

MILESTONE PLANNING AND RESEARCH, INC.

AI Innovation With Trust Program: College and University Partnership Guide

Academic Integration for AI Practitioner Development

Prepared June 2026

Release 3 · Competency Standard Edition

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Why Academic Partnership

The AI Innovation With Trust Program relies on colleges and universities as degree granting providers of structured Related Technical Instruction (RTI). Employers may also use internal instructors, industry training providers, online courses, or other -approved methods. Federal regulations (29 CFR Part 29) require organized related instruction; at least 144 RTI hours per year as a benchmark. Those hours must develop the conceptual, theoretical, and technical knowledge that supports workplace performance.

Academic partners are uniquely positioned to deliver this instruction because they have the faculty, curriculum infrastructure, and student pipelines needed to provide it at scale. They also have existing relationships with employers in their service regions, creating a natural alignment with the employer side of the program.

Beyond the RTI requirement, academic partners gain a direct bridge from AI coursework to employment outcomes — one of the most pressing challenges in AI education today. The program creates a structure in which classroom learning is immediately applied in a supervised work context, and that application is assessed by qualified practitioners who observe it directly.

How Know→Do→Become Maps to Academic Components

Competency Dimension	Academic Equivalent	Credit Options	Faculty Role
KNOW — Conceptual understanding of AI principles, failure modes, governance standards, and validation methods.	Course modules, lectures, labs, readings, and assessments in AI, data science, statistics, and governance.	Existing course credits; new RTI modules designed for program; continuing education units; certificate program credits.	Deliver content, assess conceptual understanding, design RTI modules aligned with Know standards.
DO — Observable performance in real work contexts, producing real deliverables reviewed by a mentor.	Capstone projects, internships, co-ops, applied labs, and project-based learning with external partners.	Capstone credits; internship credits; project credits in AI, data, or business programs.	Advise on capstone design, facilitate employer connection, review academic components of work products.
BECOME — Professional behavior and judgment observed over time in a real work context.	This dimension requires employer mentor observation — it cannot be assessed in a classroom setting alone. Faculty can support it by discussing professional practice, ethics, and judgment in coursework.	No direct credit assignment; supported through faculty mentoring and professional development coursework.	Coordinate with employer mentors, discuss observed behavior patterns, advise on professional development.

RTI Module Design

Minimum RTI Requirements

Federal regulations recommend at least 144 RTI hours per year of active apprenticeship, subject to Registration Agency approval. The program’s competency structure provides RTI hour allocations for every Know-dimension competency. Total RTI hours across the Common Trunk (T-2.1 through T-2.14) are approximately 254 hours: T-2.1 through T-2.9 carry full Know, Do, and Become RTI allocations; T-2.10 through T-2.14 (Organizational Context Competencies) are Know-level only and contribute approximately 38 additional hours. Total RTI hours for any single occupation plus the Common Trunk exceed 390 hours across the full program.

Colleges can design RTI delivery in coordination with this program to ensure alignment between the Know standards in the competency framework and the content delivered in RTI modules. Note that T-2.10 through T-2.14 are assessed at Know level only — they require awareness instruction but do not carry Do or Become RTI requirements. These five competencies address the organizational governance context all practitioners must understand before entering an occupational pathway.

Existing Courses That Map to RTI Requirements

Competency	Relevant Existing Courses	Potential New Module
T-2.1 Inductive Systems Literacy	Introduction to AI, Machine Learning, Statistics	AI Reasoning and Evidence Literacy (new)
T-2.2 Business Value Creation	Business Analytics, Information Systems, Strategy	AI Business Case and ROI Analysis (new)
T-2.3 Signal Quality and Data	Data Science, Database Management, Data Quality	Data Readiness for AI Deployment (new)
T-2.4 Human Authority and Accountability	Ethics in AI, Technology Policy, Organizational Behavior	Human Authority and AI Governance (new)
T-2.5 Falsification and Vigilance	Research Methods, Statistics, Philosophy of Science	AI Validation Methods (new)
T-2.6 Problem-Finding Mindset	Design Thinking, Systems Thinking, Management	Problem Discovery in AI Environments (new)
T-2.7 AI Security Awareness	Cybersecurity Fundamentals, Information Security, Network Security	AI-Specific Threat Landscape and Security Awareness (new)
T-2.8 AI-Enabled Innovation Judgment	Innovation Management, Technology Strategy, Entrepreneurship, Design Thinking	AI Innovation Judgment and Thinking Partnership (new — requires integration with OJL design)
T-2.9 AI-Assisted Decision Quality	Decision Analysis, Organizational Behavior, Management Information Systems, Research Methods	AI-Assisted Decision Quality and Domain Alignment (new)
T-2.10 AI Risk Governance and Framework Integration [Know only]	IT Governance, Risk Management, Compliance, Regulatory Affairs, AI Policy	AI Governance Frameworks and Organizational Integration (new)
T-2.11 AI Organizational Processes and Alignment [Know only]	Business Process Management, Organizational Behavior, Change Management, Information Systems	AI-Enabled Process Alignment and Adoption (new)
T-2.12 AI Ownership, Oversight, and Accountability [Know only]	Corporate Governance, IT Governance, Risk Management, Technology Law	AI Ownership and Oversight Structures (new)
T-2.13 AI Policies, Procedures, and Organizational Training [Know only]	Human Resources Management, Compliance, Policy Analysis, Training and Development	Organizational AI Policy and Workforce Readiness (new)
T-2.14 AI Regulatory Compliance and Legal Considerations [Know only]	Technology Law, Regulatory Affairs, Compliance Management, Business Law	AI Regulatory Landscape and Compliance Escalation (new)
A: Analyst Track	Business Intelligence, Data Analysis, Operations Management	AI-Assisted Analysis and Decision Support (new)
B: Ops & Gov Track	Risk Management, Auditing, Compliance, IT Governance	AI Governance, Risk, and Compliance (new)
C: Quality & Val Track	Software Testing, Quality Assurance, Statistics	AI Quality and Validation Engineering (new)
D: Developer Track	Software Engineering, Python, Data Engineering	Governance-Aware AI Development (new)
E: Business Process Architect Track	Business Process Management, Financial Modeling, Project Management, Lean Six Sigma, Change Management	AI Business Case Design and Value Realization (new); AI-Enabled Process Transformation (new)

