



Department of
Higher Education



General Education Military Credit 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

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.

FY 2005 CENTCOM Required Training for OIF and Operation Enduring Freedom	
1. Country orientation brief	8. First Aid
2. Anti-terrorism	9. Unexploded ordinance and improvised explosive device
3. Rules of engagement	10. Land navigation
4. Rules for use of force	11. Combat Lifesaver
5. Media Awareness	12. Combat stress and suicide prevention
6. Weapons qualification	13. Regulatory briefings
7. Nuclear, biological, and chemical personal protective measures	14. Compliance with law of war and Geneva and Hague conventions

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 measurable 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 pursuing 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. 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.

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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

APPENDIX A (2/5)

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;

APPENDIX A (3/5)

- (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

APPENDIX A (4/5)

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.

APPENDIX A (5/5)

THE WHITE HOUSE,
August 18, 2011.



**Department of Defense
Diversity and Inclusion
Strategic Plan
2012-2017**

Table of Contents

Foreword	2
A Case for Action	3
Goal 1: Ensure Leadership Commitment to an Accountable and Sustained Diversity Effort.....	5
Goal 2: Employ an Aligned Strategic Outreach Effort to Identify, Attract, and Recruit from a Broad Talent Pool Reflective of the Nation We Serve	7
Goal 3: Develop, Mentor, and Retain Top Talent from Across the Total Force	9
Appendix A: Acronyms and Abbreviations	11
Appendix B: Glossary.....	12
Appendix C: Alignment and Development of the DoD Diversity Effort.....	14

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 Orders¹.

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.

¹ 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
- Executive Order 13595 of December 19, 2011: Instituting a National Action Plan on Women, Peace, and Security

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 Force² will confront complex, asymmetric operational environments, and unconventional tactics, necessitating full employment of all department assets – foremost our people.

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.

- 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) 1020.02³ 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.

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

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.

APPENDIX B (7/16)

OBJECTIVE 1.1: REINFORCE STRATEGIC DIRECTION TO MAKE LEADERSHIP ALIGNED, COMMITTED, AND ACCOUNTABLE TO DIVERSITY AND INCLUSION	
STRATEGIC ACTIONS	INITIATIVES
1. Develop and update policies and procedures to ensure diversity and inclusion is an institutional priority	<ul style="list-style-type: none"> • Leadership issues diversity policy statements, roadmaps, and/or strategic plans • Resource and institute clear, consistent, and robust diversity management policies and directives that ensure decisions are merit-based • Assess and modify, as necessary, DoD policies as they relate to diversity
2. Establish and implement an accountability review construct	<ul style="list-style-type: none"> • Establish and leverage forums, including a senior level body to oversee and monitor key diversity and inclusion initiatives • Identify key diversity and inclusion indicators (e.g., career fields and key assignments leading to senior ranks) • Develop the comprehensive enterprise-wide capability to monitor the scope and impact of DoD diversity efforts • 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.

OBJECTIVE 1.2: EMPLOY COMPELLING AND CONSISTENT STRATEGIC COMMUNICATIONS	
STRATEGIC ACTIONS	INITIATIVES
1. Inform internal and external audiences about DoD diversity efforts in support of recruiting, development, and retention goals	<ul style="list-style-type: none"> • Leverage relationships with non-DoD entities and maximize the use of social media to expand the diversity message internally and externally to target markets • Create, assess, and execute a diversity and inclusion strategic communications plan

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

STRATEGIC ACTIONS	INITIATIVES
1. Ensure current recruitment practices are effectively reaching all segments of society	<ul style="list-style-type: none"> 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)⁴ 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	<ul style="list-style-type: none"> 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

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.)

