DID YOU KNOW?
The Wisconsin Technical College System, The 16 Colleges of WTCS, and the Wisconsin TAACCCT Consortia were recipients of the 2016 CAEL Institutional Service Award.

This award is given annually to an institution/organization that has provided exceptional service and programs to adult learners and was presented during the 2016 CAEL International Conference held in November 2016.

ACHIEVEMENTS NOTED WERE:

• Since 2012, colleges across the system have worked collaboratively, individually and as a system to increase focus on Wisconsin’s adult learner population and help those learners to turn their work-based and experiential learning into college credit. Fueled by consecutive awards from the federal Trade Adjustment Assistance and Community College Career Training (TAACCCT) grants, the use of Prior Learning Assessment is impacting a wide range of adult learners (notably dislocated workers and veterans), several key industries (notably healthcare, manufacturing and information technology), at colleges in every corner of the state.

• Individual Technical Colleges have been empowered to take leadership on examining and improving PLA processes, modularizing curriculum in order to accommodate more types of non-academic learning, and improving visibility and promotion of PLA programs (referred to as CPL in the Wisconsin network).

• The various TAACCCT consortia have leveraged these efforts to create a common understanding of PLA opportunities and challenges, and the individual efforts to improve processes and promote PLA opportunities has created statewide momentum, truly greater than the sum of the individual parts.

• The Technical College System Office has deftly balanced engagement at key moments, and created space for local innovation at others. By convening important leaders from key technical disciplines early in the process, you have underscored that emphasis on PLA is an academic priority, and one that translates to real-world application within Wisconsin's key industries.

• The system has convened colleges and sparked conversations that address the wide range of opportunities and challenges – including state and institutional policy, performance measures, promotion and marketing, advising, and process improvement. By making resources available for the technical colleges and consortia to invest in professional development and creation of practical tools that facilitate the use of PLA, the WTCS has encouraged and enabled continued investment and innovation across the system.
Military Credit for Prior Learning provides the opportunity for military-connected students to be recognized for college-level learning and/or skills gained from their military training and experience. Western Technical College evaluates military training and experience according to the American Council on Education (ACE) standards for recommended college credit and utilizes the Joint Services Transcript (JST) for evaluation.

The Military Credit for Prior Learning program at Western adheres and maintains best practices in assessing prior learning as recommended by the Council of Adult and Experiential Learning (CAEL).

The information and resources provided in this guide are subject to change.
DID YOU KNOW?

CAEL’s 10 Standards of Assessing Learning are guiding principles and procedures for Credit for Prior Learning (CPL). The Veteran Military Center (VMC) is committed to the fundamental principles these standards represent and place special emphasis on quality assurance while integrating into practice.
1. Credit or competencies are awarded only for evidence of learning, not for experience or time spent.

2. Assessment is integral to learning because it leads to and enables future learning.

3. Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.

4. The determination of credit awards and competency levels are made by appropriate subject matter and credentialing experts.

5. Assessment advances the broader purpose of access and equity for diverse individuals and groups to support their success.

6. Institutions proactively provide guidance and support for learners’ full engagement in the assessment process.

7. Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.

8. Fees charged for assessment are based on the services performed in the process rather than the credit awarded.

9. All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.

10. Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.

For student veterans there are three primary methods of assessing prior learning: military credit evaluation, standardized examinations, and portfolio assessment.
GLOSSARY OF PROGRAM DEFINITIONS

The definitions are adopted from the Council on Adult and Experiential Learning (CAEL) and their publication Assessing Learning (Fiddler, Marineau, & Whitaker, 2006)

AMERICAN COUNCIL ON EDUCATION (ACE) – a U.S. higher education organization established in 1918. The organization conducts public policy advocacy, research, and other initiatives related to key higher education issues. For more than 60 years, ACE has been a nationally-recognized leader in the evaluation of workforce and military training, providing standards, practices, and tools that higher education institutions can rely on. ACE’s Military Guide is utilized and accessed by over 2,200 higher education institutions. http://www.acenet.edu/

ACE MILITARY GUIDE – the ACE Military Guide on the ACE website, http://www.acenet.edu/militaryguide presents the finding for more than 22,400 courses and 3,300 occupations that have been evaluated since 1954. There are a number of resources with frequently asked questions, sample exhibits, expanded search capabilities and updates on JST enhancements and modifications. The Military Guide updates every morning, so this data, owned by DoD, is current.

ASSESSOR* – an individual with appropriate knowledge and skill who is responsible for measuring a person’s learning.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP) – CLEP is a group of standardized tests created and administered by College Board. The tests assess college-level knowledge and are available in multiple subject areas. Western currently accepts CLEP exams for credit for prior learning. For additional information on CLEP and locations of area testing sites, please visit the College Board site at https://clep.collegeboard.org/

COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) – is a regionally-accredited degree-granting institution that serves the United States Air Force’s enlisted members. CCAF only awards credit for courses that are regularly attended by Air Force enlisted personnel and taught by CCAF-affiliated schools.

COMPETENCE* – A demonstrable capability based on specific knowledge within a certain context.

CONTENT EXPERTS – generally faculty and/or deans who have the expertise to assess and determine if prior learning and competencies have been met.

