UNIVERSITY OF WASHINGTON

COMMUNITY COLLEGE ENGAGEMENT INITIATIVE
SEATTLE and SPOKANE COLLEGES
SUMMARY PROJECT CHARTER

PROJECT NAME: Community College Engagement Initiative (CCEI)

UW PROJECT SPONSOR: Ana Mari Cauce, UW President; Gerald Baldasty, UW Interim Provost and Executive Vice President

UW PROJECT LEAD/MANAGEMENT: Paul Rucker, Associate Vice President for Alumni and Constituent Relations and Special Assistant to the President and Provost for Community College Engagement; Colleen Ferguson, CCEI Project Manager.

UW PROJECT STAKEHOLDERS: Admissions, Financial Aid, Student Life, Undergraduate Affairs, Office of Minority Affairs and Diversity, External Affairs, Planning and Management, University Advancement, University Marketing and Communications and UW campuses, schools and colleges as appropriate

PROJECT PURPOSE: The purpose of this initiative is to develop a foundation to cooperatively investigate the substantive expansion of the UW and Seattle and Spokane College relationships AND provide recommendations to UW and Community College leadership for future program direction, design and implementation.

PROJECT DESCRIPTION: Serving as *Special Assistant to the President and Provost for Community College Engagement*, Paul Rucker will lead a cross-campus initiative with designated UW and CTC leadership to review and assess the UW-CTC transfer student landscape, identify respective strengths, weaknesses, challenges and opportunities and make recommendations on future directions. The project will initially focus on Seattle and Spokane Colleges.

INITIAL AREAS OF FOCUS

1. **Transfer Landscape Assessment**: Review effectiveness and efficiency of current transfer environment, review available data on student access, progression and retention; review pre-admissions communications, advising and coordination, application and admissions processes, timing of admissions notification, first-year program/orientation, academic advising, performance, retention, alumni engagement and philanthropic participation.

2. **Structured Academic Pathways:** Assess existing academic planning and advising pathways between the Seattle and Spokane Colleges and UW and explore feasibility of new and/or expanded structured academic pathways, including cohort-based advising/navigation, admissions, orientation and retention-related programs and services.

3. **Philanthropic Innovation (Seattle):** Assess opportunity to develop and implement innovative cohort-based philanthropic partnerships between Seattle Public Schools, the Seattle Colleges and the UW. Potential additional partners could include City of Seattle, The Bill and Melinda Gates Foundation, The Road Map Project, Alliance for Education, etc.

INITIAL PROJECT TIMELINE:

Nine Months. October 2015 – June 2016. If successful, the CCEI may serve as a framework to assess and explore expanded statewide UW and community college collaboration.

PROJECT GOALS / SUCCESS CRITERIA

- Develop a shared executive-level communications relationship/architecture which supports innovative collaboration between the UW and the Seattle and Spokane Colleges built on shared commitments to student access, success, community development and economic and workforce prosperity and impact

- Increase shared evidence-based understanding of the presence, experience, performance and impact of transfer students at UW

- Begin substantive efforts by November 15; assemble joint committee member structure, build rapport and shared commitment

- Conclude ad-hoc working group efforts by April 1, 2016

- Provide UW and CTC leadership with recommendations for permanent partnership direction by May 1, 2016
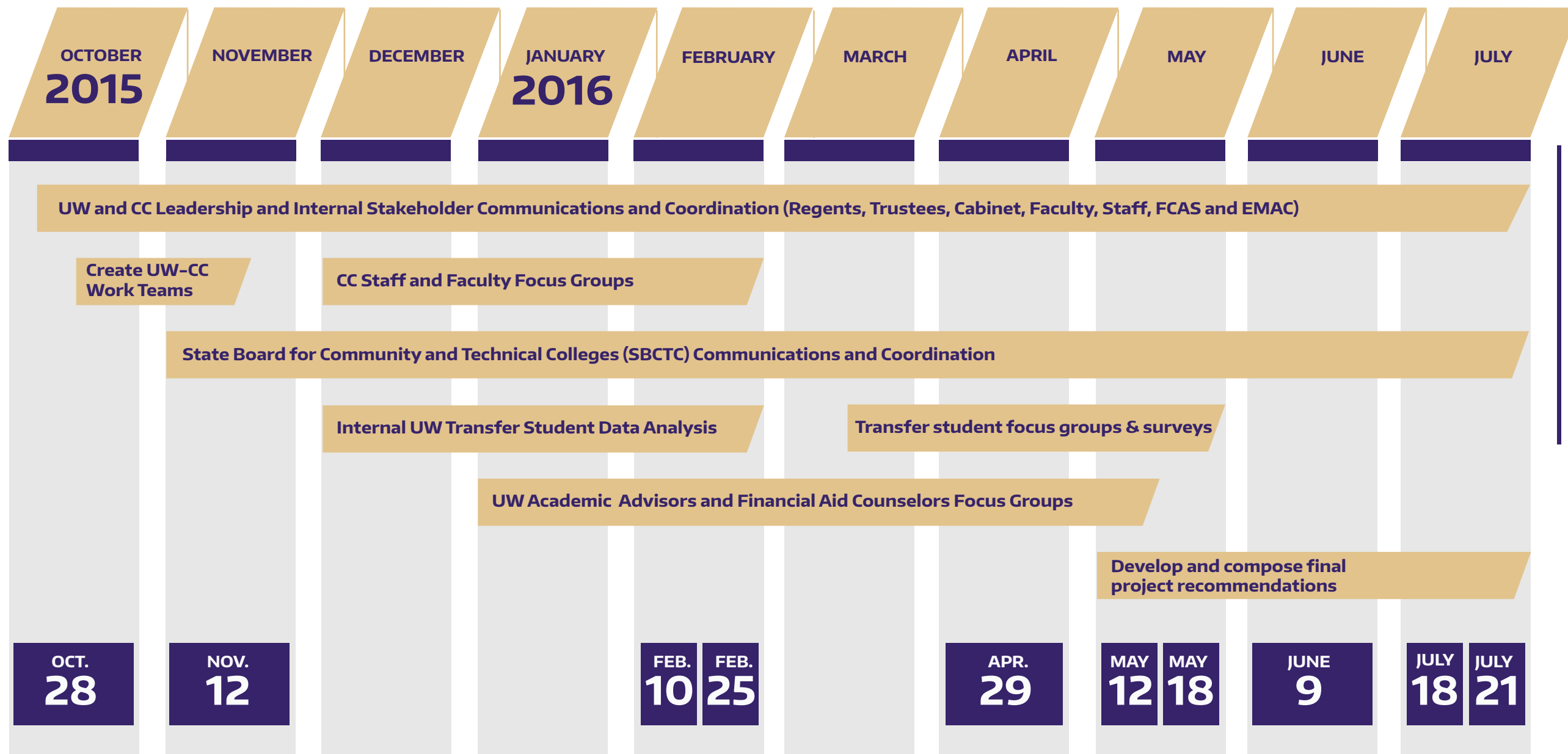
BUDGET & RESOURCES

The Provost has committed funding to support this preliminary assessment phase. Resources to be used to fund a part-time hourly project manager and miscellaneous, non-salary operations and administrative expenses which may be incurred.

If this pilot initiative proves successful, it may provide a framework for expanded collaboration between the UW and Washington's community and technical colleges outside of Seattle and across Washington State.

