25 may not have any credit transfers available at an individual institution. This decision is in the hands of the faculty. In later phases, less common occupation specialties that affect fewer veterans and service members will be evaluated.

Key Resources:

Appendix C: Top 25 Most Common Military Occupation Specialties

Appendix D: Tennessee Student Veterans by Academic Category Fall 2016

Who Should Be Involved

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

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

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

⁶ Department of Defense (2015) FOIA 0415. Freedom of Information Act Library.dod.gov



Inclusion in Statewide Website

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

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

Next Steps

Executive Leadership:

Prepare to form your team: Understand the audience for this initiative and begin organizing institutional resources. Engage faculty, Academic Affairs Administrators and PLA professionals, and veteran services representatives.

Faculty Evaluators:

Continue reading to understand the American Council on Education Evaluation Process. The ACE process is the basis of military learning evaluation efforts.

Academic Affairs Administrators and PLA Professionals:

Plan to sustain the process of conducting individual evaluations of the learning occurring as part of military learning experiences. Build upon those efforts by documenting what learning has occurred as part of military learning experience.

Section 2:

The American Council on Education:

The Key to Translating Military Experience to Academic Credit

This section is relevant to Faculty Evaluators and Academic Affairs Administrators and PLA Professionals. Before providing instructions on how to evaluate, format, and submit course equivalencies, we think it is important to provide more information on where the recommendations stem from: the American Council on Education (ACE).

What to do with information in this section:

Executive Leadership: Understand the ACE process and how it can benefit your institution's efforts to evaluate military experiences. Provide support to the efforts of faculty attempting to use ACE as the basis of credit for military service.

Faculty Evaluators: Understand the ACE process for producing credit recommendations in order to make accurate decisions on how learning occurs as part of military experience.

Academic Affairs Administrators and PLA Professionals: Understand the ACE process for producing credit recommendations in order to accurately record what academic credits the institution offers for specific military experiences.

What is the American Council on Education?

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

What does ACE do?

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

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

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

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

Key Resource:

American Council on Education Website “ACE Guide” (<http://www.acenet.edu/about-ace/Pages/default.aspx>)

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



The ACE Review Process

This section was taken with permission from the American Council on Education website acenet.edu. The American Council on Education website contains additional resources for institutions evaluating credit for military service.

Review Process- Military Courses

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

Some of the factors the faculty evaluators consider:

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

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

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

Review Process- Military Occupations

The occupation evaluation is an assessment of the “profession” assigned to the service member to determine what learning has occurred above and beyond formal military training.

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

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

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

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

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

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

Accessing ACE Recommendations

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

ACE Military Guide

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

Joint Services Transcript

The Joint Services Transcript (JST) is an individual transcript that communicates a service member's military experience. The Joint Services Transcript contains an individualized listing of the service member's training. It includes both military courses and military occupations. Veterans and service members may request a transcript from <https://jst.doded.mil/official.html>. The service member simply registers for an account on the site, which verifies their identity to receive a JST.

ACE Occupation ID and Course ID Numbers

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

ACE Occupation ID Number

The most important piece of information in translating military occupations to academic credit is the ACE ID number (figure 1). The ID contains much of the information needed to identify with precision the military experience which is being evaluated, including the branch of service, the occupation designator, and the version of the occupational specialty being evaluated. The three letter codes identify the service: MOS means an Army occupation, NER is a Navy rating, NEC is a Navy Enlisted Classification, NWO is a Navy Warrant Officer, LDO is a Navy Limited Duty Officer, MCE is a Marine Corps enlisted occupation, MCO is a Marine Corps Warrant Officer, CGR is a Coast Guard rating, and CGW is a Coast Guard Warrant Officer.

Each entry of a Joint Service Transcript in the Occupation Category contains this number. The code is also referenced in the American Council on Education's Military Guide. Figure 1 breaks down an ACE occupational specialty ID number into three components: a code indicating branch of service, a code indicating job responsibility, and a version number.

A representative would use the ACE guide at <http://www2.acenet.edu/militaryguide/> or Joint Services transcript to determine that the occupation ID number corresponds to a position in the Army, as a tactical Unmanned Aircraft System Operations Warrant Officer Technician. The version number (001) indicates that the occupation was held that position between 2013 and 2017.

ACE Course ID Number

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

Figure 1: ACE Occupation ID Number

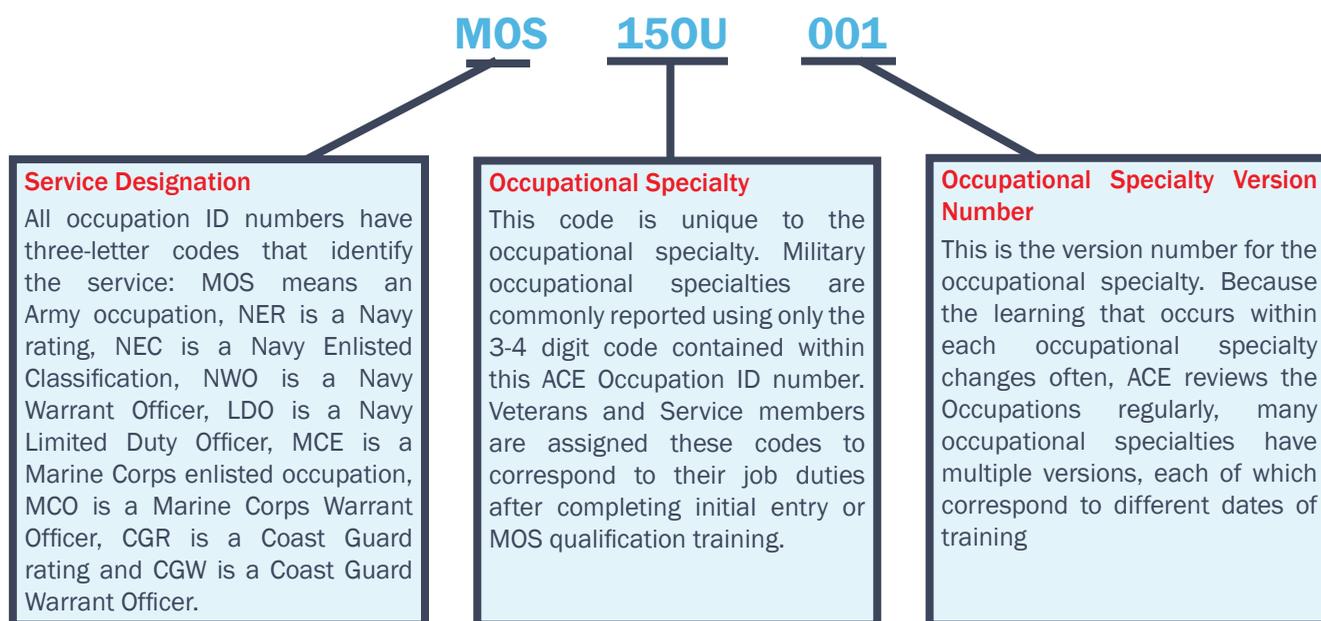
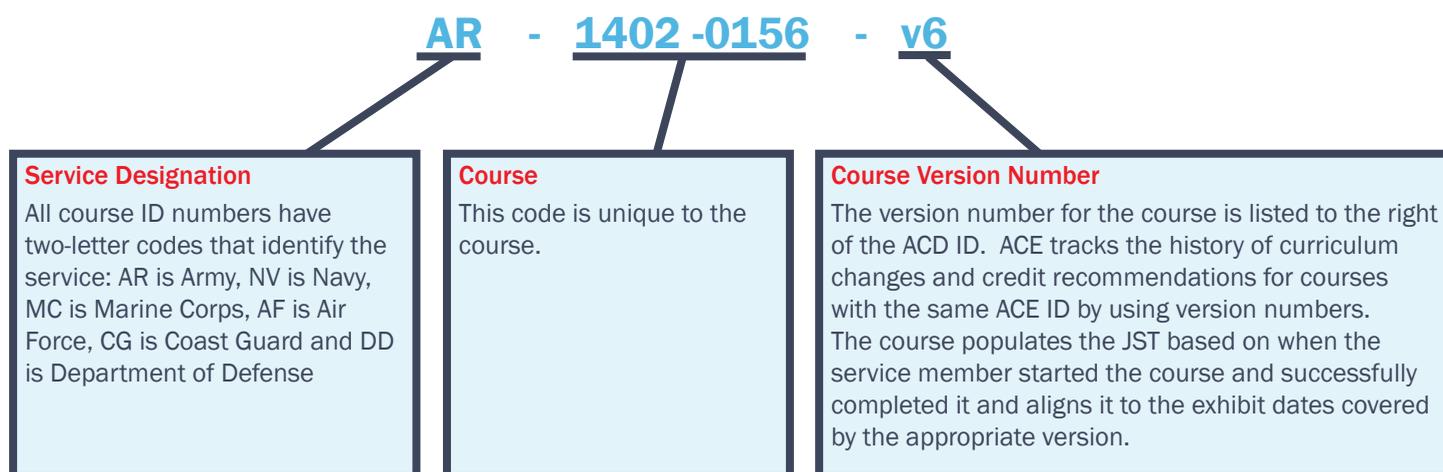


