Defense Language Institute
Foreign Language Center & The Ohio
Department of Higher Education
Ohio Credit Alignment Project:
Recommendations for DLI-FLC courses and Defense Language Proficiency Tests (DLPTs)

Prepared by
The Ohio Department of Higher Education
March 2019
Thank you

The Ohio Department of Higher Education would like to thank the Midwest Higher Education Compact, the Multi-State Collaborative on Military Credit, and the Lumina Foundation for providing grant funds that were used for this project.
Introduction

The mission of the Defense Language Institute Foreign Language Center (DLIFLC) “is to provide the highest-quality, culturally based foreign language education, training, and evaluation to enhance the national security of the United States; and, as an Associate of Arts degree and certificate granting Institution, DLIFLC is wholly committed to student service member success”(http://www.dliflc.edu/home/about/mission-vision/). The DLIFLC is regionally accredited by the Accrediting Commission for Community Colleges, Western Association of Schools and Colleges. Military and government students who attend DLIFLC are typically required to attain a DLIFLC diploma for their language area, but have the opportunity to attain an Associate of Arts degree as well. However, DLIFLC does not teach general education courses and thus requires those courses to be completed elsewhere and transferred to DLIFLC (Appendix A). Ohio has been steadily working for several years so students can earn college credit for their military training, experience, and coursework. Ohio wants to determine the most appropriate credit alignment from DLIFLC basic coursework as well as the potential of the DLIFLC AA degree being utilized in baccalaureate programs within the state.

Research

To understand this project, research was needed to determine whether there was a relationship between common standards utilized by the DLIFLC and Ohio’s public colleges and universities. The DLIFLC falls under the jurisdiction of the Department of Defense, which utilizes the Interagency Language Roundtable (ILR) language proficiency scale. Ohio’s public colleges and universities typically use standards developed by the American Council on the Teaching of Foreign Languages (ACTFL). Therefore, comparing these two standards was the first step in this project. It is useful to note that the original ACTFL standards adopted in 1986 were patterned on the ILR scale. It was also discovered that in 2015, ACTFL had created a crosswalk document that incorporates ILR levels alongside ACTFL levels titled “Oral Proficiency Levels in the Workplace” (Appendix B). This was significant in assisting faculty members with little knowledge of ILR standards to understand this project.

Next, the DLIFLC provided foreign language basic program syllabi to the Ohio Department of Higher Education (ODHE). This would be used by faculty members to help with course-to-course alignment within the state. Each basic program syllabi from DLIFLC covers approximately 45 semester hours of coursework needed to complete the basic level of the program. DLIFLC provided both 2017 and 2018 versions of the basic program syllabi.
DLIFLC also provided information regarding the Defense Language Proficiency Tests (DLPTs). The DLPT tests use the ILR levels for their scoring structure. Both the basic program coursework and the DLPTs have also been evaluated by the American Council on Education (ACE) and their credit recommendations appear in “The National Guide” found at the following link: http://www2.acenet.edu/credit. However, ACE’s recommendations were too broad to be unequivocally accepted as direct course equivalencies in foreign language areas across Ohio’s public colleges and universities.

Lastly, DLIFLC has created an extensive webpage with resources devoted to both coursework and DLPT exams. There are many examples of material used in classwork as well as thousands of online lessons in dozens of foreign languages. DLIFLC has also created video examples of ILR scores so one can more easily understand what proficiency level can be expected at each ILR score level.

**Methodology**

To understand the work undertaken by Ohio, it is important to understand the statewide transfer guarantees that exist in Ohio. Ohio has various statewide transfer guarantees, but for the purposes of this project the focus will be on Transfer Assurance Guides (TAGs) and Military Transfer Assurance Guides (MTAGs). TAGs are entry courses for a degree or major that have been pre-identified for transfer. Once courses have been pre-identified, faculty panels are established consisting of faculty from two-year and four-year institutions. Those faculty members create learning outcomes that should be consistent with the entry-level courses that were pre-identified. For this project, those courses were Beginning Language Course I, Beginning Language Course II, Intermediate Language Course I, and Intermediate Language Course II. Once learning outcomes are established, they are sent out to be endorsed by all 36 public colleges and universities. After successful endorsement, the courses and learning outcomes are given an Ohio Articulation Number (OAN). Every institution then has to send in its appropriate syllabus for each OAN. The faculty panel reviews those syllabi and, if accepted, the institution’s course will carry the TAG guarantee. Once the TAG guarantee is in place, that course will transfer and equal whatever course has been aligned to the OAN at the institution. An MTAG effectively works the same way. It is simply a military course that is sent to the same faculty TAG panel. If the panel approves of the course, then it becomes an MTAG and can transfer to any of the public institutions based on the common OAN number. More information about TAGs can be found at https://www.ohiohighered.org/transfer/tag.

Ohio has only a few foreign language TAG courses that correspond to courses taught at DLIFLC. Those TAG language areas are French, German, Italian, Arabic (Modern Standard), Spanish, Chinese (Mandarin), and Japanese. After some initial discussion with DLIFLC, it was
discovered they no longer have a program in German and Italian. Those two languages are available only via the DPLT exams.

ODHE hired a contractor to assist with research and recommendations. The contractor used was Col. (ret) Sue Sandusky, a former Commandant of DLIFLC (position similar to a college/university president) who now resides in Ohio. She conducted the majority of the research that was noted in the research section. She hosted an introductory webinar with faculty members in Ohio, which provided an overview of DLIFLC and discussed DLIFLC’s programs and the DLPTs. The program syllabi and DLPT information were provided to faculty members before the webinar. This provided good information to the faculty members and allowed them to ask questions to someone who had direct experience with DLIFLC. This also allowed the faculty to share any concerns they had at the time, which Col. Sandusky helped alleviate based on her own knowledge and in some cases she contacted DLIFLC to get an appropriate answer.

After Col. (ret) Sandusky’s two webinar presentations, there was open discussion with language faculty panel leaders. This discussion centered on any last-minute questions and concerns. The main concern brought forth was what appeared to be a lack of writing that was well documented in the program syllabi. The newer 2018 program syllabi highlight more writing than previous versions. This is something that DLIFLC has noted and mentioned; much writing takes place, but it needs to be documented more in future syllabi. The writing concern was alleviated largely based on two factors. The first is the fact that most students attending DLIFLC and transferring to an Ohio institution are likely to have completed the entire 45-semester-hour diploma in a foreign language, and therefore have significantly more language experience that many other students entering an Ohio program. The second factor is that DLIFLC’s required passing scores on the ILR correspond to ACTFL scores that are higher than what the Ohio courses require. Therefore, those students should be at a language proficiency level that exceeds Ohio students in a similar course. Once a more in-depth discussion about those two factors took place, the faculty leads felt comfortable making alignment recommendations.

DLIFLC uses the DLPT exams to confirm proficiency in a foreign language. The exam scores the student in the areas of listening and reading. The scoring system is as follows: 0, 0+, 1, 1+, 2, 2+, 3, 3+, 4, and 5. Again, of key value here is the crosswalk table showing ACTFL and ILR comparison. The DLPT is for listening and reading only. Speaking is evaluated by something called the Oral Proficiency Interview. Therefore, it was recommended to align higher DLPT scores with the TAG courses on the assumption that somebody with a higher proficiency rating in listening and reading would likely meet or exceed the TAG speaking levels. The faculty panel leaders involved in the discussion agreed to this compromise. If future data collected verifies more readiness and future success in language programs, a lowering of the required scores would be considered.
Currently Proposed Credit Alignment Recommendations

DLIFLC Course Alignment Proposal

<table>
<thead>
<tr>
<th>Defense Language Institute Course</th>
<th>Ohio TAG Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 101 Elementary Language I</td>
<td>Sequence – Beginning Course I &amp; II</td>
</tr>
<tr>
<td>FL 102 Elementary Language II</td>
<td>Sequence – Intermediate Course I &amp; II</td>
</tr>
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</table>

DLPT Alignment Proposal

<table>
<thead>
<tr>
<th>DLPT Exam</th>
<th>Ohio TAG Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Listening, 1 Reading (0+ would be equal to TAG beginning language courses)</td>
<td>Beginning Course II</td>
</tr>
<tr>
<td>2 Listening, 2 Reading (1 would be equal to TAG intermediate courses)</td>
<td>Intermediate Course II</td>
</tr>
</tbody>
</table>

These proposals were made by faculty panel leaders and Col. (ret) Sandusky. The proposal must also be approved by the other faculty panel members who are currently starting their review process. This document will be updated as official reviews are finalized.

Additional Support

The Ohio Articulation and Transfer Network Oversight Board which serves in an advisory capacity to the Chancellor of the Ohio Department of Higher Education also voiced support for this project. Chaired by the Chancellor or his/her designee, membership of the Oversight Board includes college presidents, superintendents, provosts, chief academic officers, and other representatives from college, university, and adult/secondary career-technical institutions having responsibility relating to articulation and transfer. Committees are appointed to review and make recommendations on OATN curriculum, policy, implementation, compliance, operation, and budget issues. The Oversight Board has agreed to draft a policy of support, once this project is finalized, to encourage Ohio’s public colleges and universities...
to consider foreign languages taught by DLIFLC that are either low demand or non-existent (Non-TAG) in the state to be treated in a similar manner to TAG foreign language credits. This means, for example, if a student from DLIFLC transfers to an Ohio public college or university with a completed program in Vietnamese (or any DLIFLC language) that if a two or four course language sequence is part of the degree requirements that the requirement should be considered complete even though the institution might not have or teach the specific language that was originally taken. Once this is finalized, this policy will be added to this report.

Conclusion

This project was extremely valuable in the area of foreign languages. Many of Ohio’s foreign language faculty were not very familiar with DLIFLC. This work has shed light on an academic institution that has very rigorous coursework and training and whose many graduates often represent or assist the government in various foreign relations around the globe. Though some of the formal approval work for these courses and tests is still underway, the knowledge attained from this project will continue to help move Ohio forward and hopefully provide assistance and guidance to other states or institutions who would like to replicate this work. ODHE would again like to thank MHEC, MCMC, and the Lumina Foundation for providing funding for this project. A breakdown of the funds utilized for this work can be found in Appendix C.

For Questions Contact:

Jared W. Shank  
Director of Military and Apprenticeship Initiatives and Special Projects  
Ohio Articulation & Transfer Network | Ohio Department of Higher Education  
25 South Front Street  
Columbus, Ohio 43215  
(614) 466-5812  
Jshank@highered.ohio.gov
The DLIFLC Associate of Arts Degree Program

General Information

Eligibility:
1. Applicants must be a member (or dependent of a member) of the U.S. Military on Active Duty, Active Reserve, National Guard, or a U.S. Federal Government service employee and active upon completion of all degree requirements, which includes having all documents (application, copy of LES or military ID* and transcripts) on file and active in the AA Degree office PRIOR to leaving active Government service. (IRR and contractor status are not eligible.) *Military ID card copy: Title 18, USC Part I, Ch 33, Section 701 “except as authorized under regulations made pursuant to law” and AR 600-8-14, para 1.8, “the cardholder may allow photocopying of their ID card to facilitate DoD benefits.”
2. The AA Degree is based on the successful completion of studies in the foreign language major in residence at DLIFLC (Monterey, CA). Also required is the completion of specific general education requirements; which may be earned through testing or coursework at other accredited institutions.
3. Students who graduated from a resident DLIFLC Basic language program with a class start date after 1 October 1991 may apply.
4. Students who graduated from a resident DLIFLC Intermediate language program with a class start date after 1 February 1998 may apply.
5. Advanced programs are not eligible.

Requirements:
1. Applicants must meet eligibility requirements as listed in #1 above.
2. Basic program students must achieve a minimum DLPT score of L2/R2/S1+.
3. Intermediate program students must achieve a minimum DLPT score of L2+/R2+/S2.
4. A cumulative grade point average of a “C” (2.0) or higher is required for DLIFLC coursework.
5. Final DLIFLC grades below a D are not acceptable.
6. Students must have completed 45 semester credits at DLIFLC plus 18 semester credits in general education. Intermediate program students who were not enrolled in the Basic program are required to take an additional general education course. Students returning to DLIFLC for additional languages must complete the 45 semester credits in each language.

General education (GE) requirements:
1. Basic language program students need to transfer 18 semester credits to DLIFLC:
   A. English Composition requirement
   B. Natural or Physical Science (lab optional)
   C. Social Science requirement
   D. College Math requirement
   E. Technology* (Computers) requirement
   *The Technology must be completed within five years prior to the AA Degree conferred date.
2. Transfer courses must show a grade of C or better and have a minimum of 3 semester credits or 4.5 quarter credits.
3. Graduates from the Intermediate Language Program must contact the AA Degree Office to review the additional GE requirements.
4. The AA Degree Office has the right to approve or disapprove GE transfer credit.
5. Credits for GE requirements may also be satisfied through acceptable CLEP/DSST/AP/IB tests, ACE credit through military training etc.

How to apply for the AA Degree:

Step 1. Do this first!
Complete the two-page application PRIOR to submitting any coursework or test results. Students who are no longer in residence at DLIFLC must include a copy of their current LES or military ID with their application (See Eligibility #1). Eligible dependents must include a copy of their dependent ID and sponsor’s LES or military ID. Students who attended more than one language program must submit an application each language. Applications will be accepted in person or through U.S. Mail. Do not email your application.

Step 2.
Students must provide official sealed transcripts from the grade granting institution. Please refer to the AA Degree Plan document for details on ordering electronic transcripts BEFORE you request your transcripts. No faxed transcripts accepted.

Step 3.
The student is responsible to ensure the AA Degree Office has received all documents and contact information. Students will not be notified when documents are received and are encouraged to contact the office to check the status. Students no longer in Monterey whose application is more than one year old must update their file by sending a current mailing address a copy of either their LES or military ID.

Important note: Resident students who plan to receive their AA Degree at graduation must submit all forms and supporting documents no later than 30 business days before their graduation date.

Application, Degree Plan, and General Information:
www.dliflc.edu
Defense Language Institute
ATTN: AA Degree Program (ATFL-APO-AR)
597 Lawton Road, Bldg 634, Room 3
Presidio of Monterey, CA 93944
(831) 242-6431/ (831) 242-6796
E-mail: aadegree@dliflc.edu
V1218
## ORAL PROFICIENCY LEVELS IN THE WORKPLACE

<table>
<thead>
<tr>
<th>ACTFL Level</th>
<th>ILR</th>
<th>Language Functions</th>
<th>Corresponding Professions/Positions*</th>
<th>Examples of Who Is Likely to Function at This Level</th>
</tr>
</thead>
</table>
| Distinguished | 5 4  | Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety. | Foreign Service Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist     | • Highly articulate, professionally specialized native speakers  
• Language learners with extended (17 years) and current professional and/or educational experience in the target culture |
| Superior    | 3    | Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations. | University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter | • Well-educated native speakers  
• Educated language learners with extended professional and/or educational experience in the target language environment |
| Advanced High | 2+   | Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication. | Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer | • Language learners with graduate degrees in language or a related area and extended educational experience in target environment |
| Advanced Mid | 2    |                                                                                     | Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator | • Heritage speakers, informal learners, non-academic learners who have significant contact with language  
• Undergraduate majors with year-long study in the target language culture |
| Advanced Low | 2    |                                                                                     | K–12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel | • Undergraduate language majors |
| Intermediate High | 1+  | Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions. | Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide | • Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences |
| Intermediate Mid | 1   |                                                                                     | Cashier, Sales Clerk (highly predictable contexts), Receptionist | • Language learners following 4-year high school sequence or 2-semester college sequence  
• Language learners following an immersion language program in Grades K–6 |
| Intermediate Low | 1   |                                                                                     |                                                                                                   |                                                                                                                   |
| Novice High | 0+   | Communicate minimally with formulaic and rote utterances, lists, and phrases.        |                                                                                                   | • Language learners following content-based language program in Grades K–6 |
| Novice Mid  | 0    |                                                                                     |                                                                                                   | • Language learners following 2 years of high school language study |
| Novice Low  | 0    |                                                                                     |                                                                                                   |                                                                                                                   |

* The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.
Grant Expenses Utilized for this Project

ODHE utilized a few contractors to assist with this project. Col. (ret) Sandusky was tasked with providing multiple webinars containing an overview and various research about DLIFLC. She was also assigned to make course alignment and DLPT recommendations in Arabic (Modern Standard), Japanese, French, and Italian. She has also agreed to help in the future and to have further discussions with more foreign language faculty members. Roser Coll-Gallo (Cuyahoga Community College) is a faculty panel lead in Spanish and was responsible for making course and DLPT alignment recommendations. Jade Yuh-Hwan Lin (University of Cincinnati) is a faculty panel lead in Chinese (Mandarin) and was responsible for making course and DLPT alignment recommendations. Deborah Page (University of Cincinnati) is a faculty panel lead in German and was responsible for making DLPT alignment recommendations. This portion of the overall grant provided to Ohio used $6,921.28 of the available grant funds.
Ohio Values Veterans: Medic to Nursing Project

Prepared by
The Ohio Department of Higher Education

March 2019
Thank you

The Ohio Department of Higher Education would like to thank the Midwest Higher Education Compact, the Multi-State Collaborative on Military Credit, and the Lumina Foundation for providing grant funds that were used for this project.
Introduction

For several years, Ohio has been working to evaluate and convert military training, experience, and coursework into college credit. Ohio is particularly interested in areas of overlap between military training and Ohio’s in-demand occupations. Nursing and military medics are prime examples of that overlap. This project looked at the potential for credit alignment and the potential for removing any unnecessary barriers to nursing programs for veterans and service members.