COMMUNITY COLLEGE ENGAGEMENT INITIATIVE (CCEI)

Sponsored by the President and Provost, the Community College Engagement Initiative (CCEI) is a year-long self-study designed to review and assess the community college transfer student experience at UW. Focusing on the Seattle and Spokane College Districts, its purpose is to identify respective strengths, weaknesses, challenges and opportunities within the UW and Community and Technical College relationship and make recommendations on future directions.

OCTOBER 2015	NOVEMBER	DECEMBER	JANUARY 2016	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY

UW and CC Leadership and Internal Stakeholder Communications and Coordination (Regents, Trustees, Cabinet, Faculty, Staff, FCAS and EMAC)

Create UW–CC Work Teams

CC Staff and Faculty Focus Groups

State Board for Community and Technical Colleges (SBCTC) Communications and Coordination

Internal UW Transfer Student Data Analysis

Transfer student focus groups & surveys

UW Academic Advisors and Financial Aid Counselors Focus Groups

Develop and compose final project recommendations

CCEI Leadership/Contacts

Paul Rucker
Special Assistant to the President and Provost for CCEI
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prucker@uw.edu

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206.934.6870
gary.oertli@seattlecolleges.edu

Colleen Ferguson
Project Manager, CCEI
206.221.1958
cdc4@uw.edu

OCT. 28

NOV. 12

FEB. 10 | **FEB. 25**

APR. 29

MAY 12 | **MAY 18**

JUNE 9

JULY 18 | **JULY 21**

CCEI Launch meeting with CC Partners

CCEI presentation to Seattle Colleges Trustees

Feb. 10: UW Regents/Seattle Colleges Trustees Reception
Feb. 25: CTC Presidents host President Cauce in Olympia

Transfer Advisors Conference

May 12: CCEI Update to UW Regents

May 18: Presentation to Board of Deans

CCEI presentation to Seattle Colleges Trustees

July 18: CCEI Final Report to UW Regents

July 21: President Cauce hosts CTC Presidents at Hill-Crest

W

中华园

REQUIREMENTS FOR THE BACHELOR OF APPLIED SCIENCE DEGREES

(as set forth by the Washington State Board for Community and Technical Colleges)

1. Students must earn a cumulative grade point of at least 2.0, as calculated by the degree awarding institution.

2. The general education courses will include courses earned at either/both the associate degree and/or applied bachelor's degree level, based on the total required 180 quarter hours of credits

3. A minimum of 60 quarter hours of general education courses will be required. (At South Seattle, only courses listed as transferrable under the AA-DTA are accepted in this area.)

THE BACHELOR OF APPLIED SCIENCE AS ADOPTED AND OFFERED AT SOUTH SEATTLE COLLEGE:

Notation in green* indicates coursework which may satisfy requirements for both the associate and BAS degrees, but <u>credit will count only once</u>.

The following to be completed <u>prior to admission:</u>

- Attainment of an associate (or bachelor's) degree and a minimum of 90 <u>college level</u> credits, with 20 credits in *transferrable* general education

- Composition (5 cr) i.e., **ENGL& 101***

- Quantitative/Symbolic Reasoning (5 cr) i.e., **MATH& 107***, or higher level

- Includes 10 credits in Natural Science (NS), or Visual, Literary and Performing Arts (VLPA), or Individuals, Cultures and Societies (ICS)*

ADOPTION - CONTINUED

Notation in green* indicates coursework which may satisfy requirements for both the associate and BAS degrees, but <u>credit will count only once</u>.

I-VI. BAS <u>*transferrable*</u> general education requirements **(60 credits)**

    a. Composition (5 cr) i.e., **ENGL& 101***

    b. Communication (5 cr) i.e., CMST& 220, ENGL& 102, etc*****

    c. Quantitative/Symbolic Reasoning (5 cr) i.e., **MATH& 107*** or higher level, or PHIL& 120

    d. 10 cr in VLPA*****

    e. 10 cr in IC&S*****

    f. 5 cr in a lab science*****

    g. 5 cr in a second NS course*****

    h. 15 additional credits to be successfully completed in any of the above-listed areas (b-g)*****

VII-VIII. BAS *program* requirements **(60 credits)**

    a. Minimum of 60 credits (HMG, PTE, SBST, etc.)

IX. 'Elective' requirements to reach BAS total of 180 credits

    a. **60 credits** in college level academic, professional technical, apprenticeship, or other <u>*articulated coursework*</u>

Sample divisional planning sheet

Bachelor of Applied Science, Hospitality Management
Program Planning Sheet

Graduation Criteria:
- Completion of an associate degree or higher from a regionally accredited college or university
- Completion of 180 college-level credits, including transferred-in credit, with a minimum cumulative GPA of 2.0 is required
- A minimum earned grade point of 1.0 in all Basic Requirements and General Education Requirements
- A minimum earned grade point of 2.0 in all Upper-Division Core Requirements

BASIC REQUIREMENTS *(All courses must be academic transferrable. Professional Technical courses will not be accepted)*	25 CREDITS
English Composition – 5 credits	☐ ENGL& 101
Mathematics – 5 credits *Indicates Quantitative & Symbolic Reasoning (QSR)*	Select one course from the approved list below: ☐ MATH 102 ☐ MATH& 107* ☐ MATH 116* ☐ MATH& 141* or higher
Individuals, Cultures, and Societies (IC&S) – 5 credits	☐ PSYC& 100 or higher
Visual, Literary, and Performing Arts (VLPA) – 10 credits	☐ Course 1: _____ ☐ Course 2: _____
GENERAL EDUCATION REQUIREMENTS *(All courses must be academic transferrable. Professional Technical courses will not be accepted)*	30 CREDITS
English Composition II – 5 credits	☐ ENGL& 102
Economics – 5 credits	Select one course from the approved list below: ☐ ECON& 201 ☐ ECON& 202
Statistics – 5 credits *Indicates Quantitative & Symbolic Reasoning (QSR)*	Select one course from the approved list below: ☐ BUS 210* ☐ MATH& 146*
Nutrition – 5 credits	Select one course from the approved list below: ☐ NUTR& 101 ☐ NTR 150
Communications Elective – 5 credits	☐ Course: _____
Laboratory Science Elective – 5 credits	☐ Course: _____

UPPER-DIVISION CORE REQUIREMENTS	60 CREDITS
Introduction to Hospitality – 3 credits	☐ HMG 301
Hospitality Management – 5 credits	☐ HMG 302
Hospitality Marketing – 5 credits	☐ HMG 303
Hospitality Computer Applications – 3 credits	☐ HMG 310
Lodging Operations – 3 credits	☐ HMG 311
Legal Issues in Hospitality – 3 credits	☐ HMG 312
Entrepreneurship – 3 credits	☐ HMG 313
Diversity & Culture in Travel & Tourism – 5 credits	☐ HMG 314
Cost Controls – 5 credits	☐ HMG 401
Hospitality Accounting – 5 credits	☐ HMG 402
Human Resources Management – 3 credits	☐ HMG 411
Services Operations Management – 5 credits	☐ HMG 412
Ethical Leadership – 3 credits	☐ HMG 420
Professional Career Development – 1 credit	☐ HMG 489
Internship – 3 credits	☐ HMG 490
Hospitality Management Capstone – 5 credits	☐ HMG 491

South Seattle Community College

SAMPLE DEGREE AUDIT

Unofficial Degree Audit

Degree Audit is an advising tool only and may not accurately reflect your progress. It is strongly suggested you arrange to meet with a counselor/adviser when planning your course of study. To make an appointment, you can call (206)934-5387. You may track your own progress and print out an audit by following this link: https://www.public.ctc.edu/DAStudentWeb/Login.aspx?col=064 Minimum grade and credit requirements will be reviewed by the Evaluations Office. Final approval of degree or certificate completion resides with the Evaluations Office.

