

## **About Military Evaluations**

Since 1945, the American Council on Education (ACE) has provided a collaborative link between the military and higher education. The ACE Military Evaluations (MilEval) program is funded through a contract from the Department of Defense (DoD) managed by the Defense Activity for Non-Traditional Support (DANTES). Through the review of military training (courses) and experiences (occupations), ACE evaluations result in academic credit recommendations in terms of semester hours for members of the Armed Forces.

The Military Guide on the ACE website ([www.acenet.edu/militaryguide](http://www.acenet.edu/militaryguide)) presents ACE credit recommendations for more than 24,000 courses and 3,600 occupations that have been evaluated since 1954 and 1974 respectively. (Actual credit transferred is solely at the discretion of the college or university.)

### ***Academic Institutions***

- ◆ *Enhancing opportunities for new, highly motivated learners*
- ◆ *Promoting consistency in the award of credit*
- ◆ *Aligning certificate and degree programs*
- ◆ *Translating military-specific language into academic terms on official transcripts*

### ***Military Learners***

- ◆ *Increasing access to postsecondary education*
- ◆ *Facilitating degree completion*
- ◆ *Providing avenues to attain civilian jobs and professional credentials*

### ***Military Training Organizations***

- ◆ *Validating the quality and integrity of military training*
- ◆ *Creating an alignment and consistency in documenting training across the services*
- ◆ *Conserving Department of Defense tuition assistance funds*

## **The Joint Services Transcript (JST)**

The JST is an academically accepted document that validates a service member's occupational experience and formal military training along with the corresponding American Council on Education (ACE) college credit recommendations. It is owned and issued by the Army, Marine Corps, Navy, and Coast Guard and replaces the Army/American Council on Education Registry Transcript System (AARTS), the Sailor/Marine American Council on Education Registry Transcript (SMART), and the Coast Guard Institute (CGI) Transcript. ACE supplies data that populates the JST and performs quality checks on the transcript, but ACE cannot make changes to this document; only the applicable service representatives are allowed to update information on the document.

Air Force service members obtain transcripts from the CCAF (Community College of the Air Force).

For more information about these programs, please contact:  
Military Programs at [MilitaryEd@acenet.edu](mailto:MilitaryEd@acenet.edu)  
[www.acenet.edu/militaryprograms](http://www.acenet.edu/militaryprograms)

### **Who are ACE evaluators?**

ACE evaluators are teaching college-level courses at an accredited institution recognized by the Council for Higher Education Accreditation (CHEA). The faculty are required to have at least 5 years of teaching experience.

### **What is an ACE evaluation?**

An ACE evaluation is a rigorous, hands-on assessment 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 ACE CREDIT® program for other corporate and government clients.

### **What is a course review?**

Validated by the ACE criteria of eligibility, formal courses are assessed for their content, scope, rigor, breadth and depth of learning in comparison to post-secondary education curriculum. 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.

### **What is an occupation review?**

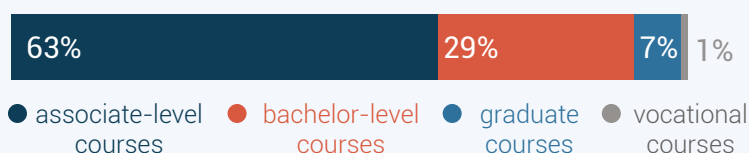
The occupation evaluation is an assessment of the "profession" assigned to the service member to determine what learning has occurred above and beyond formal military training. The process involves an extensive review of the official branch of service materials (occupation manuals, task standards, etc.) 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.

# ACE'S MILITARY EVALUATION PROGRAM

The Military Evaluation Program is the nation's leader in translating military education and training outside the classroom into college credit.

## LINKING REAL-WORLD EXPERIENCE TO CLASSROOM EXPECTATIONS

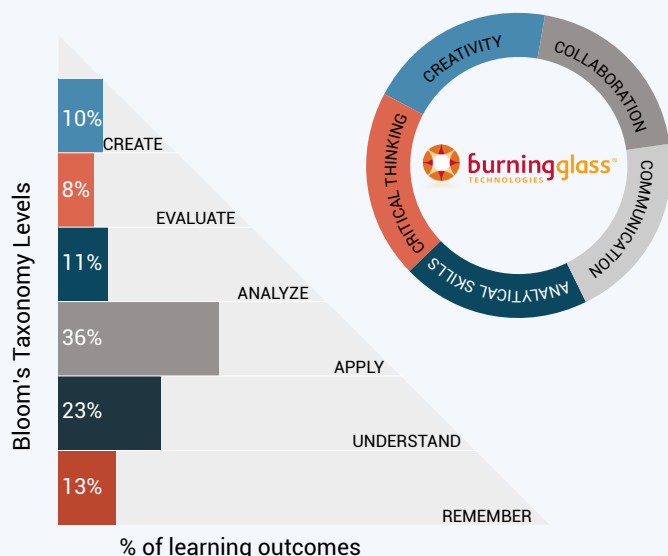
In one year's time, 543 military courses earned recommendations for college credit.