Research

To understand this project, it is important to know how “medic” is defined. For this project, the Ohio Department of Higher Education (ODHE) referred to U.S. Army Healthcare Specialists, U.S. Navy Hospital Corpsmen, and U.S. Air Force Medical Technicians as “medics” for ease of reference.

Understanding the training and coursework involved with military medics required basic research. Through information sessions with the Multi-State Collaborative on Military Credit (MCMC), it was noted that the Medical Education & Training Campus (METC) was the common institution for all of the medic training. MCMC coordinated an educational trip for nursing-type faculty members to travel to METC and see the curriculum firsthand. This experience and curriculum would be heavily leaned on for this project.

Questions also arose about the credentials for which service members attending the medic courses at METC might be eligible, if any. METC directed many questions to its webpage at https://www.metc.mil/.

Significant work was also needed to understand more about the nursing landscape for Ohio’s public colleges and universities. This work was done via meetings and surveys.
Methodology

To understand the work undertaken by Ohio, it is important to understand the statewide transfer guarantees that exist in Ohio, and in this case, the lack thereof. Ohio has various statewide transfer guarantees: the Ohio Transfer Module (OTM), Transfer Assurance Guides (TAGs), CareerTechnical Assurance Guides (CTAGs), and Military Transfer Assurance Guides (MTAGs). The Ohio Transfer Module is a set of agreed-upon general education courses. TAGs are entry courses for a degree or major that have been pre-identified for transfer. CTAGs are agreed-upon career technical courses. Once courses have been pre-identified, faculty panels are established consisting of faculty from two-year and four-year institutions. Those faculty members create learning outcomes that should be consistent with the courses that were pre-identified. Once learning outcomes are established, they are sent out to be endorsed by all 36 public colleges and universities. After successful endorsement, the courses and learning outcomes are given an Ohio Articulation Number (OAN). Every institution then has to send in its appropriate syllabus for each OAN. The faculty panel reviews those syllabi and, if accepted, the institution’s course will carry the OTM, TAG, or CTAG guarantee. Once the guarantee is in place, that course will transfer and equal whatever course has been aligned to the OAN at the institution. An MTAG effectively works the same way; it is simply a military course that is sent to the same faculty OTM, TAG, or CTAG panel. If the panel approves of the course, then it becomes an MTAG and can transfer to any of the public institutions based on the common OAN number. More information about Ohio’s transfer initiatives can be found at https://www.ohiohighered.org/transfer.

One significant problem for Ohio in the nursing area is the lack of any TAG courses. The content of nursing programs is set by the Ohio Board of Nursing (OBN); however, the organization of the content of nursing coursework is up to each individual institution. Therefore, the nursing programs at those public colleges and universities in Ohio that have them are set up quite differently. One area that does have a transfer guarantee is the Licensed Practical Nurse (LPN) program. This area aligns to a CTAG.

With few options as far as transfer guarantees at the state level, it was determined that nursing experts were needed to assist with this project. Over the course of the project, ODHE hosted four events inviting nursing experts in pre-licensure programs with curriculum experience and/or transfer evaluation experience.

First Meeting

The first meeting of nursing experts was held to establish a baseline of knowledge around the state and gather ideas for how to move forward. The overwhelming majority of those in attendance knew they had military students in their programs, but had never seen any
The medic curriculum from METC was shared at this meeting. Another document that was mostly unknown to the individuals was the National Council of State Boards of Nursing-Gap Analysis document (found at https://www.ncsbn.org/16_NCSBNAnalyiss_MilitaryLPNVN.pdf), which compares medic programs to LPN standards. An explanation of the lack of transfer guarantees for Ohio in nursing was mentioned and explained. However, it was noted that research into METC yielded that Army and Air Force medics were trained to the National Registry for Emergency Management Technicians (NREMT) standard. Ohio does have a CTAG for EMT programs. Thus, an actual MTAG awarding EMT credit for Army and Air Force service members was shown to audience members, who again were mostly unaware of its existence. As the meeting was closing, next steps were discussed. A few people mentioned that the OBN had recently created an advanced standing policy to encourage evaluation of credit from adult learners and veterans, as well as some discussion about possible program barriers. It was decided to further discuss this at the next meeting and to invite the Board of Nursing as well as professional nursing organizations to attend.

Second Meeting

The registration for the second meeting required those attending to list college or university nursing program entrance requirements. For meeting preparations, these requirements were all combined into an Excel document to share for ease of discussion. This became the focal point of the morning portion of the meeting. Many items were discussed, but it was noted that Associate Degree in Nursing (ADN) programs had much more consistent entrance requirements than Bachelor of Science in Nursing (BSN) programs. The focus then shifted to ADN programs. The main areas of discussion were pre-admission testing, CPR requirements, and State Tested Nursing Aide (STNA) requirements. The ADN program experts in attendance felt that, after reviewing the curriculum at the previous meeting, entrance requirements needed to be revised or adapted for medics. They determined that the curriculum for medics far exceeded the requirements of the STNA program. Also, in some cases medics might have to maintain their American Heart Association CPR card, which could be used for meeting CPR requirements. Lastly, since military medics have received course-based education and have served in roles providing direct patient care, they agreed to consider waiving pre-admission testing designed to determine readiness for nursing education. Some of the nursing experts present were also members of the Ohio Council of ADN Education Administrators (OCADNEA), which is the professional organization for ADN programs in Ohio. They decided to develop a position statement on the three areas noted above and took it to their next meeting, where the resolution passed. That position statement is attached as Appendix A.

The afternoon session of the second meeting involved three small breakout groups. These breakout groups focused on how to handle EMT-level students (medics) at the LPN, ADN, and BSN levels. The groups eventually reconvened to share their conversations. It was
noted that the OBN was in the process of drafting legislation to support the U.S. Army’s LPN program (different from the Army medic) and the Air Force’s medic program at the five-skill level as being the educational program equivalents of an Ohio LPN program. The breakout discussion kept coming back to the advanced standing policy, which can be found in Appendix B. The Ohio Board of Nursing had representatives at this meeting and they helped lead the conversation around the advanced standing policy and answered many specific questions from the audience. The OBN created a useful document to better explain “advanced standing” and “accelerated programs,” which can be found at http://www.nursing.ohio.gov/PDFS/Education/Summary_of_Chapter_4723-5_OAC_%20Amend.pdf.

Third Meeting

The third meeting started with institutions sharing their examples of their own advanced standing policies. This showed how they had all increased their knowledge and activities around evaluating transfer work (including medic training) and they were now tracking those students as well. For nursing programs, this is a big leap forward. The past sharing of the medic curriculum from METC was foundational in that process. The conversation then shifted to ways to make transfer of certain credentials easier. There was interest in some type of ADN (RN) block of credit that could be transferred easily to BSN programs. It was noted that it should, if possible, build on the existing EMT and LPN blocks of credit that currently exist. This idea also arose due to Ohio pursuing statewide associate to baccalaureate program pathways. Those pathways build on Ohio’s transfer guarantees, and since nursing programs currently have little on which to build, the concept of a block of RN credit seemed to attract support. The nursing experts present communicated that issues existed around general education credit imbedded within RN training that was not appropriately being recognized at the BSN level. ODHE agreed to conduct research and pursue that concern.

During the afternoon session, time was spent discussing program barriers at the BSN level. It was determined that there was too little consistency among the BSN programs to try to do a position statement similar to the OCADNEA statement created at the previous meeting. However, a member from the BSN organization agreed to present the OCADNEA statement to the statewide group of BSN programs and directors just to make sure they were all aware of what was taking place. The meeting ended with a presentation about the new statewide College Level Examination Program (CLEP) policy. This was intended to be a simple information session, but the nursing programs that were represented were interested and largely unaware that this had taken place. They were excited to have another mechanism to suggest that students take more general education options prior to transfer or during their program work in order to alleviate the heavy burden of a full-time course load. They were also intrigued to hear that the military will pay for these exams while the service member is on active duty.
Fourth Meeting

ODHE and some nursing experts conducted research comparing EMT, LPN, and RN curriculums to that of the Ohio Transfer Module. That research was presented at the beginning of this meeting. In each credential (EMT, LPN, & RN), there seemed to be elements of learning outcomes from general education courses that were completed. It was then determined that ODHE should present this information to the faculty panels involved with the Ohio Transfer Module. A deeper explanation of this can be found in Appendix C. Research was also presented that showed potential comparisons between military medic training and LPN and RN curriculum that were more specific to OBN standards. This was done to help improve transfer credit evaluations for medics and also help with the advanced standing policy requirements from the OBN. More explanation regarding this can be found in Appendix D.

The afternoon session started with ideas centering on a special nursing transition course for veterans. There is currently a statewide common nursing transition course that has already been developed and is in use. There was debate as to whether the military medic training should be incorporated into the statewide course or created as its own stand-alone course. This topic is still being discussed and pursued further, and additional insight can be found in Appendix D. New MTAGs were officially announced regarding the Army’s LPN program and the Air Force’s Medic program at the 5 skill level. The announcement memos for these MTAGs can be found in Appendix E. This was mentioned originally during the second meeting, but this became official just prior to this fourth meeting. Lastly, the METC bridge programs were highlighted and discussed, particularly the medic to nursing options. Instructions for how to pursue joining the METC bridge program were provided by METC and given to the attendees. Currently, one school has joined and another is in the process.
Initial Success

Table 1 below highlights some initial success in awarding direct credit to military medics entering nursing programs; 2016 also happens to be the first year that a military medic MTAG was announced. However, it should be noted that this data is self-reported by the nursing programs to the OBN. More accurate data collection that will be able to track MTAGs (medic training) has been implemented at the beginning of 2019 and should yield a true picture of the number of medics in nursing programs around the state from 2019 forward.

Table 1 Data provided by the Ohio Board of Nursing, self-reported data from nursing programs regarding how many military students were awarded advanced standing nursing credit.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students awarded advanced standing nursing credit based on military training</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>2</td>
</tr>
<tr>
<td>2014</td>
<td>5</td>
</tr>
<tr>
<td>2015</td>
<td>2</td>
</tr>
<tr>
<td>2016</td>
<td>17</td>
</tr>
<tr>
<td>2017</td>
<td>15</td>
</tr>
<tr>
<td>2018</td>
<td>24</td>
</tr>
</tbody>
</table>

Of the 33 public colleges and universities in Ohio that offer nursing programs, one has officially joined the METC bridge program and one more is currently in the process. Several others have expressed interest, but have not yet formally started the process.

Next Steps

Maintaining a relationship with METC will be important to keep up with future medic curriculum changes. Also, some METC programs are pursuing regional accreditation under the umbrella of the Uniformed Services University of the Health Sciences, which would also help bring more publicity and notoriety to their programs. More awareness and encouragement are needed to get more institutions to participate in the METC bridge program. More accurate data need to be collected and analyzed to make better decisions about the success of the work being done in this area. Also, further research is needed into learning general education outcomes that might overlap with credentials such as EMT, LPN, and RN.
Conclusion

This project dramatically expanded the knowledge levels of nursing programs around the state. At the beginning of this work, many had never seen any medic curriculum; by the end of this grant extension, they were making alignment decisions within their respective programs and altering entrance requirements. Data show us that the number of medics in Ohio’s nursing programs has increased since this project started, but better data collection will be forthcoming.

For Questions Contact:

Jared W. Shank
Director of Military and Apprenticeship Initiatives and Special Projects
Ohio Articulation & Transfer Network | Ohio Department of Higher Education
25 South Front Street
Columbus, Ohio 43215
(614) 466-5812
Jshank@highered.ohio.gov
APPENDIX A

OCADNEA - Ohio Council of A.D.N. Educational Administrators

POSITION STATEMENT

ADMISSION OF MILITARY VETERANS TO THE ASSOCIATE DEGREE NURSING PROGRAM

In June of 2013, Governor John R. Kasich signed Executive Order 2013-05K to support Ohio’s veterans by ensuring they are receiving the appropriate credit and credentialing for their military training and experience. The Executive Order seeks to streamline the occupational licensing process for veterans and HB488, signed into law in June 2014, ensures that their relevant military education, skills training and experience are taken into account when determining equivalency for issuing licenses and certificates. https://www.ohiohighered.org/ohio_values_veterans

Nursing education programs agree with the position of the National Council of State Boards of Nursing (NCSBN) in support of legislative efforts to transition veterans into the civilian workplace. https://www.ncsbn.org/16_NCSBNAnalyiss_MilitaryLPNVN.pdf The associate degree nursing education leadership in Ohio values the contributions veterans have made in the military and acknowledge their training and experience. We support the goal of helping appropriately trained veterans to safely and competently enter the profession of nursing. To that end, we support the removal of unnecessary barriers to the admission of veterans to nursing education programs.

Many associate degree nursing education programs require state tested nurse’s aide (STNA) registry, certification in cardiopulmonary resuscitation (CPR), and pre-admission testing for entry into the nursing program. As we work together to remove barriers to entry, let us consider the military training provided to veterans that may equate to our program pre-admission requirements:

1. **STNA:**
The various branches of the military provide training in excess of the hours required by Ohio Department of Health (no less than 75 hours). In comparison, the military provides:
   a. Navy: 560 hours. Program/position: HM0000 Basic Medical Technician Corpsman
   b. Air Force: 558 hours. BMTCp 4N0X1 Basic Medical Technician Corpsman, BMTCp 4N031 3 Skill Level
   c. Army: 621 hours. 68W Army Healthcare Specialist

   Nursing programs should analyze the veteran’s prior medical training to confirm the inclusion of basic STNA skills and waive the requirement or award credit without additional time or cost to the veteran.

2. **CPR:**
   a. Navy: HM0000 Basic Medical Technician Corpsman
   b. Air Force: BMTCp 4N031 (3 Skill Level). Military Training Network (MTN) equivalent to AHA.
   c. Army: 68W Army Healthcare Specialist (American Heart Association)

   Nursing programs should analyze the veteran’s prior medical training to confirm the inclusion of cardiopulmonary resuscitation training and waive the requirement or award credit without additional time or cost to the veteran.

3. **Pre-admission testing:**
Since military veterans with medical training (as noted above) have already received course-based education and served in roles providing direct patient care, it seems appropriate to consider waiving pre-admission testing requirements that are focused on determining readiness for nursing education.

Associate degree nursing education administrators in Ohio therefore support and encourage nursing education programs to remove barriers to program entry where appropriate.

