COLLEGE CREDIT FOR HEROES

Table of Contents

Introduction 3
History 3
Program Design 3
Acceleration Curricula 4
Phase I 5
Phase II 6
Phase III 7
Phase IV 7
Phase V 8
Phase VI 8
Phase VII 8
Examples of Acceleration Curricula 9
Evaluations of Credit 11
Network of CCH Partner Schools 11
Lessons Learned—Phases I–VI 12
Best Practices 13
Workforce Best Practices 13
Accreditation and Certification Best Practices 13
Military-Related Best Practices 14
Education Best Practices 14
Recommendations 15
Appendix A: CCH Partner Schools 16
Appendix B: House Bill 493 Report, 2016–2017 Academic Year 16
Appendix C: Senate Bill 1736, 82nd Texas Legislature, Regular Session (2011) 23
Appendix D: Senate Bill 806, 84th Texas Legislature, Regular Session (2015) 25
Appendix E: House Bill 493, 85th Texas Legislature, Regular Session (2017) 26

Introduction

History

Senate Bill (SB) 1736, passed by the 82nd Texas Legislature, Regular Session (2011), approved the establishment of the College Credits for Heroes (CCH) program to identify, develop, and support methods to maximize college credit awarded to veterans and military service members for their military experience, education, and training.

In 2015, further legislation changed the program's status from a demonstration program to a permanent one. SB 806, passed by the 84th Texas Legislature, Regular Session (2015), also requires the Texas Workforce Commission (TWC), in consultation with the Texas Higher Education Coordinating Board (THECB), to report annually to the legislature and the governor on program-related results, best practices, and additional measures needed.

House Bill (HB) 493, passed by the 85th Texas Legislature, Regular Session (2017), requires TWC, in consultation with THECB, to report the number of academic credit hours awarded under the program and applied toward a degree or certification program at an institution of higher education during the most recent academic year. The new reporting elements listed in HB 493, which went into effect January 1, 2018, are included in this report in Appendix B.

Program Design

The CCH program seeks to maximize college credit awarded to veterans and service members for their military experience to expedite their transition into the Texas workforce. The program's goal is to eliminate obstacles to attaining licensing, certification and accreditation, and degree awards at state and national levels so that veterans transition more quickly from college classrooms to the workforce.

Since 2011, the CCH program has focused on three components: acceleration curricula, evaluations of credit, and a network of partner schools.

Acceleration Curricula

The CCH Acceleration Curricula program calls for proposals from eligible Texas colleges and universities to develop, modify, or replicate streamlined programs that translate military experience, education, and training into civilian credentials to accelerate completion of degree, certification, and licensing programs. This acceleration allows veterans and service members to more easily and quickly enter the workforce. Programs developed under the grant must:

- result in academic credit that leads to an associate's degree or higher, which may include continuing education units or other similar workforce training certifications or credentials; and
- provide a pathway toward one or more high-demand occupations, other than occupations pre dominately found in the public sector, as confirmed by the Local Workforce Development Board in the region in which the program will be implemented.

As of this report, 18 Texas colleges and universities have been awarded 31 grants, resulting in the creation of 91 acceleration curricula courses in fields such as emergency medical services, surgical technology, respiratory therapy, health information technology, nursing, cybersecurity, information technology, firefighting, advanced manufacturing, logistics, wind engineering, and oil field technology. Additional fields will be added as four schools (CCH Phase VI grantees) complete development of 15 accelerated pathways and two acceleration curricula projects.

General information about Acceleration Curricula grants, Phases I–VII, follows. A list of acceleration curricula partner schools is included in Appendix A.

Phase I

On April 13, 2010, TWC dedicated $3 million in funds to be used for transitioning veterans back into the Texas workforce. In June 2011, seven community colleges were selected and awarded contracts to develop model programs for veterans and service members to receive the maximum college credit for their military experience toward a degree or a professional certification. The awardees were as follows:

- Alamo Community College District
- Central Texas College
- Houston Community College System
- Lee College
- Lone Star College System
- San Jacinto College
- Temple College

The first phase of the project focused on high-demand allied health occupations such as nursing, surgical technology, and emergency medical technology. Each of the seven colleges worked on its own project as well as collectively—as part of the Texas Inter-College Council on Veterans—to develop and test models for maximizing college and workforce credit awarded from military training and experience. The formation of the Texas Inter-College Council on Veterans enabled the colleges to meet monthly to discuss challenges, report on progress, and exchange ideas and information. TWC and THECB participated in the meetings, with TWC hosting several of them.

Phase II

CCH Phase II began on September 4, 2012, with approval to set aside $1.5 million to be used for transitioning veterans back into the Texas workforce. Phase II expanded to other regions of the state and focused on occupations requiring technical skills. The $1.5 million included funds to launch an online portal managed by Central Texas College. Through the portal, veterans and service members were able to request evaluations of military experience, education, and training and recommendations for applicable college credits.

Through a competitive Request for Proposals (RFP) process, eight community colleges, one technical college, and one university were selected in April 2013 to develop model CCH programs. The awardees were as follows:

- Alamo Community College District
- Angelo State University
- Austin Community College
- Dallas County Community College District
- Grayson College
- Lee College
- Lone Star College System
- San Jacinto College
- Tarrant County College District
- Texas State Technical College–Harlingen

"The appearance of U.S. Department of Defense visual information does not imply or constitute DOD endorsement."

