

Supporting Adult Learners: Credit for Prior Learning Pathways

American Council on Education
Center for Education Attainment and Innovation
College and University Partnerships

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Session Agenda

- **Overview: PLA & ACE**
- **ACE Review Process & Faculty Perspectives**
- **A Case for PLA & Institutional Practices**
- **Q&A**

Presenters

**Mary Beth Lakin, Director
College and University Partnerships
American Council on Education**

**Patricia Brewer, Ed.D.
Midwest Regional Liaison
American Council on Education**

PLA Trends

What is PLA: Processes for evaluating and demonstrating knowledge and skills in order to award college credit for learning from:



**On-the-job
learning**



**Employer &
Workforce
Training**



**Independent
study and
other learning
options, such
as MOOC's**



**Military
service**



**Volunteer
service**

What PLA Tools Are Available?

**National Exams: CLEP
& other Standardized
Tests, such as DSST,
Excelsior, & UExcel**

**ACE military &
corporate credit
recommendations**

Stacking & Mapping

**Departmental
Proficiency Tests**

**Locally developed
Articulation
Agreements**

**Individualized
Assessments, such as
Portfolios**

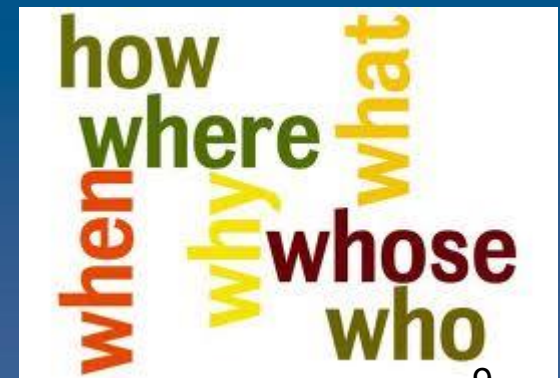
Why PLA Now?



ACE 2012 Survey Found

- Learner confusion about options, processes, & points of contact
- Need for more easily accessible policies & practices
- Lack of awareness resulted in low demand and perception of low need
- Information sharing gaps across employers, colleges, and students

*Credit for Prior Learning:
from the student, campus, and industry perspectives
ACE Center for Policy Research and Strategy, 2013*



ACE

Founded in 1918, ACE is the major coordinating body for U.S. higher education institutions, representing more than 1,600 college and university presidents and more than 200 related associations.

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

ACE's Center for Education Attainment and Innovation



ACE Review: Military & Workplace



Guides Online & Transcripts



Partnerships & Pathways

Employers & Education Vendors



DALE CARNEGIE TRAINING®



coursera



Microsoft®



Agencies , Exams & Associations

PROMETRIC

Test Development Solutions



National Aeronautics and Space Administration



NATIONAL CAREER READINESS CERTIFICATE®



FEMA

Emergency Management Institute



The National Guide



National GUIDE

Find a COURSE OR EXAM

Colleges and UNIVERSITIES

Request TRANSCRIPTS

ABOUT

CONTACT

the NATIONAL GUIDE TO COLLEGE CREDIT FOR WORKFORCE TRAINING



Welcome to CREDIT

The **American Council on Education's** College Credit Recommendation Service (CREDIT) connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal courses and examinations taken outside the traditional classroom.

The ACE National Guide to College Credit for Workforce Training contains ACE credit recommendations for formal courses or examinations offered by various organizations, from businesses and unions to the government and military.

View organizations below or search for a specific course or exam.

Learn more about CREDIT



the NATIONAL GUIDE

browse organizations



ACT Education Solutions

ACT, Inc. Workforce Development Division

ALEKS Corporation (McGraw Hill)

AMC Logistics Leadership Center

American Bankers Association

American Council on the Teaching of Foreign Languages, Inc.