Figure 2: ACE Course ID Number



Sample Occupation Exhibit

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

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

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

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

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

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



ACE ID number: All occupation ID numbers have three-letter codes that identify the service: MOS means an Army occupation, NER is a Navy rating, NEC is a Navy Enlisted Classification, NWO is a Navy Warrant Officer, LDO is a Navy Limited Duty Officer, MCE is a Marine Corps enlisted occupation, MCO is a Marine Corps Warrant Officer, CGR is a Coast Guard rating and CGW is a Coast Guard Warrant Officer.

Occupation title used by the service.

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Occupation Exhibit

NER-AT-005

AVIATION ELECTRONICS TECHNICIAN (A)
 AT3
 AT2
 AT1
 ATC
 ATCS

Exhibit Dates: 5/11–Present

Occupational Field: 5 (Aviation Maintenance/Weapons)

The official designation of the ranks or skill levels evaluated in this occupation, listed in order from lowest to highest.

Start and end dates by month and year. "Present" indicates the exhibit is current.

Describes a group of related occupations.

Career Pattern

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

Description

Summary: Aviation Electronics Technicians (Intermediate) (AT(I)) perform intermediate level maintenance on aviation electronic components supported by conventional and automatic test equipment, including repair of Weapons Replaceable Assemblies (WRA) and Shop Replaceable Assemblies (SRA) and perform test equipment calibration/repair and associated bench maintenance. Aviation Electronics Technicians (Organizational) (AT(O)) perform organizational level maintenance on aviation electronics systems, to include: communications, radar, navigation, antisubmarine warfare sensors, electronic warfare, data link, fire control and tactical displays with associated equipment. **AT3:** Conducts avionics systems maintenance; troubleshoots data display and data link systems; installs and troubleshoots UHF and VHF radio systems and navigational systems; performs electronics systems maintenance and troubleshooting; repairs antennas; repairs and installs electrical connectors; interprets charts, diagrams and schematics; inspects and cleans pressurized equipment; installs waveguide components; replaces avionics gaskets and seals; calibrates test equipment; removes and installs computer disk drives; interprets computer languages; troubleshoots computer equipment; and industrial safety. **AT2:** Able to perform the duties required for AT3; performs other tasks not covered in standard service manuals; may have attended training programs in troubleshooting and repairing specialized equipment; serves as crew leader. **AT1:** Able to perform the duties required for AT2; serves as work center supervisor; diagnoses nonroutine malfunctions and demonstrates repair techniques; inspects and troubleshoots electrical test assignments including the installation of new parts and components; conducts on-the-job training program and maintenance preventive maintenance; responsible for administration of the safety management system (SMS) including human and organizational factors, methods of facilitation, quality assurance, documentation, and hazard

Describes the career path for this occupation.

Explains the skills, competencies and knowledge of the service member in this occupation.

Related competencies align with the credit recommendations by subject and provide more details on the specific topics the service member has mastered.

Related Competencies

Avionics systems troubleshooting and maintenance topics include communications systems (HF, VHF/UHF radios); fault isolation; flight management systems; navigation systems; navigation systems (DME); navigation systems (EGPWS); navigation systems (GPS); navigation systems (IFF/Mode S); navigation systems (TACAN); navigation systems (TCAS); navigation systems (transponder); navigation systems (weather radar); power distribution; system operation; and system repair. **Industrial safety** topics include electrical systems safety, emergency procedures, group safety, hand tool safety practices, hazardous materials, incident reporting, lockout/tagout, material safety data sheets, protective equipment, safe equipment operation, and safety reports. **Communications and navigation systems operation and troubleshooting** topics include antenna theory and alignment, cockpit voice recorder, communication radios, corrective maintenance, digital flight data recorder, electric power distribution, electronic countermeasures, navigation aids, preventive maintenance, radar systems, secure voice, system interfaces, and system testing. **Electrical systems troubleshooting and repair** topics include cables and conduits, circuit design, electrical boxes, electrical prints and drawings, electrical troubleshooting, electronic mathematics, multimeters, power distribution systems, and wiring repair. **Computer applications** topics include data entry, data management, internet research, MS Excel, MS Outlook, MS PowerPoint, MS Word, and report generation. **Supervision** topics include counseling, disciplinary actions, performance appraisals, quality assurance, scheduling, team building, and training. **Communications** topics include audience identification, briefing, communication techniques, presentation skills, public speaking, report writing, and written communication. **Advanced avionics systems** topics include antenna-transmitter systems, automatic flight control systems (AFCS), avionics analysis, avionics fault isolation and analysis, electrical power circuits, electronic test equipment, glass cockpit instrumentation, global positioning satellite (GPS) systems, heads-up displays (HUDs), multi-function display, navigation systems, radar altimeter systems, radar transmitters and receivers, and system operation. **Safety management systems** topics include documentation, emergency preparation, error examination, hazard identification, human and organizational factors, quality management systems, recordkeeping, risk analysis and assessment, risk management, safety culture, and safety promotion. **Management** topics include budget management, contracting, controlling, coordinating, leadership, materials management, motivation, organizing, performance management, planning, problem solving, project management, quality assurance, risk management, six sigma, and staff development. **Leadership** topics include change management, decision-making, leadership development, logistics, mentoring, problem solving, team building, and time management.



Sample Occupation Exhibit (Continued)

Recommendations are tied to the service member's rank or skill level. Use the appropriate recommendation for the service member's current rank or skill level.

Recommendation, AT3

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

Recommendation, AT2

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

Recommendation, AT1

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

Recommendation, ATC

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

Recommendation, ATCS

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

The first date is the date the occupation was evaluated by a team of faculty reviewers. Team reviews must occur at least every 10 years.

The second date is the date the course was last reviewed by ACE staff. Administrative reviews are done when there are minor changes.