Phase III

CCH Phase III began on April 3, 2014, with approval to set aside $1 million. Phase III expanded the project by awarding funding for college partners to create acceleration curricula in new fields and replicate CCH curricula at additional schools. Phase III also supported partnerships with industry leaders to create jobs for veterans and provided for paid internships.

Through a competitive RFP process, three community colleges, one technical college, and one university were selected in June 2015 to develop additional CCH programs. The awardees were as follows:

- Alamo Community College District
- Grayson College
- Lone Star College System
- Texas State Technical College–Harlingen
- Texas Tech University Health Sciences Center

Phase IV

CCH Phase IV began on August 11, 2015, with approval to set aside $1.4 million. Phase IV expanded the CCH program by awarding funding for college partners to create acceleration curricula in new fields and replicate CCH curricula at additional schools. The $1.5 million included funds to continue the online portal launched in 2012. As in previous years, veterans and service members were able to request evaluations of military experience, education, and training and recommendations for applicable college credits.

"The appearance of U.S. Department of Defense visual information does not imply or constitute DOD endorsement."

Through a competitive RFP process, one community college, one technical college, and one university were selected in June 2016 to develop model programs for veterans and service members to receive the maximum college credit from their military experience toward a degree or a professional certification. The awardees were as follows:

- Austin Community College District
- Texas A&M University–San Antonio
- Texas State Technical College

Phase V

CCH Phase V continued the work of the program by using the remaining Phase IV funds listed above (approximately $1 million). Phase V expanded the project by awarding funding for college partners to create acceleration curricula in new fields and replicate CCH curricula at additional schools. Phase V awardees were as follows:

- Dallas County Community College District
- Houston Community College
- Texas State University

Phase VI

CCH Phase VI began on August 2, 2016, with approval to set aside $1.4 million. Phase VI again expanded the work of the program by awarding funding for college partners to create acceleration curricula and replicate CCH curricula at additional schools. The awardees were as follows:

- College of the Mainland
- Houston Community College
- Tarrant County College District
- Texas State University

Phase VII

CCH Phase VII began on August 29, 2017, with approval to set aside $1.4 million. Phase VII continues to support and expand the early work of the program by allocating funding for college partners to create acceleration curricula in new fields and replicate CCH curricula at

additional schools. The Phase VII competitive Request for Applications (RFA) was published on May 31, 2018, with an anticipated grant start date of December 2018.

Examples of Acceleration Curricula

Acceleration Curricula grantees and programs resulting from the CCH Acceleration Curricula grant program include the following:

- Temple College (Phase I grantee) developed and implemented an accelerated program in emergency medical services for veterans and service members with military medical experience. Well-qualified veterans who received high scores on a prior learning assessment (PLA) competency exam could be awarded nearly half the credit toward their level II paramedic certification.
- Lee College (Phases I and II grantee) developed and implemented accelerated curricula for an associate of applied science (AAS) degree in Logistics Management, a one-semester certificate of completion in Logistics and Supply Chain Management, and a Manufacturing Skills Standards Council Certified Logistics Technician (MSSC CLT) certification. Lee College also awarded 15 scholarships for veterans in the MSSC Clinical Lab Assistants (CLA) and CLT certification programs. Additionally, the school created internship partnerships with Walmart and United Parcel Service for logistics students and signed articulation agreements with American Intercontinental University and Lamar University.

- Lone Star College (Phases I, II, and III grantee) developed and implemented a fast-track technician certification program that included job placement services. The college used strong oil and gas industry connections to leverage well-paying jobs for veteran students. Well-qualified veterans and service members who acquired skills and military occupational specialty training received college credits for their experience, which expedited their completion of the program.

- Texas A&M University–San Antonio (Phase IV grantee) created two online competency-based bachelor of applied arts and sciences (BAAS) degree programs in Health Care Services Administration and Health Care Services Informatics. Well-qualified veterans, with their core curricula already completed, could earn a BAAS in as few as 36 credit hours, as opposed to 120.

- Texas State University (Phases V and VI grantee) created the Accelerate Texas State project, which uses PLAs to measure veterans' knowledge and skills gained during military service and then uses those results to first award credit and then to place in the appropriate online curricula. Veterans and service members have access to accelerated learning for employment areas that include athletics, business, business with computer information systems, criminal justice, engineering technology, geography information systems, health care administration, human resource development, occupational therapy, real estate, and social services. PLAs accelerate a veteran's ability to earn up to 30 hours of college credit for noncollegiate training and/or 24 hours of work-life learning, which can be applied toward a bachelor of applied arts and sciences.

College Credit for Heroes partner schools continue to develop accelerated curricula that leverages skills gained through common military occupational specialties and facilitates the transfer of those skills into targeted, high-demand occupations.

Evaluations of Credit

With funding provided by TWC, Central Texas College launched www.CollegeCreditforHeroes.org in April 2012. The online portal allows veterans and service members to request evaluations of credit to be used at colleges and universities throughout the state. As of July 31, 2018, the portal had received over 223,000 visits from more than 111,000 veteran and service member account holders requesting more than 41,000 evaluations. Data by program year indicate that much of the traffic to the CCH portal is due primarily to use by active service members. Account creation averages are as follows:

- Active Military 77%
- Veterans/Transitioning/Retired 20%
- National Guard 1%
- Reservist 1%
- Active Reservist 1%

To better understand these averages, it is important to note that veterans typically seek out the portal, create accounts, and request evaluations as they explore enrollment in post-secondary education. Active service members, however, use the portal to request evaluations as they pursue promotions within the military system. Results from the first five years of the web portal program show that Texas veterans and active service members have been recommended an average of 25 semester credit hours per evaluation issued through the CCH portal.