American Management Association

American Payroll Association (APA)

American Registry of Magnetic Resonance Imaging Technologists

American Society of Military Comptrollers

American Society of Pension Professionals & Actuaries (ASPPA)

ACE Transcript Course Example



Registry of Credit Recommendations

American Council on Education
One Dupont Circle, NW
Washington, D.C. 20036

Send To: lynore_williams@yahoo.com

Transcript Print Date: 09/06/2013

Sent By: Miss. Lynn A williams
One Dupont Circle
NW, Suite 250
Washington, DC 20036

Social Security Number: Not Available

Birth Date: 03/18/1970

ACE Course Number	Date Completed	Title, Description Credit Recommendation
American Health Information Management Association Unique ID: ACE431		
AMHL-0035	06/25/2013	Reimbursement Methodologies 45 hours, (15 weeks). The course is designed to expose the student to contemporary prospective payment systems used by the U.S. government and other key health plans that comprise most patients' source of payment for healthcare services. <i>Credit Recommendation:</i> In the lower-division baccalaureate/associate degree category, 3 semester hours in medical reimbursement methodology and systems.
AMHL-0041	02/25/2012	Cancer Disease Coding and Staging 90 hours, (15 weeks). The course is designed to teach the student about the hundreds of different types of cancer and benign tumors and how to classify these tumors utilizing globally recognized codes. <i>Credit Recommendation:</i> In the lower-division baccalaureate/associate degree category, 3 semester hours in basic oncology anatomy and physiology and 3 semester hours in cancer staging and coding.
Dale Carnegie & Associates, Inc. Unique ID: ACE431		

ACE Military Guide

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Leadership and Advocacy

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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.

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

You can search for courses and occupations using:

- ACE identification number
- Military course number
- Military course title
- Training location
- Dates completed
- Subject and level

RELATED CONTENT

- > Military Guide Home
- > How to use the Military Guide
- > Frequently Asked Questions

[▶ Search Courses](#)

Course exhibits begin with a two-letter code.

[▶ Search Occupations](#)

Occupation exhibits begin with a three-letter code.

More stories on College Credit for Military Service

Occupational Specialty Exhibit

GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

Occupation Exhibit

[Back to Results](#) [Print Page](#)

MCE-0231-001

INTELLIGENCE SPECIALIST
0231

Exhibit Dates: 8/12–Present.

Occupational Field: 02 - Intelligence.

Career Pattern

SSGT: Staff Sergeant (E-6). **GYSGT:** Gunnery Sergeant (E-7). **MSGT:** Master Sergeant (E-8).

Description

Intelligence Specialist is an entry level primary Military Occupation Specialty (MOS). Intelligence specialists are familiar with all phases and facets of intelligence operations. Typical duties of intelligence specialists involve the collection, recording, analysis, processing, and dissemination of information/intelligence. The intelligence specialist, depending on his/her rank, may supervise intelligence sections of commands up to and including a Marine Expeditionary Force (MEF). A percentage of intelligence specialists will undergo foreign language training. Qualified Marines may fill assignments that require foreign language skills to conduct interpretation/translation activities and to exploit foreign language documents and recordings. Department of Defense (DoD) has stated a career goal for professional linguists of achieving Interagency Language Roundtable General Professional Proficiency (level-3) in those modalities (listening, reading, and/or speaking) required to perform his or her primary function. Linguists are encouraged to take advantage of language training events in order to achieve this goal.

Related Competencies

Supervision topics include computer applications, cultural awareness, mentoring, mission planning, organizational staffing, and performance evaluation. **Intelligence studies** topics include analysis, collection, counterintelligence measures, dissemination, information operations, intelligence cycle, and intelligence for strategic and operational planning. **Intelligence analysis** topics include all source information analysis, analysis and production (report writing), critical thinking and reasoning, essential elements of information, indications and warnings, intelligence cycle (process), and target area studies. **Human resource management** topics include budget management, information dissemination, performance evaluation, personnel supervision, strategic planning, and training and development. **Leadership** topics include analytical management, career management, coaching, counseling, mentoring, and policy development.

Recommendation

SSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in supervision. In the upper-division baccalaureate degree category, 3 semester hours in intelligence studies, and 3 in intelligence analysis (8/12)(8/12).

Joint Services Transcript

JOINT SERVICES TRANSCRIPT



UNOFFICIAL

Transcript Sent To:
HEALL, YOUCANBIE

Name: HEALL, YOUCANBIE
SSN: XXX-XX-XXXX
Rank: Staff Sergeant
Status: Active

Military Course Completions

Military Course ID	ACE Identifier Course Title Location-Description-Credit Areas	Date Taken	ACE Credit Recommendation	Level
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750-01 AR-2201-0399 12-JUN-1988 to 14-AUG-1988

Basic Combat Training:

Upon completion of the course, the recruit will be able to demonstrate general knowledge of military organization and culture, mastery of individual and group combat skills including marksmanship and first aid, achievement of minimal physical conditioning standards, and application of basic safety and living skills in an outdoor environment.