COURSE EXHIBIT – a descriptive overview of a military course taken by a service member at a service school or installation. A course description describes the mission/goal/objective of the course and summarizes the major topics in the course. Methods of instruction, assessment, and minimum passing score are displayed. Learning outcomes describe what the student is expected to know, understand, and demonstrate. Course exhibits are located in the ACE Military Guide.

CREDIT FOR PRIOR LEARNING (CPL)* – a practice institutions use to award students credit for demonstrated competency and mastery though experiential learning.

DANTES – The Defense Activity for Non-Traditional Education Support maintains the educational records of the service members who have completed DANTES Subject Standardized Tests (DSSTs), CLEP examinations, and GED tests. www.dantes.doded.mil/

DANTES SUBJECT STANDARDIZED TEST (DSST) – a standardized exam that was originally available to enlisted military personnel until 2006 and then made available to anyone seeking college credit outside the traditional classroom. Thirty-eight examinations covering six subject areas are available. For additional information on DSST exams and locations of area testing sites, please visit the DSST site at http://getcollegecredit.com/

DD FORM 214 – is a document of the United States Department of Defense, issued upon a military service member’s retirement, separation, or discharge from active duty in the Armed Forces of the United States. DD Form 214 verifies the service member’s time in the military (Active and Reserve), awards and medals, and other pertinent service information, such as highest rank/rate and pay grade held on active duty, total military combat service and/or overseas service, and occupation specialties. Individuals who served exclusively in the Air National Guard or Army National Guard do not receive a DD Form 214, but will receive a form called NGB-22 from the National Guard Bureau.

EXPERIENTIAL LEARNING* – learning that has been gained as a result of reflecting upon the events or experiences in one’s life in contrast to formal education.

FEEDBACK* – commentary offered to an individual that addresses the quality of the evidence submitted for assessment. Some of the qualities of feedback are clarity, integrity (with respect to public criteria), flexibility (in the recognition of various expressions of learning), empathy (in the communication style), and timeliness.
**JOINT SERVICES TRANSCRIPT (JST)** – is an academically accepted document that validates a service member’s occupational experience and formal military training along with the corresponding ACE credit recommendations. It is owned and issued by the Army, Marine Corps, Navy and Coast Guard. Under contract with the Defense Activity for Non-Traditional Education Support (DANTES), the American Council on Education (ACE) conducts and facilitates the rigorous academic review of military courses and occupations. JST is an official transcript tool that validates and documents those courses and occupations.

**LEARNING OUTCOME** – a statement of measurable (or anticipated) learning that describes what a person should know and/or be able to do as a result of a (formal or informal) learning experience.

**MILITARY CROSSWALK/PATHWAY** – an identified mapping of curriculum competencies from military training and experience that correlates to a specific course(s) resulting in awarding academic credit for prior learning.

**MILITARY YEARS OF SERVICE AGREEMENT (MYS)** – a new agreement at Western Technical College that allows a veteran and/or service member to be awarded up to 10 credits of general education courses based on their years of service and verified by their DD214.

**MILITARY OCCUPATIONAL SPECIALTIES (MOS)** – what the Army calls their enlisted jobs. The Army has around 190 MOS’s available for enlisted soldiers.

**OCCUPATION EXHIBIT** – a descriptive overview of an occupation held by a service member which explains the skills, competencies and knowledge of the service member in the occupation along with recommendations of college-level credit which are tied into the service member’s rank or skill level. The occupation evaluation is more experiential in nature and is an assessment of the “profession” assigned to the service member to determine what learning has occurred above and beyond formal military training. Occupation exhibits are found in the ACE Military Guide.

**PLA – PRIOR LEARNING ASSESSMENT** – a process by which an individual’s learning from experience is assessed and evaluated for purposes of granting credit, certification, or advanced standing toward further education or training.

**PORTFOLIO** – A collection of evidence in support of a person’s claim for credit through a prior learning assessment process.

**PORTFOLIO DEVELOPMENT** – The process of identifying and creating documentation or other evidence of learning to be organized for presentation in support of a claim(s) for credit via a prior learning assessment process. In some programs or institutions, the portfolio development is assisted by a course to structure a step-by-step process.

**QUALITY ASSURANCE** – efforts and associated processes to ensure that standards are being met.

**TRANSFER CREDIT** – the recognition of credits earned in one institution by another institution. The Air University and Community College of the Air Force (CCAF) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate and master’s degrees. Any student requesting review of their military CCAF transcript or Air University transcript would be recognized as “transfer credit” rather than “credit for prior learning”.

**WIDS (WORLDWIDE INSTRUCTIONAL DESIGN SYSTEM)** – is the official curriculum documentation system for the Wisconsin Technical College System. Western uses the WIDS program to create course outcome summaries, course syllabi, and more.
DID YOU KNOW?

The American Council on Education (ACE) was founded in 1918 to coordinate higher education’s response to the entrance of veterans into higher education. From its first programs for returning World War II veteran’s, ACE’s Center for Lifelong Learning (CLLL), which includes Military Programs, has led the national movement to recognize and promote adult learner programs in higher education.