Data gathered through the HB 493 study indicate that, of the 25 credit hours recommended (whether through the CCH Portal or through local evaluations discussed in the following section), a veteran is awarded an average of 3.15 credit hours when he or she selects a specific school or program and completes the enrollment process. While an average of 3.15 credit hours could be seen as problematic, there are examples of CCH partner schools that award higher numbers of credits, especially when working with veterans enrolling in workforce programs leading to certifications or licensures. Further HB 493 data is provided in Appendix B.

Network of CCH Partner Schools

Since the award of academic credit is contingent upon approval of the receiving Texas college or university, awareness of and participation in the CCH program is imperative. In the early years of the program, schools signed a memorandum of understanding (MOU) to review evaluations completed via the CCH portal and made a commitment to award as many college credits as possible and as applicable.

As the program matured, many schools transitioned away from CCH portal evaluations and the agreements made through early MOUs and developed their own evaluation systems based on local criteria, information listed in the Joint Services Transcript (JST), or a combination of the two. The JST (provided to active service members and veterans at no cost) is an "academically accepted document approved by the American Council on Education (ACE) to validate a service member's military occupational experience and training along with the corresponding ACE college credit recommendations" (https://jst.doded.mil/faq.html). The JST typically includes the following:

- Service member data
- Military course completions for courses that have been evaluated by ACE
- Military occupations
- College-level test scores
- Other learning experiences, including courses not evaluated by ACE
- Summary page
- An "Academic Institution Courses" page that includes
- degrees and certifications completed by the service
- member and courses completed using military tuition
- assistance (This final page is not included in the Army JST.)

As of 2018, the CCH program is a robust network of schools with a majority relying on localized evaluation and credit programs. Of the 24 institutions providing HB 493 survey data,

- thirteen (13) complete local evaluations,
- five (5) complete local evaluations but will accept a
- copy of the CCH portal evaluation (if provided by the veteran),
- two (2) reference both local evaluations and CCH portal evaluations,
- three (3) rely on CCH portal evaluations, and
- one (1) was unable to specify the evaluation process used.

Regardless of the evaluation system used, all of the institutions participating in the HB493 survey recognize the value of military experience and remain committed to supporting veterans as they enter and complete postsecondary education. For a list of schools participating in the CCH program (past and present), see Appendix A, CCH Partner Schools.

Lessons Learned—Phases I–VI

The work accomplished by the partner schools throughout all components of the CCH program—acceleration curricula, evaluations of credit, and a network of schools—resulted in the following findings and observations:

1. CCH is cost-effective and expedites veterans' transitions into the civilian workforce. Fiscal impact studies provided by partner schools through the first three phases of CCH demonstrate that veterans and service members, colleges and universities, and state and federal governments benefit from a program that recognizes the value of experience, education, and training gained by service members and awards college credit accordingly.

2. Many institutions of higher education (IHEs) participating in the CCH program have developed local evaluation systems in which faculty and/or administrators complete evaluations and award credit according to local criteria. This localization is due in part to a desire to exert local control and to a requirement from the Southern Association of Colleges and Schools Commission on Colleges. The organization requires colleges to establish local processes for transferring credits earned at other colleges or credits awarded for prior learning.

3. The majority of faculty and/or administrators at participating CCH schools prefer to complete local

evaluations of military experience, education, and training. According to CCH contacts, evaluations based on local criteria and JSTs better align to programs of study within a specific college, better reflect a college's unique programs and services offered to veterans, and alleviate any unknowns when receiving evaluations and/or awards of credit from other IHEs.

4. Each veteran student's military experience is unique and should be addressed accordingly. In addition to localized evaluations and awards of credit for military experience, many Texas colleges and universities have established local support systems that include academic and personal support to ensure successful transitions from the military to postsecondary education and, ultimately, the workforce.

5. Schools that award credit following competency-based interviews and/or assessments view this approach as a promising practice that warrants additional exploration. Competency-based education allows the veteran student to receive credit for successful demonstrations of knowledge and skills and to progress through a program at his or her own pace.

6. The CCH program creates awareness of the value of military experience and promotes sharing of best practices in working with veterans transitioning from the military to the workforce. While a significant number of Texas colleges and universities participate in the CCH program, there is an equally significant number of IHEs that have developed local programs to support veterans. All entities—military, education, government—benefit when support strategies and best practices are shared. Going forward, CCH staff will encourage conversations among all entities, regardless of program, to ensure support and success for student veterans.

Best Practices

The CCH program identifies, develops, and supports methods to maximize college credit awarded to veterans and service members for their military experience, education, and training. The program's primary goal is the recognition of the knowledge and skills gained through military service and how they equate to college credit leading to degrees, certifications, and licenses.

Each of the best practices listed below stems from innovations, lessons learned, and the creativity of the member colleges working with TWC in the CCH program. These practices exemplify how Texas colleges can best prepare veterans and transitioning service members to find jobs in the civilian workforce. Other Texas colleges and universities can and do replicate these practices, which fall into the areas of workforce, accreditation and certification, military-related, and education.

Workforce Best Practices

1. Design programs and practices that move veterans and help transition service members into the workforce quickly.

2. Ensure new curricula are approved by national or state accrediting or licensing bodies and/or by internal approval at the institution developing the curricula. Prioritize occupations with high or rapidly growing workforce demand. Maximize early outreach. Participate in the Concurrent Admission Program.