• First Aid	1 SH	I
• Marksmanship	1 SH	I
• Outdoor Skills Practices	1 SH	I
• Personal Physical Conditioning	1 SH	I
(10:00)(10:00)		

Occupations Held

Occupation ID	ACE Identifier Title Description-Credit Areas	Dates Held	ACE Credit Recommendation
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563(4) MOS-56M-001 03-OCT-2003

Chaplain Assistant:

Acts as administrative assistant to a military chaplain; performs or supervises office activities such as preparing correspondence and maintaining records; assists the chaplain in preparing for chapel and religious programs comparable to a civilian hospital chaplain's assistant or administrative assistant in a church or synagogue. Prepares facility for services; prepares schedules and religious materials; operates and maintains audio equipment; acts as receptionist; answers routine inquiries; requisitions, receives, and maintains equipment supplies; types letters, messages, forms, and records; maintains files. Provides technical guidance to subordinates in planning and programming religious services and education. Supervises five to eight personnel. Supervises subordinates; coordinates volunteer, part-time, and other personnel; reviews prepared correspondence and reports; participates in planning and programming religious activities.

- Budget Administration 3 SH
- Business Communications 3 SH
- Crisis Intervention 3 SH
- Human Relations 3 SH
- Interpersonal Communication 3 SH
- Office Procedures 3 SH
- Principles Of Supervision 3 SH
- Budget Administration 3 SH
- Business Communications 3 SH
- Crisis Intervention 3 SH
- Human Relations 3 SH
- Interpersonal Communication 3 SH
- Office Procedures 3 SH
- Principles Of Supervision 3 SH

(6:01)(6:01)

College Level Test Scores

College Level Examination Program (CLEP) & DANTES Subject Standardized Tests (DSST)

Date Taken	Title	Recmd Hrs	Required by ACE	Student's Score	Sub Score1	Sub Score2	Verbal Score
11-MAR-2009	Analyzing & Interpreting Literature	6	50	58			
27-JUL-2009	History of the United States I: Early Colonization to 1877	3	50	51			
31-JUL-2009	Ethics in America	3	400	436			
31-JUL-2009	Introduction to Business	3	46	57			
05-AUG-2009	Humanities	6	50	53			
05-AUG-2009	Here's to Your Health	3	400	407			

Defense Language Proficiency Test (DLPT)

Date Taken	Title	Student Score	ACE Recommended Listening	ACE Recommended Reading	ACE Recommended Speaking
20-JUN-2012	Spanish	3+	4L&7U		
21-JUN-2012	Spanish	3+			4L&7U
22-JUN-2012	Spanish	3		4L&6U	

Other Learning Experiences

This section provides a record of the service member's learning experiences that do not have credit recommended for one or more of the following reasons:

- (1) Course has not been evaluated by ACE.
- (2) Class attendance dates were not recorded in the service member's record.
- (3) Course was not completed during the ACE evaluation period.
- (4) Course was not evaluated by ACE at this specific location.

Course ID	Date Taken	Title	Location	Reason
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END OF TRANSCRIPT

***NOTICE TO ALL TRANSCRIPT REVIEWERS:
FOR FULL EXPLANATIONS OF ALL ITEMS FLAGGED ON THIS TRANSCRIPT, PLEASE REFER TO
LEGEND FOLLOWING LAST PAGE OF TRANSCRIPT.**

ACE Recommendations for The College Board

- ACE recommends credit-granting scores and semester hours for CLEP examinations. Each is equivalent to a grade of “C” in the corresponding course.
- The score is determined by a panel of college faculty who perform a review of exam content. College faculty members also recommend a scaled score that is equivalent to a “B” grade.

