Mapping Credit for Prior Learning

Using ACE Tools to Develop Institutional Strategies
Center for Education Attainment and Innovation (CEAI)

- Military Evaluations
- College and University Partnerships (CUP)
- College Credit Recommendation Service (CREDIT®)
- Academic Innovation

Inclusion ♦ Excellence
♦ Innovation ♦
Collaboration ♦ Impact
Joint Statement on the Transfer and Award of Credit

Purpose: To identify general principles to consider in developing credit transfer policies or accepting credit from another institution or extra-institutional setting.

Revised October, 2017
Students on the Move

- More than 60% of today's students are post-traditional.
- More than 30% of today's students transfer.
- Today's students use multiple sources for learning.

http://www.acenet.edu/news-room/Pages/The-Post-Traditional-Learners-Manifesto-Revisited.aspx
# Credit for Prior Learning Classifications

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

*Brewer, 2015*
ACE Evaluations

It is the faculty’s charge to determine the academic rigor, content equivalency, and scope of the course, based on the depth and breadth of the materials and alignment of learning outcomes with evaluation methods.
Military Mission and Vision

Military educates and trains to meet their mission requirements.

“The Army’s mission is to fight and win our Nation’s wars by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders.”

http://www.army.mil/info/organization/

The mission of the Marine Corps is to be the nation’s expeditionary force in readiness.

http://www.marines.mil/

“The US Coast Guard protects the maritime economy and the environment, we defend our maritime borders, and we save those in peril. This history has forged our character and purpose as America’s Maritime Guardian — Always Ready for all hazards and all threats.”

http://www.uscg.mil/top/missions/

The mission of the Navy is to maintain, train and equip combat-ready Naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas.


The mission of the United States Air Force is to fly, fight and win...in air, space and cyberspace.

http://www.uscg.mil/top/missions/
DoD Contract Essentials

Defense Activity for Non-Traditional Education Support (DANTES)

www.dantes.doded.mil

Execute the Contract – Demonstrate Flexibility - Innovate New Initiatives – Leverage Technology
### US Marine Corps Occupational Specialties

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>01</td>
<td>PERSONNEL AND ADMINISTRATION</td>
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<tr>
<td>0143</td>
<td>CAREER RETENTION SPECIALIST</td>
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<tr>
<td>0147</td>
<td>EQUAL OPPORTUNITY ADVISOR (EOA)</td>
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<tr>
<td>0149</td>
<td>SUBSTANCE ABUSE CONTROL SPECIALIST</td>
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<tr>
<td>0193</td>
<td>PERSONNEL/ADMINISTRATIVE CHIEF</td>
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### 02 – INTELLIGENCE

<table>
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<tr>
<td>0231</td>
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<td>0241</td>
<td>IMAGERY ANALYSIS SPECIALIST</td>
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<td>0261</td>
<td>GEOGRAPHIC INTELLIGENCE SPECIALIST</td>
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### 27 – LINGUIST

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<td>2671</td>
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<td>2673</td>
<td>ASIA-PACIFIC CRYPTOLOGIC LINGUIST</td>
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<td>2674</td>
<td>EUROPEAN I (WEST) CRYPTOLOGIC LINGUIST</td>
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<td>2676</td>
<td>EUROPEAN II (EAST) CRYPTOLOGIC LINGUIST</td>
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<td>2691</td>
<td>SIGNALS INTELLIGENCE/ELECTRONIC WARFARE CHIEF</td>
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<tr>
<td>2799</td>
<td>MILITARY INTERPRETER/TRANSLATOR</td>
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### 58 – MILITARY POLICE AND CORRECTIONS

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<tr>
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<tr>
<td>5814</td>
<td>PHYSICAL SECURITY SPECIALIST</td>
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<td>5816</td>
<td>SPECIAL REACTION TEAM (3RT) MEMBER</td>
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<td>5819</td>
<td>MILITARY POLICE INVESTIGATOR (MPI)</td>
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<td>5821</td>
<td>CRIMINAL INVESTIGATOR CID AGENT</td>
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### Army Military Occupational Specialties

#### INTERPRETER BRANCH

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#### SIGNAL CORPS

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<td>25B</td>
<td>INFORMATION TECHNOLOGY SPECIALIST</td>
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<tr>
<td>25M</td>
<td>MULTIMEDIA ILLUSTRATOR</td>
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<td>25W</td>
<td>TELECOMMUNICATIONS OPERATIONS CHIEF</td>
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#### JUDGE ADVOCATE GENERAL’S CORPS

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#### PUBLIC AFFAIRS

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<td>46Q</td>
<td>PUBLIC AFFAIRS SPECIALIST</td>
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<td>46R</td>
<td>PUBLIC AFFAIRS BROADCAST SPECIALIST</td>
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<tr>
<td>46Z</td>
<td>CHIEF PUBLIC AFFAIRS NCO</td>
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#### ARMY ACQUISITION CORPS

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<th>Description</th>
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<tr>
<td>51C</td>
<td>ACQUISITION, LOGISTICS &amp; TECHNOLOGY (AL&amp;T) CONTRACTING NCO</td>
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</table>
SACSCOC Applicable Principles