+Hospitality Management - Bachelor of Applied Science (281) Catalog Year 2016

Credits required:180	Credits applied:0
GPA required:2.0	Current GPA:0.0

IMPORTANT NOTE:

1. A minimum earned grade of 2.0 in all HMG courses. A minimum earned grade of 1.0 in all General Education Requirements.

2. A two year academic or technical associate degree from a regionally accredited institution.

3. A total of 180 college level credits must be earned with a minimum cumulative GPA of 2.0 (60 credits in General Education, 60 credits in HMG courses, 60 additional credits in college level courses).

I. COMPOSITION (10 cr)   Credits required:9   Credits applied:0

ADMISSION REQUIREMENT - ENGL& 101 (5 credits)

    Course Options

GENERAL EDUCATION REQUIREMENT - ENGL& 102 (5 credits)

    Course Options

II. QUANT. REASONING (10 cr)   Credits required:9   Credits applied:0

GENERAL EDUCATION REQUIREMENT - BUS 210 Statistics (5 credits)

ADMISSION REQUIREMENT - Quantitative/Symbolic Reasoning (5 credits)

Successfully complete one course - MATH& 107, 116, &131, &132, &141, &142, &146, &148, &151, &152, &153, &163, or PHIL &120, or all -three- of the following: MATH 091, MATH 092 and MATH 136.

NOTE: MATH& 107 MUST BE COMPLETED WITH A GRADE OF 2.0 OR HIGHER.

    Course Options

III. NATURAL WORLD (NW) (10 cr)   Credits required:9.5   Credits applied:0

GENERAL EDUCATION REQUIREMENT - NUTR&101 (5 credits)
    Course Options
GENERAL EDUCATION REQUIREMENT - Lab Science (5 credits)

IV. INDIVIDUALS, CULTURES AND SOCIETIES (IC&S) (10 cr)   Credits required:9   Credits applied:0

GENERAL EDUCATION REQUIREMENT - ECON& 201, or ECON& 202 (5 credits)
ADMISSION REQUIREMENT - PSYC&100 or higher (5 credits)

V. VISUAL, LIT., PERF. ARTS (VLPA) (15 cr)   Credits required:14.5   Credits applied:0

GENERAL EDUCATION REQUIREMENT - college transfer CMST course (5 credits)
    Course Options
ADMISSION REQUIREMENT (10 credits)

VI. COLLEGE TRANSFER ELECTIVES (5 cr)   Credits required:5   Credits applied:0

    Course Options

VII. UPPER DIVISION CORE REQUIREMENTS (57 cr)   Courses required:15   Courses applied:0

HMG 301 Intro to Hospitality (3 cr)
HMG 302 Hospitality Mgmt (5 cr)
HMG 303 Hospitality Mktg (5 cr)
HMG 310 Hospitality Cmptr Appl (3 cr)
HMG 311 Lodging Operations (3 cr)
HMG 312 Legal Issues in Hospitality (3 cr)
HMG 313 Entrepreneurship (3 cr)
HMG 314 Diversity & Culture in Travel & Tourism (5 cr)
HMG 401 Cost Controls (5 cr)
HMG 402 Hospitality Acctg (5 cr)
HMG 411 Human Resource Mgmt (3 cr)
HMG 412 Services Operations Mgmt (5 cr)
HMG 420 Ethical Leadership (3 cr)
HMG 489 Prof Career Development (1 cr)
HMG 491 Capstone (5 cr)

VIII. INTERNSHIP (3 cr)   Credits required:3   Credits applied:0

Successfully complete 3 credits in HMG 490 (Internship)

IX. ADDITIONAL COLLEGE LEVEL CRSES TO MEET DEGREE TOTAL OF 180 CREDITS   Credits required:60   Credits applied:0

PRIOR LEARNING ASSESSMENT

Accepted to satisfy program requirements in categories VII. and VIII.

South Seattle College

Program: (PTE, HMG or SBST)

PLA Portfolio Credit sheet

Student name:

Student ID:

Date: 3/14/16

Course Number	Course Name	Number of credits
PTE 313	Methods of Online Teaching	3
PTE 315	Workforce Experience Practicum	10
PTE 468	Program Management & Recruitment	3
PTE 489	Professional Development Certification	1
PTE 490	Internship	10

Total: 27

My signature, below, certifies I have reviewed the portfolio submitted and approved the award of credit, as stated above.

Mary E. Beans, EdD   3/14/16

Signature of Dean or Faculty Advisor   Date

2016 APR 18 PM 12:54

SSCC CASHIER

SSCC CASHIER

ARTICULATED COURSEWORK

Accepted to satisfy additional electives in category IX.

Boeing Official Transcripts

Received by Rosu Mather

Run Date: 02/26/2016 3/4/20

BOEING

Education & Training Report

Bems Id: _____

Acctg BU-Loc-Dept: 66-CT-1034

Training Data

Item/Course	Item/CourseTitle	Actvty End Dt	On Hrs	Off Hrs	Delivery Method
TR001007	Emergency Planning (TR001007)	02/18/16	0.5	0	Boeing Web-Based
TR008068	Airplane Pgms Occ Injury Reporting Responsibilities (TR008068)	02/18/16	0.5	0	Boeing Web-Based
79586	40-27 FAUB/MBFB Safety Video (79586)	02/11/16	0.3	0	Boeing Web-Based
78911	Robotic Automation Safety (78911)	02/11/16	1	0	Boeing Web-Based
79244FAUB	777 Operating Principles for FAUB & MBFB 40-27 (79244FAUB)	02/11/16	0.2	0	Boeing Web-Based
79907	2016 BCA State of the Business (79907)	02/10/16	1	0	Boeing Web-Based
79868	Stairway Safety Crew Meeting - North (79868)	02/09/16	0.5	0	Facilitated Learning
76900	Everett Delivery Center Safety Awareness (76900)	02/08/16	0.5	0	Boeing Web-Based
79719	Information Security 2016 (79719)	01/20/16	0.5	0	Boeing Web-Based
79753	Boeing Privacy Fundamentals (79753)	01/20/16	0.5	0	Boeing Web-Based
TR012893	Evacuation Sweeping Process & Fire Extinguisher Awareness (TR012893)	01/20/16	0.5	0	Boeing Web-Based
TR009204	Enterprise U.S. Export Awareness Overview (TR009204)	01/20/16	0.8	0	Boeing Web-Based
TR009342	Office Ergonomics for Computer Users (TR009342)	01/20/16	0.4	0	Boeing Web-Based
77517	Aircraft Hazardous Energy Control - LOTO BCA Only (77517)	12/14/15	1.3	0	Boeing Web-Based
TR001007	Emergency Planning (TR001007)	11/16/15	0.5	0	Boeing Web-Based
TR012276ANN	Heat and Sun Related Illness (TR012276ANN)	11/13/15	0.5	0	Boeing Web-Based
TR016087	CMES General Navigation (TR016087)	10/30/15	1.5	0	Boeing Web-Based
1S00024	Hearing Conservation (1S00024)	10/22/15	0.2	0	Boeing Web-Based
79600	Safety Promise 2015 (79600)	10/19/15	1	0	Boeing Web-Based
TR011275	Hazardous Waste Generators Training (TR011275)	09/11/15	0.5	0	Boeing Web-Based
TR010349	Cadmium Safety Training Refresher (TR010349)	09/11/15	0.3	0	Boeing Web-Based

APPRENTICESHIP HOURS

Accepted to satisfy additional electives in category IX.