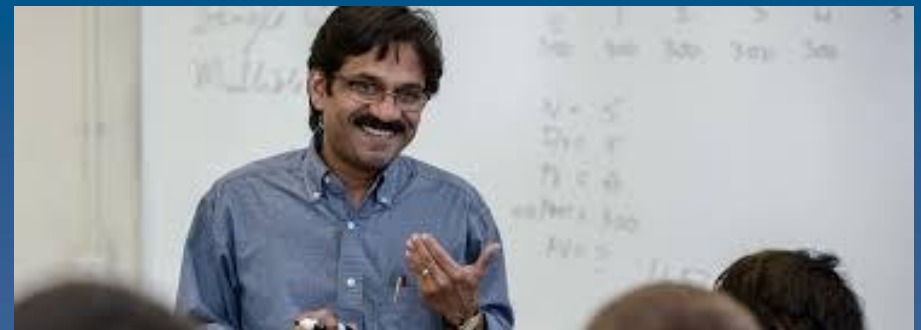
The ACE Credit Review

The ACE Review Process

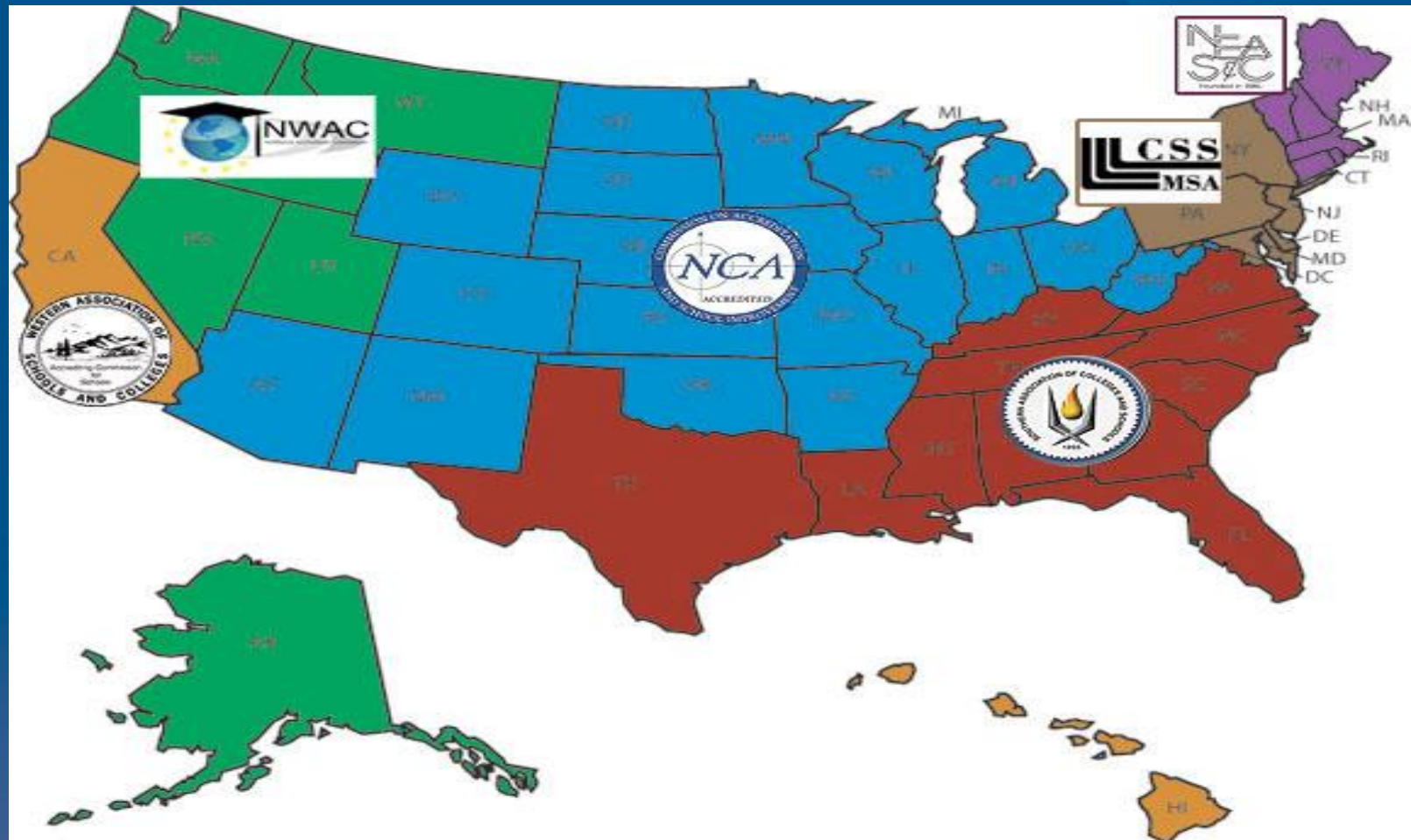
It is the faculty's charge to determine the academic rigor, content equivalency, and scope of the course, based on the depth and breadth of the materials and alignment of learning outcomes with evaluation methods.