97% OF THE COURSES EVALUATED EARNED AT LEAST 3 CREDIT HOURS

## DEPTH OF LEARNING EVALUATED

**Not all learning is the same.** Bloom's taxonomy is a framework used to measure the complexity of learning within the education and training experiences. Over 50% of evaluated learning outcomes align with high-demand and applied skills identified in research by Burning Glass Technologies.\*



## 2017-18 TOP EVALUATED FIELDS OF STUDY



### INFORMATION TECHNOLOGY

51% of courses evaluated

computer systems management, networking, electronic systems management



### LEADERSHIP & MANAGEMENT

44% of courses evaluated

leadership, operations management, decision-making and problem solving



### OPERATIONS & LOGISTICS

42% of courses evaluated

information operations, equipment operations, strategic planning



### BUSINESS & COMMUNICATIONS

18% of courses evaluated

communications, organizational behavior, business management



### CYBER SECURITY

10% of courses evaluated

cyber operations, network security, information systems

1000+ EXPERT FACULTY CONDUCT ACE REVIEWS.  
2/3 HOLD TERMINAL DEGREES.

## Course Review Checklist and Notes:

### Thoughts:

1. As an evaluation team, we are not casting judgment about how the course has been constructed or being delivered; stay focused on the learning that is occurring within the course and whether it warrants post-secondary credit recommendations.
2. This is a formative tool designed to support evaluator collaboration, discussion, and findings. You are exercising your professional judgment with a perspective not only from your academic institution, but based on the current curriculum trends across the country.
3. Reference the **Definition of Terms** tool as supporting guidance.

### Section 1: Course planning resources

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

### Section 2: Instructional Materials / Resources

	Yes	No	N/A	Notes
A) The quantity and type of instructional materials are sufficient to align with the learning outcomes				
B) The lesson plans relate to the learning outcomes				
C) The lesson plans address a skill, behavior or knowledge to be learned				

### Section 3: Academic Content

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

#### Section 4: Assessments

	Yes	No	N/A	Notes
A) The assessment plan is clear				
B) There are assessments that monitor student learning				
C) There are assessments that evaluate student learning				
D) Firm identification (authentication) of the learner is documented				
E) The assessment methods are appropriate for the content and expected learning outcomes				
F) The assessments accurately measure the learning outcomes				
G) The rubrics are clearly defined				
H) There is a documented, minimum pass rate				
I) There are unique or specific assessment criteria that need to be noted				
J) For online assessment, there is a plan for test bank question development				

#### Section 5: Final Credit Recommendation (ACE Team Work)

	Yes	No	N/A	Notes
A) There is direct alignment with the learning outcomes and the recommended credit subject areas				
B) The subject area aligns to courses found in current college curricula				
C) The level (V, L, U, G) aligns to learning outcome categories in Bloom's taxonomy				
D) The semester hours are appropriate to the breadth and depth of the outcomes and content				
E) The overall minimum passing score is at least 70% for undergraduate and 80% for graduate credit recommendation				