To Whom It May Concern:

_____ has completed the minimum on the job training and school hour requirements for the Multi-Occupational Trades degree.

OJT – 6000

RSI – 450

Sincerely,

Laura Hopkins
Executive Director
Aerospace Joint Apprenticeship Committee (AJAC)

OF NOTE AT SOUTH SEATTLE SEATTLE COLLEGE (RE: BAS PROGRAMS)

- Financial Aid (FA) implications for <u>provisionally</u> admitted BAS students:
  - FA at South Seattle will pay for pursuit of only one 'major' at a time. If the accepted student has **not** successfully completed admission requirements, through prior conferral of a 2 (or 4 yr) degree, then it's possible s/he will be compelled to pay out-of-pocket for a portion of the required coursework.

- Transferrable general education **<u>only</u>** is accepted in categories I-VI, above. At South Seattle, professional/technical courses, like Applied Composition (ENGL 105) and Psychology of Human Relations (PSYC 240), are not accepted to satisfy general education in the BAS.

SUGGESTIONS WHEN ROLLING OUT A BAS DEGREE

- Enforce <u>admission</u> requirements.

- Ensure your degree audit and planning sheets include all 180 credits.

Moving the Attainment Needle with Credit for Prior Learning

ICRC

28 April 2016

Seattle, WA

Christopher Johnson, Ph.D.

ACE College & University Partnership

Affiliate Advisory Committee

cjohnson459@alamo.edu

ACE: Overview

Founded in 1918, the American Council on Education (ACE), is the major coordinating body for all the nation's higher education institutions, representing more than 1,600 college and university presidents, and more than 200 related associations, nationwide.

It provides leadership on key higher education issues and influences public policy through advocacy.

www.acenet.edu

ACE Center for Education Attainment and Innovation

- **Program Evaluations**
  - Military Programs
  - Corporate Programs (ACE CREDIT®)

- **Program Evaluation Activities**
  - Evaluate formal courses and occupational specialties
  - Publish course and occupation descriptions and academic credit recommendations
  - Provide transcript and registry services

www.acenet.edu/ceai

3

Why CPL/PLA Now?

Changing learners

New sources for learning

Increasing Persistence & Retention

Economic pressures

Leveraging technologies

Decreasing cost & time to degree

College completion focus

Meeting Public expectations

Focus on competency
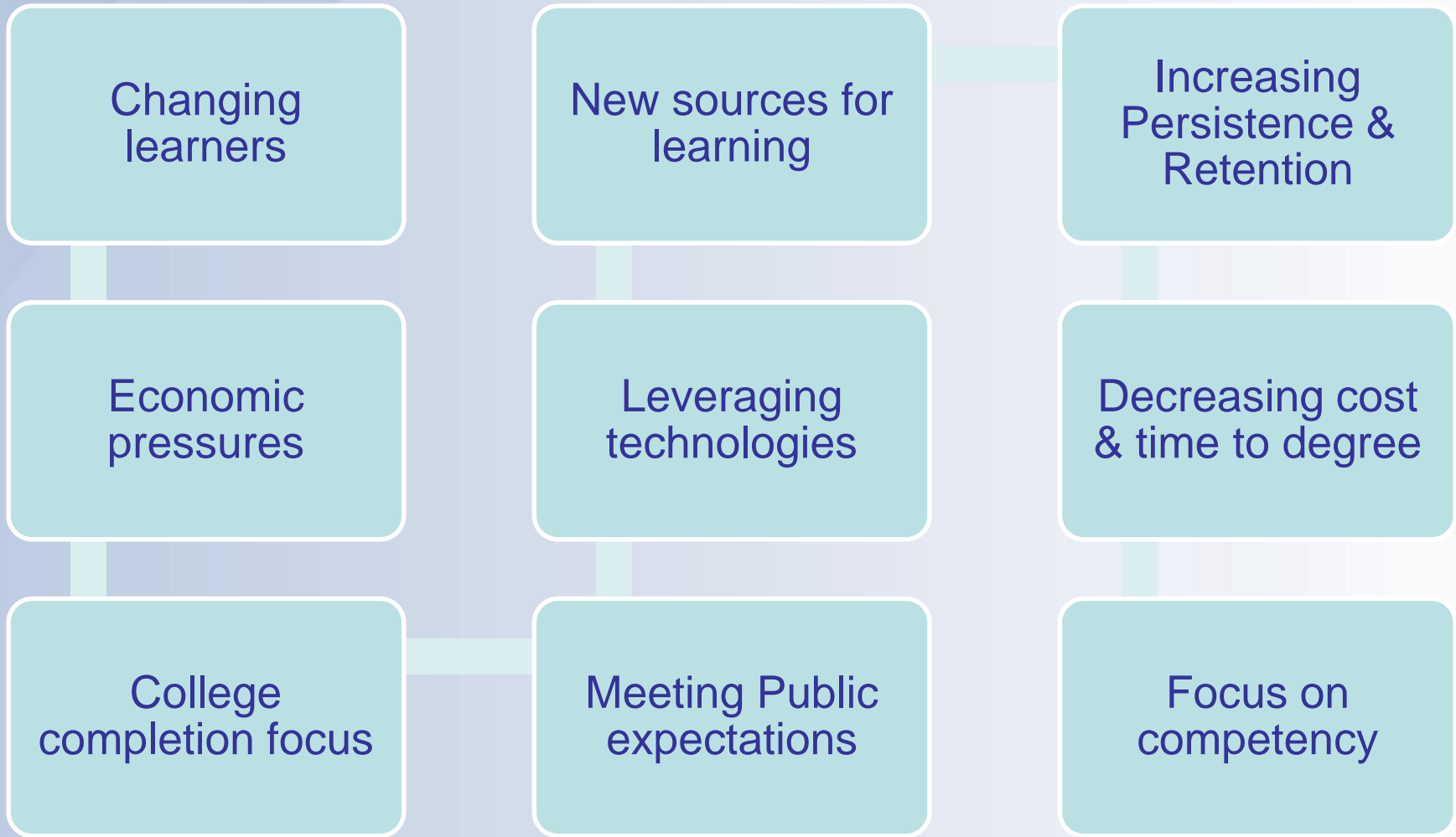
Higher Education Today:
The New Normal

AGE (Avg. age = 25)

Under 18 years old	0.8 m	4%
18 and 19	4.3	24%
20 and 21	4.1	23%
22 to 24	2.8	16%
25 to 29	2.1	12%
30 to 39	2.1	12%
40 to 49	1.1	6%
50 and Up	0.7	3%

Digest of Education Statistics 2013: Table 303.50

INSTITUTION

2-Year
7.5 m students
41%

4-Year
10.6 m students
59%

Digest of Education Statistics 2013: Table 105.20

ATTENDANCE

Complete College America,
Time is the Enemy

Full-Time 60%
Part-Time 40%

WORKING STUDENTS

72% of All Undergraduate Students Work

28% Not Employed

52% Employed Part-Time

20% Employed Full-Time (35 hrs/week)

US Census Bureau: School Enrollment and Work Status 2011

American Council on Education™

Leadership and Advocacy

AVERAGE EDUCATION DEBT

Households Age 20-40

$10k
Some College

$16k
Bachelor's Degree

$41k
Graduate Degree

Brookings Institute: Is a Student Loan Crisis on the Horizon?