For consideration of credit or waiver for other nursing program requirements, each nursing program is expected to comply with OAC 4723-5-12(A)(3). Careful review of the individual’s military training transcript as well as assessment of skills and abilities is appropriate to assist in accelerating the education process.
OAC 4723-5-12(A)(3)

4723-5-12 Program policies

(A) The administrator of the program and the faculty shall establish and implement written policies for the following:

(1) Student admission;

(2) Student readmission, including a requirement that the readmitted student meet the curriculum requirements effective at the time of readmission;

(3) The process for determining the amount of credit to be granted to an applicant for advanced standing in a program;

For individuals with experience in the armed forces of the United States, or in the national guard or in a reserve component, the program shall have a process in place to:

(a) Review the individual’s military education and skills training;

(b) Determine whether any of the military education or skills training is substantially equivalent to the curriculum established in Chapter 4723-5 of the Administrative Code;

(c) Award credit to the individual for any substantially equivalent military education or skills training;
Military Medic Training & Nursing Credentials
Outcomes Comparison with the Ohio Transfer Model

Patricia Allen
Columbus State Community College

This work, as a Columbus State Community College (CSCC) nursing department consultant for the Ohio Department of Higher Education (ODHE) has been carried out in an effort to award college credit for military training, experience, and coursework. The outcomes required by EMT programs and LPN programs were compared with the outcomes specified in the Ohio Transfer Module (OTM) to see if there was any potential OTM credit embedded within EMT or LPN programs.

LPN Education Curriculum
The Ohio Board of Nursing (OBN), through the Ohio Legislature, sets rules governing nursing practice and nursing curriculum, and can be found in the Ohio Revised Code (OAC 4723-5-14). The curriculum standards guide programs toward areas of study that must be present, but there is great latitude with whether to integrate, combine, or present as separate courses such areas as basic biological, physical sciences, human anatomy and physiology, mathematics, and chemistry to name a few (OBN, 2018).

EMT Education Curriculum
The US Department of Transportation, National Highway Traffic Safety Administration is the clearinghouse for the National Emergency Medical Services Educational Standards. The EMS standards are strictly prescribed, with each standard listed such as communication/documentation, anatomy and physiology, pathophysiology, life span development and public health (US Department of Transportation, National Highway Traffic Safety Administration, 2009). The content to be covered is listed under each standard. There can be little variance in coursework using this curriculum.

OTM Courses that May Overlap
In relation to Arts and Humanities coursework such as Ethics, Culture, and Religion there is some area of overlap. Content related to ethics, culture, and religion tend to be integrated into the curriculum of most LPN programs. In the EMT curriculum there is a standard with prescribed content to teach Medical and Legal ethics.

English Composition coursework is composed of two separate writing courses. Again the LPN curriculum can have effective communication integrated in the program's curriculum or it can be stand-alone coursework. The EMT curriculum again has a standard for communication and documentation that may meet one of the OTM course requirements.

In Mathematics, Statistics, and Logic coursework some overlapping competencies can be found using ratios, decimals, and dimensional analysis to solve real world problems. There is a math component for LPNs related to medication administration and safe patient care. The other OTMs in this area are higher level coursework.

There is no overlap in Oral Communication. Although both LPN's and EMT's need to learn therapeutic communication techniques, this content may be integrated into specific technical courses. In order to meet OTM requirements there must be a primary focus on presentation and extemporaneous speaking which neither LPN's or EMT's coursework offers. Oral Communication is not included in a standard except for those students who more forward into paramedic curriculum.
In the Natural Sciences such as Biology and Chemistry, both can be integrated into the LPN curriculum, but would not be considered meeting OTM requirements due to lack of a laboratory component. Biology is only a standard for the paramedic curriculum and not the EMT.

In Social and Behavioral Sciences such as Psychology and Sociology there can be some overlap. Within the LPN curriculum the courses could be integrated or be listed as separate courses, as well as in the EMT curriculum one of the standards is Life Span Development, which is considered a psychology course.

Curriculum Examples from Columbus State Community College
Reviewing the plan of study for the LPN program it includes the non-technical courses of Human Anatomy and Physiology, and English Composition I. The EMT certificate consists of technical credits only, which means national standards are integrated into the coursework. Only if the EMT moves on to the AAS degree will there be coursework that fully meets the OTM.

Recommendations for the Future
Make sure all schools have access to military medic curriculum. There still seems to be some question as to what military medics have been taught and what they can be given credit for in the nursing curriculum. Also, it would be helpful to have resource people to discuss questions and changes.

Work toward a block of credit that transfers through nursing tags with a set of outcomes being met at baseline for the whole state. The idea of a block of credit seems possible at this point since all programs were required by the OBN to have a plan in place for awarding credit to military medics several years ago. It would be wonderful to have some consistency.

References
The following are recommendations based on the analysis. Bridge course syllabi sent to Jared for sharing with faculty.

- Each service specific medic training has unique characteristics
- Only the Army LPN program and Air Force (BMTCP 4N051 level) programs have standard curriculum approved as equivalent to the LPN/LVN.
- Each veteran has varying levels of experience in addition to training; evaluating skills individually should assist in accelerating education process
- Bridge programs for LPNs and RNs should be based on individual assessment of each veteran with goal of assisting students to acquire knowledge, skills, and abilities needed to practice safely without repeating content
- All medics receive comprehensive and rigorous coursework. However, all must learn the role of the nurse, the nursing process, and science of nursing care acquired through didactic and clinical coursework in an approved nursing program. This includes physical assessment techniques, therapeutic communication, and teaching/learning principles so must be included in a bridge course (these are covered in the OLN bridge course)
- Other important components of a bridge course include role transition concepts, facilitating understanding of new roles, how to facilitate transition and prevention of role strain. (this is covered in the OLN bridge course)
- However, the OLN bridge course is geared toward students who have already had training in how to use the nursing process and think like a nurse across the life span both clinically and theoretically. A transition course for veteran medics would need to include more on the theoretical aspects of the nursing process and nursing care across the lifespan; these students have primarily given emphasis on clinical/hands-on nursing skills with healthy adults. Specific bridge course syllabi would also need to reflect individual programs of study and curricula.

The results of the analysis with recommendations related to bridge coursework was provided at the November 29, 2018 nursing meeting. Based on the meeting of faculty on November 29, the faculty in the state of Ohio are interested in continuing the work of the military working group. Interest seemed to revolve around understanding the Ohio Transfer Module and how to incorporate general education credit for veterans (and all students), understanding more about how to transition veterans given the Ohio Board of Nursing Advanced Standing Policy—especially the implications for being on the ‘bridge’ map of the Military Education and Training Campus (METC) website. Another meeting in Spring 2019 was suggested.
## Medic to LPN/RN Gap Analysis

### Fall 2018

<table>
<thead>
<tr>
<th>Curriculum LPN and RN*</th>
<th>Met by Medic Training</th>
<th>Not Met by Medic Training</th>
<th>Met by AF IDMT Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Sciences (RN)</strong></td>
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<tr>
<td>Chemistry of the body, electrolytes, and body fluids</td>
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<td>LPN level</td>
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<tr>
<td>Structure/function of cells and tissues</td>
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<td>LPN level</td>
<td></td>
</tr>
<tr>
<td>Structure/function of body systems</td>
<td>x</td>
<td>LPN level</td>
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<tr>
<td>Common diseases of the body systems</td>
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<td>LPN level</td>
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<tr>
<td>Microbiology and Infectious processes*</td>
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<tr>
<td>Arts and Humanities*</td>
<td>x</td>
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<td></td>
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<tr>
<td>Mathematics/Statistical analysis concepts*</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>Social Sciences*</td>
<td>x</td>
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<tr>
<td><strong>Pharmacology</strong></td>
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<td>Pharmacological calculations</td>
<td>LPN Level</td>
<td>LPN Level</td>
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<tr>
<td>Classification of medications</td>
<td>LPN Level</td>
<td>LPN Level</td>
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<tr>
<td>Medications for common disease classifications</td>
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<tr>
<td>Pharmacokinetics and pharmacodynamics of medications</td>
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<tr>
<td>Nursing considerations in medication administration (critical thinking/six rights)</td>
<td>X partially met</td>
<td>LPN Level</td>
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<tr>
<td>Intravenous medications/medication administration*</td>
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<tr>
<td><strong>Nursing Fundamentals</strong></td>
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<tr>
<td>Incidence/prevalence of disease and the healthcare system</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Issues in healthcare</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Therapeutic communication</td>
<td>LPN Level (4N031, 68W only)</td>
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<tr>
<td>Cultural considerations in health/illness</td>
<td>LPN Level (68W only)</td>
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<tr>
<td>Health promotion activities</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Infectious processes and infection control</td>
<td>LPN Level (68W only)</td>
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<tr>
<td>Basic nursing care including nutrition</td>
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<td>Pain management across the lifespan</td>
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<td>Nursing assessment (full vs. focused assessment)</td>
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<td>Nursing process/critical thinking</td>
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<tr>
<td>Documentation within health information systems</td>
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<tr>
<td>Communication with patients, families, and significant individuals*</td>
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<tr>
<td><strong>Medical-Surgical</strong></td>
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<tr>
<td>IV fluids and calculations and role of LPN/LVN</td>
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<tr>
<td>Diagnostic studies and LPN/LVN role</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of the surgical patient</td>
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<tr>
<td>Care of the oncology patient/death and dying</td>
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<td>x</td>
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<tr>
<td>Bloodborne pathogens training and standard precautions (integrated)</td>
<td>x</td>
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<tr>
<td>Psychosocial, cultural, spiritual, and ethnic considerations (integrated)</td>
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<tr>
<td>Community services (integrated)</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Provide safe and effective care</td>
<td>x</td>
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<tr>
<td>Physiological implications of disease processes (integrated)</td>
<td>x</td>
<td>LPN Level</td>
<td></td>
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<tr>
<td>Obtaining laboratory specimens/interpreting results</td>
<td>LPN Level (68W only)</td>
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<tr>
<td>Informed consent (integrated)</td>
<td>x</td>
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<tr>
<td>LPN/LVN role in physical assessment (integrated)</td>
<td>LPN Level (4N031 and 68W only)</td>
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<tr>
<td>LPN/LVN role in patient education (integrated)</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of the older patient (integrated)</td>
<td></td>
<td>x</td>
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<tr>
<td>Care of patients with CV and PVD disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of the patient with respiratory disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of patient with GI disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of patients with endocrine disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of patients with immune disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of patients with skin disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Health promotion activities (integrated)</td>
<td></td>
<td>x</td>
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<tr>
<td>Care of the patient with blood and lymphatic disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of the patient with reproductive disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of the patient with musculoskeletal disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of the patient with GU disorders</td>
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<tr>
<td>Care of the patient with a sensory disorder (eye or ear)</td>
<td>x</td>
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<tr>
<td>Care of the patient with a neurological disorder</td>
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<tr>
<td>Care of the patient with a mental health disorder (separate or integrated)</td>
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<tr>
<td>Community health nursing</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Role of the RN in patient education of the adult/geriatric patient*</td>
<td>x</td>
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<tr>
<td>Role of the RN in physical assessment of adult/geriatric patient*</td>
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<tr>
<td>Role of RN in IV care and fluids including CVAD, TPN in the adult/geriatric patient*</td>
<td>x</td>
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</tbody>
</table>

**Maternal-Child Health Nursing**

<table>
<thead>
<tr>
<th>Impact of family in maternal child health (integrated)</th>
<th>LPN Level (4N031 only)</th>
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</thead>
<tbody>
<tr>
<td>Ethical issues in perinatal nursing (integrated)</td>
<td>LPN Level (4N031 only)</td>
</tr>
<tr>
<td>Physiological changes during the perinatal period (integrated)</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Health promotion in maternal child nursing (integrated)</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Cultural impact (integrated)</td>
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<tr>
<td>Community resources (integrated)</td>
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<tr>
<td>Normal growth and development</td>
<td>LPN Level (4N031 &amp; 68W only)</td>
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<tr>
<td>Providing safe patient care during the perinatal period</td>
<td>LPN Level (4N031 only)</td>
</tr>
<tr>
<td>Introduction to maternal/child health with review of reproduction</td>
<td>LPN Level (4N031 only)</td>
</tr>
<tr>
<td>Prenatal aspects and complications</td>
<td>LPN Level (4N031 only)</td>
</tr>
<tr>
<td>Providing safe care to pediatric patients</td>
<td>LPN Level (4N031 &amp; 68W only)</td>
</tr>
<tr>
<td>Labor and delivery</td>
<td>LPN Level (4N031 &amp; 68W only)</td>
</tr>
<tr>
<td>Postnatal and family; women’s healthcare and care of newborn including congenital anomalies</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Normal infant, toddler, preschooler, school-aged and adolescent child</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of the pediatric patient, including data collection procedures</td>
<td>LPN Level (4N031 &amp; 68W only)</td>
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<tr>
<td>Care of the child with fluid and electrolyte imbalance</td>
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<tr>
<td>Care of the child with sensory of neurological conditions</td>
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<tr>
<td>Care of the child with musculoskeletal disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of the child with respiratory disorders</td>
<td>LPN Level (4N031 only)</td>
</tr>
<tr>
<td>Care of the child with CV disorders</td>
<td>LPN Level (4N031 only)</td>
</tr>
<tr>
<td>Care of the child with blood, blood-forming organs, or lymphatic disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Care of the child with GI disorders</td>
<td>LPN Level (4N031 only)</td>
</tr>
<tr>
<td>Care of the child with GU disorders</td>
<td>LPN Level (4N031 only)</td>
</tr>
<tr>
<td>Care of the child with skin disorders</td>
<td>LPN Level (4N031 only)</td>
</tr>
<tr>
<td>Care of the child with endocrine disorders</td>
<td>LPN Level (4N031 only)</td>
</tr>
<tr>
<td>Care of the child with communicable disease</td>
<td>LPN Level (4N031 only)</td>
</tr>
<tr>
<td>Care of the child with psychosocial disorders</td>
<td>LPN Level (4N031 only)</td>
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<tr>
<td>Role of the RN in patient education of the adult/geriatric patient*</td>
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<tr>
<td>Role of the RN in physical assessment of the maternal/child dyad and pediatric patient*</td>
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<tr>
<td>Role of RN in IV care and fluids including CVAD*</td>
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</tbody>
</table>

**Issues in Nursing**

| Legal aspects of nursing | LPN Level (4N031 only) |
| Ethical aspects of nursing | LPN Level (4N031 only) |
| History of nursing | x |
| Role Transition | x |
| Nursing theory* | x |
| Information management as it pertains to health records, nursing science, and EBP* | x |
| Manager of care role including delegation* | x |
| Professional role of the RN* | x |
| Prioritization and resource allocation* | x |
| Nursing informatics* | x |
| Interprofessional collaboration* | x |
| Concepts of teaching and learning* | x |
| Performance improvement/quality improvement* | x |
| Disaster and emergency response plans* | x |

* Indicates RN tasks/functions based on OBN 4723-5-13 and RN NCLEX Test plan
References:


Memorandum

To: Chief Academic Officers and Provosts

From: Paula Compton, Associate Vice Chancellor, Articulation and Transfer

Date: December 20, 2018

Subject: NEW – Military Transfer Assurance Guides Announcement

I am pleased to announce a new Military Transfer Assurance Guide (MTAG) - Effective immediately.