Term	Definition
<b>Academic Hours</b>	Those hours within the delivery of a program of instruction that are instructor led or which are performed under the supervision of the instructor.
<b>Analysis, Design, Development, Implementation, and Evaluation (ADDIE Model)</b>	A method of curriculum design that incorporates the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) phases. Core to the ADDIE model is the establishment of Terminal and Learning Objectives to derive the desired learning outcomes by the students for each module of instruction.
<b>Assessment</b>	Refers to the wide variety of methods that educators use to evaluate, measure and document the academic readiness, learning progress, and skill acquisition of students. These may be standardized tests or performance assessments among others. The assessment should be rigorous in that it should be of such complexity as to properly evaluate the learning desired for the scope of the course.
<b>Clinical</b>	Education conducted in an operational medical setting such as patient encounter clinics, hospitals, laboratories, examinations, and ambulance transports.
<b>Community College of the Air Force (CCAF)</b>	The Community College of the Air Force is a regionally accredited degree granting institution for enlisted airmen. ACE does not evaluate courses that fall under CCAF.
<b>Content</b>	The knowledge, skills and attitudes imparted by learning areas/subjects, cross-cutting approaches and performance activities. Topics and subjects are current and align with higher education, professional, national, state, and/or local standards of curriculum. A connection to higher education level concepts exist, are clear and descriptive. Resources and materials are cogent with higher education.
<b>Course Description</b>	The identification of the course materials including items such as content, goals, objectives or outcomes and scope.
<b>Course Goal</b>	The course goal simply states the intent or desired accomplishment of what the course is designed to teach the student.
<b>Course Terminal Objective</b>	Describe the learner's expected level of performance by the end of the course/training and describe results of the training not the processes to achieve the learning.
<b>Defense Activity for Non-Traditional Education Support (DANTES)</b>	Defense Activity for Non-Traditional Education Support (DANTES) manages the contract between ACE Military Programs and the Department of Defense. DANTES helps service members and veterans achieve their educational goals through a variety of partnerships.
<b>Enabling Objective</b>	Define the skills, knowledge, or behaviors students must demonstrate through performance and/or assessment in order to successfully complete terminal objectives.
<b>Exhibit</b>	The output of the data from the Military Guide, organized by ACE ID number. Course exhibits include data on course title, number, dates, academic hours, learning outcomes, course topics, and credit recommendations. Occupation exhibits contain the occupation title, designator, dates, description, learning outcomes, and credit recommendations.
<b>Exit Briefing</b>	The unofficial report of the overall credit hour recommendation summary for each course and/or occupation given to the military Points of Contacts (POC) at the conclusion of the review. The exit briefing is led by the Field Coordinator with the ACE faculty evaluator team in attendance.

Term	Definition
<b>Graduate Level</b>	This category reflects the content and scope of courses found in graduate programs. Requires one or more of the following: independent study, original research, critical analysis, and the scholarly and/or professional application of the specialized knowledge or discipline. Pass rate must be 80% or higher.
<b>In Briefing</b>	A presentation given at the beginning of the review where the Field Coordinator describes the purpose of the review and introduces the evaluator team and the military course/occupation managers brief the team on the courses/occupation under review and introduce key staff. Course in brief includes: mission, instructor/student profile, prerequisites, learning and assessment strategies, and any unique nuances or relationships of courses under review. Occupation in brief includes: description, formal training, on-the-job training requirements, career trajectory information, overall number of personnel in occupation.
<b>Independent study Credit Hour</b>	For the purposes of direct assessment, independent study occurs when a student follows a course of study with predefined objectives but works with a faculty member to decide how the student is going to meet those objectives. The student and faculty member agree on what the student will do (e.g., required readings, research, and work products), how the student's work will be evaluated, and on what the relative timeframe for completion of the work will be. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program. <i>Source:</i> 34 CFR 668.10
<b>Instructor Materials</b>	All materials used by the instructor to deliver the course, including lesson plans, presentations, instructor handbooks, lecture notes, curriculum outlines, etc.
<b>Joint Services Transcript (JST)</b>	The JST is the Joint Services Transcript. It is an academically accepted document that validates a service member's occupational experience and formal military training along with the corresponding American Council on Education (ACE) college credit recommendations. It is owned and issued by the Army, Marine Corps, Navy, and Coast Guard and replaces the Army/American Council on Education Registry Transcript System (AARTS), the Sailor/Marine American Council on Education Registry Transcript (SMART), and the Coast Guard Institute (CGI) Transcript. ACE supplies data that populates the JST and performs quality checks on the transcript, but ACE cannot make changes to this document; only the applicable service representatives are allowed to update information on the document.
<b>Lower Division</b>	At the lower undergraduate level (freshman, sophomore, associate degree level) the scope of a recommended equivalent is sufficient to provide a student with the knowledge and understanding necessary to utilize basic terminology, principles, methods and perspectives as a foundation for more advanced study and/or application in a general or specific discipline. The learning outcomes are mostly assessed and aligned with lower level Bloom's Taxonomy categories
<b>Military Guide</b>	The online resource for all military courses and occupations reviewed by ACE since 1954, available at <a href="http://www.acenet.edu/militaryguide">www.acenet.edu/militaryguide</a> . The Guide is updated daily and is searchable by military branch, course number/occupation designator, keyword title, and subject area credit recommendations.
<b>Performance Assessment</b>	A type of assessment that typically require students to complete a complex task, such as a writing assignment, science experiment, speech, presentation, performance, or long-term project. These activities will often use scoring guides, rubrics, and other methods to evaluate whether the work produced by students shows that they have learned what they were expected to learn.
<b>Practical Exercises</b>	Techniques used during an educational session that permits students to acquire and practice the knowledge, skills, and attitudes necessary to successfully perform