- **Standard 10.7 (Policies for awarding credit)** – Expects a member institution to publish and implement “policies for determining the amount and credit awarding for its courses, regardless of format or mode of delivery.”
  - Oversight by academically qualified persons
  - Assumes that policies conform to commonly accepted practices

- **Standard 10.8 (Evaluating and awarding credit)** – Expects a member institution to publish “policies for evaluating, awarding, and accepting credit not originating from the institution.”
  - Ensures academic quality
  - Approval process with oversight by academically qualified persons
  - Comparable to “designated credit experience”

- **Standard 9.4 (Institutional credits for an undergraduate degree)** – Expects a member institution to demonstrate that at least 25% of degree credits are earned through direct instruction; would not include credit for prior learning

- **Standard 9.7 (Program requirements)** – Expects a member institution to publish and implement requirements for its programs that conform to commonly accepted standards and practices
What do institutions want to know?

What is the tool?

What prior learning is assessed?

How can the credits be used in the curriculum?

What institutional value is served?

What institutional policies need to be considered?

How does CPL support student success?

How is the tool designed to ensure quality?
Faculty are the Key!

FY 16 Accrediting Authorities Represented

- Minimum 5 years teaching experience
- Must actively be teaching college-level courses
  - CHEA recognized institutions
- Based on academic discipline alignment
- Are grounded in current curricular standards and bring content area expertise
- Represent all post secondary levels of education
- Take a multidisciplinary approach

www.acenet.edu/evaluatorform

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

- The team’s purpose is to ensure the alignment of quality formal military education and occupational training (corporate and military) and non accredited provider courses to current post secondary for academic credit.

- Teams consist of a:
  - Team Coordinator
  - Discipline-specific Subject Matter Experts (2-3) selected from various college faculties, and
  - Psychometrician for validity and reliability checks, as needed
Formal Military Education Commands

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

Enlisted → Limited Duty / Warrant Officers → Officers
Course Evaluation: CREDIT & Military

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Key Requirements</th>
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</table>
| **Associate Instructor** | - Must have an assigned mentor  
- Complete Army Basic Instructor Course and Cadre Training Course  
- Teach 25% of course  
- Receive 3 observations from the Associate Instructor Certification Board  
- Successfully pass Associate Instructor Certification Board |
| **Instructor** | - Must have an assigned mentor  
- Complete Systems Approach to Training Basic Course  
- Teach 50% of course  
- Conduct 100 hours of classroom instruction  
- Obtain score of 90 or better on all written & practical exams for instructional area  
- Must receive 6 additional observations |
| **Senior Instructor** | - Must revise a POI, lesson plan, test, job or training aid  
- Teach 75% of course  
- Conduct 600 hrs of instruction  
- Complete advanced professional development courses applicable to assignment  
- Obtain score of 90 or better on all performance based exams/job knowledge tests for instructional area  
- Receive 6 additional observations |
| **Master Instructor** | - Teach 100% of course  
- Conduct 1000 hrs of instruction  
- Complete grad-level equivalent courses  
- Mentor junior instructors  
- Submit and complete master project  
- Appear before Evaluation Board |
Occupational Standards

- Review of job descriptions, promotion examinations, daily functions, critical task lists, and occupational standards.

- Panel interviews validating related competencies and on-the-job training aspects.

- Team discussion focuses on learning above and beyond formal classroom.

- Team brainstorming and collaboration comes to consensus on subject areas and non-individualized.
Occupation Panels
Team Recommendations

• Are based on college-level equivalencies: what can be found in college curriculum

• Explains intent of the course design and synthesizes course objective and overall content

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

• Explains intent of what the course is designed to teach the student

• Synthesizes course objective and overall content

• Lists the essential learning outcomes components to the review process.

• Each credit recommendation reinforces the learning outcomes and topics covered.

• Bloom’s taxonomy and outcomes assessment is the framework
Art of a Credit Recommendation

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

Accountability
No Credit Recommended

Course is too limited in scope or too narrowly focused to be comparable to college courses.

Course content lacks academic rigor expected in college-level courses.

Evaluation and assessment methods are inadequate to support learning outcomes and course content.

Material presented for review is insufficient to allow team to make judgment.
Course Review Summary

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

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

Faculty collaboration
- 100% consensus
- At least 3 faculty per course
- Aligned subject area expertise
Tools & Models
Faculty Evaluators - Home Page

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

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

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

Testimonials from the Field

“I did not know what to expect on my first review, but I was definitely surprised at how much I learned from my team, which consisted of faculty members from schools of varied sizes, concentrations, and geographic locations. We were a "team" from the moment we shook hands, we got to know each other during 2 days of sharing insights into how our respective schools would rate the curriculum, and we parted as friends. ACE”
The ACE Military Guide (1954 to present)

College Credit for Military Service

Military Guide

Guide to the Evaluation of Educational Experiences in the Armed Services

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

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

The Military Guide includes all evaluated courses and occupations from 1954 to the present. New courses and occupations are continually being evaluated by ACE, and these entries are added on a daily basis.