3. Collaborate with industry contacts. Collaboration with industry contacts helps connect veterans with potential employers. Visits to military training facilities allow industry contacts to better understand military curricula and training methods.

Accreditation and Certification Best Practices

1. Assess military-based education. Military education has many of the same learning objectives and outcomes as education in colleges and universities.

2. Develop alternative pathways to meet national or state certification and accreditation standards. Competency-based learning and testing, review of military training and skills, award of academic credit, and modular testing are examples of alternative pathways colleges use to award credit to veterans and service members.

3. It is critical to document and reference standard practices (for example, standard operating procedures) when developing alternate pathways.

4. Understand internal and external processes and timelines at the beginning of the project. Developing a new degree program or pathway may require multiple approval processes within an institution. Likewise, there may be multiple approval processes to navigate outside the institution (for example, licensing and accreditation entities).

5. Use previously developed CCH models to replicate streamlined curricula throughout the state. Texas colleges and universities interested in replicating existing CCH curricula are encouraged to work with other CCH schools to ensure that lessons learned and best practices are shared.

Military-Related Best Practices

1. Ask the military. Military education leaders and officers who work daily with veterans and service members know the content of military training and education and understand how to outreach to veterans and service members.

2. Communicate early and effectively with the military. IHEs benefit when they know their potential population of veterans and transitioning service members. With that knowledge, colleges and universities are better able to host veteran-specific events and provide veteran-specific services.

3. Encourage faculty to visit military training installations. Faculty members who have questions about military education and training are encouraged to visit military installations and training centers and meet with military instructors. The CCH program staff at TWC can assist in coordinating meetings.

4. Encourage the sharing of college curricula with the military and vice versa. Conducting training sessions with the military helps determine the content to be shared. College faculty can meet with military faculty to compare curricula and identify areas for collaboration.

Education Best Practices

1. Administrative and faculty buy-in and support for recognition of military experience must occur at the institutional level. The development of degree and certification programs that allow veterans to receive college credit for military experience, education, and training requires broad support within the institution. Providing orientation to and expectations for a CCH program before participation is essential.

2. Prior Learning Assessments (PLAs) are an effective way to assess all veterans, regardless of occupation or background. PLAs enable veterans to demonstrate learning for which there is no standardized exam, complete degrees within shorter amounts of time, and reduce education expenses.

3. Involve community and external groups. Community employers, businesses, and veterans' support groups can leverage limited resources and provide valuable information on program design.

4. Collaborate with industry contacts. Meet regularly with industry contacts to promote awareness of the CCH program and facilitate feedback for ongoing program improvement.

5. Make full use of Veterans Affairs (VA) work-study students. The VA will pay for student veterans to work as faculty assistants, student advisors, peer advisors, and the like. Often, veterans are the best choice for working with other veterans.

6. Use external resources to their full extent. Attend military or veterans' conferences, join listservs, and seek guidance and feedback from local veterans' organizations. Use these resources to create an effective program for veterans.

7. Assess the fiscal impact of the program and make the information available to stakeholders. Fiscal impact assessments inform policymakers and potential funders of the program's success and give the college a deeper understanding of the benefits of the program.

8. Retain records of all military training or occupations that are evaluated, even if no credit is recommended. This documentation will become an invaluable resource for future evaluations.

9. Require faculty and staff members to attend Green Zone training—that is, training on how best to teach veterans who are students. Green Zone training creates an understanding of the military culture and improves faculty's ability to understand and address the unique needs of veteran students. ("Green Zone" is the military term for a safe place. Green Zone training helps participants understand how to serve veteran and military students.)

10. Offer student veterans refresher training in addition to awarding course credit. Student veterans need an opportunity to refresh the knowledge they gained in the service to perform satisfactorily on the standardized assessments used to measure competency-based learning.

Recommendations

SB 806 (Appendix D) requires TWC to report to the Texas legislature and the governor:

- "measures needed to facilitate the award of academic or workforce education credit by institutions of higher education for military experience, education, and training obtained during military service;" and
- "other related measures needed to facilitate the entry of trained, qualified veterans and military servicemembers into the workforce."

The following recommendations originated from final project reports submitted by colleges and universities participating in CCH:

1. Encourage Texas colleges and universities to adopt the 91 streamlined curricula developed by CCH colleges, facilitating awards of associate's degrees, workforce licenses, and certifications upon approval by THECB.

2. View the CCH program as a network of Texas colleges and universities that recognize the value of military experience, education, and training and offer successful education and support programs designed specifically for veterans.

3. Increase awareness of a CCH network across multiple entities, including IHEs, military installations, National Guard armories, and Reserve centers, and a variety of audiences, including veterans, employers, and other stakeholders.

4. Support the further development and growth of a network of CCH schools, enabling schools to:
   a. highlight successes of locally developed programs;
   b. share best practices, acceleration curricula, evaluation strategies, and lessons learned; and
   c. build partnerships with local industries and military installations.

5. Establish a long-term (three to five years) CCH presence at two-year colleges. This long-term presence will help in the growth and sustainability of a CCH network by:
   a. developing programs beyond the creation of individual pathways;
   b. strengthening efforts to sustain and improve services to veterans;
   c. allowing for sharing of best practices (for example, evaluations and assessments) in supporting student veterans;
   d. creating new pathways that exceed the parameters of previous CCH grants;
   e. increasing awareness of a CCH network; and
   f. developing articulation agreements to increase transferability of credits among IHEs.