Term	Definition
<b>Program of Instruction (POI)</b>	one or more learning objective. Similar to a syllabus, the POI is the planning document outlining the description, mission, scope, learning outcomes, academic hours, topics, and assessment strategies for the course. Approximately 60 working days before the review, POIs are sent to Military Evaluations at <a href="mailto:mileval@acenet.edu">mileval@acenet.edu</a> for processing. The same POI that was submitted to ACE must be presented during the course review.
<b>Rigor</b>	Demanding curriculum that causes the employment of critical-thinking skills to assimilate, adapt and apply the content, and which is appropriately assessed to the designed scope. Student learning outcomes clearly align with course objectives and assessments. Measurable understanding of content and/or application of knowledge, through assessment, promotes multiple and varied complex opportunities to demonstrate evidence of learning.
<b>Scope</b>	Describes the expectations and breadth of what is to be covered in a given content area and the overall instructional goals including content, skills, and knowledge needed. Breadth and depth of content is current and consistent with higher education foci. Measurable, cumulative, and supportive evidence are present.
<b>Semester Credit Hour or Semester Hour:</b>	Credit hours are used by most U.S. higher education institutions to calculate, record, and interpret the amount of earned academic or training credits that students accumulate en route to earning certifications, diplomas, degrees, and other qualifications. Institutions typically use credit hours to record all types of academic work including independent research and not just taught courses. <i>Source: (U.S. Network for Education Information-USNEI)</i>
<b>Student Learning Outcomes (or) Learning Outcomes</b>	These statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes and should flow from a needs assessment. The needs assessment should determine the gap between an existing condition and a desired condition. Learning Outcomes have 4 distinguishing characteristics: <ul style="list-style-type: none"> <li>(1) The specified action by the learners must be observable.</li> <li>(2) The specified action by the learners must be measurable.</li> <li>(3) The specified action must be done by the learners.</li> <li>(4) The specified action must be assessable.</li> </ul> <p>Module Goals and Learning Outcomes are equal to the Terminal &amp; Enabling Objectives used in the ADDIE model of curriculum design.</p>
<b>Student Materials</b>	All the resources students use during the course, including handouts, workbooks, class activities, textbooks, and reference materials.
<b>Training Start Date (TSD)</b>	The date indicated on the POI and other course planning documents corresponding to when the curriculum was implemented. The TSD is used to align the particular version of the course taken by the service member, as recorded in his personnel record, with the version of the curriculum reviewed by ACE, as recorded in the Military Guide, so that it populates the Joint Services Transcript appropriately.
<b>Upper Division</b>	At the upper division (junior or senior level) the scope of a course recommended for equivalency must be sufficient to fit in a predetermined continuum in a specific field or discipline. Courses at this level may require prerequisites and are often highly specialized. Courses at this level reflect theoretical understanding and

Term	Definition
	appreciation as well as incorporating higher level thinking skills such as reflection and metacognition.
<b>Vocational Certificate Level</b>	This category describes course work normally offered in certificate or diploma (non-degree) programs that are usually a year or less in length and designed to provide students with occupational skills. This course work also can be found in curricula leading to associate degrees in applied sciences. Course content is specialized and the accompanying shop, laboratory, or similar practical components emphasize procedural more than analytical skills.