ACE’s Military Programs recommend equivalent college credits for members of the armed forces for certain type of military training and service experiences.
WHERE DO ACE CREDIT RECOMMENDATIONS COME FROM?

MILITARY PROGRAMS

Military Evaluations - Joint Services Transcript (JST)
Academic Credit for Military Training and Experience
Updated: September 26, 2013

Guest Commentator
Michele S. Spires, Director, Military Programs
mspires@acenet.edu

MILITARY EVALUATIONS OVERVIEW

Military Programs has reviewed and made college credit recommendations for thousands of military courses since the early 1940s, and in 1974, began the evaluation of military occupational specialties as well. More than 2,200 higher education institutions recognize the Military Programs course credit recommendations for granting credit to their military students. These credit recommendations can also assist in the service member’s career advancement.

The course and occupation evaluations are conducted at the respective military installations. Prior to each visit, the ACE staff receives the appropriate material for new and revised courses offered by the Army, Marine Corps, Navy, Air Force, and Coast Guard. The staff also receives approved occupation manuals and descriptions from Army, Marine Corps, Navy, and Coast Guard points of contact. Policy determines the eligibility of courses and occupations for review.

Military Programs staff representatives review evaluation outcomes at the time of the evaluation and will make the final edit upon return to the office. Data are entered into a system which updates the Military Guide Online (www.acenet.edu/militaryguide) and a final report is sent to the military school(s).

THE EVALUATION TEAMS

The American Council on Education (ACE) military evaluation faculty teams consist of subject-matter experts who have applied and been approved to serve as evaluators. They must be actively teaching at appropriately accredited academic postsecondary institutions for at least five years. The ACE staff identifies evaluators to serve on the team based on the alignment of the courses they are currently teaching with the content of the courses or occupations under review.

The team will be structured according to discipline expertise and appropriate experiences, varying regional accreditations among two-year, four-year and graduate institutions. There is a formal selection process to identify the appropriate evaluators for the team. A content review committee determines the number of team members selected for each review.

RIGOR OF THE COURSE REVIEW PROCESS

The assessment of learning outcomes is critical. Regional college and university accreditation bodies emphasize assessment of student learning. Therefore, the team looks for the direct alignment of the learning objectives of the courses to ensure that the rigor of the assessment methods accurately and comprehensively measure individual student progress. Credit recommendations for courses are not derived by simple arithmetic conversion. Evaluators exercise professional judgment and consider only those competencies that can be equated with civilian postsecondary curricula.

The team is required to see evidence of the learning outcomes before making a credit recommendation. This can include tests, papers, projects and performance rubrics. Evaluators may need to review samples of the actual “graded” assessments and evaluative rubrics, not just the assessment plan to verify the assessment process. Rubrics are evaluative tools that are implemented to ensure consistency across all courses. They make the individual assessment process more authentic and the measurement of performance is then based on defined criteria.

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

The end result and the best value are the amount of useable academic credit with subject areas that fit within the scope and sequence of an academic program for potential transfer. Acceptance of transfer credit is determined by the receiving institution.

RIGOR OF THE OCCUPATION REVIEW PROCESS

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

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

**ACADEMIC CREDIT RECOMMENDATIONS**

There are a number of educational hierarchies. Since one of the most common is Bloom’s Taxonomy, team members are asked to analyze their alignment of credit recommendations and validate the learning outcomes accordingly. Credit-level recommendations are made in four basic categories:

- **VOCATIONAL CERTIFICATE:** 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’s degrees in applied sciences. Course content is specialized and the accompanying shop, laboratory, or similar practical components emphasize procedural more than analytical skills.

- **LOWER-DIVISION:** This category describes course work normally taken during the first two years of a baccalaureate program and in programs leading to the award of an associate of arts, the associate of science, or the associate of applied science degree. The instruction stresses development or analytical abilities at the introductory level. Verbal, mathematical, and scientific concepts associated with an academic discipline are introduced, as are basic principles. Occupationally oriented courses in this category are normally designed to prepare a student to function as a technician in a particular field. In most cases, a passing grade of 70% or higher is required.

- **UPPER-DIVISION:** This category describes courses taken during the last two years of a baccalaureate program. The courses involve specialization of a theoretical or analytical nature beyond the introductory level. There is more scope and depth of analysis required. Successful performance by students normally requires prior study in the area. In most cases, a passing grade of 70% or higher is required.

- **GRADUATE:** This category describes courses with content found in graduate programs. These courses require 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. Students enrolled in such courses normally have completed a baccalaureate program. Graduate-level credit recommendations will require a passing grade of no less than 80%.

**THE JOINT SERVICES TRANSCRIPT**

Military Programs
Military Evaluations · Joint Services Transcript (JST)

The Joint Services Transcript (JST) provides documented evidence to colleges and universities of the professional military education and training and occupation experiences of service members and veterans. Under contract with the Defense Activity for Non-Traditional Education Support (DANTES), the American Council on Education (ACE) conducts and facilitates the rigorous academic review of military courses and occupations. JST is an official transcript tool that validates and documents those courses and occupations for service members and veterans.

The Army, Marine Corps, Navy, and Coast Guard have a synchronized transcript presenting:

- Personal service member data;
- Military course completions with descriptions;
- Military experience;
- College-level test scores;
- Other learning experiences;
- A summary page, with service members Opportunity Colleges (SOC) transferability codes; and
- An academic institution courses page.