56% OF STUDENTS COMPLETE COLLEGE

DEGREE COMPLETION WITHIN SIX YEARS

$17,916
Overall Average Debt

What are the Barriers to CPL?
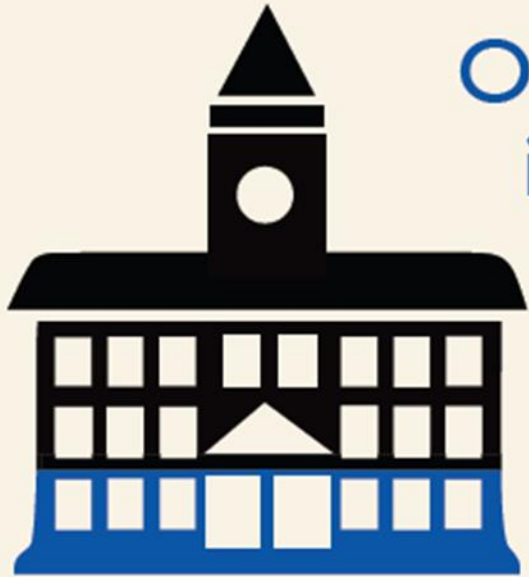
Only 27% of 2- and 4-year institutions grant academic credit to students for learning obtained outside the college classroom.

Source: Integrated Postsecondary Education Data System (IPEDS), Institutional Characteristics Survey, Fall 2012

Credit for Prior Learning

WHAT IS CPL? Credit for Prior Learning (CPL) is a practice used by institutions at or close to the time of a student's admission to award academic credit for demonstrated competency and mastery earned in other settings—such as independent study, noncredit courses, work experience, licensure or certification, or a credit by examination program. According to studies, CPL can help more students graduate.

Benefits of Credit for Prior Learning

75% of Americans would be more likely to enroll in a higher education program if they could receive credit for what they already know.

75%
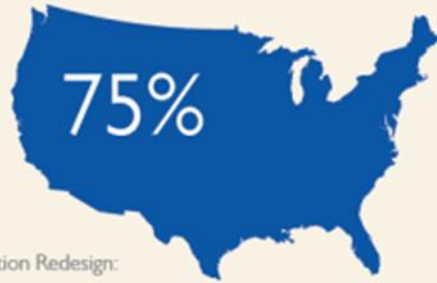
America's Call for Higher Education Redesign: The 2012 Lumina Foundation Study of the American Public's Opinion on Higher Education. Gallup, Inc. 2013

Adult students awarded CPL were 2.5 times more likely to persist in their education and complete their degrees than students who received no credit for their prior learning.

Rebecca Klein-Collins, Fueling the Race to Postsecondary Success: a 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes (Council for Adult and Experiential Learning, 2010

What Do Adult Students Want?

"Adults differ from younger learners in that a younger person is still anticipating most of the responsibilities in which an adult is fully engaged. Adults are therefore more likely than younger students to personalize learning. They want to relate the subject matter, whether business management, history, or philosophy, to themselves."

Taylor, K., Marienau, C. Fiddler, M. (2000). Developing Adult Learners. San Francisco, CA: Jossey-Bass, p. 4.

Using Adults' Experiences

"The major difference between adults and younger learners is the wealth of their experience. . .They have personal history: marriage and divorce or other long-term relationships, perhaps children and grandchildren, certainly births and deaths of people close to them. They have work history: various jobs, sometimes at impressive levels of responsibility. They also have social history: firsthand knowledge of the same historical period that their instructors have. These experiences are valuable – we would claim essential – contributions to the learning process." (<u>Developing Adult Learners</u>, p. 7)

ACE Review Team

- **Team Coordinator**

- **Subject Matter Experts selected from college faculties**

- **Psychometrician if needed**

http://www.acenet.edu/news-room/Pages/Faculty-Evaluators-Home-Page.aspx

Items Reviewed By Team

- **Course syllabus**
- **Textbooks**
- **Assessment methods**
- **Student & instructor guides**
- **Laboratory projects**
- **Instructional support materials**
- **Instructor Qualifications**

http://www.acenet.edu/news-room/Pages/How-to-Prepare-for-an-ACE-Military-Review.aspx

Evaluative Criteria
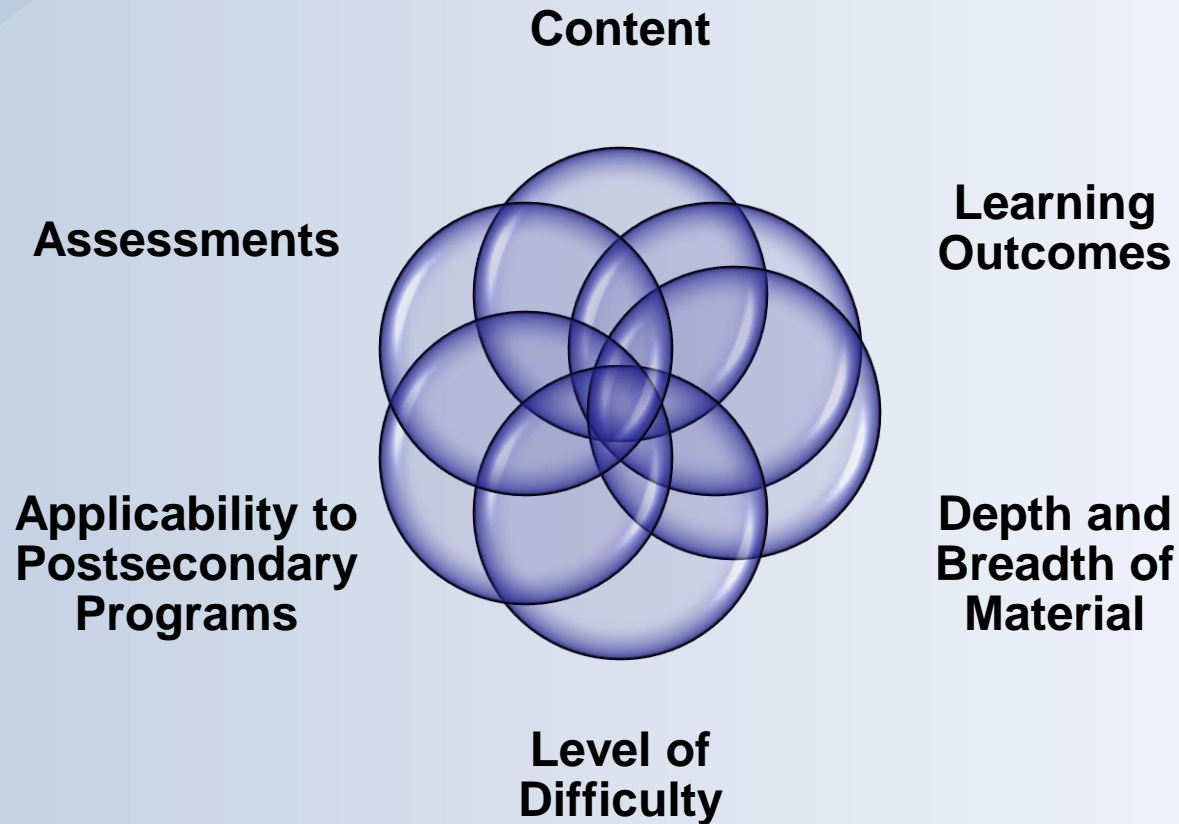
Team Recommendations

- **Based on college equivalencies: what can be found in college curriculum**

- **Credit Categories**
  - **Vocational Certificate**
  - **Lower Division Baccalaureate/Associate**
  - **Upper Division Baccalaureate**
  - **Graduate**

15

Familiar Tools for Credit Transfer

- **Transcript**
- **Catalog**
- **Syllabus**
- **Competency-Based Education**
- **Regional Accreditor: Third-party Approval**

CHEA-Recognized Regional Accreditation Associations

Familiar Context

- Colleges generally know and understand other colleges.