The following military training, experience and coursework has been aligned to the Practical Nursing to Pre-Licensure Associate Degree Nursing CTAN - CTPNNUR 001 as listed in the table below:

**Reviewed and Approved Military Transfer Assurance Guide (MTAG)**

<table>
<thead>
<tr>
<th>ACE ID From Joint Services Transcript</th>
<th>Military Course Number</th>
<th>Name of Military Training Experience and Coursework</th>
<th>Effective Date - Course date range</th>
<th>Approved Course Alignments with Current Statewide Course/Program Equivalency Guarantees</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR-0703-0037 V3* (Course 1 of 2)</td>
<td>300-M6 Phase I</td>
<td>Practical Nurse</td>
<td>1/2006 – 12/2011</td>
<td>CTPNNUR 001 – Practical Nurse Technical Learning Outcomes</td>
<td>30% of technical nursing credits</td>
</tr>
<tr>
<td>AR-0703-0036 V3* (Course 2 of 2)</td>
<td>300-M6 Phase II</td>
<td>Practical Nurse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR-0703-0037 V4* (Course 1 of 2)</td>
<td>300-M6 Phase I 300-68C10</td>
<td>Practical Nurse</td>
<td>1/2012 – 9/2016</td>
<td>CTPNNUR 001 – Practical Nurse Technical Learning Outcomes</td>
<td>30% of technical nursing credits</td>
</tr>
<tr>
<td>AR-0703-0036 V4* (Course 2 of 2)</td>
<td>300-M6 Phase II 300-68C10</td>
<td>Practical Nurse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR-0703-0037 V5* (Course 1 of 2)</td>
<td>300-68C10 Phase I</td>
<td>Practical Nurse</td>
<td>10/2016 – Present</td>
<td>CTPNNUR 001 – Practical Nurse Technical Learning Outcomes</td>
<td>30% of technical nursing credits</td>
</tr>
<tr>
<td>AR-0703-0036 V5* (Course 2 of 2)</td>
<td>300-68C10 Phase II</td>
<td>Practical Nurse</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For more information: go to [https://transfercredit.ohio.gov](https://transfercredit.ohio.gov) and click on "military."
This MTAG guarantee awards credit based on the service members’ successful completion of the US Army practical nurse curriculum and successful passing of the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

More information regarding how to verify an Ohio LPN license or other state license (through reciprocity) can be found at http://www.nursing.ohio.gov/Verification.htm

The Ohio LPN license or other state license (through reciprocity) should be verified before the student is placed in a nursing program.

It is highly recommended that nursing programs utilizing this credit should have a discussion with their Registrar about the most effective manner to post this credit award.

This military program of study has been added to Ohio Revised Code 4723.09 License Application as amended by the 132nd General Assembly HB49.

Thank you to those involved in this process for their dedication and support.

For more information about the MTAG process or the MTAG listed above, please contact Jared Shank at (614) 466-5812, or jshank@highered.ohio.gov.

For more information about the CTAG process or the CTPNNUR 001 credit block, please contact Shane DeGarmo at (614) 644-6767, or sdegarmo@highered.ohio.gov
Memorandum

To: Chief Academic Officers and Provosts

From: Paula Compton, Associate Vice Chancellor, Articulation and Transfer

Date: December 20, 2018

Subject: NEW – Military Transfer Assurance Guides Announcement

I am pleased to announce a new Military Transfer Assurance Guide (MTAG) - Effective immediately.

The following military training, experience and coursework has been aligned to the Practical Nursing to Pre-Licensure Associate Degree Nursing CTAN - CTPNNUR 001 as listed in the table below:

**Reviewed and Approved Military Transfer Assurance Guide (MTAG)**

<table>
<thead>
<tr>
<th>CCAF Degree Awarded</th>
<th>Name of CCAF Training Program</th>
<th>Air Force Specialty Code</th>
<th>Effective Date - Program date range</th>
<th>Approved Course Alignments with Current Statewide Course/Program Equivalency Guarantees</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Applied Science</td>
<td>Practical Nursing Technology (7GAL)</td>
<td>4N0X1, 4N0X1B, 4N0X1C, 4N0X1F</td>
<td>Started to be awarded Mid-2016</td>
<td>CTPNNUR 001 – Practical Nurse Technical Learning Outcomes</td>
<td>30% of technical nursing credits</td>
</tr>
<tr>
<td></td>
<td>The Allied Health Sciences (7GAL)</td>
<td>4N0X1</td>
<td>Awarded between 1999 and mid-2016</td>
<td>CTPNNUR 001 – Practical Nurse Technical Learning Outcomes</td>
<td>30% of technical nursing credits</td>
</tr>
</tbody>
</table>
This MTAG guarantee awards credit based on the service members’ successful completion of the Community College of the Air Force Associate in Applied Science Degree in “Practical Nursing Technology” (after 2016) or “The Allied Health Sciences” (prior to 2016) and successful passing of the National Council Licensure Examination for Practical Nurses (NCLEX-PN). Because the service member will complete an AAS from the CCAF, there are likely other credit equivalencies outside of the LPN credit which should also be evaluated.

More information regarding how to verify an Ohio LPN license or other state license (through reciprocity) can be found at [http://www.nursing.ohio.gov/Verification.htm](http://www.nursing.ohio.gov/Verification.htm)

The Ohio LPN license or other state license (through reciprocity) should be verified before the student is placed in a nursing program and credit awarded.

It is highly recommended that nursing programs utilizing this credit should have a discussion with their Registrar about the most effective manner to post this credit award.

This military program of study has been added to [Ohio Revised Code 4723.09 License Application](http://www.nursing.ohio.gov/Verification.htm) as amended by the 132nd General Assembly HB49.

Thank you to those involved in this process for their dedication and support.

For more information about the MTAG process or the MTAG listed above, please contact Jared Shank at (614) 466-5812, or jshank@highered.ohio.gov.

For more information about the CTAG process or the CTPNNUR 001 credit block, please contact Shane DeGarmo at (614) 644-6767, or sdegarmo@highered.ohio.gov
Grant Expenses Utilized for This Project

ODHE utilized a few contractors to assist with this project. Two nursing faculty members conducted research into METC and shared that information with the group during the various nursing meetings held for this project. Those same two faculty members presented alignment work done with medics at their own institutions. One additional nursing faculty member was asked, along with the previous two, to conduct research into learning outcomes that are embedded in the EMT, LPN, and ADN credentials. Another expense involved with this project was the cost of food for each of the meetings. This portion of the overall grant provided to Ohio used $9,078.72 of the available grant funds.
Thank you

The Ohio Department of Higher Education would like to thank the Midwest Higher Education Compact, the Multi-State Collaborative on Military Credit, and the Lumina Foundation for providing grant funds that were used for this project.
Introduction

Common blocks of military training are a great starting point when awarding college credit for military training, experience, and coursework. For example, evaluating basic training, non-commissioned officer training, or even a whole Military Occupational Specialty can benefit many potential students. However, Ohio has a large number of returning service members who served in combat arms fields (Infantry, Artillery, Armor, Cavalry, etc.) that typically do not lend themselves well to college credit unless the service member has reached a rank where he or she starts attending leadership and other schools. Therefore, it was decided to pursue the evaluation of any common training taking place amongst all combat arms specialties as well as much of the rest of the military force. The military as a whole conducts various levels of cultural awareness and diversity training. Some of this training occurs when a service member is assigned to an overseas post, or as part of pre-deployment training to a combat theater. This type of training appeared to correspond to many general education requirements from Ohio’s public colleges and universities. Unfortunately, these common types of military training are not typically documented on the current versions of the Joint Service Transcript (JST) or Community College of the Air Force (CCAF) transcripts.

Research

This project required significant research into the military’s diversity and cultural awareness training. The Ohio Department of Higher Education (ODHE) had to understand exactly what type of training was required, who ordered it or was in charge of it, and what type of material was included in the training. Without a direct link to the Department of Defense, much of the research had to be conducted through online searching and assistance from the Ohio National Guard (Army and Air Force).

During the initial research phase, it was also decided to look at two other training blocks that might be useable for general education credit. The first of these was the military’s Sexual Assault Prevention and Response (SAPR) training requirements. This training was selected because it was tied to a national certification. The second was to take a deeper look into Infantry training (Army and USMC) for academic credit. Infantry training was chosen because it is one of the largest military occupational fields returning to Ohio.
Methodology

Diversity Training
The first portions of research conducted looked into “who” ordered the creation of diversity training taking place in the military. In 2011, President Obama signed Executive Order 13583 (Appendix A), “Establishing a Coordinated Government-wide Initiative to Promote Diversity and Inclusion in the Federal Workforce.” This Executive Order required the Department of Defense (DoD) to create and continually update a “Diversity and Inclusion Strategic Plan” (Appendix B). That plan includes many strategic actions and initiatives with which the DoD must comply. Some of those items include diversity and inclusion training for all DoD personnel. Specifically, objective 3.1 in the report states “Promote diversity and inclusion through training, development, and employee engagement programs.” This strategic plan appears to align extremely well with diversity statements from all of Ohio’s public colleges and universities. Therefore, ODHE felt confident that since this was an Executive Order as well as a DoD strategic plan that every service member would be affected by these two documents. However, even though this training is an official requirement, there is still no documentation on a military transcript. In comparison, many Ohio institutions also do not document cultural awareness or diversity elements included in coursework that appears on a transcript.

Multicultural Training (Pre-Deployment Training)
Next, research was conducted into cultural awareness types of training taking place across the military force. There is an almost limitless amount of research that could be conducted in this area. The ODHE compiled many of these resources at https://www.ohiohighered.org/ohio_values_veterans/toolkit/awarding-credit. One of the main documents to highlight is the report created by the Inspector General of the DoD titled, “Training Requirements for U.S. Ground Forces Deploying in Support of Operation Iraqi Freedom.” This document features a United States Central Command (USCENTCOM) requirement seen in Figure 1 below.

<table>
<thead>
<tr>
<th>FY 2005 CENTCOM Required Training for OIF and Operation Enduring Freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Country orientation brief</td>
</tr>
<tr>
<td>2. Anti-terrorism</td>
</tr>
<tr>
<td>5. Media Awareness</td>
</tr>
<tr>
<td>7. Nuclear, biological, and chemical personal protective measures</td>
</tr>
</tbody>
</table>
It’s important to note that “Country orientation brief” is the number 1 requirement before a deployment. This mandatory training is also a pre-deployment training requirement. Again, ODHE felt that since this was required by the DoD, the lack of appearance on a military transcript could be overlooked. Verification of other military records such as an enlisted records brief or DD214 discharge document could be used to verify an overseas deployment. After verifying that pre-deployment training was taking place, ODHE had to then find some examples of the training being conducted. These examples can also be found at https://www.ohiohighered.org/ohio_values_veterans/toolkit/awarding-credit. For the purposes of this report, some of the training titles will be highlighted. Some of those title examples are as follows: Tribalism in Iraq, Tribalism in Afghanistan, Afghanistan – Study of a Nation, Afghanistan Pre-deployment reading list, etc. Some of the topics covered in these training programs consist of, but are not limited to: local environment, government, economy, geography, and history. This training coupled with the fact that many service members deploy for approximately a year lends itself well to the awarding of credit for multicultural training. Many Ohio institutions award similar training and credit as part of study abroad programs typically tied directly to a course taken overseas.

Institutional Examples
Three Ohio institutions are now awarding credit for diversity, multicultural training, and – in one case – geography that applied toward general education credit. These institutions were asked to present their process to the other Ohio public colleges and universities.

The University of Akron
The University of Akron ties military multicultural training to its Area Studies/Cultural Diversity/Global Diversity general education requirements. In the past, much of the above research was discussed and presented to the provost at UA. The provost decided that credit should be awarded for this training. The Military Services Center on campus asks student veterans to submit their DD214 to be evaluated. They award credit hours in Area Studies/ Cultural Diversity/Global Diversity based on time spent overseas according to the following scale: 2-3 months = 1 Credit Hour, 3-4 months = 3 Credit Hours, 4-4.5 months = 5 Credit Hours, 4.5 months + = 6 Credit Hours. The other requirement is that the location of deployment must align to a topic area covered by one of their World Civilization courses. After the DD214 is reviewed by the Military Services Center, the results are sent to the Registrar’s Office for posting.
Youngstown State University
Youngstown State University’s general education program consists of four knowledge areas: Arts & Humanities, Natural Sciences, Social Sciences, and Social & Personal Awareness. YSU uses military basic training to fulfill the six hours that are required in the Social & Personal Awareness area. The courses that are awarded are titled: Healthy Lifestyles, Physical Activity Core Concepts, Jogging, and Marksmanship. YSU also awards credit to service members who have been deployed for at least 90 days. This is done through a prior learning assessment process. If approved, the deployment is given credit for a geography course that meets the “International Area Study” requirement. This course can also satisfy some upper-division elective requirements for some degree programs. The process requires the student to meet with the campus prior learning assessment (PLA) coordinator and fill out a PLA request form based on a “Military Overseas Deployment.” Once approved or denied, the form is eventually sent to the Registrar records area to be posted and filed appropriately.

Bowling Green State University
Bowling Green State University started an internal review process to take a second look at credit that had or had not been posted to a student’s transcript based on military training, experience, or coursework. This process helped to create awareness of military pre-deployment training. BGSU then created a procedure to waive its “International Perspective” general education requirement for all service members with documented (DD214) international experience. The student must take a copy of his or her DD214 to the academic advisor, the military student services office, or the Registrar’s Office to request the waiver.

Another area of success in general education was tied to BGSU’s “Diversity in the United States” requirement. In doing a deep dive into non-commissioned officer courses such as Airman Leadership School and the Army’s Warrior Leader Course, BGSU’s curriculum committee found significant education and training regarding cultural diversity in the U.S. This military training could then be directly substituted for the three-credit-hour requirement. This credit is documented on the JST or CCAF transcript though and is simply coded appropriately on the student’s record.

Sexual Assault Prevention and Response Training (SAPR)
As research was under way to award general education credit from common military training, Army University asked Ohio for thoughts on the Army’s Sexual Harassment Assault Response & Prevention training (SHARP). After some discussion, it was decided to look at this program as well for any potential use in general education programs. The overall program created by the DoD is known as SAPR training. However, each individual service branch has branded its own name such as the Army’s “SHARP” training. ODHE focused on the overall SAPR training modules.
Basic SAPR training is required across all the branches of service for every service member. This training consists of discussions, videos, and practical exercises. This training is three hours in length and is often taught twice a year, for a total of six hours of interaction with a service member. On the surface this did not appear to merit any academic credit. However, after discussions and sharing with several institutions, it was discovered that some of them would be willing to use this training to meet freshman orientation requirements for the required sexual harassment training. An example of this is Hocking College, which allows service members’ SAPR training to count for their required sexual harassment training for new students. This is not a huge win for the service member, but the extra time afforded from this process gives them more initial time to talk with their academic advisor during orientation.

Further research into the SAPR programs yielded some applicability toward college credit. It was discovered that all SAPR training had to be conducted by service members trained in the subject matter. It was also learned that typically every individual unit in the military likely has at least two people trained in the SAPR program. Those individuals are non-commissioned officers and are referred to as Sexual Assault Response Coordinators (SARCs). This gave ODHE a second chance to look at the training from the instructor level. The instructor-level training contains more measureable learning outcomes than the version offered to every service member. Also, the instructors must obtain certification through the DoD known as the Defense Sexual Assault Advocate Certification Program, or D-SAACP. The D-SAACP program is administered through The National Organization for Victim Assistance (NOVA). This framework gives credence to the certifications and training requirements since NOVA is a nationally recognized credentialing provider for victim advocacy training programs. ODHE recommended that Ohio’s public colleges and universities review this training for any potential applicability to general education, social work, rehabilitation services, women studies, gender studies, etc. types of programs.

**Infantry Training**

Lastly, ODHE wanted to further pursue a look at Infantry training. There are currently no Ohio Military Transfer Assurance Guides (MTAGs) for Infantry training, which would expedite the credit award process. For this project, ODHE reviewed Army and Marine Corps Infantry training to include Basic Infantry Marine, Infantry Mortarman, Infantry Rifleman, Infantryman, and Indirect Fire Infantryman, as well as looked at the Military Occupational Specialty credit evaluations done by the American Council on Education (ACE). To start this portion of the project, ODHE conducted a survey of Ohio’s public colleges and universities to determine what credit they were currently awarding for Infantry training. The results of this yielded mostly general elective credit.