Benefits of JST:

- Increased return on investment;
- Uniformity and centralization; and
- Alignment of service-specific information.

Contacting JST operations is best through email (jst@doded.mil).
# Joint Services Transcript

**Unofficial**

**Transcript Sent To:**
SOLDIER, I AM

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<tr>
<th>Name:</th>
<th>SOLDIER, I AM</th>
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<tr>
<td>SSN:</td>
<td>XXX-XX-XXXX</td>
</tr>
<tr>
<td>Rank:</td>
<td>First Sergeant (E8)</td>
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<td>Status:</td>
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## Military Courses

<table>
<thead>
<tr>
<th>Military Course ID</th>
<th>ACE Identifier</th>
<th>Course Title</th>
<th>Dates Taken</th>
<th>ACE Credit Recommendation</th>
<th>Level</th>
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<tr>
<td>750-BT</td>
<td>AR-2201-0399 V0</td>
<td>Basic Combat Training:</td>
<td>23-SEP-1990</td>
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<td>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.</td>
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<td>- First Aid</td>
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<td>- Marksmanship</td>
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<td></td>
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<td>- Outdoor Skills Practicum</td>
<td>1 SH</td>
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<td>- Personal Physical Conditioning</td>
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<td>7-12-C20-42A</td>
<td>AR-1408-0200 V01</td>
<td>Adjutant General Officer Basic:</td>
<td>13-SEP-1993 to 16-DEC-1993</td>
<td>3 SH</td>
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<td>Center for Information Dominance</td>
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<td>Fort Meade, MD</td>
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<td>Upon completion of the course, the student will be able to write memos, letters, and reports; supervise personnel activities, including classification, record keeping, career development, awards, and transitions; and describe operational and supervisory aspects of personnel administration systems.</td>
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<td></td>
<td></td>
<td>- Business Communications</td>
<td>3 SH</td>
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<td></td>
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<td>- Office Administration</td>
<td>2 SH</td>
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<tr>
<td></td>
<td></td>
<td>- Personnel Supervision</td>
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<td>- Records Management</td>
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**Protected by FERPA**

02/18/2016

To view a full transcript and more visit: [www.acenet.edu/news-room/Pages/Transcripts-for-Military-Personnel.aspx](http://www.acenet.edu/news-room/Pages/Transcripts-for-Military-Personnel.aspx)
All service members are required to take courses based on their occupation. Formal military courses must meet certain criteria to be evaluated by ACE: approved by the central authority for the Service (e.g. TRADOC, TECOM, NETC, etc.); be at least 45 academic hours in length (Coast Guard excluded); and for distance learning courses, there must be firm identification of the learner and proctored assessments. Courses consist of a set curriculum with measurable outcomes, rubrics, and validated student assessment instruments. Courses may include lecture, small group work, case studies, skills lab, clinical, practical exercises, computer-based delivery and discussion boards. Successful completion can be measured using various assessment tools that can include case studies, summative examinations, performance tests, papers, group projects and oral presentations. Courses without assessments cannot be reviewed by ACE. The ACE course review process involves a rigorous review of all course materials and assessment tools by a team of content experts with tenured experience in higher education. Credit recommendations by the review team are based on the content, scope and rigor of the course as compared to current college curricular standards.
Title: ARMY NATIONAL GUARD NON-CAREER RECRUITER
Course Number: 805B-SQI4.
Location: NGB Retention and Recruiting Center, North Little Rock, AR.
Length: 5 weeks (224 hours).
Exhibit Dates: 10/13–Present.

Overall Course Description: This course provides students with an overview of how to design and carry out various staffing activities effectively within labor market and legal and policy constraints. The focus is on staffing activities, including recruitment (whom to recruit, where and when to recruit, and how to recruit); selection (whom to hire and why); and placement (in which jobs, at what time, and in what career progressions).

Instructional Strategies: Methods of instruction include audiovisual materials, classroom exercises, discussion, learner presentations, lecture, and practical exercises.

Methods of Assessment: Methods of assessment include case studies, presentations, and rubrics.

Minimum Passing Score: 80%

Credit Recommendation: In the upper-division baccalaureate degree category, 3 semester hours in staffing and recruitment and 3 in personal selling and sales management (10/15).

Learning Outcomes:

Staffing And Recruitment
The student will be able to discuss the personnel staffing function including legal, policy and practical issues in the employee selection and placement process; identify recruitment sources and techniques/strategies for the design of effective recruitment aids; describe how to use a systematic manpower planning system to administer the recruitment and retention of personnel; discuss how to screen applicants using application forms; demonstrate interviewing skills using various in-person techniques; employ a target market area analysis; identify financial programs for procurement; and demonstrate ethical understanding and reasoning abilities, including an understanding of the ethical responsibilities of recruiters, by evaluating possible solutions to ethical dilemmas.