- Catalogs contain agreed-upon summaries.

- Syllabi often combine descriptions with outcomes.

- Grades signify accomplishment but may reflect other aspects of student engagement.

- Pass levels are typically set at 60-70%.

Less Familiar Tools

- **American Council on Education: Third-Party Approval***

- **Joint Services Transcript**

- **ACE Military Guide**

- **ACE Occupation Evaluations**

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

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

Less Familiar Context

- Each military branch is unique.

- Military education is structured differently from higher education.

- Language and summaries aren't a perfect match.

- Education is mission focused.

- Success and promotion criteria differ.

Military Guide

The Course Review

Course: 330-68E30-C45   **Version:** 2010   **Delivery Group:** A   **Phase:** 3
Course Name: Dental ALC
Management Category: Resident   **Preparation Date:** 10 Aug 2009
Status: Commandant Approved   **Optimum Class Size:** 10

Program of Instruction Cover Page

Total Computed Academic Hours: 80.0

Fiscal Year: 2010   **Fiscal Year Quarter:** 1

Status Change Date: 05 Nov 2009

Approval Date: 05 Nov 2009

Approval Authority: Commandant
Army Medical Department Noncommissioned Officers Academy
U.S. Army Medical Department Center and School
Ft. Sam Houston, TX 78234-6100

Dean
Academy of Health Sciences
U.S. Army Medical Department Center and School
Fort Sam Houston, Texas 78234-6100

MACOM Validation Date:

Manpower Validation Date:

Course Supersession Information:

Phase Supersession Information: Supersedes 6-8-C40(68E30 TECH TNG) DENTAL BNCOC POI dated 22 March 2007.

Foreign Disclosure: FD1. The materials contained in this course have been reviewed by the course developers in coordination with the USAMEDDC&S foreign disclosure authority. This course is releasable to students from all requesting foreign countries without restrictions.

- Formal military instruction and military occupations specialties; courses **approved by a central authority**

- Correspondence courses with **proctored end-of course exams**

- Distance learning/online courses with documented **rigid control test conditions** and **firm identification of the student**.

Military Guide: Course Exhibit

Course Exhibit

AR-1406-0228

TOTAL ARMY TRAINING SYSTEM (TATS) CAREER COUNSELOR
Course Number: 501-79S30.

Location: Recruiting and Retention School, Fort Jackson, SC.

Length: 8 weeks (361 hours).

Exhibit Dates: 5/98–7/12.

Learning Outcomes: Before 5/98 see AR-1406-0159. Upon completion of the course, the student will be able to interpret personnel records, assist personnel in the reenlistment process, determine reenlistment or extension eligibility, prepare and present retention training, and conduct retention interview/counseling sessions.

Instruction: Methods of instruction include lectures, discussions, guest speakers, practical exercises. Topics covered include evaluation of personnel files, retention processing, interviewing techniques, retention identification, counseling, and follow-up.

Credit Recommendation: In the upper-division baccalaureate degree category, 3 semester hours in counseling or career counseling and 3 in human resources management (3/02)(3/02).

Related Occupations: 79S.

Team Review Date   Administrative Date

Military Guide: Related Competencies

Course Exhibit

AR-2201-0554

BASIC OFFICER LEADER
Course Number: 01A-7-C20 (P), Phase 2.

Location: Infantry School, Fort Benning, GA; Field Artillery School, Fort Sill, OK.

Length: 6 weeks (385 hours).

Exhibit Dates: 7/05–Present.

Learning Outcomes: Upon completion of the course, the student will be able to plan, execute, and review military combat exercises; demonstrate leadership skills and knowledge; fire, inspect, and maintain various squad level weapons; apply the fundamentals of marksmanship; navigate physical terrain by day and night; operate global positioning system equipment; plan and establish the physical security of an area; and conduct urban military exercises.

Instruction: Audiovisual materials, practical exercises, discussion, classroom exercises, and lecture. General course topics include advanced marksmanship; leadership; risk management; communication skills; group movement; field intelligence; map reading; geography; physical security; and terrain analysis.

Related Competencies: *Introduction to leadership* topics include management styles, oral communication techniques, project planning and development, and team building. *Marksmanship* topics include fundamentals of marksmanship, small arms, and weapon safety. *Orienteering* topics include land navigation, map and terrain navigation, map reading, and physical geography.

Credit Recommendation: In the lower-division baccalaureate/associate degree category, 2 semester hours in introduction to leadership, 1 in marksmanship, and 1 in orienteering (10/08)(10/08).

The Occupation Review

- **Review occupational standards** to build a faculty team and develop final recommendations

- **Interview service members**
  - Focus on the representation of the job expectations at each pay grade / skill level
  - Clarification and validation of the official military documentation (occupation manuals, task standards, etc.)
  - Maintain a focus in determining whether job knowledge, skills, and abilities learned above and beyond formal military training are of post-secondary rigor.

Military Guide: Occupation Exhibit

RADIO CHIEF
0629
Exhibit Dates: 9/09–Present.

Occupational Field: 06 - Communications.

Career Pattern
SSGT: Staff Sergeant (E-6). *GYSGT:* Gunnery Sergeant (E-7). May progress to MOS 0629 from MOS 0621, 0622, 0623, 0627, 0628 (Private to Sergeant).

Description
Radio chiefs supervise the installation and operation of fixed and field radio stations, microwave stations, and visual signaling stations. They prepare and execute radio communication plans vital to successful unit deployments with regard to highly mobile and reliable communications. Additionally, radio chiefs develop a systems approach toward communications, understanding wire and data communication equipment capabilities and systems integration.

Related Competencies
Computer applications topics include MS Excel, MS PowerPoint, and MS Word. *Business communications* topics include briefing, electronic messages, interpersonal communications, oral communications, presentation skills, and report writing. *Human resources management* topics include counseling, mentoring, motivation, performance evaluation, safety management, scheduling, and supervision. *Radio operation and troubleshooting* topics include communication equipment, data transfer, electronic protection, electronic warfare, multiplexer configuration, power requirements, and satellite radio systems maintenance.

Recommendation
SSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in computer applications, 3 in business communications, 1 in human resources management, and 2 in radio operation and troubleshooting (9/09)(9/09).

GYSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in computer applications, 3 in business communications, 1 in human resource management, and 2 in radio operation and troubleshooting (9/09)(9/09).