It appears that since 2017 ACE has conducted more reviews of Infantry training that contain slightly more useful credit recommendations. The course description and learning outcomes
now have more breadth to them. More speaking or communication credit recommendations seem to be more common and will be presented to Ohio’s faculty panels in those respective areas for review. Also, it was noted that much of the first aid training incorporated standards used by the American Heart Association. If a service member has maintained his or her training (stayed current with the AHA CPR training), he or she could be awarded direct CPR credit at the college level. This credit is mainly used by education programs as well as medical/nursing programs. Credit recommendations for the MOS seem to include supervision and management type of credit recommendations. These are likely too broad for direct course equivalencies in business programs; however, ODHE is pursing those recommendations with business faculty to make certain of that determination. At a minimum, there will be discussion as to whether some of that training could at least be used as direct business electives.

The look into Infantry training reaffirmed the need to constantly reference the ACE military guide for updates. Ohio started awarding credit for military training experience and coursework several years ago, and it’s important to note that the landscape and information are always changing. The Infantry training and ACE recommendations from 2015 are different than many of the 2017 versions. This may seem simple, but it was important to remind institutions to stay up to date with the ACE military guide.

Presentation of Results and Prior Learning Assessment (PLA)
On November 16, 2018, ODHE hosted a summit to discuss this project with all 36 of Ohio’s public colleges and universities. All of the research noted above was presented. The three institutions highlighted above presented on their individual processes and the logic behind why they did what they did. It was recommended that institutions pursue the awarding of general education credit in a manner in which they were most comfortable and that best aligned with their institutional requirements. For some institutions, this might involve the simple submission of a form and a copy of a DD214. For others this might involve the creation of a portfolio for review. The portfolio review process is often burdensome on the student. However, Ohio has developed an agreed-upon rubric that all public institutions can utilize. It can be found at [https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/PLA/training-materials/PLA_blank-rubric-form.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/PLA/training-materials/PLA_blank-rubric-form.pdf). The institutions in attendance all agreed to the concept that service members with diversity or multicultural training would not have to create a portfolio from scratch. Because of the research conducted for this project, much of that material can now be used by the institutions to get the portfolio started and thus have a much more expedited review time. It also puts less burden on the students to assemble the information needed and instead allows them to focus on how their training meets the appropriate learning outcomes for the general education diversity/multicultural requirement. It was also recommended to potentially use this same rubric for other military trainings that are not on the JST or CCAF transcript.
Additional Support

The Ohio Articulation and Transfer Network Oversight Board, which serves in an advisory capacity to the Chancellor of the Ohio Department of Higher Education, also voiced support for this project. Chaired by the Chancellor or his/her designee, membership of the Oversight Board includes college presidents, superintendents, provosts, chief academic officers, and other representatives from college, university, and adult/secondary career-technical institutions having responsibility relating to articulation and transfer. Committees are appointed to review and make recommendations on OATN curriculum, policy, implementation, compliance, operation, and budget issues. The Oversight Board has agreed to draft a policy of support to encourage Ohio’s public colleges and universities to consider all credit evaluation options as a means to award more applicable credit in the area of general education. Once this is finalized, this policy will be added to this report.

This overall project was also reviewed by Dr. Paul L. Gaston, who has conducted notable research into general education at the state and national level. He agreed with ODHE’s findings and recommendations and has offered assistance with future work.

Conclusion

This project involved significant research, though more research could – and probably should – still be conducted. General education requirements across Ohio’s 36 public colleges and universities are vastly different, so a one-size-fits-all approach would not work. After presenting research and institutional examples at ODHE’s general education summit, it allowed institutions to choose which avenue of awarding credit was the best fit for their respective institution. This could range from simple form submissions to full-blown portfolio review and everything in-between. This project also brought to light the relatively unknown SAPR training, which ended up being of interest to many institutions that had their own sexual assault and response programs. Lastly, a fresh new look at Infantry training yielded some previously unthought-of potential alignments to communication, supervision, management, and CPR coursework.

For Questions Contact:

Jared W. Shank
Director of Military and Apprenticeship Initiatives and Special Projects
Ohio Articulation & Transfer Network | Ohio Department of Higher Education
25 South Front Street
Columbus, Ohio 43215
(614) 466-5812
Jshank@highered.ohio.gov
The White House
Office of the Press Secretary
For Immediate Release

August 18, 2011

Executive Order 13583-- Establishing a Coordinated Government-wide Initiative to Promote Diversity and Inclusion in the Federal Workforce

EXECUTIVE ORDER

ESTABLISHING A COORDINATED GOVERNMENT-WIDE INITIATIVE TO PROMOTE DIVERSITY AND INCLUSION IN THE FEDERAL WORKFORCE

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to promote the Federal workplace as a model of equal opportunity, diversity, and inclusion, it is hereby ordered as follows:

Section 1. Policy. Our Nation derives strength from the diversity of its population and from its commitment to equal opportunity for all. We are at our best when we draw on the talents of all parts of our society, and our greatest accomplishments are achieved when diverse perspectives are brought to bear to overcome our greatest challenges. A commitment to equal opportunity, diversity, and inclusion is critical for the Federal Government as an employer. By law, the Federal Government’s recruitment policies should "endeavor to achieve a work force from all segments of society." (5 U.S.C. 2301(b)(1)). As the Nation’s largest employer, the Federal Government has a special obligation to lead by example. Attaining a diverse, qualified workforce is one of the cornerstones of the merit-based civil service.

Prior Executive Orders, including but not limited to those listed below, have taken a number of steps to address the leadership role and obligations of the Federal
departments and agencies to implement programs for recruitment and career development of Hispanic employees and established a mechanism for identifying best practices in doing so. Executive Order 13518 of November 9, 2009 (Employment of Veterans in the Federal Government), required the establishment of a Veterans Employment Initiative. Executive Order 13548 of July 26, 2010 (Increasing Federal Employment of Individuals with Disabilities), and its related predecessors, Executive Order 13163 of July 26, 2000 (Increasing the Opportunity for Individuals With Disabilities to be Employed in the Federal Government), and Executive Order 13078 of March 13, 1998 (Increasing Employment of Adults With Disabilities), sought to tap the skills of the millions of Americans living with disabilities.

To realize more fully the goal of using the talents of all segments of society, the Federal Government must continue to challenge itself to enhance its ability to recruit, hire, promote, and retain a more diverse workforce. Further, the Federal Government must create a culture that encourages collaboration, flexibility, and fairness to enable individuals to participate to their full potential.

Wherever possible, the Federal Government must also seek to consolidate compliance efforts established through related or overlapping statutory mandates, directions from Executive Orders, and regulatory requirements. By this order, I am directing executive departments and agencies (agencies) to develop and implement a more comprehensive, integrated, and strategic focus on diversity and inclusion as a key component of their human resources strategies. This approach should include a continuing effort to identify and adopt best practices, implemented in an integrated manner, to promote diversity and remove barriers to equal employment opportunity, consistent with merit system principles and applicable law.

Sec. 2. Government-Wide Diversity and Inclusion Initiative and Strategic Plan. The Director of the Office of Personnel Management (OPM) and the Deputy Director for Management of the Office of Management and Budget (OMB), in coordination with the President’s Management Council (PMC) and the Chair of the Equal Employment Opportunity Commission (EEOC), shall:
(a) establish a coordinated Government-wide initiative to promote diversity and inclusion in the Federal workforce;
(i) develop and issue a Government-wide Diversity and Inclusion Strategic Plan (Government-wide Plan), to be updated as appropriate and at a minimum every 4 years, focusing on workforce diversity, workplace inclusion, and agency accountability and leadership. The Government-wide Plan shall highlight comprehensive strategies for agencies to identify and remove barriers to equal employment opportunity that may exist in the Federal Government’s recruitment, hiring, promotion, retention, professional development, and training policies and practices;

(ii) review applicable directives to agencies related to the development or submission of agency human capital and other workforce plans and reports in connection with recruitment, hiring, promotion, retention, professional development, and training policies and practices, and develop a strategy for consolidating such agency plans and reports where appropriate and permitted by law; and

(iii) provide guidance to agencies concerning formulation of agency-specific Diversity and Inclusion Strategic Plans prepared pursuant to section 3(b) of this order;

(c) identify appropriate practices to improve the effectiveness of each agency’s efforts to recruit, hire, promote, retain, develop, and train a diverse and inclusive workforce, consistent with merit system principles and applicable law; and

(d) establish a system for reporting regularly on agencies' progress in implementing their agency-specific Diversity and Inclusion Strategic Plans and in meeting the objectives of this order.

Sec. 3. Responsibilities of Executive Departments and Agencies. All agencies shall implement the Government-wide Plan prepared pursuant to section 2 of this order, and such other related guidance as issued from time to time by the Director of OPM and Deputy Director for Management of OMB. In addition, the head of each executive department and agency referred to under subsections (1) and (2) of section 901(b) of title 31, United States Code, shall:

(a) designate the agency's Chief Human Capital Officer to be responsible for

and Inclusion, if any, and consistent with law and merit system principles, including development and implementation of the agency-specific Diversity and Inclusion Strategic Plan;

(b) within 120 days of the issuance of the Government-wide Plan or its update under section 2(b)(i) of this order, develop and submit for review to the Director of OPM and the Deputy Director for Management of OMB an agency-specific Diversity and Inclusion Strategic Plan for recruiting, hiring, training, developing, advancing, promoting, and retaining a diverse workforce consistent with applicable law, the Government-wide Plan, merit system principles, the agency's overall strategic plan, its human capital plan prepared pursuant to Part 250 of title 5 of the Code of Federal Regulations, and other applicable workforce planning strategies and initiatives;

(c) implement the agency-specific Diversity and Inclusion Strategic Plan after incorporating it into the agency's human capital plan; and

(d) provide information as specified in the reporting requirements developed under section 2(d).

Sec. 4. General Provisions. (a) Nothing in this order shall be construed to impair or otherwise affect:

(i) authority granted to a department or agency or the head thereof, including the authority granted to EEOC by other Executive Orders (including Executive Order 12067) or any agency's authority to establish an independent Diversity and Inclusion Office; or

(ii) functions of the Director of OMB relating to budgetary, administrative, or legislative proposals.

(b) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(c) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.
THE WHITE HOUSE,
August 18, 2011.
Department of Defense

Diversity and Inclusion

Strategic Plan

2012-2017
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Preparation of this report/study cost the Department of Defense a total of approximately $570,000 in Fiscal Years 2012 - 2017.
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Foreword

This Department of Defense (DoD) Diversity and Inclusion Strategic Plan outlines the implementation of the President’s Executive Order 13583 (EO 13583) on establishing a coordinated Government-wide initiative to promote diversity and inclusion in the Federal workforce. EO 13583 directs executive departments and agencies to develop and implement a more comprehensive, integrated, and strategic focus on diversity and inclusion as a key component of their human resource strategies. While EO 13583 was focused on civilian personnel, this Strategic Plan also addresses similar concerns for military personnel.

This document incorporates the priorities of the U.S. Office of Personnel Management’s (OPM) Government-Wide Diversity and Inclusion Strategic Plan for civilian personnel plus recommendations of the final report of the congressionally-mandated Military Leadership Diversity Commission (MLDC), which conducted a comprehensive review of DoD’s diversity efforts with respect to military personnel. Further, it is aligned with key foundational DoD documents including the 2011 National Military Strategy, the 2010 Quadrennial Defense Review (QDR) Report, the 2010 National Security Strategy, the 2010-2012 Personnel and Readiness Strategic Plan, and additional Federal workforce Executive Orders.

This plan provides an overarching construct which encourages commitment, and creates alignment across the department with the latitude for the Services and DoD agencies to incorporate diversity and inclusion initiatives unique to their organizations.

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Executive Orders include:
- Executive Order 13163 of July 26, 2000: Increasing the Opportunity for Individuals with Disabilities to be Employed in the Federal Government
- Executive Order 13171 of October 12, 2000: Hispanic Employment in the Federal Government
- Executive Order 13518 of November 9, 2009: Employment of Veterans in the Federal Government
- Executive Order 13548 of July 26, 2010: Increasing Federal Employment of Individuals with Disabilities
A Case for Action

Diversity is a strategic imperative, critical to mission readiness and accomplishment, and a leadership requirement. As the global threat environment continues to evolve, the DoD Total Force\(^2\) will confront complex, asymmetric operational environments, and unconventional tactics, necessitating full employment of all department assets – foremost our people.

\textit{As the challenges we face require a Joint Force that is flexible, agile, and adaptive, it emphasized people as much as platforms. It recognizes that the unique character of our Service members...is a formidable advantage.}

\textit{- 2011 National Military Strategy}

We defend the greatest nation in the world – a democracy founded on the promise of opportunity for all. It is a nation whose demographic makeup parallels the environment in which we live – continually changing -- and DoD must change to maintain and sustain its future forces. To the degree we truly represent our democracy, we are a stronger, and more relevant force. The Department views diversity as a strategic imperative. Diverse backgrounds and experiences bring inherently different outlooks and ways of thinking, the key to innovation in organizations. We gain a strategic advantage by leveraging the diversity of all members and creating an inclusive environment in which each member is valued and encouraged to provide ideas critical to innovation, optimization, and organizational mission success.

In order to support these elements, DoD expands upon the definition of diversity in DoD Directive (DoDD) 1020.02\(^3\) and defines diversity in a deliberately broad context, enabling us to fully include diversity in all the aspects that make us unique while still emphasizing the demographics that drive the future talent pool.

\textit{Diversity is all the different characteristics and attributes of the DoD’s Total Force, which are consistent with our core values, integral to overall readiness and mission accomplishment, and reflective of the nation we serve.}

This definition provides a framework for action allowing DoD to foster an environment of inclusion. These diverse backgrounds, experiences, and ways of thinking are essential to optimal performance within the Department’s increasingly fiscally constrained environment.

As demographics change, we are in a “Battle for Talent” to ensure we are able to recruit and retain the best our nation has to offer. It is critical that DoD strive to have a Total

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\(^2\) For the purposes of this document, Total Force refers to the organizations, units, and individuals that comprise the DoD resources for implementing the National Security Strategy. It includes DoD Active and Reserve Component military personnel and DoD civilian personnel.

\(^3\) DoDD 1020.02, Diversity Management and Equal Opportunity (EO) in the Department of Defense, February 5, 2009, defines diversity as “The different characteristics and attributes of individuals.”
Force that not only possesses the diverse backgrounds and experiences to meet the complex challenges of the future global security environment, but that also reflects the face of the nation.

*An all-volunteer force must represent the country it defends. We will strengthen our commitment to the values of diversity and inclusivity, and continue to treat each other with dignity and respect. We benefit immensely from the different perspectives, and linguistic and cultural skills of all Americans.*

- 2011 National Military Strategy

The more that DoD is inclusive of diverse backgrounds, the more connected we become with the citizens we serve. As the nation’s demographics continue to evolve, DoD must position itself to capitalize on the broad range of talent. In order for DoD to remain the globally dominant fighting force well into the 21st century, we must be able to reach out to these diverse communities and compete for top talent.

The demographic composition of the nation is changing, creating a more diverse talent pool for DoD military accessions and civilian hires. Due to the significant amount of time it takes to grow senior DoD leaders, it is essential that we act now to tap into that diverse talent pool. As significant numbers of the Total Force are becoming retirement eligible and the DoD faces a drawdown, we are presented with a window of opportunity to shape our future DoD leadership by ensuring access to a diverse talent pool with the skills necessary to meet future demands. Strong leadership commitment is essential to ensure DoD has a Total Force that reflects the best of the citizens it serves today and in the future.

In this battle for talent, we must focus our efforts on emerging diverse markets to successfully attract, recruit, and retain a highly-skilled workforce capable of meeting current and future readiness and mission requirements.

Valuing diversity is not simply the right thing to do. Leveraging diversity ensures we maintain the competitive advantage – an adaptable, innovative Total Force capable of meeting current and future operational demands.

This plan recognizes that proper Equal Employment Opportunity (EEO) and Military Equal Opportunity (MEO) policies are the building blocks of a successful diversity program. Therefore, it is critical that all recruitment, accessions, promotion, training, retention, and other personnel actions comply with federal EEO and MEO laws and regulations.