Review Team

- Team Coordinator
- Subject Matter Experts selected from college faculties
- Psychometrician if needed



ACE Faculty Review Teams

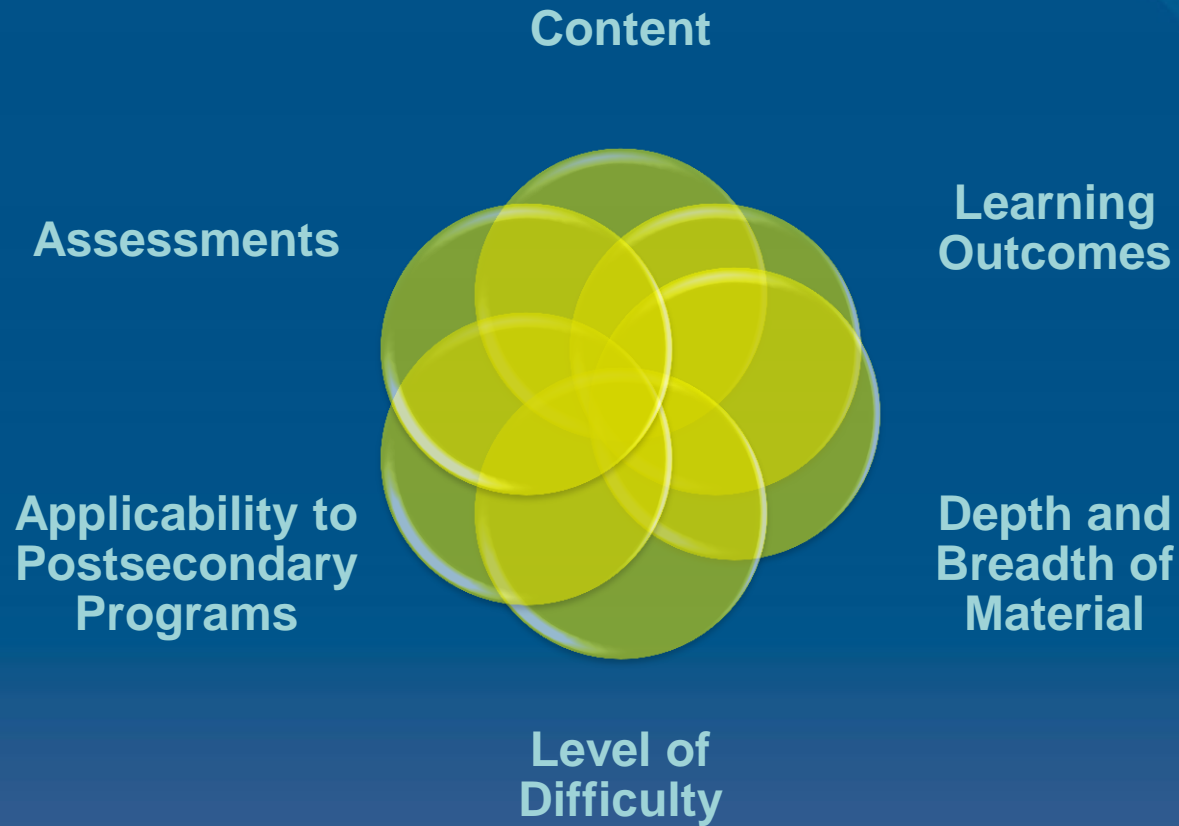


Items Reviewed By Team

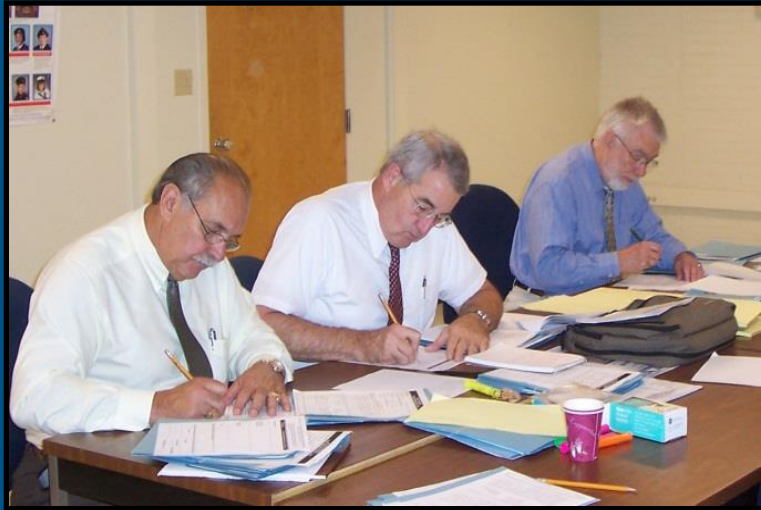


- **Course syllabus**
- **Textbooks**
- **Assessment methods**
- **Student & instructor guides**
- **Laboratory projects**
- **Instructional support materials**
- **Instructor Qualifications**

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

Important Points

- **Course objectives, content and assessments must be congruent**
- **Objectives and credit recommendation should align with Bloom's Taxonomy**
- **Course must be similar to one found in college catalog**
- **Faculty reviewers work in teams to review content, scope and rigor of materials**

ACE Credit College & University Network

- Recognition of ACE Credit Recommendations:
More than 2,000 institutions
- Resource Center: Advocacy & Articulation
- Credits to Credentials™:
Development of Employer Partnerships
- Website Profiles and Success Stories
- Surveys: Learners, Institutions, and Organizations
- Regional Liaisons support network initiatives



Campus Practices that Promote PLA around the Nation

Effective Practice 1

Take a Comprehensive Approach

- Select appropriate PLA tools that match institutional context and curriculum. A variety of tools means institutions can make good matches to student learning.
- Recognize adult learners' diversity and the learning they bring. The more options made available to students, the more opportunity to assess with quality.

Effective Practice 2

Structure Program Management

- Are guided by institutional mission and goals for student learning.
- Establish policies and practices that promote effective PLA program management.
- Ensure faculty involvement in PLA policies and practices.