Course & Occupational Mapping in Motion

Fayetteville Tech Community College
http://www.faytechcc.edu/ft_bragg/transition/credit-for-learning.asp

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

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

Miami Dade
http://www.aacc.nche.edu/Resources/aaccprograms/cwed/supportingveterantransfersuccess/Pages/MiamiDadeCollege.aspx

Systems Work

Georgia

Adult Learning Consortium (ALC)

West Virginia

Regents BA and DegreeNow! Leading to statewide focus on PLA

Tennessee

Broad definition of CPL leads to transferability (BeginAgainTN.org)

Ohio: Legislation and System Approach
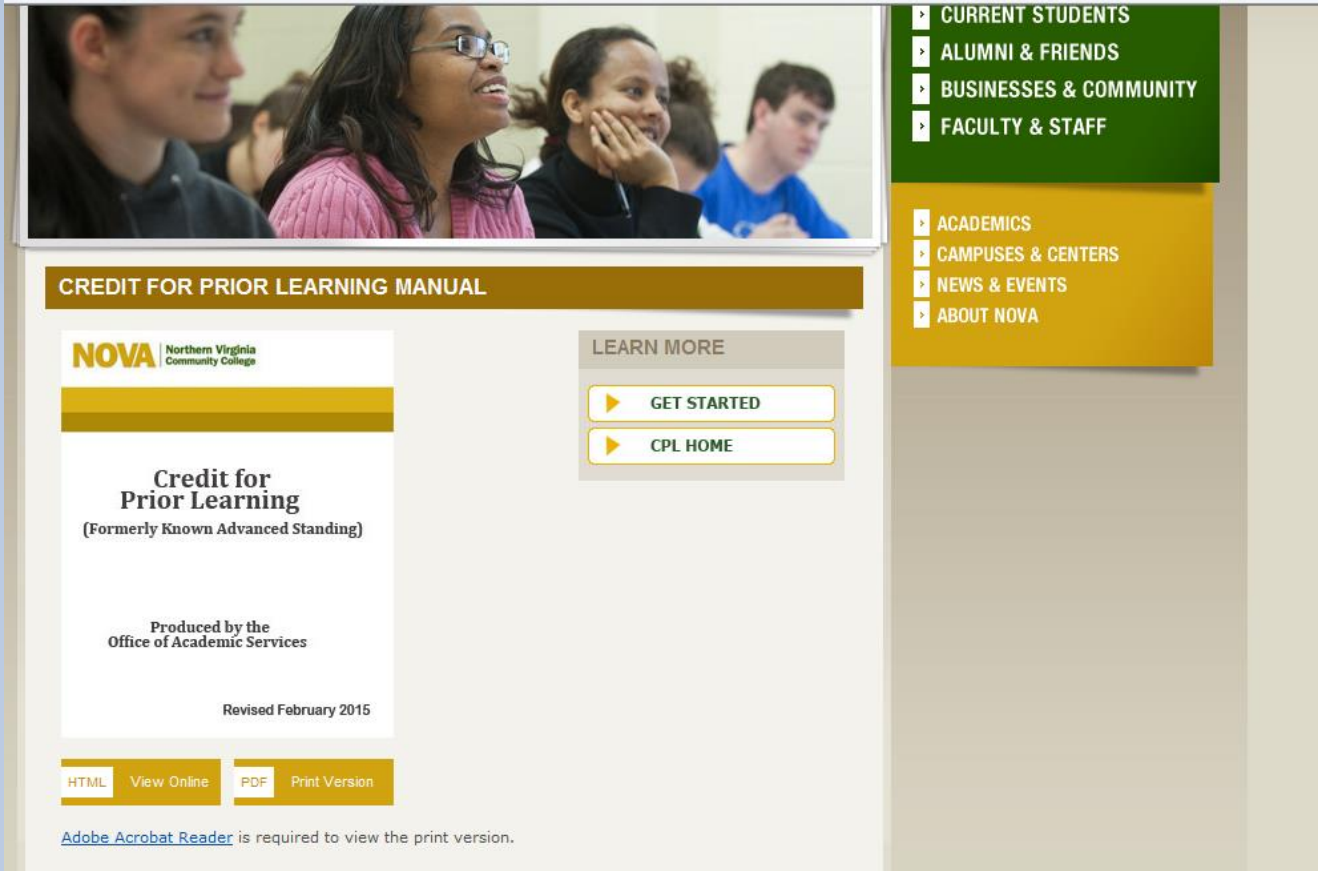
- **State wide PLA Summits**
- **PLA Working Groups**
- **M-Tag Faculty Panels**
- **Regional Workshops**
- **Train the Trainer Sessions**

https://www.ohiohighered.org/ohio_values_veterans

Faculty Engagement: Developing an Alternative Credit Program

- **Faculty Driven**
  - Faculty engaged in process from the beginning
  - Faculty provide oversight with external CPL (CLEP, DSST, and other ACE approved coursework
  - Faculty oversee quality of Competency Based Exams

- **Encouraging Engagement**
  - Alternative education begins with admissions; supported by advising team and full-time coordinator
  - Documentation is found online, in catalog, and on student portal
  - Process is accessible and user friendly

- **Monitoring Results**
  - Developed evaluation process for determining program effectiveness
    - Are students using it?
    - Does it decrease time to completion?
    - Are students using alternative credit as capable as students in courses?

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CPL Outreach and Advising

https://www.nvcc.edu/academics/additional-learning-opportunities/cpl/manual/index.html

Employers & Education Vendors

Agencies, Exams & Associations

Faculty Review Process

Not all courses receive credit. Courses may fail to receive a credit recommendation for several reasons:

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.

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Serve as an Evaluator

- You must be actively teaching college-level courses.

- When your discipline expertise is needed, you are contacted directly to serve on the ACE team.

- ACE pays all evaluators an honorarium and travel.

www.acenet.edu/evaluators

evaluator@acenet.edu

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Questions

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Awarding Credit for Non-Traditional Learning

Background:

Credit for non-traditional learning encompasses many different methods of learning and has significant impacts for students and institutions. Classifying and awarding credit for areas that fall outside of traditional college courses has been a highly discussed topic throughout the Washington Community and Technical College system (CTC), on the state level and on a federal level.

Because coding practices varied greatly, the college presidents assigned the task of establishing standardized coding to the Instruction Commission. A workgroup of the Admissions and Registration Council drafted a framework that provided standardization while allowing for flexibility. The Data Governance Committee routed the proposal to the commissions and approved the final procedures in May 2014. The High School 21+ (HS21+) prior learning assessment coding was added to the document in October 2014.

This document outlines the coding procedures for a systematic approach that will create clarity and standardization while complying with accreditation, national practices, and our existing student management systems. These procedures are based upon information taken from the CTC Articulation and Transfer Council, the State Board for Community and Technical Colleges, existing legislation and the statewide Prior Learning Assessment Workgroup to establish a set process for transcription.

Considerations:

Common topics of discussion were as follows:

1. FTE generation: Eligibility for FTE generation should be pursuant to the SBCTC policy manual.
2. Fees: The fees associated with the evaluation and awarding credit for non-traditional learning are at the discretion of each college. There are no additional fees associated to awarding credit below college level for HS21+.
3. Compliance: The below procedures are in compliance with legislative mandates and accreditation standards. They also create a uniform system for reporting credit awarded to assist with meeting legislative requirements.
4. Grading: If graded, the transcribed passing grade will reflect the grading policies of the college. Unsuccessful attempts/evaluations will not result in transcription.
5. Transcript Notation: Classifications will be noted on transcripts for experiential learning only as described in this document.
6. Implementation timeline: The target implementation date is fall quarter 2014. Colleges may implement these procedures at an earlier time.
7. Financial Aid: Awarding of credits for non-traditional learning may impact financial aid eligibility. In accordance with accreditation standards, Prior Experiential Learning is limited to 25% of a credential. This does not include HS21+ because accreditation has no authority over this category. The other categories have no limitations.
8. Modifications: Modifications to this document will be under the direction of the Data Governance Committee.

March 5, 2015

Procedure Overview:

Credit awarded for non-traditional learning will be transcribed in the year quarter (YRQ/STRM) that it was assessed. Unique codes will be used to assist in tracking and reporting credits awarded for non-traditional learning. In accordance with accreditation standards, credits awarded for prior experiential learning will be differentiated as such on the transcript.