APPENDIX B (9/16)

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

STRATEGIC ACTIONS	INITIATIVES
draw from all segments of society	work towards attracting, recruiting, and retaining a diverse workforce
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	<ul style="list-style-type: none"> • 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

OBJECTIVE 2.2: ENSURE POLICIES AND PROGRAMS SUPPORT THE EFFORTS TO IDENTIFY, ATTRACT AND RECRUIT FROM A BROAD, DIVERSE TALENT POOL

STRATEGIC ACTIONS	INITIATIVES
1. Create and assess implementation policies to support diversity strategic outreach and recruitment practices	<ul style="list-style-type: none"> • Review and modify policies as necessary to ensure a diverse, merit-based leadership pool for the 21st Century • Leverage SEP assets to develop and inform implementation plans

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.

APPENDIX B (11/16)

OBJECTIVE 3.1: PROMOTE DIVERSITY AND INCLUSION THROUGH TRAINING, DEVELOPMENT, AND EMPLOYEE ENGAGEMENT PROGRAMS	
STRATEGIC ACTIONS	INITIATIVES
1. Infuse diversity and inclusion messaging throughout the onboarding and leadership development and training continuum	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	
STRATEGIC ACTIONS	INITIATIVES
1. Enhance retention initiatives to retain a broad diverse pool of top talent	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	
STRATEGIC ACTIONS	INITIATIVES
1. Review training and development programs to ensure they draw from all segments of the workforce and identify barriers	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

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

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, statutes, 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.

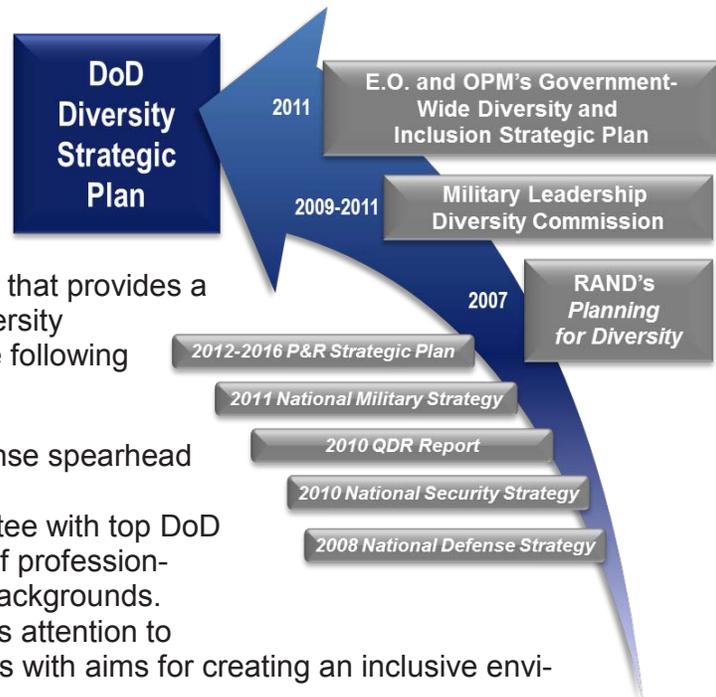
Appendix C: Alignment and Development of the DoD Diversity Effort

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.”⁵ 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.

⁵ <http://www.whitehouse.gov/the-press-office/2011/08/18/executive-order-establishing-coordinated-government-wide-initiative-prom>

APPENDIX C

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.

APPENDIX C1 (1/4)

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.

APPENDIX C1 (2/4)

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.

APPENDIX C1 (3/4)

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 align, 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.

APPENDIX C1 (4/4)

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.



Military Summit 2018

BGSU Military General Education Report

Submitted by Barbara Henry, PhD
Assistant Vice President

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.

APPENDIX C3

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

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APPENDIX C4 (1/4)

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.

Page & ¶	Comment
1.1	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.
1.2	Note a typo: “As Ohio continues . . . transfer practices, one potential [use a comma, not a semicolon]”
1.2	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 <i>enhance</i> 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.
1, 2.all ¶	The quoted definitions clearly establish how institutional values and priorities with regard to diversity are consistent with explicit values and priorities in the military,

	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 PowerPoint 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 untranscribed 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.

APPENDIX C5 (2/4)

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.

APPENDIX C5 (3/4)

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).

APPENDIX C5 (4/4)

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.

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