- Promote the active use of PLA in all degree areas including major requirements and general education.

Effective Practice 3

Offer Professional Development

- Ensure that PLA faculty and staff have adequate professional preparation.
- Encourage faculty and staff to participate in conferences, research, and writing.
- Encourage faculty to include PLA activities in annual reviews, and promotion/tenure evaluations.

Effective Practice 4

Provide Outreach to Students

- Consider appropriate PLA tools for students throughout the course of study - from the first course to graduation.
- Inform students of PLA options when they are admitted.
- Provide expert advising about prior learning assessment.
- Use all types of communication tools to share information with students (social media, website, orientation and more).

Effective Practice 5

Ensure Quality

- Actively collect data on the use of PLA and its impact on retention and completion.
- Share their PLA experiences in publications and learn from other PLA-friendly institutions.
- Pull from best practices guidelines and current research to ensure a quality PLA process.
 - Joint Statement on the Transfer and Award of Credit (CHEA, 2002)
 - *Assessing Learning: Standards, Principles, and Procedures* (Fiddler, Marienau, Whitaker, 2006)
 - Quality in PLA Initiatives (Hoffman, et al., 2009)

Effective Practice 6

Integrate Prior Learning into a Holistic Academic Experience

- Ensure that prior, current, and new learning experiences interact and build on each other.
- Fold PLA into faculty and student understanding of learning outcomes assessment.
- Use theoretical frameworks associated with PLA to enhance pedagogy.



Questions: Use the Q & A feature on the right side of your screen.

**You may also direct questions to Mary Beth Lakin
mlakin@acenet.edu**

Evaluation Survey

Please complete the evaluation survey at the end of this webinar.

Thank you for participating!