Personal Selling And Sales Management
The student will be able to develop an effective sales presentation focused on the needs of the consumer; describe, develop, and demonstrate effective sales techniques; describe and explain effective sales management behaviors; develop and demonstrate competency in professional selling approaches, conversations and presentations, and sales management techniques; and describe and explain creating value in the buyer-seller relationship, prospecting, sales call planning, communicating the message, negotiating for win-win solutions, and closing the sale.
WHAT IS AN OCCUPATION?
An occupation refers to the service member’s job while in the military. Examples include Electronics Technician, Hospital Corpsman, Infantryman, and Intelligence Specialist. The Army and Marine Corps refer to an occupation as an MOS (Military Occupational Specialty), for the Navy it is an NOS (Navy Occupational Specialty), formerly known as a rating, and the Coast Guard continues to call it a rating. Service members take a series of formal military training courses to be assigned to a particular occupation, and they also have opportunity for on-the-job learning to occur. The ACE occupation review process is focused on the recommendation of credit for learning that occurs on the job, above and beyond the formal classroom training.

Sample Occupation Exhibit

**NER-AT-005**

**AVIATION ELECTRONICS TECHNICIAN (AT)**

Exhibit Dates: 5/11–Present

Occupational Field: 5 (Aviation Maintenance/Weapons)

Career Pattern


Description

Summary: Aviation Electronics Technicians (Intermediate) (AT(O)) perform intermediate level maintenance on aviation electronic components supported by conventional and automatic test equipment, including repair of Weapons Replaceable Assemblies (WRA) and Shop Replaceable Assemblies (SRA) and perform test equipment calibration/repair and associated bench maintenance. Aviation Electronics Technicians (Organizational) (AT(O)) perform organizational level maintenance on aviation electronics systems, to include: communications, radar, navigation, antisubmarine warfare sensors, electronic warfare, data link, fire control and tactical displays with associated equipment. AT3: Conducts avionics systems maintenance; troubleshoots data display and data link systems; installs and troubleshoots UHF and VHF radio systems and navigational systems; performs electronics systems maintenance and troubleshooting; repairs antennas; repairs and installs electrical connectors; interprets charts, diagrams and schematics; inspects and cleans pressurized equipment; installs waveguide components; replaces avionics gaskets and seals; calibrates test equipment; removes and installs computer disk drives; interprets computer languages; troubleshoots computer equipment; and industrial safety. AT2: Able to perform the duties required for AT3; performs other tasks not covered in standard service manuals; may have attended training programs in troubleshooting and repairing specialized equipment; serves as crew leader. AT1: Able to perform the duties required for AT2; serves as work center supervisor; diagnoses nonroutine malfunctions and demonstrates repair techniques; inspects and approves completed work assignments including the installation of new parts and components; conducts on-the-job training program and maintains training records; prepares weekly schedules of preventive maintenance; responsible for administration of the safety management system (SMS), including: safety cultures, safety risk management, human and organizational factors, methods of facilitation, quality assurance, documentation, risk management strategies, record keeping, hazard identification, and risk analysis. ATC: Able to perform the duties required for AT1; plans and implements safety instruction and inspection programs; prepares periodic or recurring reports; supervises quality control programs; plans, directs, organizes, schedules, and evaluates training programs for personnel; prepares and reviews naval correspondence, instructions, and messages; reviews and coordinates work schedules; prioritizes overall department work; coordinates and evaluates status and impact of department work; reviews, recommends, and monitors divisional programs (quality assurance, training, safety, etc); provides guidance on job performance; identifies and mediates inter-departmental differences; and assists, reviews, recommends, and monitors the implementation of policy statements, operation orders, and directives. ATCS: Able to perform the duties required for ATC; serves as liaison with other Navy units; monitors quality assurance programs; prepares directives, instructions, and correspondence; supervises personnel, production, material, and training requirements; and recommends changes in methods and techniques to promote safety and operational readiness.

Related Competencies

Avionics systems troubleshooting and maintenance topics include communications systems (HF, VHF/UHF radios); fault isolation; flight management systems; navigation systems; navigation systems (DME); navigation systems (EGPWS); navigation systems (GPS); navigation systems (IFF/Mode S); navigation systems (TACAN); navigation systems (TCAS); navigation systems (transponder); navigation systems (weather

MILITARY CREDIT FOR PRIOR LEARNING

GRANT CREDIT WHERE CREDIT IS DUE!

Veterans and service members have a variety of ways to earn credit for their military experience. As a member of the military, they may be eligible for college credit based on their military experience, or other training.

If they have served or are currently serving in the United States military, they may receive college credit for basic training, military occupational specialties, and other military coursework.

Western evaluates military training and experience according to the American Council on Education (ACE) standards for recommended college credit. Determination of credit awards is based on competencies and approved by college content experts.

The following are several ways veterans and service members may obtain academic credit for military training:

- **Joint Services Transcript (JST)**: When veterans leave the Army, Coast Guard, Marine Corps, and Navy, they can obtain a record of their training known as the joint services transcript. The transcript is a record of completed training that is approved for credit by the American Council on Education (ACE).

- **Air University (AU)/Community College of the Air Force (CCAF)**: Provides transcripts for Air Force veterans. The CCAF is a regionally-accredited degree-granting institution that serves the United States Air Forces’ unlisted members.

