



# Iowa's Veterans Articulation Conference



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## **A Faculty Evaluator's Perspective on the ACE Review Process**

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# The Course Review ~ The Process and Credit Determinations



## Burning Questions:

- 1) How are the course evaluations conducted?
- 2) How can we, the academic institutions, trust the credit recommendations?

# Course Planning Tools



Version: 2010 Delivery Group: A Phase: 3

Course: 330-68E30-C45  
 Course Name: Dental ALC  
 Management Category: Resident  
 Status: Commandant Approved

Preparation Date: 10 Aug 2009  
 Optimum Class Size: 10

[Program of Instruction Cover Page](#)

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Total Computed Academic Hours: 80.0  
 Fiscal Year: 2010 Fiscal Year Quarter: 1  
 Status Change Date: 05 Nov 2009  
 Approval Date: 05 Nov 2009

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

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

MACOM Validation Date:  
 Manpower Validation Date:  
 Course Supersession Information:  
 Phase Supersession Information: Supersedes 6-8-C40(68E30 TECH TNG) DENTAL BNV dated 22 March 2007.

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

**ACE** American Council on Education™  
 Military Programs  
 Military Evaluations · Joint Services Transcript (JST)

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**US Marine Corps Validation  
 Program of Instruction (POI) Datasheet**  
 Submission Date: XX Month 20XX

**If this course contains classified material, is there enough unclassified material for review? If there is not, stop here. ACE cannot review the course.**

1. **Course Point(s) of Contact:**

Name	
Title	
Location	
Phone	
Email	

Name	
Title	
Location	
Phone	
Email	

2. **Course Data Fields**  
*It's imperative to validate and align the fields below. Please complete the fields below.*