Next steps

Executive Leadership:

Review institutional policies: Each Tennessee Public institution references this process within their Academic Catalog, and institutions reference the American Council on Education's guide to the Evaluation of Experience in the armed services within the college catalog.

Faculty Evaluators:

Explore the ACE Guide: Understanding the elements of the ACE guide will provide the tools necessary to effectively evaluate military learning experiences.

Academic Affairs Administrators and PLA Professionals:

Gather what you know: Faculty evaluators will benefit from knowing how the institution currently uses ACE recommendations. Be prepared to produce institutional policies relevant to using ACE, and provide explanations of the procedures to guide evaluation effort.

Section 3: Articulation Guide

This section is relevant to Faculty Evaluators and Academic Affairs Administrators and PLA Professionals.

What to do with information in this section:

Faculty Evaluators: Understanding the steps in this section to produce an articulated credit recommendation,

Academic Affairs Administrators and PLA Professionals: Work with faculty to produce articulated credit recommendations and record those recommendations in a standard format .

Articulation Guide

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

Recommended Process for Articulating Military Equivalencies

Institutions are responsible to make determinations on what credit to award to a single veteran or service member based on their record of service.¹ Because military learning experiences are common between service members,(p.8) there should be an expectation of consistency between credit awarded for the same learning. Institutions will work towards articulating military experiences through course equivalencies making information on credit for military service available before a veteran or service member applies to an institution. As always, articulation should be accomplished within current established college or university policies and guidelines.

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

- 1. Set up the evaluation activity** (p.24). This step ensures that the correct individuals make determinations on course evaluations. This is the responsibility of the Academic Affairs Administrators and PLA Professionals. Faculty Evaluators must participate in the evaluation activity.
- 2. Complete the evaluation worksheet** (p.25). This step ensures your institution has documentation on decisions made regarding articulations. This is the responsibility of the Faculty Evaluators.
- 3. Submit the results to THEC in the standardized format** (p.28). This step ensures that THEC is able to use equivalencies are usable in a statewide database. This is the responsibility of the Academic Affairs Administrators and PLA Professionals.

Each step is summarized in the following pages.

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

Step 1: Set up the Evaluation Activity

Who is responsible: Academic Affairs Administrators and PLA Professionals in consultation with Executive Leadership

The purpose of the evaluation activity is to determine if a specific military experience is equivalent to academic credit. This process touches many departments, offices, and individuals at the campus. The following positions are recommended to be involved with the process:

Registrar's Office: When THEC surveyed institutions in 2016 to collect information on current methods of assessing credit for military service, respondents frequently reference the registrar's office as being involved in each part of the process of conducting individual evaluations.

Faculty: Individual academic departments to include deans, department chairs, and faculty members with expertise in particular academic areas and staff responsible for determining what credit award is appropriate.

Professionals with knowledge of student veterans: Each institution has individuals with knowledge of military training who can participate in an evaluation activity. Institutions can also reach out to THEC for help finding individuals with expertise. This may be a Veterans Affairs School Certifying Official, an adult learner contact, or an individual with responsibility for serving veterans. This individual will be able to clarify terms unique to military service and have an understanding of academic processes.

Materials:

THEC has developed items to guide the process of articulation. These items are available as a suggested process, however established institutional processes are acceptable as long as they meet legislative, THEC, and accreditation requirements. Find these materials at: <https://www.tn.gov/thec/bureaus/academic-affairs-and-student-success.html>

List of Occupation Specialties: THEC has provided a list of the top 25 occupation specialties to evaluate first. Based on publicly available data, these are the occupation specialties with the largest number of service members that could be potential students.

Occupation Exhibits: Each occupation exhibit you plan to evaluate has a corresponding occupational exhibit available through the ACE Guide. Print the occupation exhibits before beginning the evaluation activity.

Evaluation Worksheets: With each occupation exhibit you evaluate, record the occupation ID, ACE military ID, rank and skill level to the worksheet for submission to THEC. Standardized items are prepopulated on the evaluation worksheets for the top occupation specialties with required details. Use the worksheets template to record those courses which are equivalent to the worksheet. Pages 25-29 contain instructions for completing these evaluation worksheets.

Step 2: Complete the Evaluation Worksheet

Who is responsible: Faculty Evaluators in consultation with Executive Leadership and Academic Affairs Administrators and PLA Professionals

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

Worksheet Organization

Occupation information: The top of the worksheet contains the following pieces of information: occupation title, the occupation code, the relevant dates of training to consider, and a reference to the ACE guide source.

Credit Recommendation: This enables recording of evaluated credit equivalencies. There are three options available.

Equivalency Table: The equivalency table enables documenting of the ACE credit recommendation to a course at the institution. ACE Recommendation are on the left, institution determinations are on the right

Figure 3: Credit Evaluation Worksheet

Occupation Code:	MOS-92W-001
Occupation Title:	Water Treatment Specialist
Relevant date:	04/03 - 04/14
Source:	http://www2.acenet.edu/militaryguide/ShowAceOccupations.cfm?ACEID=MOS-92W-001

Before completing this worksheet reference the American Council on Education military guide site listed above. There are instructions for completing this form available <https://www.tn.gov/the-c/bureaus/academic-affairs-and-student-success.html>. This site also contains instructions for understanding military occupations and the ACE evaluation process.

Credit Recommendation:

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

Credit mapping worksheet: The below credit recommendations in the far left column are from the American Council on Education guide. They are advisory only and are not meant to reflect a suggestion from THEC of what courses may be equivalent to military experience at a postsecondary institution. Please list any equivalent credits available at your institution in the columns on the right. Indicate the skill levels that the credit applies to by placing a mark in the final columns.

American Council on Education Recommendation						Your Institution's Determination					
Area	Number of Credits by Skill Level					Course	Number of Credits Applied to Skill Level				
	10	20	30	40	50		10	20	30	40	50
college algebra			3	3	3						
water treatment			6	6	6						
principles of supervision			3	3	3						
technical writing			2	2	2						
management practicum				3	3	MGMT 3000				3	3



Reference ACE occupation exhibits

Each ACE occupation exhibit contains the information necessary to make a generic recommendation of credit that would apply at any institution. When reviewing an Occupation Exhibit, you should be looking for a few things :

Description: The description contains relevant information on the nature of the occupation to include job responsibilities.

Related competencies: This section describes competencies and skills gained within this specialty in relation to the specific occupation specialty training.

Compare the occupational exhibit to institutional course descriptions. If learning described within the occupational exhibit is equivalent to the learning outcomes of institutional courses, then check “Yes credit recommendation: Learning is equivalent to specific institutional course(s)”

If there is not enough information to award credit, record “No Credit recommendation: not enough information available to determine if equivalent learning has occurred.”

If the recommendation does not meet minimal standards for awarding credit at your institution, mark “**does not meet minimal standard**” for awarding credit towards an institutional course.”

Complete the credit mapping table

If the determination is that an occupation specialty contains learning equivalent to specific institutional courses, specify the courses that are equivalent on the mapping table.

This table in Figure 4 is populated with recommendations from the ACE guide. The column on the left lists ACE credit recommendations. Each recommendation has a corresponding skill level and number of credits awarded.

NOTE: some variation in learning outcomes is expected with increases in military skill level within each occupation specialty. Specify the applicable skill level with the associated course equivalency. Review the occupation exhibit for descriptions of how each level varies.