There will be situations where credit may be awarded even though the awarding institution does not have a course which is a direct correlation. In these instances, courses will be transcribed under the general category for which they fulfill (ex. Social Science or Psychology).

The CTC system will recognize four categories of Credit for Non-Traditional Learning, as follows:

1. **Credit by Testing** – *Commonly accepted higher education equivalency exams that are documented via a transcript or other official record.*
   This category will NOT be noted on transcripts as awarded for prior learning and includes:
   a. Advanced Placement (AP)
   b. International Baccalaureate (IB)
   c. College Level Examination Program (CLEP)
   d. DANTES Subject Standardized Tests (DSST)
   e. Cambridge "A" Level Exam

2. **Prior Experiential Learning** – *Knowledge and skills acquired through experience alone, evaluated (subjectively) by faculty via evaluation of a compilation of work.* All prior learning assessment HS21+ credits are awarded through prior experiential learning portfolio review.
   This category WILL be noted on transcripts as awarded for prior learning in accordance with accreditation standards and includes:
   a. Portfolio Review
   b. HS21+ Portfolio Review

3. **Extra-Institutional Learning** – *Knowledge and skills acquired outside the institution and objectively verified through third-party certifications, industry-recognized testing/training, crosswalks.*
   This category will NOT be noted on transcripts as awarded for prior learning and includes:
   a. Individual industry certifications (e.g., NCLEX-RN)
   b. Occupational Crosswalks (Police, Fire, AmeriCorps, Military, etc.)
   c. American Council on Education (ACE)

March 5, 2015

4. **Course Challenges** – *Challenge examinations are sufficiently comprehensive to determine that the student has the same knowledge and skills as those students who enroll in, and successfully complete, the course. A student should have previous training, private study, work experience, or other bona fide qualifications indicating the student has knowledge or abilities equivalent to course completers.*

   Some course challenges occur prior to enrollment in the course and others are assessed after registration. If the assessment occurs prior to enrollment, the student should not be registered in the course, but be charged a fee and the credit awarded through direct transcription with the corresponding section code as shown below.
   This category will NOT be noted on transcripts as awarded for prior learning.

Legacy Direct Transcription Procedure:

When awarding credit for prior learning in the legacy system, use the direct transcription procedure and designated Section code as described below.

Credit by Testing
  - o **A#P** – Advanced Placement (AP)
  - o **I#B** – International Baccalaureate (IB)
  - o **C#P** – College Level Examination Program (CLEP)
  - o **DST** – DANTES Subject Standardized Tests (DSST)
  - o **CLE** – Cambridge "A" Level Exam

Prior Experiential Learning
  - o **PEL** - Portfolio Review (college level credits)
  - o **HSP** – HS21+ Portfolio Review (less than college level credits)

Extra-Institutional Learning
  - o **CRT** - Individual industry certifications
  - o **OCW** - Occupational Crosswalks
  - o **ACE** – American Council on Education (ACE)

Course Challenges
  - o **CBE** – Credit by Exam

If equivalent course exists:
1. Instruction approves the awarding of credit.
2. Course information is directly transcribed in screen SM6013.
    a. Utilize unique section codes, as previously defined (i.e. "A#P","PEL", "OCW").
    b. Utilize a valid item number associated to the course in which credits are being granted. (This is for PeopleSoft conversion purposes.)
    c. If graded, the transcribed PASSING grade will reflect the grading policies of the college. Unsuccessful attempts/evaluations will not result in transcription.
    d. YRQ awarded is YRQ posted. A specific YRQ is used, *not* a universal YRQ (Z999).
3. For experiential learning only, notation is made in the transcript comments screen (SM6012)
    a. Use a specific YRQ , *not* a universal YRQ (Z999).
    b. Specific course and source are noted with consistent language (abbreviations will be used as needed)
        Examples
        1. "ENGL&101 awarded from Exp Learning"
        2. "CMST&210 awarded for Exp Learning"
        3. "ENGL 95 awarded from HS21+ Exp Learning"

For course challenges when the student is registered and tuition is charged:
    a. Create a new section of the class using section code "CBE"
    b. Enroll the student into this section.
    c. Grade the student per college grading policy.

For course challenges when the student is not registered into the class and a fee is charged, use the above noted direct transcription procedure with a section code of "CBE".

If equivalent course does not exist:
1. Noted as a comment on the transcript.
2. Instruction approves the awarding of credit.
3. Notation is made in the transcript comments (SM6012)
    a. Specific YRQ is used, *not* Z999.
    b. No grade is awarded because it is not an available field.
    c. Category, credits and source are noted with consistent language.
        i. Examples
            1. "10 credits Soc Science awarded from AP"
            2. "10 credits Soc Science awarded from IB"
            3. "10 credits Soc Science awarded from CLEP"
            4. "10 credits Soc Science awarded from Cambridge"
            5. "10 credits Soc Science awarded from Exp Learning"
            6. "5 credits Soc Science awarded from HS21+"

March 5, 2015

PeopleSoft Campus Solutions Procedure:

When awarding credit for prior learning in the PeopleSoft Campus Solutions system, there are four options:

- o Test Credit (for Credit by Testing)
- o Other Credit (for Prior Experiential Learning)
- o Class Enrollment (For Course Challenges)
- o Transfer-In (for Extra-Institutional Learning)

To award credit through Test Credit:
1. On the Test Results Page, enter test scores
2. On the Test Credits – Automated Page, complete the following steps:
   a. Identify the student's Academic Program and Plan
   b. Assign an articulation Term
   c. Fetch test scores from Test Results Page
   d. Evaluate the scores
   e. Accept or deny test credit
   f. Determine equivalent courses, credit, and grade
   g. Post-test credits to student's transcript

To award credit through Other Credit: *(For Prior Experiential Learning Only)*
1. On the Other Credits – Manual Page, complete the following steps:
   a. Identify the student's Academic Program and Plan
   b. Assign an articulation term
   c. Accept or deny the credit
   d. Determine equivalent course, credit, and grade

   For College Level Credits:

   e. Select "PEL-PR" in the Other Credit Type field.
   f. Enter "PEL-Portfolio Review [Subject and Catalog Number]" in the Description field.
      Example: "PEL-Portfolio Review ENGL& 101"
   g. Post credit to student's transcript

   For HS21+:

   e. Select "PEL-HS" in the Other Credit Type field.
   f. Enter "PEL-HS 21+ Portfolio Review [Subject and Catalog Number]" in the Description field.
      Example: "PEL-HS 21+ Portfolio Review ENGL& 090"
   g. Post credit to student's transcript

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To award credit through Class Enrollment:

1. If the student is registered and charged tuition:
    a. Create a new section of the class for course challenge.
    b. Add a course attribute of "SCBE" to designate this class section as a course challenge.
    c. Enroll the student in the section.
2. If the student is charged a fee:
    a. Create a new section of the class for course challenge.
    b. Set the Class Sub Fees Charge Method to "Not included in term tuition".
    c. Add a course attribute of "SNFG" to exclude this class from FTE calculations.
    d. Add a course attribute of "SCBE" to designate this class section as a course challenge.
3. Grade the student per college grading policy.

To award credit through Transfer-In:

On the Course Credits Manual Page, complete the following steps for transfer-in credits:

1. Identify the student's Academic Program
2. Enter the Source Institution information
3. Enter the incoming course and credit information
4. Assign equivalent course, credit, and grade
5. Post credit to transcript

March 5, 2015