	<b>MCTIMMS</b>
Course Title	
Course Number	
Total Course Length in 5 Day	

**Unclassified**

**TRAINING COURSE CONTROL DOCUMENT**

**FOR**

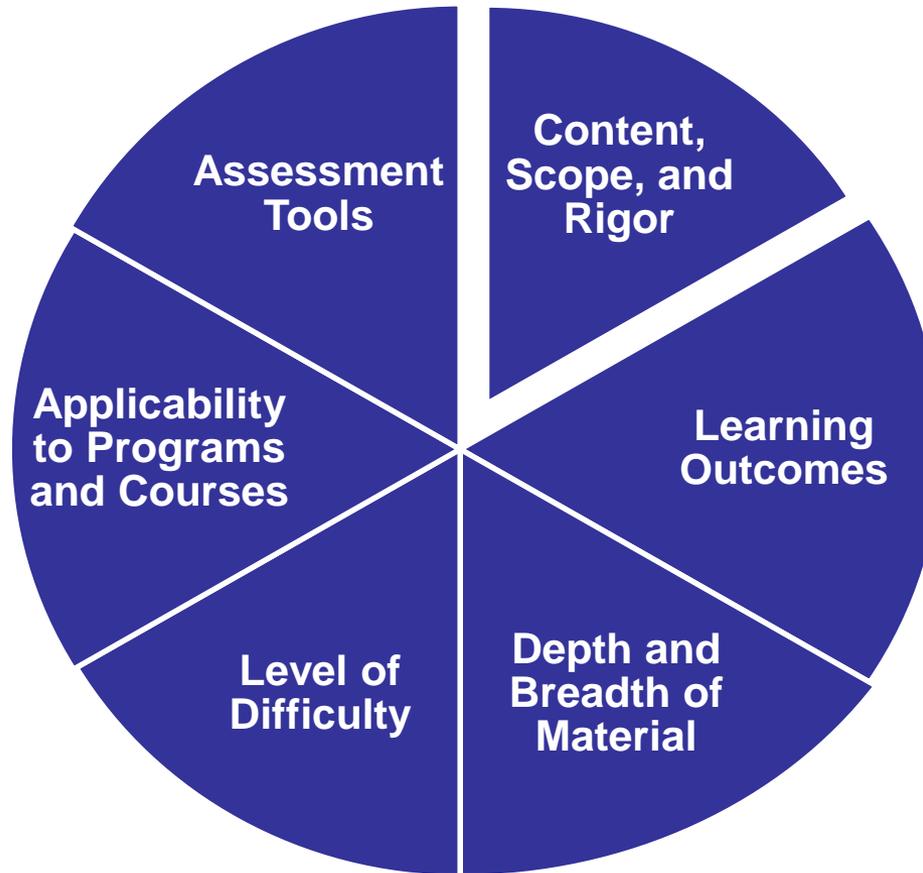
**TACTICAL MOBILE ACOUSTIC SUPPORT SYSTEM MAINTENANCE COURSE**

**C-102-0132A**

**PREPARED FOR**

**CENTER FOR NAVAL AVIATION TECHNICAL TRAINING**

# Framing the Review Components



# The Materials Hands-On



- **Course planning tools**
- **Textbooks / handouts**
- **Assessments**
- **Instructor / student guides**
- **Instructional materials**
- **Laboratory projects**
- **Specialized training labs**
- **Instructor qualifications\*\***



# Military Instructors vs. Faculty with Higher Education Institutions

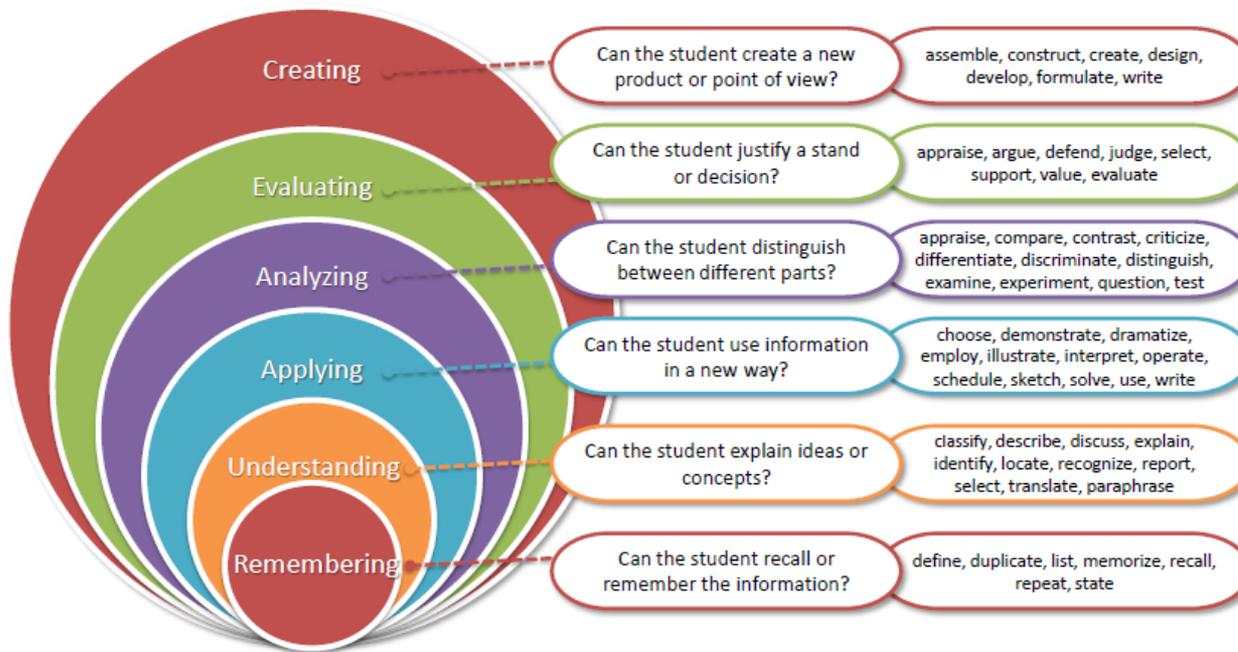


	Level	Key Requirements
	Associate Instructor	<ul style="list-style-type: none"> <li>• Must have an assigned mentor</li> <li>• Complete Army Basic Instructor Course and Cadre Training Course</li> <li>• Teach 25% of course</li> <li>• Receive 3 observations from the Associate Instructor Certification Board</li> <li>• Successfully pass Associate Instructor Certification Board</li> </ul>
	Instructor	<ul style="list-style-type: none"> <li>• Must have an assigned mentor</li> <li>• Complete Systems Approach to Training Basic Course</li> <li>• Teach 50% of course</li> <li>• Conduct 100 hours of classroom instruction</li> <li>• Obtain score of 90 or better on all written &amp; practical exams for instructional area</li> <li>• Must receive 6 additional observations</li> </ul>
	Senior Instructor	<ul style="list-style-type: none"> <li>• Must revise a POI, lesson plan, test, job or training aid</li> <li>• Teach 75% of course</li> <li>• Conduct 600 hrs of instruction</li> <li>• Complete advanced professional development courses applicable to assignment</li> <li>• Obtain score of 90 or better on all performance based exams/job knowledge tests for instructional area</li> <li>• Receive 6 additional observations</li> </ul>
	Master Instructor	<ul style="list-style-type: none"> <li>• Teach 100% of course</li> <li>• Conduct 1000 hrs of instruction</li> <li>• Complete grad-level equivalent courses</li> <li>• Mentor junior instructors</li> <li>• Submit and complete master project</li> <li>• Appear before Evaluation Board</li> </ul>