Figure 4: Credit Evaluation Worksheet Detail

American Council on Education Recommendation						Your Institution's Determination								
Area	Number of Credits by Skill Level					Course	Number of Credits Applied to Skill Level							
	10	20	30	40	50		10	20	30	40	50			
college algebra			3	3	3									
water treatment			6	6	6									
principles of supervision			3	3	3									
technical writing			2	2	2									
management practicum				3	3	MGMT 3000				3	3			

In this example (figure 4) if after your institution determined that the ACE recommendation for 3 hours in management practicum was equivalent to a course “MGMT 3000”, you would enter that information as shown, directly equating an ACE recommendation to a course.

Complete attestations

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

Evaluators should be able to attest to the following:

1. The evaluation team included faculty members representing the academic discipline in which courses identified as equivalent to military service are offered.
2. The evaluation team included representatives with delegated authority to make decisions on the institution’s curriculum.
3. There is evidence that learning (not just work, training, and experience) occurred as a part of the evaluated military experience.
4. The learning that occurred as part of the evaluated military experience meets the standard for awarding credit at my institution, as listed in the most recent course catalog.
5. The learning is equivalent in nature to specific courses at my institution.

Record approvals

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

Figure 5: Credit Evaluation Worksheet Detail

Evaluators: _____ _____ _____ _____	Prepared by: _____
	Evaluations approved by: _____ _____
	Date of approval: _____



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

Who is responsible: Academic Affairs Administrators and PLA Professionals

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

The standardized collection template comes prepopulated with the occupation specialties that institutions will evaluate. Recording the results in this format ensures that THEC has all the information necessary to compile results across institutions. The fields in this reporting template correspond to entries in the evaluation worksheet. Those fields include: Occupation title, Occupation Code, the relevant date, and the course from your institution.

Institutions can submit equivalencies any time before the December, 15 2018 deadline. Submit equivalencies for applicable academic programs, or questions to VeteransPLA.THEC@tn.gov. Submission of the completed standardized reporting template constitutes meeting the requirements of state legislation. THEC will not accept equivalencies outside of this format (a Banner report, for instance will not be sufficient for meeting this requirement).

In fitting with our commitment to protect personally identifiable data of our students, please ensure that no student information is contained in e-mails to THEC. Representatives using the reporting templates provided on the THEC website will not risk sharing personally identifiable data.

Acceptable reporting:

- Standardized reporting template showing evidence of evaluation efforts

The following **do not** qualify as substitutes for the credit evaluation:

- Memos referencing existing policies
- Banner reports of current course equivalencies
- Excel sheets not fitting provided format

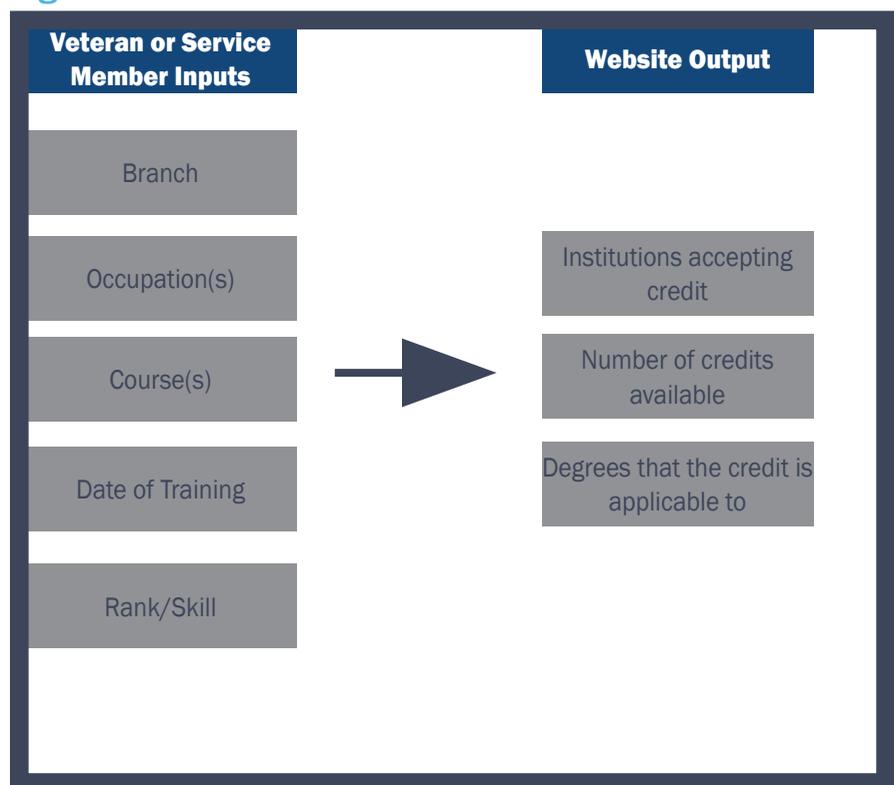
What happens after submitting course equivalencies

Because of the number of occupation specialties and military courses, and the variation between military careers, the best way to communicate the availability of credit for military service is through a website to account for multiple variables in translating military experience to academic credit for specific academic programs.

THEC will produce a website in which the course equivalencies will be available for veterans and service members. Equivalencies and academic programs submitted to meet legislative requirements will be used in this website. Once the website is complete, the interface will be accessible to representatives from institutions to add or modify equivalencies and applicable academic programs. This allows veterans to compare multiple institutions and determine their best option for enrolling in a postsecondary degree program. Once created, THEC will ask each institution to link to the website from institutional websites.

All equivalencies submitted to THEC will be placed inside a website. It will contain a listing sortable by military occupational specialty, with clear descriptions of the academic credit available by academic program to the veteran or service member, the degrees or other credentials associated with the academic credit, and the state institutions offering the credit and credentials. THEC will work with partners to build the website and database over the course of 2018. Because the website will have a standardized format for reporting equivalencies, institutions must submit equivalencies in the THEC standardized format.

Figure 3: Website Functions



Next steps

Each institution should use the information and resources in the provided guidance to begin articulating course equivalencies. As you begin this work, THEC will look for opportunities to provide additional support.

Executive Leadership:

Support continued professional development: There are likely to be multiple opportunities for future training on the topic of academic credit for military experience. A follow-up training is already planned to occur in November 2018 to coincide with Veterans Day. THEC will keep institutions informed of these opportunities.

Faculty Evaluators & Academic Affairs Administrators and PLA Professionals:

Follow up with questions: Representatives are welcome to follow-up with questions on how to complete this process. E-mail Veterans.PLA.THEC@tn.gov with questions, comments, and suggestions.