This plan provides an overarching direction, encourages direct leadership involvement and commitment, and creates alignment allowing DoD to approach diversity and inclusion efforts in a coordinated, collaborative, and integrated manner supported by measurable outcomes. Three goals provide a framework for successful diversity and inclusion efforts:

1. **Ensure Leadership Commitment** to an Accountable and Sustained Diversity Effort
2. **Employ an Aligned Strategic Outreach Effort** to Identify, Attract, and Recruit from a Broad Talent Pool Reflective of the best of the Nation We Serve
3. **Develop, Mentor, and Retain Top Talent** from Across the Total Force
Goal 1: Ensure Leadership Commitment to an Accountable and Sustained Diversity Effort

Develop structures and strategies to equip leadership with the ability to manage diversity, be accountable, and engender an inclusive work environment that cultivates innovation and optimization within the Department.

Goal 1, which presents a DoD-wide sustainment and accountability approach, aims to support and deepen the leadership support for diversity, as well as to provide top down DoD ownership of and policy guidance for the effort that is ongoing within DoD. This goal aims to accomplish:

a) A renewed ability of senior leaders to champion and define diversity program priorities
b) An enhanced capability to monitor progress and ensure that appropriate systems are in place
c) An objective assessment process for diversity progress, consistent with legal obligations
d) An authentic, consistent, visible commitment to diversity through strategic communications messaging that resonates

To that end, the objectives and associated strategic actions in this section of the Diversity and Inclusion Strategic Plan frame the involvement of Service and DoD Agency leadership as the owners of the plan itself, along with its alignment, assessment, and accountability. In order for Goal 1 to be achieved, leaders must clearly state their commitment to diversity and demonstrate their willingness to integrate diversity into every effort. The roadmap outlined for leadership will require examination and commitment from key Service and DoD Agency leaders to make it actionable, and to ensure that this overarching plan supports DoD’s overall goals and objectives.

This plan also promotes the use of forums and a senior oversight body to provide advice, counsel, and awareness of diversity management best practices in DoD to help calibrate diversity management actions. DoD’s structure is defined in such a way that all Services and DoD Agencies will need to work together effectively in order to ensure a successful diversity effort. Additionally, Goal 1 outlines a need for the objective assessment of the strategies outlined in this plan. An effective merit-based accountability system must be defined for diversity management maturation.

A networked force, that is linked and aligned, has the ability to expand its operational reach on diversity through effective messaging. Communications advance the diversity effort through educating and engaging key stakeholders on its mission impact. A coherent, compelling and consistent strategic communications effort, internal and external, is critical to showcase leadership commitment to the diversity and inclusion effort.
OBJECTIVE 1.1: REINFORCE STRATEGIC DIRECTION TO MAKE LEADERSHIP ALIGNED, COMMITTED, AND ACCOUNTABLE TO DIVERSITY AND INCLUSION

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<tr>
<th>STRATEGIC ACTIONS</th>
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<tr>
<td>1. Develop and update policies and procedures to ensure diversity and inclusion is an institutional priority</td>
<td>• Leadership issues diversity policy statements, roadmaps, and/or strategic plans&lt;br&gt;• Resource and institute clear, consistent, and robust diversity management policies and directives that ensure decisions are merit-based&lt;br&gt;• Assess and modify, as necessary, DoD policies as they relate to diversity</td>
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<tr>
<td>2. Establish and implement an accountability review construct</td>
<td>• Establish and leverage forums, including a senior level body to oversee and monitor key diversity and inclusion initiatives&lt;br&gt;• Identify key diversity and inclusion indicators (e.g., career fields and key assignments leading to senior ranks)&lt;br&gt;• Develop the comprehensive enterprise-wide capability to monitor the scope and impact of DoD diversity efforts&lt;br&gt;• Conduct barrier and trend analysis on key diversity indicators for military (MEO) and civilian (EEO) that provides guidance to aid leaders in making informed diversity decisions.</td>
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OBJECTIVE 1.2: EMPLOY COMPELLING AND CONSISTENT STRATEGIC COMMUNICATIONS

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<th>STRATEGIC ACTIONS</th>
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<td>1. Inform internal and external audiences about DoD diversity efforts in support of recruiting, development, and retention goals</td>
<td>• Leverage relationships with non-DoD entities and maximize the use of social media to expand the diversity message internally and externally to target markets&lt;br&gt;• Create, assess, and execute a diversity and inclusion strategic communications plan</td>
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Goal 2: Employ an Aligned Strategic Outreach Effort to Identify, Attract, and Recruit from a Broad Talent Pool Reflective of the Best of the Nation We Serve

Position DoD to be an “employer of choice”, competitive to attract and recruit top talent.

The second goal acknowledges DoD’s desire to identify, attract, and retain the most competent, qualified, and diverse workforce to support America’s global defense. The changing demographics of the population demand that recruiting efforts keep pace, ensuring that DoD reflects the best of the nation it serves.

Currently, there are multiple efforts in place within DoD that focus on the acquisition and onboarding of qualified talent. Goal 2 promotes a strategic outreach approach to ensure there is a concerted merit-based effort to seek the diverse, qualified talent that will be necessary to meet the challenges of the 21st century. To support this effort, DoD must forge relationships with key stakeholders and leverage their unique capabilities to attract and recruit from emerging markets. The talent pipeline must be in place to increase and sustain senior military and civilian DoD leaders from diverse backgrounds. To ensure that the Department can fully capitalize on the nation’s diverse talent, recruiting strategies must be adapted and aligned to ensure DoD penetrates all constituent markets. This effort will directly support our nation’s ability to reach the goal of Total Force flexibility, agility, and competence as outlined in the national security and military plans.

OBJECTIVE 2.1: DESIGN AND PERFORM STRATEGIC OUTREACH AND RECRUITMENT TO REACH ALL SEGMENTS OF SOCIETY

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<th>STRATEGIC ACTIONS</th>
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| 1. Ensure current recruitment practices are effectively reaching all segments of society | • Assess the effectiveness of current branding and recruitment practices for all demographics/markets to ascertain actionable steps to increase access and positioning  
• Establish a baseline for the purpose of identifying merit-based barriers and improving diversity in applicant pools by 2013  
• Establish framework to collect, review, and analyze applicant flow data and recruiting trends to relevant civilian labor force (RCLF) data and eligible applicant pool to identify gaps  
• Expand and exercise the use of Schedule A, Veteran, and special hiring authorities as part of the strategy to recruit a diverse workforce |
| 2. Synchronize outreach and recruitment activities across DoD. Ensure that outreach and recruitment strategies are designed to | • Establish a framework to review and identify both outreach and recruitment activities  
• Identify and integrate areas of overlap if practical  
• Employ Special Emphasis Program (SEP) Managers to |

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4 Relevant Civilian Labor Force (RCLF): Civilian Labor Force (CLF) data that are directly comparable (or relevant) to the occupational population being considered in the Total Force. (I.e., the source from which an Agency draws or recruits applicants for employment.)
### OBJECTIVE 2.1: DESIGN AND PERFORM STRATEGIC OUTREACH AND RECRUITMENT TO REACH ALL SEGMENTS OF SOCIETY

<table>
<thead>
<tr>
<th>STRATEGIC ACTIONS</th>
<th>INITIATIVES</th>
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<tr>
<td>draw from all segments of society</td>
<td>work towards attracting, recruiting, and retaining a diverse workforce</td>
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</table>
| 3. Establish/expand strategic relationships with internal and external key stakeholders at diverse colleges and universities, trade schools, apprentice programs, Science, Technology, Engineering, and Mathematics (STEM) initiative programs, and affinity organizations | • Assess and leverage relationships with DoD and non-DoD entities to enhance outreach and recruitment strategies to ensure that they effectively reach all segments of society  
• Review and ensure that internship, fellowship, and scholarship programs have diverse pipelines to draw candidates from all segments of society  
• Review and ensure a flow of applicants from diverse backgrounds to the Service Academies and other officer accession sources |
Goal 3: Develop, Mentor, and Retain Top Talent from Across the Total Force

Establish DoD’s position as an employer of choice by creating a merit-based workforce life-cycle continuum that focuses on personal and professional development through training, education, and developing employment flexibility to retain a highly-skilled workforce.

Goal 3 is designed to ensure the Services and DoD agencies incorporate innovative development, mentoring, and retention tools to maintain an inclusive and equitable work environment through merit-based decision-making. Ultimately, Goal 3 aims to position the Services and DoD agencies to best compete and retain the most valuable of their human resources to cultivate as future leaders.

Strong mentoring programs, both formal and informal, are critical elements that can be leveraged to provide diverse talent the tools to compete for leadership opportunities at the highest levels of DoD. Successful mentoring will ensure Service members and civilian personnel make informed career choices to reach their highest potential. The value of mentoring should be infused throughout the training continuum, beginning at the point of accession and continuing through the career. Critical mentoring skills must be fully developed in senior leaders and lessons learned shared and retained throughout the organization. This goal also works toward imparting an ingrained understanding of diversity and inclusion management to the Total Force on a long term basis.

Goal 3 also addresses the need to meet the personal and professional development goals of the Total Force to leverage retention and maintain DoD’s position as an employer of choice. Retaining top talent is essential to sustaining mission readiness that is adaptable and responsive. Senior leaders must fully appreciate generational differences and champion efforts that fully employ a wide array of workplace flexibility policies to retain today’s millennial generation. What worked to retain the Baby Boomer and Generation X workforce may not be as successful in retaining current and future generations. Understanding retention drivers and building policies and programs that account for those shifts, is critical as we build the senior leaders in the future force. The Services and DoD agencies have the latitude to employ the retention initiatives necessary to sustain their unique capabilities.
### OBJECTIVE 3.1: PROMOTE DIVERSITY AND INCLUSION THROUGH TRAINING, DEVELOPMENT, AND EMPLOYEE ENGAGEMENT PROGRAMS

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<th>STRATEGIC ACTIONS</th>
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| 1. Infuse diversity and inclusion messaging throughout the onboarding and leadership development and training continuum | • Identify and integrate diversity principles, practices, and competencies into professional development training, education, and performance management programs  
• Develop a framework to oversee and monitor diversity and inclusion principles and practices for all professional development programs  
• Establish and assess diversity and inclusion competencies for leadership to lead a diverse workforce |
| 2. Leverage opportunities presented by employee groups | • Support participation in employee affinity and resource groups consistent with the Joint Ethics Regulation (JER), DoD 5500.07-R |

### OBJECTIVE 3.2: PROMOTE PRACTICES THAT RETAIN TOP TALENT CAPABLE OF MEETING THE DEPARTMENT’S READINESS NEEDS FOR THE 21ST CENTURY

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<th>STRATEGIC ACTIONS</th>
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| 1. Enhance retention initiatives to retain a broad diverse pool of top talent | • Review and assess flexible workplace programs (e.g., telework, wellness programs, off-ramps/on-ramps, and other work-life flexibilities)  
• Evaluate the effectiveness of DoD’s retention initiatives.  
• Analyze workforce data and policies to ensure full access to key developmental assignment opportunities |
| 2. Promote an inclusive environment that empowers employees to perform at their maximum potential | • Ensure a framework to oversee and monitor organizational climate  
• Ensure senior leader involvement in climate assessments  
• Develop survey instruments or equivalents to support leaders in managing a diverse force |

### OBJECTIVE 3.3: ENSURE POLICIES AND PROGRAMS SUPPORT THE EFFORTS TO DEVELOP AND MENTOR A BROAD, DIVERSE TALENT POOL

<table>
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<tr>
<th>STRATEGIC ACTIONS</th>
<th>INITIATIVES</th>
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| 1. Review training and development programs to ensure they draw from all segments of the workforce and identify barriers | • Analyze applicant pool and selection data and ensure full access to all development programs  
• Ensure senior leader visibility to development and training selections process |
| 2. Create, implement, and assess policies to support the development, mentorship, and retention of a broad, diverse talent pool | • Review and modify policies to ensure broad access to mentoring approaches for all personnel  
• Review existing mentorship models and assess effectiveness  
• Create flexible mentoring models, informal and formal (e.g., one on one, mentor teams, command based, peer to peer, and social networking applications)  
• Develop a DoD framework for mentorship |
# Appendix A: Acronyms and Abbreviations

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<tr>
<th>ACRONYM</th>
<th>DESCRIPTION</th>
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<tr>
<td>DCPDS</td>
<td>Defense Civilian Personnel Data System</td>
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<tr>
<td>DMDC</td>
<td>Defense Manpower Data Center</td>
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<tr>
<td>DoD</td>
<td>Department of Defense</td>
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<tr>
<td>EEO</td>
<td>Equal Employment Opportunity</td>
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<tr>
<td>EEOC</td>
<td>Equal Employment Opportunity Commission</td>
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<tr>
<td>EO</td>
<td>Executive Order</td>
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<tr>
<td>ERG</td>
<td>Employee Resource Group</td>
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<tr>
<td>MD-715</td>
<td>Management Directive 715</td>
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<tr>
<td>MLDC</td>
<td>Military Leadership Diversity Commission</td>
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<tr>
<td>MEO</td>
<td>Military Equal Opportunity</td>
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<tr>
<td>OPM</td>
<td>Office of Personnel Management</td>
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<tr>
<td>OSD</td>
<td>Office of Secretary of Defense</td>
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<tr>
<td>QDR</td>
<td>Quadrennial Defense Review</td>
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<tr>
<td>RCLF</td>
<td>Relevant Civilian Labor Force</td>
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<tr>
<td>SEP</td>
<td>Special Emphasis Program</td>
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<tr>
<td>STEM</td>
<td>Science, Technology, Engineering, and Mathematics</td>
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Appendix B: Glossary

Definitions in this appendix serve as reference points and provide a common lexicon for terms used within this Diversity and Inclusion Strategic Plan.

**Department of Defense (DoD) Military Equal Opportunity (MEO) Program.** The DoD-wide military program of EO that is accomplished through efforts by the DoD Components. It provides an environment in which Service members are ensured an opportunity to rise to the highest level of responsibility possible in the military profession, dependent only on merit, fitness, and capability.

**Diversity.** The different characteristics and attributes of individuals (as defined in DoDD 1020.02). This document expands this definition to: Diversity is all the different characteristics and attributes of the DoD’s Total Force, which are consistent with our core values, integral to overall readiness and mission accomplishment, and reflective of the best of the Nation we serve.

**Diversity Management.** The plans made and programs undertaken to identify in the aggregate the diversity within the DoD to enhance DoD capabilities and achieve mission readiness.

**Equal Employment Opportunity (EEO).** The right of all civilian employees and applicants to work and advance on the basis of merit, ability, and potential, free from social, personal, or institutional barriers of illegal prejudice and discrimination, based on race, color, religion, sex, national origin, age, disability, genetic information, prior EEO activity, sexual orientation, or other prohibited factors.

**Inclusion.** Valuing integrating each individual’s differences into the way an organization functions and makes decisions.

**Management Directive 715 (MD-715).** The policy guidance which the Equal Employment Opportunity Commission (EEOC) provides to Federal agencies for their use in establishing and maintaining effective programs of equal employment opportunity as required by Title VII and the Rehabilitation Act for civilian employees.

**Merit System Principles.** Pursuant to section 2301(b)(2) of title 5, United States Code, insofar as it applies to Federal civilian employees, including military personnel supervising Federal employees, all employees and applicants for employment should receive fair and equitable treatment in all aspects of personnel management without regard to political affiliation, race, color, religion, national origin, sex, marital status, age, handicapping condition or other prohibited factors, and with proper regard for their privacy and constitutional rights. Further clarification of merit system principles can be found in section 2301 of title 5, United States Code. Within the limitations of applicable laws, statues, and regulations, military personnel should strive to follow similar guidelines or their legal equivalent.
Military Equal Opportunity (MEO). The right of all military personnel to participate in and benefit from programs and activities for which they are qualified. These programs and activities shall be free from social, personal, or institutional barriers that prevent military personnel from rising to the highest level of responsibility possible.

Military Leadership Diversity Commission (MLDC). A congressional commission created by Public Law 110-417 Duncan Hunter National Defense Authorization Act for Fiscal Year 2009, Section 596 to conduct a comprehensive in depth evaluation and assessment of policies that provide opportunities for the promotion and advancement of minority members of the Armed Forces, including minority members who are senior officers.