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



## Bloom's Taxonomy (Revised)



### Semester Hours (SH)

Graduate

Upper- Division

Lower -Division

Vocational / Certificate

***Content, scope and rigor must be at the post-secondary level!***

# Semester Hour Credit Recommendations ★★☆☆☆



# Definitions (Vocational – Lower Division)



## 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 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

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.

# Definitions (Upper Division – Graduate)



## Upper Division

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 appreciation as well as incorporating higher level thinking skills such as reflection and metacognition.

## Graduate Level

The scope of courses receiving graduate level equivalency must include opportunities to gain advanced knowledge, particularly theory and research in a specific discipline. A graduate level recommendation must reflect a course affording the student the opportunity to be (a) conversant with the literature in the field, (b) conduct discipline specific research using advanced methods and tools, and (c) evaluate and synthesize published works in longer and more complex writings than done at the undergraduate level. Overall passing score must be 80%.

# Faculty Toolbox



## ACE's Military Evaluations Program: Terms and Definitions

Term	Definition
<b>Academic Hours</b>	Those hours within the delivery of a program of instruction that 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. The model is the establishment of Terminal and Learning Objectives to 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 achievement of students. These may be standardized tests or performance-based tests. The assessment should be rigorous in that it should be designed as to properly evaluate the learning desired for the scope of the course. Education conducted in an operational medical setting such as clinics, hospitals, laboratories, examinations, and ambulatory care.
<b>Clinical</b>	The Community College of the Air Force is a regional institution for enlisted airmen. ACE does not evaluate clinical instruction.
<b>Community College of the Air Force (CCAF)</b>	The knowledge, skills and attitudes imparted by the course should be cutting approaches and performance activities, and align with higher education, professional, and industry standards of curriculum. A connection to higher education should be clear and descriptive. Resources and materials should be current.
<b>Course Description</b>	The identification of the course materials, objectives or outcomes and scope. The course goal simply states the intent of the course is designed to teach the student.
<b>Course Goal</b>	
<b>Course Terminal Objective</b>	Describe the learner's expected level of performance at the end of the course/training and describe results of the training on the learning.

### Course Review Checklist and Notes:

#### Thoughts:

- 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.
- 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.
- 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 a documented course objectives				
D) The learning outcomes are stated within the planning tools (such as a POI, TCCD, syllabus)				

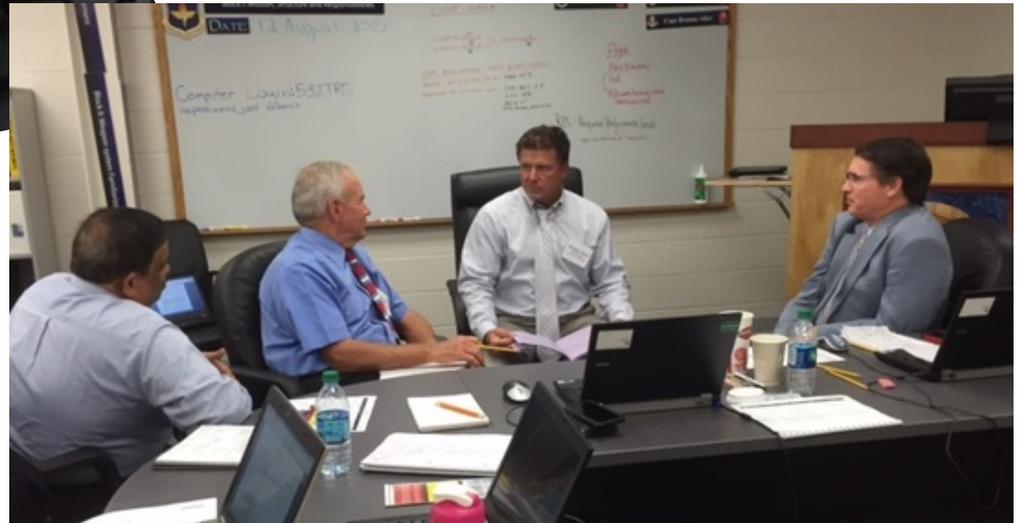
#### Section 2: Instructional Materials / Resources