Appendices

- **Appendix A: Public Chapter 31 Full Text**
- **Appendix B: Recommendations of the Veterans PLA taskforce**
- **Appendix C: Common Military Occupational Specialties**
- **Appendix D: Tennessee Student Veterans (VETS campuses) by Academic Category**
- **Appendix E: Policies Affecting the Evaluation of Military Experience by Public Institution**

Appendix A: Public Chapter 31 full text



State of Tennessee

PUBLIC CHAPTER NO. 31

SENATE BILL NO. 1232

By Norris, Gresham, Crowe, Green, Jackson, Massey, Overbey, Watson

Substituted for: House Bill No. 433

By Williams, Ragan; Madam Speaker Harwell; Rudd, Alexander, Fitzhugh, Jernigan, Akbari, Johnson, Stewart, Sargent, Clemmons, Whitson, Calfee, Reedy, Curcio, Crawford, Holsclaw, Hicks, Littleton, Coley, Mark White, Towns, Gravit, Mitchell, Moody, Sanderson, Weaver, Rogers, Camper, Forgety, Terry, Byrd, Staples, Tillis, Shaw, Hazlewood, Eldridge, Powell, Butt, Parkinson, Powers, Beck, Howell, Faison, Zachary, Kevin Brooks, Windle, Lamberth, Dawn White, Lynn, Lollar, Keisling, Gilmore, Hulse, Hardaway, Thompson, Turner, Gant, Hawk, Sherrell, Marsh, Timothy Hill, McCormick

AN ACT to amend Tennessee Code Annotated, Title 49, Chapter 7, Part 13, relative to education for veterans and service members.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-7-1309, is amended by deleting the section in its entirety and substituting instead the following:

On or before July 31, 2017, and on or before July 31 of each subsequent year, any campus meeting the qualification criteria and attaining the VETS campus designation shall provide the following data to THEC:

- (1) The number of veterans enrolled at its campus;
- (2) The programs of study in which veterans are enrolled;
- (3) The completion of degrees or other credentials by veterans; and
- (4) A current list of course equivalencies for military education, training, and experience.

SECTION 2. Tennessee Code Annotated, Section 49-7-1310, is amended by deleting the section in its entirety and substituting instead the following:

(a) State institutions of higher education shall develop and implement uniform procedures for awarding academic credit applicable toward a degree or credential for military education, training, experience, and occupational specialties in the form of course credit equivalencies. State institutions of higher education shall provide these course equivalencies to veterans and service members as they transition from military service to higher education.

(b)(1) To achieve the goal of uniform evaluation of military credit, THEC shall select military occupational specialties and academic programs with the potential to promote veteran credential completion and employment based on workforce needs and occupational demand. On or before November 1, 2017, THEC shall submit this information to the respective state institution governing boards for review.

(2) Following the review provided by subdivision (b)(1), THEC, working with the governing boards, shall convene appropriate faculty and subject matter experts to provide initial support as institutions develop course equivalencies, applicable to specific armed forces career fields, that maximize academic credit awarded for education, training, and experience obtained during military service.



Appendix A: Public Chapter 31 full text

(c) In developing course equivalencies and awarding academic credits, state institutions shall:

(1) Consider skills developed in all aspects of military education, training, and experience, beyond the physical fitness or activity components;

(2) Provide progress reports to the commission, upon request, as course equivalencies are developed and implemented; and

(3) Submit course equivalencies to THEC on or before December 15, 2018, detailing how academic credit toward the institution's respective credentials will be awarded. This data and information shall be submitted using the format and procedures prescribed by THEC.

(d) Course equivalencies developed pursuant to this section shall result in the award of academic credit to veterans and service members consistent with the standards of the American Council on Education or equivalent standards for awarding academic credits.

(e) Using the course equivalencies provided by state institutions pursuant to this section, THEC shall develop and maintain a website to inform potential students with military experience of the academic credit available to them prior to enrollment at a state institution of higher education. The website shall include databases sortable by military occupational specialty, with clear descriptions of the academic credit available to the veteran or service member, the degrees or other credentials to which that academic credit is applicable, and the state institutions offering the credit and credentials.

(f) Tennessee Technological University is specifically authorized to assist the commission, as requested, by providing technical and other assistance in the development and maintenance of an electronic course equivalency database.

(g) The chancellor of the board of regents may utilize board office resources in furtherance of the purposes of this section and is authorized to adopt, where applicable and appropriate, uniform system-wide course equivalencies for community colleges and colleges of applied technology.

(h) The executive director of THEC is authorized to develop procedures and convene representatives from each state institution of higher education or system, as necessary, to affect the purposes of this section.

(i) On or before February 15, 2019, THEC shall submit a report to the education committee of the senate and the education administration and planning committee of the house of representatives detailing progress made in formalizing processes for uniform evaluation of military credit, and the extent to which the credit awarded will facilitate efficient and timely credential completion in alignment with state goals.

SECTION 3. Tennessee Code Annotated, Section 49-7-1304, is amended by deleting the section in its entirety and substituting instead the following:

A veteran or other individual eligible to receive educational benefits administered by the United States department of veterans affairs, through any provision of the United States Code, shall not be required to pay out-of-state tuition or any out-of-state fee when the veteran or other individual is:

(1) Enrolled in any public institution of higher education in this state;

(2) Utilizing such benefits at the enrolling institution; and

(3) Living in the state of Tennessee, regardless of the individual's formal state of residency.

SECTION 4. Tennessee Code Annotated, Section 49-7-1305, is amended by deleting the section in its entirety.

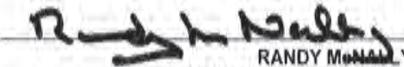
SECTION 5. This act shall take effect upon becoming a law, the public welfare requiring it.



Appendix A: Public Chapter 31 full text

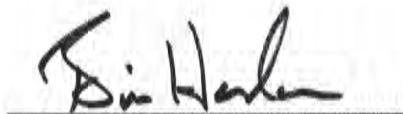
SENATE BILL NO. 1232

PASSED: March 16, 2017


RANDY MABRY
SPEAKER OF THE SENATE


BETH HARWELL, SPEAKER
HOUSE OF REPRESENTATIVES

APPROVED this 29th day of March 2017


BILL HASLAM, GOVERNOR

Appendix B: Recommendations of the Veterans PLA taskforce

Veterans PLA Taskforce met in 2017 to produce recommendations for institutions on sustainable methods in evaluating military experience and awarding academic credit. Those recommendations are presented across three categories: evaluation, awareness and communication and professional development.

Evaluation

1. Institutions should record the military occupations and experiences that result in academic credit and add those course equivalencies to publicly available databases.
2. Institutions should also offer individual evaluation of prior learning for each student veteran using Joint Services Transcripts and the American Council on Education's Military Guide.
3. Institutions should utilize quality standards developed by the Council for Adult and Experiential Learning in awarding credit for military experience.
4. Institutions should form teams charged with guiding evaluation of military experiences. The teams should include all representatives who are responsible for making determinations on the award of such credit, to include faculty, registrars, and where possible, student veterans.

Awareness and Communication

5. Institutions should look for opportunities to communicate the availability of credit for military service when interacting with potential students and should maintain plans for retaining student veterans.
6. Institutions should maintain pages on their websites, in addition to information listed in the college catalog, that describe the availability of academic credit for specific military experiences as they apply to degree programs offered.
7. Institutions should ensure that each student veteran who enrolls at the institution is aware of the availability of academic credit for specific military service through the most direct means of communication available (websites, counseling sessions, e-mails).

Professional Development

8. Institutions should seek opportunities to offer professional development opportunities to increase faculty awareness of student veterans' experiences and characteristics. This should include training to new staff and faculty on processes used to evaluate military experience in order to award academic credit .