Stakeholder. This is an inclusive term that refers to the end-users, entities providing requirements, and the people or entities benefiting from the organization’s products – the Administration, U.S. Congress, DoD, the Services, Combatant Commands, Service members and their families, and DoD civilian employees and their families and volunteers.

Strategic Communications. Focused United States Government efforts to understand and engage key audiences to create, strengthen, or preserve conditions favorable for the advancement of United States Government interests, policies, and objectives through the use of coordinated programs, plans, themes, messages, and products synchronized with the actions of all instruments of national power.
Appendix C: Alignment and Development of the DoD Diversity Effort

The DoD Diversity and Inclusion Strategic Plan was written to complement other recent DoD diversity publications and existing strategic plans within DoD. This plan includes themes from three key publications: Planning for Diversity: Options and Recommendations for DoD Leaders (RAND, November 2007), the MLDC final report, and OPM’s Government-Wide Diversity and Inclusion Strategic Plan.

Successful diversity programs are consistently defined by senior leaders who strategically relate diversity activities to the mission of the organization. As such, DoD has chosen to develop a Diversity Strategic Plan that connects to: the 2011 National Military Strategy, the 2010 QDR Report, the 2010 National Security Strategy, the 2010-2012 Personnel and Readiness Strategic Plan, the 2008 National Defense Strategy, and the 2006-2010 Civilian Human Capital Strategic Plan, among other efforts. The figure below outlines this alignment and the evolution of the DoD diversity effort.

To further the diversity effort, DoD previously commissioned the RAND Corporation to assess the current state of diversity within DoD, resulting in a report, Planning for Diversity: Options and Recommendations for DoD Leaders (RAND, November 2007), that provides a comprehensive assessment of diversity within DoD. The report outlined the following six key recommendations:

1. Have the Secretary of Defense spearhead the strategic diversity effort.
2. Create an oversight committee with top DoD leaders from a wide range of professional/functional and personal backgrounds.
3. Adopt a vision that combines attention to traditionally protected groups with aims for creating an inclusive environment.
4. Expand strategies beyond accessions.
5. Invest in and develop rigorous metrics on all dimensions that support the strategic vision.
6. Design and apply a comprehensive accountability system.

DoD is in the process of implementing several of these recommendations. Following the RAND report, in 2009 the MLDC was created to conduct an evaluation and assessment of policies that provide opportunities for the promotion and advancement of minority members of the Armed Forces, including those who are senior officers. The commissioners heard testimony from top DoD officials, including the Chairman of the Joint Chiefs of Staff and each Service Chief, as well as from diversity experts in private
industry and academia. The MLDC produced a comprehensive list of recommendations to serve as strategies for enhancing on-going diversity efforts within DoD. The current DoD Diversity Strategic Plan incorporates many of the recommendations outlined in this congressionally-mandated report with respect to the following key MLDC recommendation areas:

• Definition of Diversity
• Outreach and Recruiting
• Branching and Assignments
• Diversity Leadership and Training
• Promotion
• Retention
• Metrics
• Implementation and Accountability

In August 2011, President Obama issued an Executive Order, “Establishing a Coordinated Government-wide Initiative to Promote Diversity and Inclusion in the Federal Workforce.” In response, OPM published the Government-Wide Diversity and Inclusion Strategic Plan, which includes the following three goals that align to the DoD Strategic Plan goals:

1. **Workforce Diversity.** Federal agencies shall recruit from a diverse, qualified group of potential applicants to secure a high performing workforce drawn from all segments of society.

2. **Workplace Inclusion.** Federal agencies shall cultivate a culture that encourages collaboration, flexibility, and fairness to enable individuals to contribute to their full potential and further retention.

3. **Sustainability.** Federal agencies shall develop structures and strategies to equip leaders with the ability to manage diversity, be accountable, measure results, refine approaches on the basis of such data, and en-gender a culture of inclusion.

The DoD Diversity and Inclusion Strategic Plan builds on these efforts and provides a roadmap for the implementation of DoD’s diversity goals.

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Grant Expenses Utilized for this Project

ODHE utilized a few contractors to assist with this project. Contractors were used to research the diversity and multicultural elements of training, as well as the SAPR and Infantry Training. Contractors were again used to research and present on the three processes currently under way at three institutions. Funds were also spent to help ODHE host the military general education summit in November of 2018. Lastly, a known general education expert reviewed this work and provided his input. This information was then summarized into a social media post encouraging veterans to ask about this type of credit. The work of the contractors used during this project can be found in Appendix C1-C5. This portion of the overall grant provided to Ohio used $9,999.89 of the available grant funds.
Youngstown State University

Awarding of General Education Credit for Military Members/Veterans

Patrick Williams
Manager, Office of Veterans Affairs

Overview:

Youngstown State University is proud to call itself a “Veteran Friendly” institution and we take extra pride in making strides towards being a leader in awarding academic credit for military training.

However, I have learned that gaining approval to award general education credit for Student Veterans and Service Members at Youngstown State University is often more difficult than gaining approval for elective or program credit. The General Education Committee on campus is very firm in holding to their model and requiring strict documentation to justify learning outcomes for any general education requirement where prior learning academic credit is sought.

At this point, Student Veterans and Service Members receive 6 hours of General Education Credit which fall into the Social and Personal Awareness (SPA) knowledge domain of our General Education Model. (The other three knowledge domains are Arts and Humanities, Natural Sciences, Social Sciences)

These 6 hours of awarded General Education Credit are listed below:

**Public Health**
PHLT 1568 - Healthy Lifestyles (3 Credit Hours)

**Kinesiology and Sports Science**
KSS 1500 - Physical Activity Core Concepts (1 Credit Hour)
KSS 1555 – Jogging (1 Credit Hour)
KSS 1526 – Marksmanship (1 Credit Hour)

Every current military member or veteran receives these six credits as long as they can produce a DD form 214, with honorable discharge that shows they completed Basic Military Training.

Most of the courses that one might expect a Service Member to logically and possibly earn for General Education as a result of military service (such as in the areas of International Perspectives, Wellbeing, or Diversity) also fall in the Knowledge Domain of Social and Personal Awareness, and since no degree requires more than 6 hours of general education from the SPA domain, additional credit from the other three areas would not help the student progress any faster towards graduation.

If a Student Veteran or Service Member has been deployed overseas for 90 days or longer, they can also complete a Prior Learning and Assessment (PLA) form (See Attached) to receive credit for Geology 5850 – International Area Study (3 Credit Hours). (This particular course can be used to satisfy an upper division elective requirement for some but not all degrees).

**GEOG 5850** - A course in the geography and history of a selected international area with emphasis on cultural development by traveling in the selected region. The class and travel is supervised by the geography and/or history faculty. The course grade is based upon a term paper which must be submitted within 60 days after the end of the course. Prerequisite: permission of the chairperson.
Keys to Awarding General Education (or any) Credit to Student Veterans and Service Members:

1. University Buy-in

It is an absolute imperative that an academic institution be supportive of helping veterans (or being “military or veteran friendly”). I’ve been around awhile and we all like to claim we are, but it has become apparent that some institutions are more friendly than others, and that some institutions are just not military friendly at all. While it would be nice if everybody in every department was on board with helping veterans in the area of academic credit, there needs to be checks and balances. I have found that some detractors are actually a good thing and keeps the process honest. If Veterans are awarded credit too liberally, it can hurt them in their academic pursuits if they are not academically prepared to meet course demands.

2. Military Point of Contact

In Ohio, H.B. 488 requires that every public university have a military point of contact on campus who is familiar with military programs, benefits and can serve as the first point of contact for a student veteran. Not always, but typically speaking, this individual is a military veteran him/herself. It’s a very powerful tool to have somebody like this on campus who understands military culture, rank structure, leadership, assignments and is generally familiar with military training, and what it entails. If the military point of contact is not a veteran, there is most likely somebody on campus who is a veteran and can serve as the subject matter expert. This person needs to be able to read a Joint Service Transcript and understand how the training best correlates with academic departments on campus so that the appropriate conversations can be had to determine if academic credit is warranted.

3. Committees

I’m fortunate to be on two impactful committees at YSU; The Veterans Advisory Committee, and the Prior Learning Assessment (PLA) Committee. Both of these committees serve a major role when it comes to awarding academic credit for military training. As the lead for the “military credit sub-committee” for the PLA Committee, I get to work closely with the PLA Coordinator, and other members of the committee to secure that “buy-in” mentioned in key #1. The PLA Committee is made up members from each of our six colleges, Admissions, Financial Aid, Registrar, Degree Audit, Student Affairs, etc. There are enough “heavy hitters” in this group that if I can create consensus on a particular item in this committee, then the Committee Chair can take that item to Academic Senate or the General Education Committee and in most cases, get it approved. The Veterans Advisory Committee is a panel of 12 veterans from various departments on campus (deans, advisors, professors, etc.) If there is a particular initiative that we want to forward for veterans, a memo signed by all 12 of these members to the University Provost or President carries a lot of weight.

4. Process:

Every system needs a process. While the process at YSU is always being refined, we aim to keep it simple and sure. During the 2015-2016 school year, I assisted in writing a paper about Basic Training and attempted to justify what I thought the experience equated to in college credit. The letter was sent to the academic departments that best lined up with the recommended credits. After checking back a month later, some of the departments agreed with the assessment and awarded the credit while a few others did not. This action is what created what we now offer all veterans for basic military training.
The same approach is also taken for Military Occupational Specialty (MOS) training. If a Joint Service Transcript (JST) for a student includes a MOS which aligns closely to a degree we offer, a military course description from the ACE website is sent to the department head for review and possible approval for academic credit. Once approval is obtained, it is logged on a spreadsheet that is maintained in the Office of Degree Audit and awarded to all students with that same military training. These approved courses are entered into uAchieve (YSU’s degree audit system) and Transferology. The office of veterans affairs is trained to enter approved equates through uAchieve so that these courses are added to the student’s academic record. A copy of the JST and DD Form 214 are scanned into the student’s digital student record as well. While we have amassed an impressive number of military equates, there is still more work to do. Many military MOSs do not line up well with degrees we offer (ex. Parachute rigor, field artillery, etc.) but as JSTs come in and job skills are identified that do closely aligned, they are reviewed, sent for approval and eventually added to the list.

5. Data Custodian

Having a good data custodian is also very critical to the operation. We’ve been adding to our list since 2015. Someone needs to be the keeper of the information so that it is accurate and not replicated in multiple areas inaccurately. At YSU, the Director of Degree Audit maintains the list and is also very instrumental in securing the equate approvals from the various departments. She’s also an honest broker between the academic side of the house and the Veterans Office who would like to see credit awarded for more than is probably feasible or justified.

6. Keep it simple

Lastly, simplicity is so important. Students get frustrated when something they feel should be “automatic” takes months to show up on their student record. Additionally, if the process takes too long, then some students may be advised by their academic department to take classes that they otherwise would have been issued credit for military training, had the credits been posted sooner. For this reason, the Office of Degree Audit agreed to train the Office of Veterans Affairs how to issue credit to a student through uAchieve. Approved credit can now be awarded to a student within 24 hours after the JST is received and immediately viewable by academic advisors when meeting with students for the first time.

**Scalability**

As a mid-size school of 12,500 students, YSU has found a way of awarding credit to military service members and veterans that works for us and now we focus on refining the process. Scaling down would not be difficult. At a smaller school, I presume one person or office who is dedicated to the process could do what two offices at YSU (Veterans Affairs, and Degree Audit) are doing... as long as the six items listed above are also in play. Scaling this process up will be far more difficult.

At an institution like Ohio State, Kent State, or BGSU where the number of students exceeds 30,000 and the veteran/military student population exceeds 1000, the task may require more personnel to be involved to insure credit is granted quickly and accurately. Collaboration between the responsible office / committees and the academic departments would potentially be more complex compared to the “blue collar, make it work” culture that seems to exist at YSU as a medium sized institution.
In the area of awarding General Credit (or any credit for that matter), one idea to help scale this program upwards to other academic institutions in Ohio or even a multi-state collaborative, would be for each university to provide a listing of what General Education courses they offer for military training. The credit that YSU offers is based on my own and collective ideas from various committees as to what made the most sense from our own experiences and perspective. Perhaps other universities are awarding credit in areas we are not considering. Having visibility of other universities military equates would be a great way to compare, contrast, and improve processes. I am certainly willing to share what academic credit YSU awards for military training.

Another idea that I feel would be helpful is if a group of University Veteran Office Leaders across the state got together either in person or as a teleconference group and simply took a hard look at General Education requirements statewide and come up with list of academic courses that would have a natural fit or justification as a potential military equate (of course, based on the groups experience, curriculum documentation, and training regulations/manuals). Courses such as Geography (map reading), First Aid Skills, Communications, Social and Personal Awareness Courses, etc. come to mind. Once a list is formulated, we could have it vetted by the proper authorities for approval as state MTAGS.
Applicability of general education, military training and transfer credits was identified as a problem for many military students at Bowling Green State University (BGSU). The transfer evaluation would be complete and the military students would be awarded transfer credits, but unfortunately, many credits were not applied to general education and/or to other degree requirements. BGSU addressed the problem with several new policies and practices.

First, a general education policy was adapted to assist all transfer students, including military, to award the general education credits they had earned at previous institutions, not just as transfer hours, but as credits in the same general education domain if offered at BGSU. Second, for military students, we conducted a pilot review project for three degree programs. All new military student transcripts/records in the three programs had a second level review to identify general education credits and military training that fulfilled the learning outcomes for general education requirements, as well as other degree requirements. Finally, we identified a process to waive the International Perspective general education requirement for all service members who have a documented international experience.

The new policy, “General Education Transfer Credits Applicability” states that if a course was a general education course at the original institution, it should be applied as general education at BGSU. Although transfer general education courses between Ohio institutions is systematized because of the long-standing Ohio Transfer Module most military general education transfer courses are from outside the state. A staff member researches the catalog for year the course was taken to provide documentation that the course fulfilled a general education requirement at the original institution and forwards a general education appeal to the Vice Provost of Academic Affairs for approval. Once approved a memo is sent to the Transfer Evaluation office to process the awarding of appropriate general education credit. That credit is then reflected on the students’ academic record and degree audit report. Implementation of this process has saved our military population, we well as our transfer population from needless repetition of general education requirements.

The second level review identifies general education but also military training that is applicable to general education requirements too. The most widely used training is Airman’s Leadership School for the Air Force and Basic Warrior Leadership School for the Army. The curriculum review found that there was significant education and training regarding cultural diversity in the
United States which is a general education requirement at BGSU. Documenting that the learning outcomes were met in the training, led to approval to substitute the training credits for the cultural diversity in the United States requirement by applying three transfer credit hours for every military student who has completed the Air force or Army training.

Many military students have served outside of the United States and BGSU has a policy to recognize that experience as fulfilling the International Perspective requirement. The process to waive the requirement requests that students provide a copy of their DD214 to their advisor, or the military student services office or the registrar’s office to request the waiver. The pilot project for the second level review also identifies students who may be eligible for the waiver.

The key to utilizing and applying more military credits and training to general education and degree requirements is knowledgeable staff and advisors who review military students’ transfer credits to be sure that all appropriate credits have been applied to the students’ records following research and documentation that the student has previously learned and earned the credits. This level of review will result in systemizing the transfer of re-occurring credit.

The benefits to the students include shorter time to degree and lower cost, as they can then use their benefits for new courses in their degree program. When students learn that we have applied more transfer credits to their degree requirements they believe that their institution cares about them and their success and they feel much more connected to the university. The benefits for the institution are tremendous. Because the students feel more connected they are more satisfied with the institution, tell other military peers, persist and are more successful.

For institutions to try a similar model they should review policies that create barriers and then plan to research, document, apply transfer credits to general education and degree requirements, and finally systematize the process.
The process for awarding Area Studies/ Cultural Diversity and Global Diversity credit is not a very labor intensive process. It can be easily achieved by large schools or small schools with limited staff. During the orientation process new student veterans are advised to return their DD214 for evaluation of potential credit. This is reviewed in the Military Services Center by the School Certifying Official.