New Features

During the past year, ACE convened a group of faculty evaluators, college and university registrars, and other key users to make recommendations on overhauling and streamlining the course exhibits on the Military Guide. The goal was to make these exhibits more like college course syllabi to make it easier to draw parallels between military training and college courses. Exhibits for courses evaluated after October 1, 2015 follow the new format, including:

- an overall course description that mimics what appears in a college catalog
- expanded methods of assessment that demonstrate the rigor of the student evaluation mechanisms
- the minimum passing score required to pass the course, so colleges can align the training with their own grading practices
- credit recommendations with associated learning outcomes that document exactly what the student has learned in each subject area

The NEW sample course exhibit (PDF) provides more information for courses evaluated after October 1, 2015. For courses evaluated before September 30, 2015, see the sample course exhibit.

Past Enhancements

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

www.acenet.edu/militaryguide
The Military Guide ~ Search Courses

Search Courses

Course exhibits begin with a two-letter code.

Search Occupations

Occupation exhibits begin with a three-letter code.
# IMPORTANT: Index-level Data Reports

40 Courses Found

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<tr>
<th>ACE ID</th>
<th>Start Date</th>
<th>End Date</th>
<th>Team Rev'd</th>
<th>Title</th>
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<td>AF-1715-0961</td>
<td>04/01/2007</td>
<td>Present</td>
<td>06/2008</td>
<td>Basic Communications Officer Training (4/07-Present)</td>
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<td>AR-0326-0003</td>
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<td>07/2013</td>
<td>Army Acquisition Foundations (10/12-Present)</td>
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<td>AR-0419-0056</td>
<td>01/01/2006</td>
<td>Present</td>
<td>12/2007</td>
<td>Strategic Deployment Planning (1/06-Present)</td>
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<td>AR-1402-0241</td>
<td>01/01/2013</td>
<td>Present</td>
<td>07/2013</td>
<td>Network Management Technician Warrant Officer Advanced (1/13-Present)</td>
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<td>AR-1402-0275</td>
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<td>07/2013</td>
<td>Signal Warrant Officer Staff Follow-On (5/13-Present)</td>
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<td>Capabilities Developments (10/09-Present)</td>
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<td>AR-1406-0218</td>
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<td>06/2006</td>
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<td>AR-1408-0213</td>
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<td>Field Artillery Captains Career (10/09-Present)</td>
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<td>AR-1408-0343</td>
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<td>Senior Technical Engineer NCO Senior Leader (10/12-Present)</td>
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<td>AR-1601-0117</td>
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<td>03/2010</td>
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<td>AR-1601-0121</td>
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<td>Present</td>
<td>04/2008</td>
<td>Construction Equipment Supervisor (ALC) (3/05-Present)</td>
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Exports to Excel
Military Course Exhibit

Exhibit 2006

Exhibit 2015
Military Guide Occupation Exhibit

MOS-31B-003
Marine Police
31B30
31B40
31B50
Exhibit Dates:
6/14-Present.

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

Credit Recommendations

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

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

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

Lower-Level Learning Outcomes

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

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

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

• Home page updates and reminders
• Three exhibit versions
  • 1974 to 2006
  • 2006 to 2016
  • Oct 2016 to present
• Content redesign FY17
• Service nuances and challenges
• Footers
Military Guide Occupation Exhibit

MOS-31B-003
Marine Police
31B0
31B40
31B50
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• Three exhibit versions
  • 1974 to 2006
  • 2006 to 2016
  • Oct 2016 to present
• Content redesign FY17
• Service nuances and challenges
• Footers
## JOINT SERVICES TRANSCRIPT

**OFFICIAL**

Name: John Doe  
SSN: XXX-XX-XXXX  
Rank: Sergeant (E5)  
Status: Active

### Military Courses

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<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Date Taken</th>
<th>Location</th>
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<th>Credit</th>
<th>Level</th>
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<td>MC-2014-6018</td>
<td>03-AUG-2016 to 25-NOV-2016</td>
<td>Basic Martial Arts (BMA)</td>
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<td>Basic Military Science</td>
<td>2 SH</td>
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<td>MC-2014-6018</td>
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<td>Land Navigation and Tactical Operations</td>
<td>3 SH</td>
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### Terrorism Awareness By Correspondence

- Marine Corps Institute  
- Washington, DC

Upon completion of the course, the student will be able to identify factors that promote terrorism awareness for all marines:

- Credit Is Not Recommended

**NOTE:** MCI designates a minimum passing score of 65%.

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Institutional Models

Fayetteville Tech Community College
http://www.faytechcc.edu/military-veterans/credit-for-military-training/

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

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

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

Coastline Community College
http://military.coastline.edu
PLA Portal - Texas

- Midwestern State University
- Tarrant County College
- Hill College
- North Central Texas College
- HCC
- Grayson College
- Lone Star College
- Austin Community College
- CAEL
- AC
- UNT
- El Centro College
- Central Texas College
- Northwood University
- Texas State Technical College
American Council on Education
One Dupont Circle, NW, Suite 250
Washington, DC 20036

**Toll Free:** 866-205-6267

**Military Programs**
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