## Enlisted Paths of Progression

Enlisted Level	Army		Marine Corps	Navy	Coast Guard	Air Force
	Rank	Occupation Skill Level	Rank	Rank	Rank	Rank
E-1	Private (PV1)	Skill level 10	Private (PVT)	Seaman Recruit (SR) Seaman Recruit (SR) Fireman Recruit (FR) Airman Recruit (AR) Construction Recruit (CR) Hospital Recruit (HR)	Seaman Recruit (SR)	Airman Basic (AB)
E-2	Private (PV2)	Skill level 10	Private First Class (PFC)	Seaman Apprentice (SA) Seaman Apprentice (SA) Hospital Apprentice (HA) Fireman Apprentice (FA) Airman Apprentice (AA) Construction Apprentice (CA)	Seaman Apprentice (SA)	Airman (Amn)
E-3	Private First Class (PFC)	Skill level 10	Lance Corporal (LCpl)	Seaman (SN) Seaman (SN) Hospitalman (HN) Fireman (FN) Airman (AN) Constructionman (CN)	Seaman (SN)	Airman First Class (A1C)
E-4	Corporal (CPL) or Specialist (SPC)	Skill level 10	Corporal (Cpl)	Petty Officer Third Class (PO3)	Petty Officer Third Class (PO3)	Senior Airman (SRA)
E-5	Sergeant (SGT)	Skill level 20	Sergeant (Sgt)	Petty Office Second Class (PO2)	Petty Office Second Class (PO2)	Staff Sergeant (SSgt)
E-6	Staff Sergeant (SSG)	Skill level 30	Staff Sergeant (SSgt)	Petty Officer First Class (PO1)	Petty Officer First Class (PO1)	Technical Sergeant (TSgt)
E-7	Sergeant First Class (SFC)	Skill level 40	Gunnery Sergeant (GySgt)	Chief Petty Officer (CPO)	Chief Petty Officer (CPO)	Master Sergeant (MSgt)
E-8	Master Sergeant (MSG) or First Sergeant (1SG)	Skill level 50	Master Sergeant (MSgt) or First Sergeant (1stSgt)	Senior Chief Petty Officer (SCPO)	Senior Chief Petty Officer (SCPO)	Senior Master Sergeant (SMSgt)
E-9	Sergeant Major (SGM) or Command Sergeant Major (CSM)	Skill level 50  Skill level 60* (*For some fields, not all.)	Master Gunnery Sergeant (MGySgt) or Sergeant Major (SgtMaj)	Master Chief Petty Officer (MCPO)	Master Chief Petty Officer (MCPO)	Chief Master Sergeant (CMSgt)

# Become a Faculty Evaluator for ACE's Military Programs

## Would you like to serve as a faculty evaluator?

If you are actively teaching college-level courses and would like to assist in recommending academic credit for learning in an extra-institutional setting, we invite you to join our pool of faculty evaluators. To qualify, you must be actively teaching college-level courses at an accredited institution recognized by the Council for Higher Education Accreditation and have at least five years of teaching experience.

To apply, complete the Evaluator Response Form at [www.acenet.edu/evaluatorform](http://www.acenet.edu/evaluatorform) and attach a current curriculum vitae. Detailed information can be found at [www.acenet.edu/evaluators](http://www.acenet.edu/evaluators).



## ACE wants you to serve as a faculty evaluator!

- Evaluate military training and make college credit recommendations
- Enhance access and degree completion for military students
- Network and collaborate with peers
- Earn an honorarium, have fun, and travel
- Fulfill your obligation for service to the community
- Promote quality and consistency in credit awards and align degree programs at academic institutions

*For more information, please contact:*

Dawn Light, Associate Director, Military Programs, at [dlight@acenet.edu](mailto:dlight@acenet.edu)  
[www.acenet.edu/evaluators](http://www.acenet.edu/evaluators)

**ACE**® American  
Council on  
Education®  
*Leadership and Advocacy*

## Evaluator FAQs

### How am I selected to serve as a reviewer?

After you have completed the application process, ACE will keep your information on file and contact you for availability if an upcoming review requires your area of expertise. We typically reach out to see if you are available two months ahead of the review and confirm your selection for the review one month prior.

### How are the course reviews conducted?

Reviews take place at military installations across the United States. Faculty evaluators review course materials to assess whether the courses have the appropriate content, scope, and rigor for college credit recommendations. We also conduct some reviews virtually in a SharePoint platform, which offers flexibility if your schedule prevents travel to a location.

### How are the occupation reviews conducted?

Occupation reviews are always conducted onsite at military installations. Faculty evaluators examine occupational standards and interview service members to validate on-the-job learning and make appropriate college credit recommendations.

### Will I receive training?

Yes, you will be scheduled for a training via a webinar prior to your first review. Veteran faculty evaluators will also mentor you during the review.

### What is the time commitment?

Onsite reviews vary in length from one day to four days, depending on the scope. There is no set time commitment for serving as an evaluator. It's based on what your schedule will allow.

### How am I compensated?

ACE pays all evaluators an honorarium of \$500 per review day for onsite reviews as well as per diem and travel expenses. The honorarium is not received for travel days. For virtual reviews, ACE pays a set honorarium of \$500.

## About Military Evaluations

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

**Join our team today! Apply at [www.acenet.edu/evaluatorform](http://www.acenet.edu/evaluatorform).**