Appendix C: Common Occupational Specialties (All Active Duty Service members, 2010)

	Military Occupational Specialty (3 digit code)	Branch	Occupational Specialty	Service Members*
1	11B	Army	Infantry	55844
2	3POX	Air Force	Security Forces	21990
3	68W	Army	Health Care Specialist	21113
4	91B	Army	Wheeled Vehicle Mechanic	17896
5	88M	Army	Motor Transport Operator	17756
6	31B	Army	Military Police	14693
7	2A6	Air Force	Aerospace Propulsion	13586
8	2A5	Air Force	Aircraft Maintenance	13490
9	92Y	Army	Unit Supply Specialist	12745
10	0311	Marine Corps	Rifleman	12413
11	3D1	Air Force	Cyberspace Support	11729
12	42A	Army	Human Resources Specialist	11505
13	92A	Army	Automated Logistical Specialist	11385
14	19D	Army	Cavalry Scout	11233
15	92F	Army	Petroleum Supply Specialist	10672
16	92G	Army	Food Service Specialist	10288
17	13B	Army	Cannon Crewmember	10267
18	HM	Navy	Hospital Corpsmen	9721
19	3D0	Air Force	Cyberspace Support	9476
20	12B	Army	Combat Engineer	9394
21	25U	Army	Signal Support Systems Specialist	9338
22	2A3	Air Force	Aerospace Maintenance	8988
23	MM	Navy	Machinist Mate	7542
24	74D	Army	Chemical Operations Specialist	7287
25	25B	Army	Information Systems Operator Analyst	7060

Department of Defense (2015) Freedom of information act request 15-F-0425. Enlisted Service Member Data. http://www.esd.whs.mil/FOIA/Reading-Room/Reading-Room-List/Statistical_Data/

Appendix C:

Common Occupational Specialties, (Ft. Campbell 2010)

	Military Occupational Specialty (3 digit code)	Branch	Occupational Specialty	Service Members*
1	11B	Army	Infantryman	5899
2	88M	Army	Motor Transport Operator	1940
3	91B	Army	Wheeled Vehicle Mechanic	1634
4	68W	Army	Health Care Specialist	1392
5	92A	Army	Automated Logistical Specialist	1115
6	92Y	Army	Unit Supply Specialist	1069
7	92F	Army	Petroleum Supply Specialist	1004
8	31B	Army	Military Police	932
9	92G	Army	Food Service Operations	886
10	13B	Army	Cannon Crewmember	857
11	15T	Army	UH-60 Helicopter Repairer	835
12	25U	Army	Signal Support Systems Specialist	814
13	42A	Army	Human Resources Specialist	801
14	13F	Army	Fire Support Specialist	657
15	19D	Army	Cavalry Scout	645
16	74D	Army	Chemical Operations Specialist	540
17	11C	Army	Indirect Fire Infantryman	535
18	12B	Army	Combat Engineer	527
19	15U	Army	CH-47 Helicopter Repairer	507
20	25B	Army	Information Technology Specialist	431
21	35F	Army	Intelligence Operations Specialist	428
22	15P	Army	Aviation Operations Specialist	372
23	15R	Army	AH-64 Attack Helicopter Repairer	325
24	13D	Army	Field Artillery Automated Tactical Data Systems Specialist	304
25	92W	Army	Water Treatment Specialist	274

Department of Defense (2015) Freedom of information act request 15-F-0425. Enlisted Service Member Data. http://www.esd.whs.mil/FOIA/Reading-Room/Reading-Room-List/Statistical_Data/



Appendix D: Tennessee Student Veterans by Academic Category, Fall 2016 (VETS campuses, using Classification of Instructional Program codes)

(Classification of Instructional Programs (CIP))	Number of Students
Liberal Arts and Sciences, General Studies and Humanities	921
Business Administration, Management and Operations	489
Criminal Justice and Corrections	371
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing	314
Computer and Information Sciences, General	290
Health and Physical Education/Fitness	265
Engineering Technology, General	261
Social Work	185
Psychology, General	176
Biology, General	149
History	133
Accounting and Related Services	110
Allied Health Diagnostic, Intervention, and Treatment Professions	100
Business/Commerce, General	97
Teacher Education and Professional Development, Specific Levels and Methods	94
Political Science and Government	90
Computer Science	87
Multi/Interdisciplinary Studies, Other	84
Mechanical Engineering	84
Air Transportation	84
Communication and Media Studies	79
Agriculture, General	69
Management Information Systems and Services	63
Chemistry	59
Finance and Financial Management Services	58
English Language and Literature, General	57
Fine and Studio Arts	53
Sociology	52
Geological and Earth Sciences/Geosciences	51
Linguistic, Comparative, and Related Language Studies and	50
Electrical, Electronics and Communications Engineering	44

(Classification of Instructional Programs (CIP))	Number of Students
Industrial Production Technologies/Technicians	43
Marketing	42
Civil Engineering	40
Mathematics	38
Engineering, General	37
Health/Medical Preparatory Programs	34
Physics	32
Health Services/Allied Health/Health Sciences, General	32
Clinical/Medical Laboratory Science/Research and Allied	32
Business, Management, Marketing, and Related Support Services, Other	32
Wildlife and Wildlands Science and Management	29
Education, General	26
Electrical Engineering Technologies/Technicians	25
Educational Administration and Supervision	24
Music	23
Teacher Education and Professional Development, Specific Subject Areas	22
Medicine	21
Public Health	20
Dietetics and Clinical Nutrition Services	20
Business Operations Support and Assistant Services	20
Construction Management	20
Pharmacy, Pharmaceutical Sciences, and Administration	19
Business/Managerial Economics	19
Engineering-Related Fields	19
Mechatronics, Robotics, and Automation Engineering	18
Curriculum and Instruction	18
Computer Engineering Technologies/Technicians	17
Health Professions and Related Clinical Sciences, Other	17
Nursing	17
Clinical, Counseling and Applied Psychology	16
Arts, Entertainment, and Media Management	16
Plant Sciences	16
Basic Skills and Developmental/Remedial Education	15

Appendix E: Policies Affecting the Evaluation of Military Experience by Public Institution

Collected by a review of each public higher education institution catalog for the Fall 2017 term.

Chattanooga State Community College

“Credit may be granted for appropriate educational experience in the armed services in accordance with evaluation in the American Council on Education Guide to the Evaluation of Education Experience in the Armed Services. Veterans should submit documentation of previous training to the Veterans Affairs Office.

Students who have completed Basic Training with any military branch of the United States to include Reserves, National Guard or a Police or Fire Academy, may receive two credits for physical education activity courses. One credit is allowed for each six months of continuous active duty to a maximum of two credits.”

Chattanooga State Community College (2017-18) Catalog: admissions.[http://catalog.chattanoogaastate.edu/content.php?catoid=25&navoid=4748&hl=ACE&returnto=search#american-council-on-education-\(ace\)](http://catalog.chattanoogaastate.edu/content.php?catoid=25&navoid=4748&hl=ACE&returnto=search#american-council-on-education-(ace))

Cleveland State Community College

“College credit for military training may be awarded through the American Council on Education (ACE) College Credit Recommendation Service or through direct evaluation of the student’s service school transcripts.”

Cleveland State Community College (2017-18) Catalog: admissions: Prior Learning Assessment http://catalog.clevelandstatecc.edu/content.php?catoid=12&navoid=731&hl=military+credit&returnto=search#Credit_for_Non-Traditional_Learning

Columbia State Community College

“Proper documentation supporting service related educational experience must be provided to the director of records and to the Veteran’s Affairs certifying official before the end of the second term of enrollment. Credit awarded

to students who are veterans or military service members are based on documentation from the Joint Services Transcript (JST), DD-214 and /or transcripts from the Army/American Council on Education Registry Transcript System (AARTS), Community College of the Air Force (CCAF), and Coast Guard Institute (CGI). The Institution will use the American Council of Education (ACE) for awarding credit for military experience, educations, and/or training obtained during military experience. If military experience, education, and/ or training are equivalent to a course that fulfills a general education or degree program requirement, the course credit will count towards graduation. Otherwise, appropriate course credit will be granted for elective credit. Credit that may not be captured through ACE recommendations may also be considered for Prior Learning Assessment by contacting the Retention Coordinator for Science, Technology and Mathematics to obtain a “Request for Prior Learning Credit Portfolio Consideration Form (see External Credit for Prior Learning).”