	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				

# Team Collaboration



# Pencil to Paper ~ Team Consensus



## Faculty teams produce a product!

### Course Information

Course Title: Joint Diving Officer

Course Number: A-4N-0200

Course Length: 18 weeks (712 hours)

Training Start / Implementation Date: 10/15 Review Location: Panama City, FL

Training Location: Naval Diving and Salvage Training Center, Panama City, FL

### Overall Course Description

This course provides students

This course provides students with an advanced understanding of SCUBA, SCUBA equipment, Dive injuries Gas and gas mixtures, Work Diving, underwater welding, Dive science, first aid in dive-related conditions, Dive Team management, principles of hyperbaric therapy and Dive related system maintenance.



Learning Outcomes For Operations Management 3 SH U Level (VC, LD, U D, GD):

The student will be able to...

- Plan, lead and manage on-going and special operation and projects
- Conduct operational risk management and develop and implement mitigation means.
- Demonstrate methods and means to ensure operational sustainability
- Design and implement quality control measures and metrics
- Integrate supply chain management techniques
- Utilize aggregate planning, distribution planning and inventory management
- Design strategies to optimize efficiency and effectiveness in targeted operational areas.

Minimum Passing Score

80%

# Military Mission and Vision



## *Military educates and trains to meet their mission requirements.*

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

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

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

<http://www.marines.mil/>

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

<http://www.navy.mil/navydata/organization/org-top.asp>

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

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

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

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

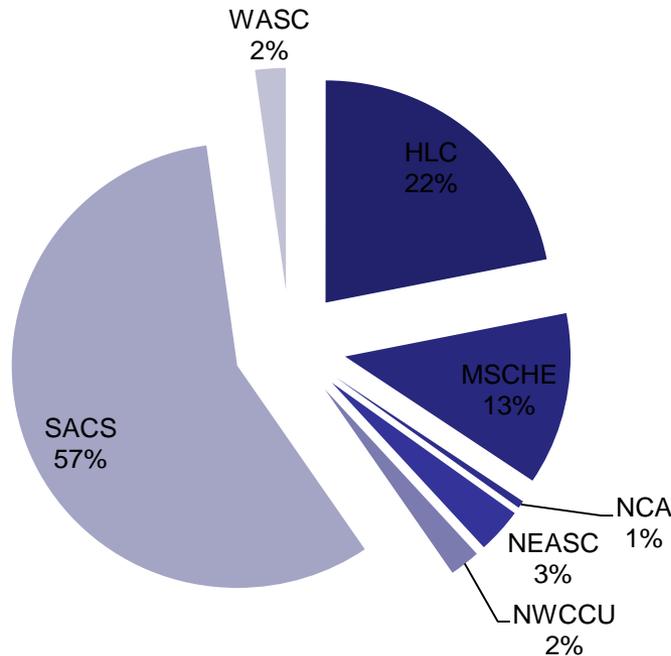
# Curriculum Gaps



# Faculty are the Key!



## FY 16 Accrediting Authorities Represented



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

- Must actively be teaching college-level courses
  - Regionally accredited institutions
- Based on academic discipline alignment
- ACE pays honorarium and travel

[www.acenet.edu/evaluators](http://www.acenet.edu/evaluators)

# Military Course Review Summary



## No magic elixir

- Content, scope, and rigor
- Learning outcomes; alignment to assessment
- Current curriculum