6. Create a CCH handbook to support local evaluation efforts and set forth guidelines, expectations, and desired objectives. The handbook could include orientation materials for administration, faculty, and staff, as well as a Green Zone template.

7. Encourage greater use of prior learning assessments (PLAs) and other competency-based models to maximize award of credit for military experience, education, and training. PLAs and competency-based and challenge exams award credit for demonstrated experience, saving student veterans valuable time and GI Bill benefits.

8. Encourage the development of articulation agreements among apprenticeship programs, technical colleges, community colleges, and four-year educational institutions to enhance the academic progression of veterans and service members.

9. Encourage collaboration among TWC, THECB, military installations in Texas, and colleges and universities (that is, members of a CCH network) to improve the award of college credit and the transition to the civilian workforce.

10. Highlight the fiscal impact of admitting veterans and service members to accelerated programs and awarding credit accordingly. Through acceleration, student veterans use fewer funds to earn degrees and certifications, greatly enhancing their chances for post-military success. Their success, in turn, ultimately benefits the growing Texas economy.

Appendix A: CCH Partner Schools

1. Alamo Community College District (San Antonio College)
2. Angelo State University
3. Austin Community College District (Eastview College)
4. Brookhaven College
5. Cedar Valley College
6. Central Texas College
7. Clarendon College
8. College of the Mainland
9. Dallas County Community College District
10. Del Mar College
11. Eastfield College
12. El Centro College
13. Galveston College
14. Grayson College
15. Houston Community College
16. Lee College
17. Lone Star College System
18. McLennan Community College
19. MediSend College of Biomedical Engineering
20. Mountain View College
21. National University, Texas locations
22. Our Lady of the Lake University
23. Parker University
24. Prairie View A&M University
25. Richland College
26. Tarleton State University
27. Tarrant County College District
28. Temple College
29. Texas A&M International University
30. Texas A&M University
31. Texas A&M University at Galveston
32. Texas A&M University Health Science Center
33. Texas A&M University–Central Texas
34. Texas A&M University–Commerce
35. Texas A&M University–Corpus Christi
36. Texas A&M University–Kingsville
37. Texas A&M University–San Antonio
38. Texas A&M University–Texarkana
39. Texas State Technical College System
40. Texas State Technical College–Harlingen
41. Texas State University
42. Texas Tech University
43. Texas Women's University
44. Vernon College
45. West Texas A&M University
46. Western Governor's University–Texas

CCH Acceleration Curricula Partner Schools

1. Alamo Community College District (San Antonio College)
2. Angelo State University
3. Austin Community College District (Eastview Campus)
4. College of the Mainland
5. Dallas County Community College District
6. Grayson College
7. Houston Community College
8. Lee College
9. Lone Star College System
10. Tarrant County College District
11. Temple College
12. Texas A&M University–San Antonio
13. Texas State Technical College–Harlingen
14. Texas State University

Appendix B: House Bill 493 Report, 2016–2017 Academic Year

Number of Academic or Workforce Education Semester Credit Hours Awarded

Listed below are "the number of academic or workforce education semester credit hours awarded under the program and applied toward a degree or certification program at an institution of higher education during the most recent academic year, disaggregated by the subject area for which the credit hours are awarded" (HB 493, 85th Texas Legislature, Regular Session (2017)).

Per reporting from CCH partner schools, 39,182 semester credits were awarded for the 2016–2017 academic year. The hours reported are the result of a variety of policies and procedures established by the reporting institutions.

Evaluations and awards of credit were based on

- local criteria,
- JSTs, and/or
- evaluations completed via the CCH portal.

No.	Subject Area	Number of semester credits awarded, disaggregated by subject area
1.	Unspecified Credit—Electives	18,557
2.	Leisure and Recreational Activities	5,655
3.	Business Administration, Management, and Operations	4,525
4.	Computer and Information Sciences, General	1,370
5.	Vehicle Maintenance and Repair Technologies	1,338
6.	Business Operations Support and Assistant Services	972
7.	Mental and Social Health Services and Allied Professions	503
8.	Criminal Justice	502
9.	Computer Engineering Technologies/Technicians	416
10.	Human Resources Management and Services	366

No.	Subject Area	Number of semester credits awarded, disaggregated by subject area
11.	Registered Nursing, Nursing Administration, Research and Clinical Nursing	353
12.	Electrical/Electronic Maintenance and Repair Technology	334
13.	Culinary Arts and Related Services	311
14.	Rhetoric and Composition/ Writing Studies	275
15.	Computer Systems Networking and Telecommunications	272
16.	Computer/Information Technology Administration and Management	258
17.	Computer Programming	243
18.	Liberal Arts and Sciences, General Studies and Humanities	215
19.	Health and Physical Education/ Fitness	203
20.	Precision Metal Working	187
21.	Environmental Control Technologies/Technicians	156
22.	Romance Languages, Literatures, and Linguistics	141
23.	Hospitality Administration/ Management	141
24.	Fire Protection	138
25.	Legal Support Services	130
26.	Electromechanical and Instrumentation and Maintenance Technologies/Technician	125
27.	Marketing	123
28.	Clinical/Medical Laboratory Science/Research and Allied Professions	98
29.	Finance and Financial Management Services	90
30.	Business/Corporate Communications	78
31.	Clinical, Counseling, and Applied Psychology	75
32.	Foods, Nutrition, and Related Services	54
33.	Design and Applied Arts	54
34.	Sustainability Studies	52
35.	Dental Support Services and Allied Professions	49