Columbia State Community College (2017-18) Catalog: Academic information: External Credit for Military Service/Schools. P. 37. <http://columbiastate.edu/docs/default-source/catalog-and-student-handbook/2017-2018-catalog-and-student-handbook-for-web-viewing.pdf?sfvrsn=2>

Dyersburg State Community College

DSCC grants credit for appropriate educational experiences in the armed services in accordance with the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services. Veterans should submit a copy of his or her DD214 to the Office of Admissions and request for an official Joint Services Transcript to be sent. The official transcript may be requested through <https://jst.doded.mil/official.html>.

Dyersburg State Community College (2017-18) Catalog: Academic Affairs and Regulations: Armed Services Credit http://catalog.dscc.edu/content.php?catoid=27&navoid=1743&hl=prior+learning+&returnto=search#Armed_Services_Credit

Jackson State Community College

Jackson State Community College awards credit for Prior Learning Assessment options which save students from having to take courses in subjects that they already understand. This means that students can progress more quickly towards getting a degree and not have to pay full tuition for these courses. No more than a total of 75 percent of semester hour credit can be granted by Jackson State through any combination of external sources. Credit granted for service in the Armed Forces (including physical education credit and

credit for courses offered through the American Council on Education or other service schools), advanced placement credit (the Advanced Placement Program and College-Level Examination Program of the College Entrance Examination Board, credit by examination, or previous training or work experience qualifying for degree credit) can be used towards graduation requirements.

Jackson State Community College (2017) Catalog: Prior Learning Assessment. <http://www.jsc.edu/academics/catalog/documents/catalog17-18.pdf>

Motlow State Community College

Veteran students who have received an honorable discharge after serving active duty with the armed forces may request credit by submitting a valid DD214 form. Up to four (4) hours of physical education credit may be granted. Students will receive one credit for each six (6) months of active duty. These credits meet the physical education activity requirements for all programs of study.

In evaluating armed services credit, Motlow State Community College uses as a reference the Guide to the Evaluation of Education Experience in the Armed Services published by the American Council on Education. Contact the Office of Admissions and Records for additional information.

The maximum amount of alternative sources of credit allowed from all sources is 30 total credit hours required for graduation, unless otherwise modified by State legislative mandates or policy changes required by the Tennessee Higher Education Commission or the Tennessee Board of Regents.

Motlow State Community College (2017) Catalog: Alternate Sources of Credit. <http://catalog.mscc.edu>

Nashville State Community College

When awarding credit to students who are veterans or military service members, Nashville State will refer to the Joint Services Transcript (JST), DD-214 and/or transcripts from the Army/American Council on Education Registry Transcript System (AARTS), Sailor/Marine American Council on Education Registry Transcript (SMART), Community College of Air Force (CCASF), and/or the Coast Guard Institute (CGI). Nashville State will use the American Council of Education (ACE) guidelines for awarding credit for military experience, education, and/or training obtained during military experience. The recognized procedures include:

If military experience, education, and/or training are equivalent to a course that fulfills a general education or degree program requirement, the course credit will count

towards graduation. Otherwise, appropriate course credit will be granted for elective credit.

If credit is not awarded through ACE recommendations, Nashville State will offer veterans and service members an opportunity for PLA through another PLA option.

Nashville State will provide veteran and military service members relevant information on awarding college credit for military education, experience and/or training.

Nashville State will provide contact information to veteran and military service members to the appropriate office for evaluating and awarding credits.

Nashville State Community College (2017) Catalog: U.S. Military Training and Experience <http://catalog.nssc.edu>

Northeast State Community College

Military Service Credit - Northeast State will grant credit for appropriate educational experiences in the armed services. The American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Services will be used to determine credit awarded by Northeast State. Credit for military experience will be granted only if Northeast State offers comparable courses which relate to experience gained through the military education process. Students who are awarded such degree credit remain subject to the college residency requirement that 25 percent of the credit hours for an Associate's Degree must be completed at Northeast State. A minimum of 25 percent of the total credit hours required for a certificate must be completed at Northeast State.

Northeast State Community College (2017) Catalog: Credit for Evaluation of Professional Credentials. <http://catalog.northeaststate.edu>

Pellissippi State Community College

Pellissippi State grants credit for appropriate educational experiences in the armed services in accordance with the American Council on Education (ACE) Guide to the Evaluation of Education Experience in the Armed Services.

Pellissippi State Community College (2017) Catalog: Alternate Ways to Earn Credit. <http://catalog.pstcc.edu>

Roane State Community College

Veteran students who have one year or more of honorable military service may submit a copy of their DD-214 to the Admissions and Records Office. Military credit will be awarded in physical education (4 semester hours) and military science (6 semester hours). Students who completed less than one year but received at least eight weeks of training will receive 2 semester hours of

physical education credit. Additional credit for military training/occupational experiences may be awarded based on MOS credit listed on the DD-214.

Army, Coast Guard, Marine Corps, and Navy veterans will be awarded military credit based on training/occupational experiences listed on the Joint Services Transcript (JST). The JST a merger of the former AARTS, SMART, and CGI transcripts. Veterans may request a copy of their JST transcript by visiting <https://jst.doded.mil>.

RSCC follows all guidelines established by ACE (American Council on Education) and DSST (DANTES Subject Standardized Tests).

Roane State Community College (2017) Catalog: Prior Learning Assessment: Military Credit. <https://www.roanestate.edu/catalog/?id=222>

Southwest Tennessee Community College

The American Council on Education collaborates with the U.S. Department of Defense (DOD) to review military training and experiences and recommend appropriate college credit for members of the Armed Forces.

ACE's credit recommendations appear in the Military Guide and on military transcript which is evaluated by the department chair or designee.

Credit is only awarded in areas offered within the curriculum of Southwest and must be related to the academic program in which the student is enrolled.

Southwest Tennessee Community College (2017) Catalog: Academic Policies and Procedures: Alternate Credit. <http://catalog.southwest.tn.edu>

Volunteer State Community College

Military or veterans will receive three semester hours (less credit already earned) of physical education credit and three semester hours of HED upon presentation of a copy of their discharge form (DD214) or verification of successful completion of Basic Military Training/Boot Camp, to the Office of Veteran Affairs and/or Office of Records and Registration.

The College Registrar should be consulted to determine whether additional credit can be given for other military training through recommendations from the American Council on Education (ACE) from the Joint Service Transcript or credit from a Community College of the Air Force (CCAF) or Air University transcript. An evaluation of service credit is not made until a student has applied and been granted admission to the College and a transcript has been provided to the College from their military service.

Volunteer State Community College (2017) Catalog: Transfer and

External Credit. <http://catalog.volstate.edu>

Walters State Community College

Walters State Community College awards credit for educational programs in the Armed Services of the United States as recommended by the Commission on Educational Credit of the American Council on Education and published in their Guide to the Evaluation of Educational Experiences in the Armed Forces. The credit is awarded for formal military course completion, not for skill level attainment or occupational experience.

U.S. Army, Navy, and Marine veterans should submit official ACE Registry transcripts (ARTS/SMARTS) to the Walters State Office of Admissions. U.S. Air Force veterans should present official Community College of the Air Force transcripts. Coast Guard veterans should submit official Coast Guard Institute Education transcripts. The DD 214, Certificate of Release or Discharge from Active Duty, DD 295, Application for the Evaluation of Learning Experiences during Military Service, or other official documentation may also be submitted.