- **Standardized Testing - College Level Examination Program (CLEP)**: The Defense Activity for Non-Traditional Education Support (DANTES) funds CLEP exams for Active Duty members. See [http://clep.collegeboard.org/](http://clep.collegeboard.org/) for more information. DANTES Subject Standardized Tests (DSST) enable people to use the knowledge acquired outside the classroom to accomplish educational and professional goals. See [http://getcollegecredit.com](http://getcollegecredit.com) to get started.

- **Credit by Exam**: Demonstrating proficiency of course requirements by successfully passing an appropriate examination.

- **Portfolio Assessment**: Collection of evidence that documents experiential learning and learning outcomes to support what you learned, the context in which it was learned, and how you applied the knowledge. Western Technical College follows the guidelines for prior learning established by the Council for Adult and Experiential Learning (CAEL) for portfolio assessment.

Military transcripts are reviewed for possible credit for prior learning after student has declared a program of study and has been admitted to college.

Work will be evaluated per the Guide to the Evaluation of Educational Experience in the Armed Services by the American Council on Education (ACE).

STEPS FOR CREDIT FOR PRIOR LEARNING

Submit the Transfer Credit Evaluation Form. Forms are available online at [www.westerntc.edu/military-credit-prior-learning](http://www.westerntc.edu/military-credit-prior-learning) or pick one up in the Welcome Center or Veteran Military Center.

1. Transcripts are required for review. If they have not already submitted their military and/or college transcripts, please submit along with the Transfer Credit Evaluation form.

   Army, Coast Guard, Marine Corps, and Navy: Active Duty, Reserve and Veterans can now access their transcripts through JST, Joint Services Transcript. To register for a JST account, go to: [http://jst.doded.mil](http://jst.doded.mil). Delete or click here at Joint Services Transcript Account Registration.


2. Arrange appointment with veterans specialist to discuss their Credit for Prior Learning options and to map out possible military credit.

3. Feedback will be provided upon completion of the review. Results will be emailed to the student email account, as well as to the Registrar’s Office for recordkeeping.

4. Credits are posted to Western Technical College transcript.

Students may appeal the decision. The Credit for Prior Learning Appeals Process is located in the Student Handbook.
WAYS MILITARY TRAINING MAY TURN INTO COLLEGE CREDITS
VETERAN MILITARY CENTER
www.westerntc.edu/military-credit-prior-learning

JOINT SERVICES TRANSCRIPT REVIEW
The Joint Services Transcript (JST) provides documented evidence of the professional military education, training, and occupation experience of service members and veterans. Under contract with the Defense Activity for Non-Traditional Education Support (DANTES), the American Council on Education (ACE) contacts and facilitates the rigorous academic review of military courses and occupations. JST is an official transcript tool that validates and documents those courses and occupations. To request an evaluation visit www.westerntc.edu/military/credit-prior-learning

MILITARY YEARS OF SERVICE AGREEMENT
This agreement allows eligible service members and veterans to be awarded up to 10 college credits of general education based on competencies and common military training attained during years of service within the Air Force, Air Guard, Army, Army National Guard, Army Reserve, Coast Guard, Coast Guard Reserve, Marine Corps, Marine Reserve, Navy and Naval Reserve. Any of the following documents to validate years of service are acceptable: DD214/DD215, NGB22/22A, Reserve Credit Report and “Discharge Order & Point Summary”, or a Letter from Commanding Officer on letterhead with original signature.

MILITARY CROSSWALKS
Articulate military training to college-level learning and credit. Western offers to veterans and service members crosswalks that may shorten the time it takes to reach their educational goal.

Here are a few programs all set to go.

• Business Analyst
• Business Management
• Diesel & Heavy Equipment Tech
• Financial Services
• Human Resource Management
• IT- Computer Support Specialist
• Sales Management
• Supervisory Management

STANDARDIZED EXAMS
Standardized exams are written by professional testing companies or private universities and are administered in licensed testing sites. Western accepts:

• College-Level Examination Program (CLEP)
• DANTES Subject Standardized Tests (DSST)
• Advanced Placement (AP) exams

For a complete list of the CLEP, DSST and AP exams currently accepted at Western, visit www.westerntc.edu/credit-prior-learning
PORTFOLIO ASSESSMENT

Portfolio Assessment is another useful method for veterans who find that credit recommendations and standardized exams do not adequately capture all of their college-level experiences. Veterans have acquired significant college-level learning by participating in extensive and rigorous military training. CAEL interviewed several veterans who incorporated portfolio assessment into their education plans and found:

- Student veterans who earned college credit through portfolio assessment were able to save time and money while completing their degrees.
- Student veterans found the portfolio assessment process challenging and academically rigorous.
- Portfolio assessment helps student veterans get ahead in their careers.

Results of completing a portfolio helped them improve academic skills such as writing and gave them an opportunity to receive credit for introductory classes which enabled them to advance their career more quickly while enrolling in more advanced classes that prepared them for the workforce.