No.	Subject Area	Number of semester credits awarded, disaggregated by subject area
36.	Health Services/Allied Health/ Health Sciences, General	44
37.	Public Administration	42
38.	Allied Health Diagnostic, Intervention, and Treatment Professions	41
39.	Military Science and Operational Studies	40
40.	Marine Transportation	38
41.	Computer Software and Media Applications	36
42.	Health and Medical Administrative Services	33
43.	Electrical Engineering Technologies/Technicians	33
44.	Industrial Engineering	29
45.	Social Work	29
46.	History	25
47.	Journalism	24
48.	Drafting/Design Engineering Technologies/Technicians	22
49.	Electrical and Power Transmission Installers	22
50.	Biology, General	21
51.	Film/Video and Photographic Arts	21
52.	Construction Engineering Technologies	20
53.	Military Systems and Maintenance Technology	20
54.	Computer Science	18
55.	General Sales, Merchandising, and	18
56.	Geography and Cartography	17
57.	Allied Health and Medical Assisting Services	16
58.	East Asian Languages, Literatures, and Linguistics	14
59.	Mathematics	13
60.	Agriculture, General	12
61.	Air Transportation	12
62.	Education, General	11
63.	Carpenters	10
64.	Music	9
65.	Business/Commerce, General	9
66.	Communication and Media Studies	9

No.	Subject Area	Number of semester credits awarded, disaggregated by subject area
67.	Physics	8
68.	Slavic, Baltic and Albanian Languages, Literatures, and Linguistics	8
69.	Accounting and Related Services	6
70.	Security Policy and Strategy	6
71.	Radio and Television	6
72.	Cell/Cellular Biology and Anatomical Sciences	6
73.	Audiovisual Communications Technologies/Technicians	6
74.	Data Processing	6
75.	Electrical, Electronics and Communications Engineering	6
76.	Entrepreneurial and Small Business Operations	6
77.	Geological and Earth Sciences/ Geosciences	4
78.	Carpentry/Carpenter	4
79.	Principles of Geography	4
80.	Philosophy	3
81.	Law	3
82.	Applied Mathematics	3
83.	Fine and Studio Arts	3
84.	Physical Sciences	3
85.	Philosophy and Religious Studies, Genera	3
86.	Religion/Religious Studies	3
87.	Ground Transportation	3
88.	Cognitive Psychology and Psycholinguistics	3
89.	Graphic Communications	3
90.	Heavy/Industrial Equipment Maintenance Technologies	3
91.	Physical Science Technologies/ Technicians	3
92.	Engineering-Related Technologies	2
93.	Physiology, Pathology, and Related Sciences	1

Number of Transfer Credit Hours

Listed below are "the number of transfer credit hours awarded under the program and applied toward a degree or certification program at an institution of higher education during the most recent academic year" (HB 493, 85th Texas Legislature, Regular Session (2017)).

For this report, "Transfer Credit Hours" was defined as "the number of credit hours a school receives from another IHE as the result of a student veteran transferring from one institution to another" (for example, transferring from a 2-year institution to a 4-year institution).

Per reporting from CCH partner schools, 8,097 semester credits were transferred for the 2016–2017 academic year. The hours reported are the result of a variety of policies and procedures established by the reporting institutions.

No.	Subject Area	Number of semester credits transferred, disaggregated by subject area
1.	Romance Languages, Literatures, and Linguistics	1,337
2.	Mathematics	574
3.	History	461
4.	Rhetoric and Composition/ Writing Studies	327
5.	Zoology/Animal Biology	320
6.	Biology, General	288
7.	Business Administration, Management and Operations	268
8.	Sociology	258
9.	Chemistry	252
10.	Psychology, General	225
11.	Health and Physical Education/Fitness	223
12.	Political Science and Government	201
13.	Economics	183
14.	Microbiological Sciences and Immunology	180
15.	Computer and Information Sciences, General	174
16.	Criminal Justice	170
17.	Philosophy	150

No.	Subject Area	Number of semester credits transferred, disaggregated by subject area
18.	Accounting and Related Services	123
19.	Music	118
20.	Liberal Arts and Sciences, General Studies and Humanities	114
21.	Research and Experimental Psychology	102
22.	Literature	99
23.	Health Services/Allied Health/Health Sciences, General	89
24.	Business/Commerce, General	84
25.	Statistics	84
26.	Sustainability Studies	80

No.	Subject Area	Number of semester credits transferred, disaggregated by subject area
27.	Communication and Media Studies	72
28.	Computer Science	67
29.	Mental and Social Health Services and Allied Professions	63
30.	Foods, Nutrition, and Related Services	60
31.	Law	60
32.	Business/Corporate Communications	59
33.	Physics	59
34.	Applied Mathematics	54
35.	Fine and Studio Arts	54
36.	Geography and Cartography	47
37.	Physical Sciences	39

No.	Subject Area	Number of semester credits transferred, disaggregated by subject area
38.	Radio, Television, and Digital Communication	39
39.	Design and Applied Arts	38
40.	Computer Programming	36
41.	Leisure and Recreational Activities	34
42.	Environmental Control Technologies/Technicians	30
43.	Marketing	30
44.	Computer/Information Technology Administration and Management	29
45.	Industrial Engineering	28
46.	Drama/Theatre Arts and Stagecraft	27
47.	Health and Medical Administrative Services	27
48.	Philosophy and Religious Studies, General	27
49.	Cosmetology and Related Personal Grooming Services	25
50.	Anthropology	24
51.	English Language and Literature, General	24
52.	Germanic Languages, Literatures, and Linguistics	24
53.	East Asian Languages, Literatures, and Linguistics	23
54.	Vehicle Maintenance and Repair Technologies	22
55.	Religion/Religious Studies	21
56.	Security Policy and Strategy	21
57.	Registered Nursing, Administration, Research and Clinical Nursing	20
58.	Culinary Arts and Related Services	19
59.	Precision Metal Working	19
60.	Agriculture, General	18
61.	Astronomy and Astrophysics	18
62.	Ground Transportation	18
63.	Human Resources Management and Services	18
64.	Visual and Performing Arts, General	18