Walters State Community College (2017) Catalog and Student Handbook: Admissions and Records. <http://catalog.ws.edu>

Austin Peay State University

APSU grants non-traditional credit for military service and service schools in accordance with the recommendations included in the "Guide to the Evaluation of Educational Experiences in the Armed Services," published by the American Council on Education.

Austin Peay State University (2017) Catalog: University Academic Regulations: Transferability of Credit <http://catalog.apsu.edu>

Tennessee State University

Students who are eligible may earn college credit through approved recommendation services/examinations and educational experiences in the armed services. A student is awarded a grade of "P" for credit received. Transcripts, military documents, and original score reports must be submitted to the Office of Admissions and Records for evaluation and review. Approved programs are:

1. College Level Examination Programs (CLEP) of the College Entrance Examination Board,
2. DANTES (DSST) Standardized Tests administered by Educational Testing Service,

3. Advanced Placement Program of the College Entrance Examination Board,

4. Military training courses in the Armed Services of the United States as recommended by the Guide to the Evaluation of Educational Experiences in the Armed Services published by the Commission on Educational Credit of the American Council on Education (ACE). For evaluation purposes: a. U.S. Army Veterans should present the Army/ACE Registry transcript. (ARTS); b. U.S. Air Force Veterans should present a Community College of the Air Force transcript. The DD214 or other official documentation should be submitted to support request for credits via a and b above.

Tennessee State University (2015-17) Undergraduate Catalog: Prior Learning Assessment. http://www.tnstate.edu/academic_affairs/documents/Undergraduate_Catalog.pdf

Middle Tennessee State University

Students who have served in the reserves, National Guard, or armed forces may receive credit as listed below: Eight semester hours credit (6 hours military science-MS 1010, MS 1020, and MS 2010-and 2 hours PHED activity credit) is granted for a minimum of three years, eleven months, and twenty days of reserve or National Guard service in the Armed Forces of the United States. Veterans who have fewer than three years, eleven months, and twenty days will be awarded two semester hours credit for each year of reserve or National Guard duty.

Credit will be awarded for formal service schools based on recommendation from the Office of Educational Credit of the American Council on Education after consultation with an academic advisor. All documentation supporting service-related educational experiences should be filed with the Admissions Office. We recommend submitting discharge papers (DD-214) or a recent pay stub if currently in service and any of the following, as appropriate: Community College of the Air Force transcript, Joint Services transcript, and/or course completion certificates.

Middle Tennessee State University (2017) Undergraduate Catalog: Admissions and Registration. <http://catalog.mtsu.edu>

Tennessee Tech University

Educational Experiences in the Armed Forces. In evaluating armed services credit, Tennessee Technological University follows the recommendations of the Guide to the Evaluation of Educational Experience in the Armed Services, published by the American Council on Education, if there is equivalent course content at Tennessee Tech. Servicemembers should be prepared upon entrance to present to the University their discharge or service records (Form DD-214), or a transcript of credits earned while in the armed services, for evaluation. Students who have had 4 or

more months of active service in the U.S. armed forces may be given credit not to exceed the 8 hours for the military science course. A student requesting credit for prior ROTC training or active Military Service must obtain certificate from the Department of Military Science. When appropriate, the allowable credit may be given in freshman and sophomore physical education. Tennessee Technological University is a member of Servicemembers Opportunity Colleges and participates in the Concurrent Admissions Program (ConAP).

Tennessee Tech University (2017) Catalog: Transfer of Credit. <http://catalog.tntech.edu>

University of Memphis

An official evaluation of armed services instruction is made after a student is accepted as a regular undergraduate student. Credit awarded for completion of services schools will be governed by recommendations at the baccalaureate level from the current Guide to the Evaluation of Educational Experience in the Armed Services. Military transcripts, for example SMART or AARTS, must be presented to the Office of Admissions. Upon presentation of a copy of the veteran's report of separation (DD Form 214) to the Office of Admissions, six semester hours of health and physical education credit will be awarded. Veterans with less than one year of continuous full-time service who have completed basic training while on active duty will be awarded credit as recommended in the Guide to Evaluation of Educational Experiences in the Armed Services.

University of Memphis (2017) Catalog: Academic Regulations: Additional Means of Earning Credit

University of Tennessee Chattanooga

Students may be awarded up to 60 hours of PLA credit for Military Service. Military Service courses and/or experience is evaluated and equated following the American Council on Education (ACE) recommendations. The Assistant Registrar for Military and Veterans Affairs evaluates the Military Service work with the support of ACE guidelines and/or the appropriate academic department. Credit not equated by ACE may be awarded departmental elective credit or Military Service Elective credit as appropriate.

Students should submit their Joint Services Transcript (JST), DD214, or other military transcripts to the Office of Military and Veterans Affairs in 117 University Center.

Military credit awarded on the UTC transcript may be removed from the transcript for Financial Aid purposes provided it has not been previously certified for VA educational benefit purposes as applying to the degree.

University of Tennessee Chattanooga (2017) Undergraduate Catalog: Enrolling at UTC: Military Service Credit. <http://catalog.utc.edu>

University of Tennessee Martin

A qualified applicant may gain credit hours through the following measures:

1. Advanced Placement (AP) – Applicants who score three, four, or five on Advanced Placement may receive credit for the introductory sequence in certain disciplines (up to eight semester hours).
2. International Baccalaureate (IB) – International Baccalaureate test scores accepted for advanced credit by the various departments at The University of Tennessee at Martin are listed below. Students who have taken tests in other areas may submit their scores to the Registrar's Office for evaluation by the appropriate departments
3. College Credit Recommendation Service, a program of the American Council on Education (ACE) – only as approved by individual departments and degrees committees.
4. DANTES Subject Standardized Tests (DSST) program, a registered trademark of Prometric. Subject exams approved for credit by the American Council on Education.

University of Tennessee Martin (2016-17) Catalog. p. 25 https://www.utm.edu/_pdfs/Working%20OUT%20Martin%20Catalog%2016-17%20INTERIOR%20CS51.pdf

University of Tennessee Knoxville

Based on the number of months of active duty military service, students may receive three to twelve hours of academic credit from the departments of Physical Education and Military Science and Leadership. Students should submit a copy of their DD214 to the Office of the University Registrar so that the number of months for active duty may be determined. Upon review, students may receive hours of credit for MLSL 101 (2), MLSL 102 (2), MLSL 202 (3), and PYED LD (5). Credit is not awarded if the student already has transfer credit for MLSL 101, MLSL 102, or MLSL 202 or through UT registration.

In addition to the credit described above, academic credit can be awarded for credit earned at military service schools. To receive course credits, students should provide to the Office of the University Registrar an official transcript from the Community College of the Air Force or their Joint Services Transcript (JST).

Credit is awarded following the American Council on Education (ACE) recommendations guidelines for military course completions. UT awards LD (lower division)/UD (upper division) credit for courses in the lower/upper level category. LD/UD credits are normally acceptable as general elective course credit; however, students should contact their college's advising center or major adviser to determine if the LD/UD credit will satisfy specific degree requirements. UT does not award credit for the vocational/graduate level category.

Students who want to use proficiency or other examinations to earn credit for work or material mastered through non-credit courses or experiences should contact the dean of the college that offers the course for which credit is sought.

University of Tennessee Knoxville (2017) Catalog: Academic policies and Procedures: Transfer Credit. <http://catalog.utk.edu>



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