VARIOUS METHODS TO DEMONSTRATE COLLEGE-LEVEL LEARNING INCLUDE:

- Joint Services Transcript (JST) / Resume/Autobiography
- Military records (DD214, DD215, DA 1059, WGB22)
- Personal Qualification Record
- Military schools
- Correspondence courses – military
- Aptitude scores
- Military certifications/trainings
- Classification and Assignment Data
- Explanation of ranking or classification system within the military
- Evidence of promotion/promotion evaluations
- Licenses/performance standards for acquiring license/scores on licensing exams
- Written narrative/reflection
- Professional development plans
- Performance evaluations
- Letters of recommendation, awards/testimony
- Speeches or audio-visual presentations (live/video-taped) Demonstration (live/video-taped)
- Research report, concept map
- Business plan, project management plan, management reports, budgets
- Examples of product, artwork, blueprints, models
- Published books/articles
- Newspaper/magazine clippings

For additional information, contact the Veteran Military Center at 608.785.9436 or email Paula Speropulos at speropulosp@westerntc.edu

July 2016
1 CAEL, 2014 Promoting College and Career Success: Portfolio Assessment for Student Veterans
Transfer Credit Evaluation Form

Transfer Credit Evaluation completed upon acceptance at Western Technical College.

<table>
<thead>
<tr>
<th>Student Last Name:</th>
<th>Student First Name:</th>
<th>M.I.:</th>
<th>Previous/Maiden Name:</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Student ID#:</th>
<th>Social Security#:</th>
<th>Date of Birth: mm/dd/yyyy</th>
<th>Phone#:</th>
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</thead>
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<thead>
<tr>
<th>Street Address:</th>
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<table>
<thead>
<tr>
<th>City:</th>
<th>State</th>
<th>Zip:</th>
<th>Email:</th>
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<table>
<thead>
<tr>
<th>Program Enrolled:</th>
<th>Program to be evaluated, if different from program enrolled:</th>
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<tbody>
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</table>

Have you requested a Transfer Credit Evaluation previously?  Yes: ☐  No: ☐  If yes, when: yyyy

Please list all post-secondary colleges/universities and/or military branch from which official transcripts have been requested. The Transfer Credit Evaluation is processed only after ALL transcripts are received by Western.

<table>
<thead>
<tr>
<th>College/University Name:</th>
<th>Date Requested: mm/yyyy</th>
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</table>

<table>
<thead>
<tr>
<th>Military Branch:</th>
<th>Date Requested: mm/yyyy</th>
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<tbody>
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</tbody>
</table>

All courses on your transcript(s) that apply toward your program of interest are evaluated for transfer credit. It is your responsibility to provide adequate information for course evaluations (e.g., course descriptions, syllabi, learning objectives, etc.). You will be contacted if additional information is required. If you have any specific course evaluation requests, please list them below.

Please list all remaining credits and specific course evaluation requests here:

Please send transcripts to:

Western Technical College  Veterans & Service Members ONLY:
Admissions, R160  Western Technical College
400 7th Street N; La Crosse, WI 54601  Veteran Military Center, R202
608-785-9200  400 7th Street N; La Crosse, WI 54601

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date:</th>
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</table>

Date:____________________  Posted: ☐  Excel: ☐  Letter: ☐  Updated: 08/01/2016
Western faculty have identified thus far over 40+ Western courses that are equivalent. The ACE’s Military Guide credit recommendations for formal courses and occupations offered by all branches of the military have been reviewed and conducted by college and university faculty members who are actively teaching in the areas they review. The Military Guide includes all evaluated courses and occupations from 1954 to the present.
DANTES SUBJECT STANDARDIZED TEST (DSST) is a standardized exam that was originally available to enlisted military personal only. In 2006 they were made available to anyone seeking college credit outside the traditional classroom. The American Council on Education College Credit Recommendation Service has evaluated and recommended college credit for all 30+ DSST exams. The approved DSST Exams accepted at Western are:

**DSST EXAM LIST**

<table>
<thead>
<tr>
<th>DSST</th>
<th>Western Technical College Course Title</th>
<th>DSST Exam Title</th>
<th>Credits</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEHAVIORAL &amp; SOCIAL SCIENCE</strong></td>
<td></td>
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<td></td>
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<tr>
<td>DSST</td>
<td>10-809-166 Introduction to Applied Ethics</td>
<td>Ethics in American</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>DSST</td>
<td>10-809-188 Developmental Psychology</td>
<td>Lifespan Developmental Psychology</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>DSST</td>
<td>20-809-223 Introduction to World Religions</td>
<td>Introduction to World Religions</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td><strong>COMMUNICATIONS SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSST</td>
<td>10-801-198 Speech</td>
<td>Principles of Public Speaking</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>10-801-196 Oral/Interpersonal Communication</td>
<td></td>
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<tr>
<td><strong>MATHEMATICS</strong></td>
<td></td>
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<tr>
<td>DSST</td>
<td>10-804-123 Mathematics with Business Applications</td>
<td>Business Mathematics</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>DSST</td>
<td>10-804-189 Introductory Statistics</td>
<td>Principles of Statistics</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td><strong>HEALTH &amp; HUMAN SERVICES</strong></td>
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<tr>
<td>DSST</td>
<td>10-504-819 Survey of Criminal Justice</td>
<td>Criminal Justice</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td><strong>BUSINESS</strong></td>
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<tr>
<td>DSST</td>
<td>10-102-106 Introduction to Business</td>
<td>Introduction to Business</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>DSST</td>
<td>10-114-120 Personal Finance</td>
<td>Personal Finance</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>DSST</td>
<td>10-114-124 Banking Principles</td>
<td>Money and Banking</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>DSST</td>
<td>10-114-156 Managerial Finance</td>
<td>Principles of Finance</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>DSST</td>
<td>10-116-117 Introduction to Human Resources</td>
<td>Human Resource Management</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>DSST</td>
<td>10-196-168 Organizational Development</td>
<td>Organizational Behavior</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>DSST</td>
<td>10-196-191 Supervision</td>
<td>Principles of Supervision</td>
<td>3</td>
<td>400</td>
</tr>
</tbody>
</table>
DID YOU KNOW?