No.	Subject Area	Number of semester credits transferred, disaggregated by subject area
65.	Linguistic, Comparative, and Related Language Studies and Services	16
66.	Archeology	15
67.	Business Operations Support and Assistant Services	15
68.	Family and Consumer Economics and Related Studies	12
69.	Film/Video and Photographic Arts	12
70.	Legal Support Services	12
71.	Geological and Earth Sciences/Geosciences	10
72.	Clinical, Counseling and Applied Psychology	9
73.	Electrical/Electronic Maintenance and Repair Technology	9
74.	Engineering Mechanics	9
75.	Radio and Television	9
76.	Teacher Education and Development, Specific Levels and Methods	9
77.	Botany/Plant Biology	8
78.	Education, General	8
79.	Engineering, General	8
80.	Physiology, Pathology, and Related Sciences	8
81.	Allied Health Diagnostic, Intervention, and Treatment Professions	7
82.	Computer Engineering Technologies/Technicians	7
83.	Computer Software and Media Applications	7
84.	Practical Nursing, Vocational Nursing and Nursing Assistants	7
85.	Agricultural Business and Management	6
86.	Fire Protection	6
87.	Hospitality Administration/ Management	6
88.	Journalism	6

No.	Subject Area	Number of semester credits transferred, disaggregated by subject area
89.	Natural Resources Conservation and Research	6
90.	Public Administration	6
91.	Real Estate	6
92.	Social Work	6
93.	Data Entry/Microcomputer Applications	5
94.	American Sign Language (ASL)	4

No.	Subject Area	Number of semester credits transferred, disaggregated by subject area
95.	Applied Horticulture and Horticultural Business Services	4
96.	Cell/Cellular Biology and Anatomical Sciences	4
97.	Plant Sciences	4
98.	Agricultural Mechanization	3
99.	Agricultural Production Operations	3
100.	Allied Health and Medical Assisting Services	3

No.	Subject Area	Number of semester credits transferred, disaggregated by subject area
101.	Animal Sciences	3
102.	Computer Systems Networking and Telecommunications	3
103.	Construction Engineering Technologies	3
104.	Criminology	3
105.	Dance, General	3
106.	Pharmacology and Toxicology	3
107.	Public Relations, Advertising, and Applied Communication	3
108.	Soil Sciences	3
109.	Army ROTC, Military Science and Operations	2
110.	Drafting/Design Engineering Technologies/Technicians	1

Appendix C: Senate Bill 1736, 82nd Texas Legislature, Regular Session (2011)

AN ACT
relating to the establishment of the CCH program.
BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:
SECTION 1. Subchapter A, Chapter 302, Labor Code, is amended by adding Section 302.0031 to read as follows:
Sec. 302.0031. CCH PROGRAM.

(a) In this section, "institution of higher education" has the meaning assigned by Section 61.003, Education Code.

(b) The commission shall establish and administer the CCH demonstration program to identify, develop, and support methods to maximize academic or workforce education credit awarded by institutions of higher education to veterans and military servicemembers for military experience, education,

and training obtained during military service in order to expedite the entry of veterans and military servicemembers into the workforce.

(c) The commission shall work cooperatively with other state agencies, including the Texas Higher Education Coordinating Board, public junior colleges, and other institutions of higher education, to accomplish the purposes of this section.

(d) The commission may award grants to state, local, or private entities that perform activities related to the purposes of this section.

(e) The commission shall administer the program using money previously appropriated to the commission or received from federal or other sources.

(f) The commission may adopt rules as necessary for the administration of this section.

(g) Not later than November 1, 2012, the commission, after consultation with the Texas Higher Education Coordinating Board, shall report to the legislature and the governor on:

(1) the results of any grants awarded under this section;

(2) the best practices for veterans and military servicemembers to achieve maximum academic or workforce education credit at institutions of higher education for military experience, education, and training obtained during military service;

(3) measures needed to facilitate the award of academic or workforce education credit by institutions of higher education for military experience, education, and training obtained during military service; and

(4) other related measures needed to facilitate the entry of trained, qualified veterans and military servicemembers into the workforce.

(h) This subsection and Subsection (g) expire January 1, 2013.

SECTION 2. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2011.

Appendix D: Senate Bill 806, 84th Texas Legislature, Regular Session (2015)

AN ACT
relating to the CCH program.
BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:
SECTION 1. Section 302.0031, Labor Code, is amended by amending Subsection (b) and adding Subsection (g) to read as follows:

(b) The commission shall establish and administer the CCH [demonstration] program to identify, develop, and support methods to maximize academic or workforce education credit awarded by institutions of higher education to veterans and military servicemembers for military experience, education, and training obtained during military service in order to expedite the entry of veterans and military servicemembers into the workforce.

