Multi-State Advanced Manufacturing Consortium

US DOL SPONSORED TAACCCT GRANT: TC23767

PRIMARY DEVELOPER: Innovation Team 4

RELEASE DATE	10/31/2013
VERSION	v 002
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Suggested Models for Awarding Credit for Non-Credit Training and Courses in a Competency Based Curriculum

Document Summary

What it does: This document describes two very high level methodologies for awarding credit for non-credit training and courses.

Who it's for: College Administrators

M-S AMC Present and Preferred State:

PRESENT STATE → PREFERRED STATE ("New Model")

PRESENT STATE	PREFERRED STATE ("New Model")
▪ Pace of learning set by instructor	▪ Pace of learning set by skills acquisition
▪ Success grounded in hours & theory	▪ Success grounded in competence
▪ Emphasis on (memory) recall	▪ Emphasis on information application
▪ Generalized outcomes Based	▪ Performance Based Objectives (PBO) Based
▪ Instructor dependent content	▪ Instructor independent content
▪ Initial – Results in placement	▪ Initial – Results in placement & aligned credit
▪ Program Measures classroom competence	▪ Program – Validates on-the-job competence

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Model I

Faculty/Faculty Review Committee (Subject Matter Experts, or SMEs) review the existing curriculum from trainings held at companies, organizations and, apprenticeship programs. Faculty should evaluate the courses one by one and establish equivalencies for each course based on the college's curricula. Faculty/faculty review committee should recommend award of full or partial credit for each class.
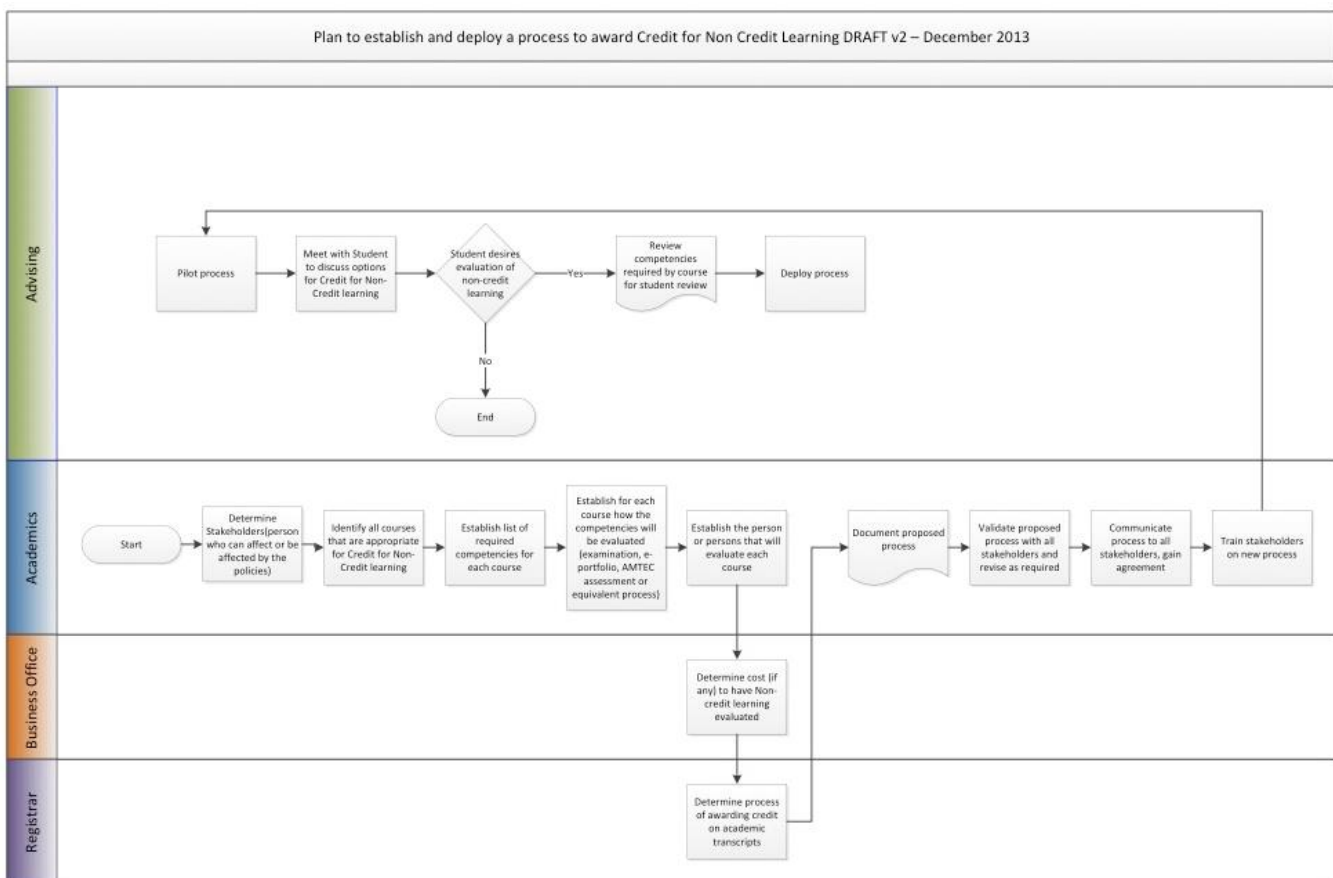
Model II

When developing new courses for manufacturing education Special Topics courses could be developed that focus on competency as the dominant metric for assessing learning and, not the credit hour. With this competency-based framework learning outcomes could be standardized for credit and non-credit courses so that non-credit learning could be easily measured for its applicability to academic credentials.

Faculty could create an assessment for the Special Topics courses based on the college curriculum. A student may test out of a course if she/he passes the examination. These assessments will test for knowledge and/or demonstration of the specific skills that are taught in each course. College credit is applied upon recommendation of the faculty/faculty review committee.

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Plan to establish and deploy a process to award Credit for Non Credit Learning DRAFT v2 – December 2013

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