PLA can help students achieve academic success, have greater persistence and shorter times to degree completion. Students with PLA credit are two-and-a-half times more likely to graduate than students without such credit (CAEL, 2010).
LET’S REVIEW THE STEPS

MILITARY CREDIT FOR PRIOR LEARNING STEPS AND PROCEDURES AT WESTERN

College credit will be granted only for documented, authenticated, and demonstrated college-level learning outcomes and relates to military competencies provided by ACE and matches the depth and breadth of the content of a college course or curriculum objectives. Determination of credit awards will be approved by college content experts.

Western evaluates military training and experience according to the American Council on Education (ACE) standards for recommended college credit. Western Technical College adheres to the Wisconsin Technical College System Board Policy 323 which requires that each technical college provide maximum credit for work completed through experiential learning acquired through in the work place or through military service.

WESTERN’S PROCESS STEPS:

1. Consultation–student completes the Transfer Credit Evaluation request form and meets with veterans specialist to download and review military transcript (JST) to discuss military experience and program course competencies. There is no fee for a JST evaluation.

2. Evaluation/Assessment–official review and curriculum mapping of JST/ACE recommendations with WIDS to determine possible course equivalencies conducted by veterans specialist.

3. Documentation–CPL report prepared by Veterans Specialist with JST and ACE course and/or occupation exhibits and emailed to respective instructor (content expert) for competency review and approval if applicable.

4. Notification–occurs after instructor completes review and notifies veterans specialist. Student is notified by email of awarded credit with additional feedback, which may include instructor comments. Final results are IMAGED in student’s record and registrar is notified to post awarded credit to student’s transcript.

5. Data–institutional record keeping of active and inactive military credit for prior learning requests, credits awarded, and division tracking of awarded credit.

6. Monitoring–continuous review of active requests on a weekly basis to determine student’s admission to program to initiate evaluation step.

NOTE: Students may appeal the decision. The Credit for Prior Learning Appeals Process is available in the Student Handbook and Planner.
ADDITIONAL RESOURCES:

ACE FACULTY EVALUATORS
www.acenet.edu/news-room/Pages/Faculty-Evaluators-Home-Page.aspx

ACE MILITARY PROGRAMS: TRANSFER GUIDE
www.acenet.edu/militaryprograms/transferguide

CREDIT FOR PRIOR LEARNING RESEARCH AND REPORT
www.acenet.edu/news-room/Pages/ACE-Research-Brief-Explores-Credit-for-Prior-Learning-Practices.aspx

SPIRES INTERVIEW (OCTOBER 2013)
http://issuu.com/kmi_media_group/docs/131001180411-b734ec19fa664fab80b6ea726942418d

CREDIT WHERE CREDIT IS DUE (SPIRES – MAY 2015)
www.kmimedialogroup.com/mae/articles/428-articles-mae/credit-where-credit-is-due-2

MILITARY-CONNECTED UNDERGRADUATES: EXPLORING DIFFERENCES BETWEEN NATIONAL GUARD, RESERVE, ACTIVE DUTY, AND VETERANS IN HIGHER EDUCATION
www.acenet.edu/news-room/Pages/Military-Connected-Students-Report.aspx

MILITARY-CONNECTED UNDERGRADUATES: THE CURRENT STATE OF RESEARCH AND FUTURE WORK
www.acenet.edu/news-room/Pages/Research-Convening-Summary.aspx

ARCHIVED WEBINAR LINKS:
Military Transcripts, Tools and Resources
www.acenet.edu/events/Pages/Military-Transcripts-Tools-and-Resources.aspx

THE ACE MILITARY COURSE AND OCCUPATION REVIEW – PERSPECTIVES FROM THE FACULTY
www.acenet.edu/events/Pages/Military-Course-and-Occupation-Review-Sept15.aspx
Most Veterans Apply for and Receive Financial Aid

- **89%** applied for financial aid
- **85%** of those who applied received aid
- **$9,900*** is the average amount of total financial aid received

*Includes all aid sources, such as federal, state, and institutional grants, loans, work-study, as well as Veterans Affairs and Department of Defense benefits.

Not All Veterans Receive Veterans’ Education Benefits

- **59%** received veterans’ benefits

Source: U.S. Department of Education, National Center for Education Statistics, 2011-2012 National Postsecondary Student Aid Study. All results are weighted (WTR000), and do not include active duty, reserve, or National Guard undergraduates. Analysis by Dani Molina, Graduate Research Associate, American Council on Education. © 2014