## Not always credit

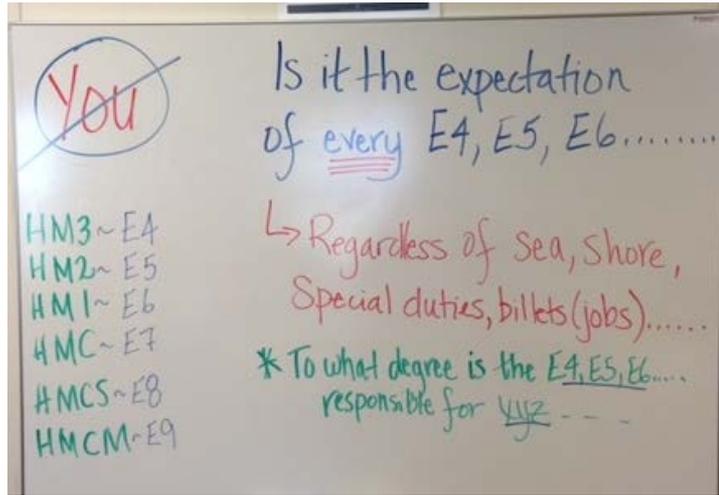
- Insufficient materials
- Inadequate Assessments
- Limited scope
- Too military specific

## Faculty collaboration

- 100% consensus
- At least 3 faculty per course
- Aligned subject area expertise



# The Occupation Review – Process and Credit Determinations



## Burning Questions

- 1) What is an occupation review?
- 2) How confident are you as a faculty evaluator that the credit recommendations are justified?

# Process Intensity – Validating Standards



STP 17-19D4-SM

**SOLDIER'S MANUAL**  
Cavalry Scout  
MOS 19D Skill Level 4  
JANUARY 2010

Paygrade	Task	Task Statements
E4	CORE	<b>PREVENTIVE OCCUPATIONAL MEDICINE</b>
E5	CORE	<b>Task Statements</b>
E4	CORE	Clean treatment rooms and equipment
E4	CORE	Conduct habitability inspections
E4	CORE	Conduct preliminary interviews of personnel exposed to communicable diseases
E4	CORE	Conduct preliminary investigations of food borne illnesses
E4	CORE	Dispose of expired items
E4	CORE	Dispose of hazardous medical waste
E4	CORE	Inspect Food Service Attendants (FSA) for personal hygiene
E5	CORE	Inspect Food Service Attendants (FSA) for proper food handling procedures
E4	CORE	Inspect food storage and service areas
E4	CORE	Inspect messing and food service facilities
E5	CORE	Issue hearing protection devices
E4	CORE	Maintain universal precautions
E4	CORE	Manage biomedical waste programs
E4	CORE	Measure hearing acuity
E4	CORE	Monitor sterilization procedures
E4	CORE	Organize medical workspace areas to prevent injuries
E5	CORE	Organize sterile fields
E4	CORE	Package biomedical waste
E4	CORE	Perform health and comfort inspections
E4	CORE	Perform heat stress monitoring procedures
E4	CORE	Perform medical workspace safety assessments
E4	CORE	Perform non-surgical universal precautions
E4	CORE	Perform post-exposure prophylaxis

DISTRIE  
contract  
under f  
10 Feb  
Army  
Knox, Cent

- Pre-review “homework”
- Team arrives to site early
- Initial team meeting
- POC / team in-briefing
- Review of promotion examinations (USN/USCG)
- Team discussion
- Panel interviews / quick breaks
- Working lunch
- Team brainstorming, collaboration, consensus and write ups

# Validation ~ Sample Interview Questions



## General Questions

- What is a “typical” duty day expectation for this pay grade (or skill level)?
- What percentage of the job for this pay grade (or skill level) is manual hand or field work? What percentage is office work?

## Technical or Hard Skills Questions

- Considering on-the-job-training (OJT), what are the job duties expected of this pay grade (or skill level) now?
- Describe any technical tools or resources used at this pay grade (or skill level).
- Please describe the **new** technical skills, specifically related to the occupation, that a person is expected to learn OJT at this pay grade (or skill level).

## Management or Soft Skills Questions

- Describe the management responsibilities in this pay grade (or skill level)?
- Describe the requirements in terms of using a computer in this pay grade (or skill level)? What software programs or applications are used?
- How is leadership demonstrated in this pay grade (or skill level)?
- Please describe the level of supervision expected in this pay grade (or skill level)? To what degree does this supervision influence performance of subordinates?

# Occupation Panels



# “Ops” Tempo



**Military educates and trains to meet their mission requirements.**



# Team Collaboration and Consensus



- Synthesis and **validation of occupation standards**
  - Learning above and beyond formal classroom
  - Not individualized
- Alignment to current curricula
  - Determination of post secondary content and rigor
- Team consensus must be 100%

# Bridges and Connections



# Need More Details?



## **Michele S. Spires**

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✓ *Press 1 for a military related inquiry*