(g) Not later than November 1 of each year, the commission, after consultation with the Texas Higher Education Coordinating Board, shall report to the legislature and the governor on:

(1) the results of any grants awarded under this section;

(2) the best practices for veterans and military servicemembers to achieve maximum academic

or workforce education credit at institutions of higher education for military experience, education, and training obtained during military service;

(3) measures needed to facilitate the award of academic or workforce education credit by institutions of higher education for military experience, education, and training obtained during military service; and

(4) other related measures needed to facilitate the entry of trained, qualified veterans and military servicemembers into the workforce.

SECTION 2. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2015.

Appendix E: House Bill 493, 85th Texas Legislature, Regular Session (2017)

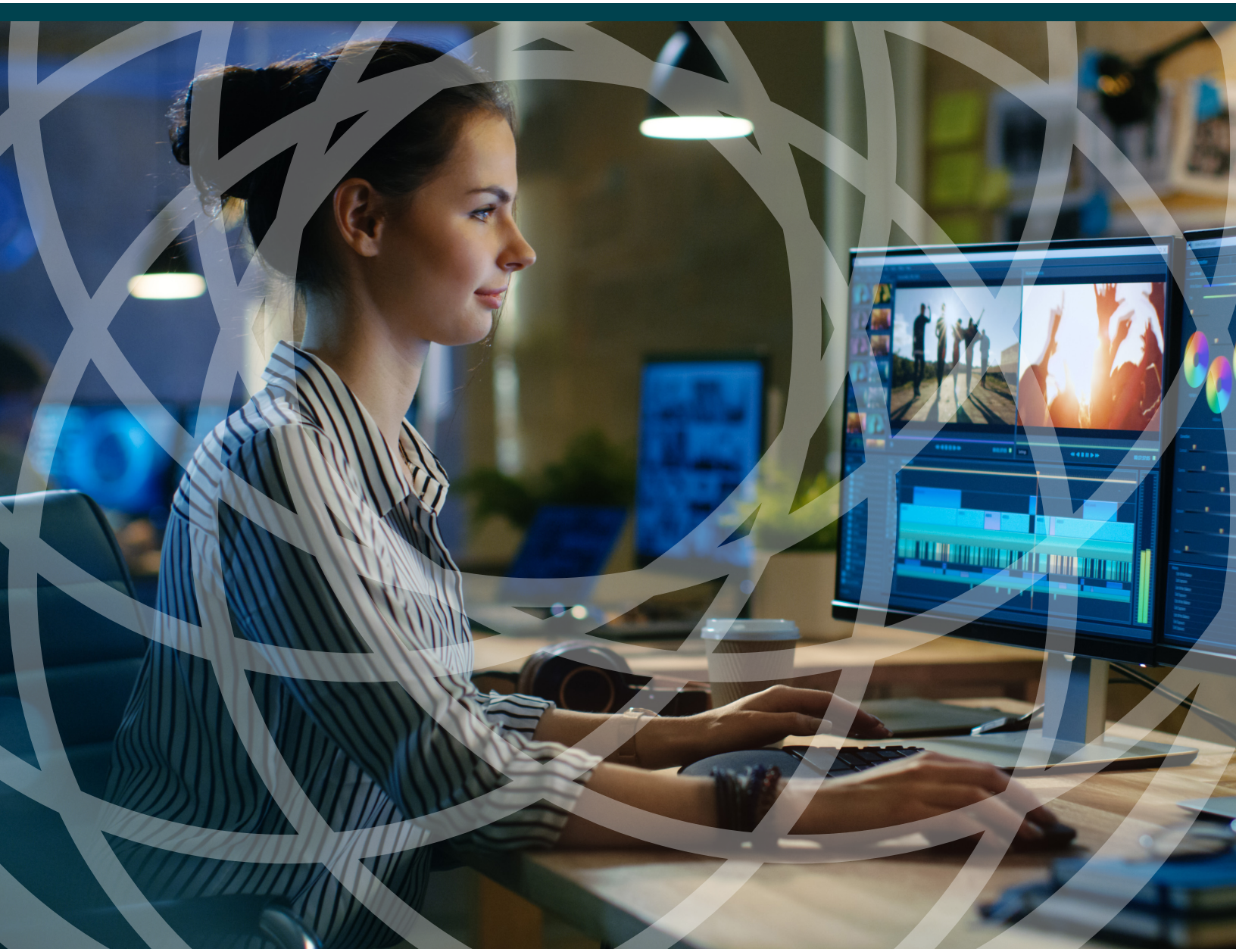
AN ACT

relating to reporting requirements for the CCH program.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 302.0031(g), Labor Code, is amended to read as follows:

(g) Not later than November 1 of each year, the commission, after consultation with the Texas Higher Education Coordinating Board, shall report to the legislature and the governor on:



(1) the results of any grants awarded under this section;

(2) the best practices for veterans and military servicemembers to achieve maximum academic or workforce education credit at institutions of higher education for military experience, education, and training obtained during military service;

(3) measures needed to facilitate the award of academic or workforce education credit by institutions of higher education for military experience, education, and training obtained during military service; [and]

(4) other related measures needed to facilitate the entry of trained, qualified veterans and military servicemembers into the workforce;

(5) the number of academic or workforce education semester credit hours awarded under the program and applied toward a degree or certification program at an institution of higher education during the most recent academic year, disaggregated by the subject area for which the credit hours are awarded; and

(6) the number of transfer credit hours awarded under the program and applied toward a degree or certification program at an institution of higher education during the most recent academic year.

SECTION 2. The change in law made by this Act to Section 302.0031(g), Labor Code, applies beginning with the report due under that subsection not later than November 1, 2018.

SECTION 3. This Act takes effect January 1, 2018.