**DD214 – evaluated by Military Services Center**

- Physical Education – 1 credit for completing basic
- Electives - 2 to 3 months = 1 cr., 3 to 4 months = 3 cr.,4 to 4.5 months = 5 cr., 4.5 months or more = 6 cr.
- Area Studies/Cultural Diversity or Global Diversity – up to 4 credits can be awarded

The factors considered when reviewing the DD214 are as follows:

- Length of deployment (must be at least 90 days)
- Location of deployment ( must be one of the topic areas that our World Civilization courses cover)

After review of the DD214 a form is completed indicating the credit that should be awarded and it is sent to the Registrar’s office to post the credit.

This would be a good model for other schools that require some sort of cultural general education requirement or international studies. It was interesting that while YSU does not have a required diversity credit they were able to articulate a deployment to meet the requirement for Geography. I believe schools need to look at their general education curriculum and evaluate where an overseas deployment may fit into a general education requirement.

All of the training, presentations and state updates were very valuable and this type of summit should be held often.

Thank you so much for allowing me to participate in this conference.

Sincerely, Mary

Mary Rossett, M.S. Ed., J.D.  
Director  
Military Services Center  
The University of Akron  
Office of Academic Affairs  
T - 330-972-7382  
F – 330-972-2046  
rossetm@uakron.edu
March 4, 2019

MEMO TO: Jared W. Shank
Director of Military and Apprenticeship Initiatives & Special Projects
Ohio Articulation & Transfer Network
Ohio Department of Higher Education

FROM: Paul L. Gaston

SUBJECTS: 1. Review of (a) “Diversity and the Military: A Supplement” and of (b) Institutional Examples (from BGSU, Akron, and YSU)
2. Recommendations regarding possible overlap with Ohio’s statewide general education initiative
3. Recommendations on “scaling” the military credit project to encourage increased institutional participation

Thanks for the opportunity to review these materials. We agree that this timely initiative can both serve Ohio’s veterans and contribute to Ohio’s economy. Doing the right thing in this regard also aligns Ohio higher education with the increasing national emphasis on general education made essential for specific audiences.

1. Review of “Diversity and the Military: A Supplement”

As you suggested, I have focused in my review of this document on the first eight pages. Prior to a few general comments, the “marginal” comments below are keyed to page and paragraph.

<table>
<thead>
<tr>
<th>Page &amp; ¶</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1.1</td>
<td>I like the quote from Evergreen but it is limiting. Beyond “authentic experience” many veterans can point to undocumented educational outcomes in areas such as management, logistics, and strategic planning. Essential education should recognize and value such attainment as a platform for offering instruction that is meaningful and useful.</td>
</tr>
<tr>
<td>1.2</td>
<td>Note a typo: “As Ohio continues . . . transfer practices, one potential [use a comma, not a semicolon]</td>
</tr>
<tr>
<td>1.2</td>
<td>I’m confused by the overview. We appear to be saying that “former service members” are in particular need of “diversity and multicultural training,” that we “benefit” them by offering a “particular emphasis on multicultural and or diversity requirements”? But I don’t think that’s what we mean. Shouldn’t we say rather that veterans enhance the diversity of our institutions and offer other students a unique source of multicultural experience—and that we demonstrate our respect for the diversity they offer by granting them academic credit for their experience in diversity and multiculturalism? That is the recommendation to which this overview is leading.</td>
</tr>
<tr>
<td>1, 2.all ¶</td>
<td>The quoted definitions clearly establish how institutional values and priorities with regard to diversity are consistent with explicit values and priorities in the military,</td>
</tr>
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but, in a way, the extensive quotes may further increase the possibility of confusion as to the priorities of this initiative. After all, while there might be some value in asking Ohio’s institutions of higher education to strengthen their definitions of diversity or to bring them into closer alignment, we want them above all to respect the diversity veterans bring to campuses as the institutions frame their general education curricula. Specifically, we want them to award academic credit.

3.5 (B) Yes, enrolling additional veterans would be “desirable” and consistent with the priorities of Ohio and the military, but shouldn’t the focus of this initiative lie squarely on what we must offer veterans? Or (and I apologize for asking the question again) is the real priority greater diversity, with veterans viewed as means to that end? No one would disagree that increased diversity for our institutions would be a desirable benefit of our enrolling more veterans. But isn’t the priority here one of serving veterans more effectively? Again, what are the recommendations to which this is leading?

4. all ¶ Here the document describes different ways in which institutions now offer their students experience with diversity and multiculturalism. Is there some loss of focus on veterans? After all, many veterans bring with them to campus remarkable experiences of diversity and multiculturalism. P. 5 emphasizes that many of them have indeed “studied abroad”! That’s the point of the recommendations, after all.

6.all ¶ If the document is intended to make the case that military veterans should be given academic credit for education in diversity, that is a case worth making as directly and as up front as possible—not primarily to enhance institutional diversity (though that is certainly desirable) but to respect the experience of veterans and to expedite their education through the award of credit.

6.3 (E) It is not clear how the preceding information provides a “primer” for a discussion of transfer. Nor does the first paragraph, which refers primarily to transfer students, appear well aligned with the second, which refers to offering veterans “meaningful academic credit that ties into diversity or multicultural requirements.”

7.all The recommendation makes very good sense. But even if every institution were to adopt it, the potential gain for veterans would be 3-4 hours of academic credit. That is a commendable objective, but it feels like the document is using a ten-dollar argument to win a one-dollar argument.

### General Comment

The document in its present form provides a compelling case for diversity and documents both institutional and federal commitments—all in order to support a very modest recommendation for a very modest accommodation. It could be argued that while this reform would be of some value to many veterans, there are more compelling issues that Ohio should address, such as those set forth on the “cover” page and in the “toolkit,” e.g. the “resources available for the evaluation of military transcripts and the awarding of academic credit” relative to the existing “baseline set of standards and procedures for the application of military credit.”

One way to make the document easier to digest would be to begin with the recommendation, then follow the recommendation with the arguments that directly support it. That might be sufficient to persuade Ohio colleges and universities to follow suit. The extensive background
provided here to document diversity as a compelling priority appears unnecessary and may
distract from the document’s emphasis. Again, the recommendation is not asking for very much.
Far more is on offer through the Ohio Values Veterans “Toolkit.”

2. Review of Institutional Examples: BGSU, Akron, YSU

BGSU

The PowerPoint presentation is clear, detailed, and substantive, but from my perspective it
emphasizes what the veteran must do to receive credit rather than ways in which BGSU stands
ready to assist the veteran. There’s much that’s useful, to be sure, but the repeated reminder, “It
takes some time . . . .” may not convey clearly the university’s priority on welcoming and
supporting its returning veterans.

The one-page handout might be useful as a reminder of points thoroughly covered in a lengthy
interactive presentation. As an initial handout, it could prove intimidating.

Akron

A few of the six slides could provide some for a detailed interactive presentation sensitive to
veterans’ interests and concerns. They would not be useful for self-instruction—and I’m sure
they’re not intended for that purpose. In general, spread sheets do not translate well to Power-
Point presentations, but if their point is to guide veterans in navigating the catalog, they could
perhaps be helpful.

The two-page document appears to be an administrative report rather than a handout.

YSU

Other than the title slide offering a photo of a YSU building, there are four slides. They are
succinct! Without appearing in the context a thorough briefing, they are difficult to follow.
However, I imagine that within such a context, they might be highly effective.

The one-page document provides a dense but fairly easy-to-follow process outline.

BW

This document is simply an application for a waiver of an international studies requirement. The
form does not clarify whether credit will awarded.

An obvious takeaway from review of the three PPT presentations is the need for a self-
instruction version of each. For various reasons, some veterans may find the briefing sessions
inconvenient. Having an alternative available could be very helpful indeed.

3. Recommendations On Overlap of Veterans/General Education Discussions
The general education discussions offer an appropriate venue for considering many of the issues raised in these documents. For instance:

- As noted in the marginal comments, many veterans may be able to present evidence of uncredited and untranscripted educational experience in a variety of arenas with affinities to college curricula. (There is work by the American Council on Education related to this.)

- A concern noted above, that some veterans view general education as an impediment to their educational priorities, should prompt consideration of the kind of offering that the Evergreen example suggests. Perhaps we should consider a mandate that Ohio colleges and universities offer at least one educational experience tailored for and limited to veterans?

- Some instructors may be ill-prepared to teach to the particular strengths and needs of returning veterans. Are there resources that Faculty Development offices might offer to support instructors who are embracing this challenge?

- Might there be new general education options for veterans that would add another tool to the toolkit?

4. **Recommendations for Increasing Adoption of the Credit-for-Diversity Option**

The recommendation would offer a modest benefit and require only a modest adjustment on the part of institutions. If a mandate in this regard is seen as out of the question, consider regularly publishing on the “toolkit” page a list of veterans-friendly institutions that extend such credit to their veterans. Institutions could then view this adjustment as a competitive advantage—at least until everyone is on board.
Research and Preparation

The following areas of interest were examined to determine feasibility of potential equivalent credit award for military training and experience. This research was used to create a survey to learn how University System of Ohio institutions as well as select other IHLs, look at potential credit award for the following specific areas:

1) Sexual Assault Prevention and Response (SAPR) training requirement for the U.S. Armed Forces. Although the separate Branches of service each have their own unique approach to training delivery for the SAPR program, they do not control training requirements of the program. Rather it is levied on them by the Dept. of Defense (Reference DoDD 6495.01, DoDI 6495.02 & .03, DoDI 1020.03). Content covered by the training requirement is extensive as communicated within DoDI 6495.02 section 2, General Training Requirements, and section 3. DOD Personnel Training Requirements, of Enclosure 10.

The frequency of training required for the total force was also an item of interest and as stated in the DoDI there are specific points in a service member’s career path designated with the SAPR training requirement; Initial Entry Training, Annual Training, Professional Military Education (PME) and Leadership Development Training (LDT), Pre-deployment training, Post-deployment reintegration training, and Pre-command training. Thus one can conclude that years of service and rank attained would have a direct impact on the amount and depth of training experienced by the Veteran. This obviously requires an individualized prior learning assessment based on the unique training experiences and duty assignments of the student Veteran. The JST does not currently provide recommendations for this type training.

The requirement for all units to have trained Sexual Assault Response Coordinators (SARCs) and Sexual Assault Prevention and Response Victim Advocates (SAPR VAs) assigned provides a more measurable learning outcome of the training required for individuals holding these positions. All SARCs and SAPR VAs must be certified through the Defense Sexual Assault Advocate Certification Program (D-SAACP) (reference DoDI 6495.03) to provide sexual assault victim advocacy services and must meet continuing education training requirements to maintain certification. Oversight for the D-SAACP is provided by The National Organization for Victim Assistance (NOVA). This framework gives credence to the certifications and training requirements since NOVA is a nationally recognized credentialing provider for victim advocacy training programs.

If a college or university recognizes “Industry Credentials or Certifications” for award of equivalent credit this serves to expedite the evaluation process and does not require the Veteran to gather additional documentation to present to faculty and transfer credit evaluators.
2) Consideration of infantry training and experience for the award of equivalent credit.

Due to the number of Veterans and military members who have an Infantry Military Occupational Specialty, we wanted to explore how IHLs were treating the ACE credit recommendations provided on their Army and Marine Corps JSTs. ACE credit recommendations for the following Infantry Course and Occupation Exhibits are provided below:

Infantry Course Exhibits

MC-2204-0201 v2 Title: BASIC INFANTRY MARINE - Credit Recommendation: In the lower-division baccalaureate/associate degree category, 3 semester hours in orienteering, 3 in problem solving and decision-making, and 2 in principles of physical fitness (12/17)(12/17).

MC-2204-0047 v5 Title: INFANTRY MORTARMAN - Credit Recommendation: In the lower-division baccalaureate/associate degree category, 3 semester hours in ordnance safety, 2 in principles of physical fitness, and 2 in safety practices and procedures (12/17)(12/17).

MC-2204-0051 v4 Title: INFANTRY RIFLEMAN - Credit Recommendation: In the lower-division baccalaureate/associate degree category, 3 semester hours in tactical communications and 4 in weapons proficiency (6/12)(6/12).

AR-2201-0552 v4 Title: INFANTRYMAN - Credit Recommendation: In the lower-division baccalaureate/associate degree category, 3 semester hours in military science, 3 in firearms and marksmanship, 3 in introduction to physical fitness, 3 in advanced first aid, 2 in orienteering, 3 in human health and disease prevention, and 3 in safety (11/17)(11/17).

AR-2201-0553 v2 Title: INFANTRYMAN - Credit Recommendation: In the lower-division baccalaureate/associate degree category, 3 semester hours in military science, 3 in introduction to physical fitness, 3 in advanced first aid, 2 in orienteering, and 3 in human health and disease prevention (11/17)(11/17).

It appears that the latest Infantry training course exhibits provide more credit recommendations than those produced for similar training in prior years. This should benefit many Veterans by increasing the amount of equivalent credit awarded and potentially shorten their degree path. The addition of learning outcomes within the ACE exhibit may serve to help faculty and military equivalent credit evaluators to award credit solely on the JST recommendations.
Infantry Occupation Exhibits

MOS-11B-007 Title: INFANTRYMAN

Recommendation, Skill Level 30

In the lower-division baccalaureate/associate degree category, 3 semester hours in human relations, 3 in introduction to communications, 3 in supervision, and 3 in public speaking (11/15)(11/15).

Recommendation, Skill Level 40

In the lower-division baccalaureate/associate degree category, 3 semester hours in human relations, 3 in introduction to communications, 3 in supervision, and 3 in public speaking. In the upper-division baccalaureate degree category, 3 semester hours in management and 3 in leadership (11/15)(11/15).

MOS-11C-005 INDIRECT FIRE INFANTRYMAN

Recommendation, Skill Level 10

Credit may be granted on the basis of an individualized assessment of the student (9/04)(9/04).

Recommendation, Skill Level 20

Credit may be granted on the basis of an individualized assessment of the student (9/04)(9/04).

Recommendation, Skill Level 30

In the lower-division baccalaureate/associate degree category, 3 semester hours in military science, 3 in personnel supervision, 2 in records and information management, and 3 in map reading and interpretation (9/04)(9/04).

Recommendation, Skill Level 40

In the lower-division baccalaureate/associate degree category, 3 semester hours in military science, 3 in personnel supervision, 3 in map reading and interpretation, and 2 in records and information management. In the upper-division baccalaureate degree category, 3 semester hours for field experience in management, and 3 in organizational management (9/04)(11/17).
MCE-0369-001 INFANTRY UNIT LEADER

Recommendation

SSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in communications, 3 in computer applications, and 3 in supervision. In the upper-division baccalaureate degree category, 1 semester hour in human resources management (7/07)(7/07).

GYSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in communications, 3 in computer applications, and 3 in supervision. In the upper-division baccalaureate degree category, 1 semester hour in operations management, 2 in human resource supervision, and 1 in leadership (7/07)(7/07).

MSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in communications, 3 in computer applications, and 3 in supervision. In the upper-division baccalaureate degree category, 2 semester hours in operations management, 3 in human resource supervision, 2 in leadership, and 2 in budget and resource management (7/07)(7/07).

MGYSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in communications, 3 in computer applications, and 3 in supervision. In the upper-division baccalaureate degree category, 3 semester hours in operations management, 3 in human resource supervision, 3 in leadership, and 3 in budget and resource management (7/07)(7/07).

One should note that credit recommendations for the Infantry Occupation Exhibits do not typically begin until the rank of Staff Sergeant / Skill Level 30 / E6 is attained. This translates to those with the rank of SGT / Skill Level 20 / E5 and below are left with the “Credit may be granted on the basis of an individualized assessment of the student” option.

3) Research Institutions of Higher Learning in Ohio and the Nation to explore and identify differing approaches, methods, and best practices of awarding equivalent credit for military training and experience. See attached documentation consisting of Ohio Military Credit Survey, Summary Data, Survey Responses, and Analysis of Survey Results.