Credit Articulation Options

Stackable Credential Model

The AI Innovation With Trust Program’s level structure (L1 through Journey Worker) supports stackable credential design. Colleges and universities can align credential offerings with the level progression as follows:

Program Level	Potential Academic Credential	Typical Program Alignment
L1 AI Associate	Industry Certificate — AI Essentials	Continuing Education; Workforce Development Certificate
L2 AI Analyst	Certificate of Achievement — Applied AI	Post-secondary Certificate; Community College Certificate Program
L3 AI Practitioner	Certificate of Proficiency — AI Governance or AI Quality	Advanced Certificate; Associate Degree capstone component
L4 AI Specialist	Certificate of Completion — AI Professional Practice	Bachelor’s Degree capstone; Graduate Certificate
Journeyworker AI Professional	Industry-Recognized Occupational Credential	Professional Continuing Education; Post-graduate certificate

Capstone Integration

The most direct path for bachelor’s degree programs is to align the program’s Do-dimension evidence with the capstone requirement. An AI-related capstone that produces verified AI-assisted analysis (Analyst track), an AI governance plan with NIST AI RMF mapping (Ops and Governance track), a falsification audit and assurance report (Quality and Validation track), or a reproducible AI pipeline with HITL architecture (Developer track) can satisfy both the academic capstone requirement and the L3 or L4 program portfolio requirement simultaneously.

This three-way alignment — employer work product, academic capstone, and program portfolio evidence — is the program’s most efficient operating model and should be designed into the academic-employer partnership from the beginning.

Internship and Co-op Substitution

For programs that already require internship or co-op experience, the program’s OJL component can typically substitute for the experiential requirement. The key difference is that the program requires a structured evidence record (qualification cards and portfolio artifacts) that most internship programs do not require. The additional documentation burden is the administrative cost of the stronger credential that results.

Faculty Role and Expectations

What Faculty Provide

Faculty in the program deliver Related Technical Instruction, assess Know-dimension competency through coursework and RTI modules, advise students on capstone and project design, coordinate with employer mentors on practitioner progress, and provide academic review of portfolio artifacts where appropriate.

What Faculty Do Not Do

Faculty do not sign off on Do or Become competencies based on classroom performance alone. A student who performs well in an AI course has not demonstrated Do-dimension competency — they have demonstrated Know-dimension competency. Do and Become require direct observation of performance in a real work context. Faculty who attempt to sign off on Do or Become from academic performance alone undermine the integrity of the program and the value of the credential.

Coordinating with Employer Mentor/Coaches

Faculty advisors should coordinate with employer mentor/coaches at the beginning of each program placement, at each level transition gate, and at the capstone review. The conversation should focus on: Is the practitioner connecting classroom learning to work practice? Are there gaps between what the faculty sees in the classroom and what the mentor observes in the workplace? Are the evidence artifacts produced in the work context meeting the competency standards specified in the framework?

Academic Partner Course Mapping Template

This is a living document. Academic partners are invited to use this section to document how their existing courses, modules, and programs map to the program's RTI requirements. Completing this mapping and sharing it with Milestone Planning and Research, Inc. initiates the formal academic partnership alignment review and enables the program to designate specific courses as recommended RTI for each competency area.

For each existing course or module you are proposing as RTI, document the following:

Institution name, course title, and course number.

Program competency IDs you believe the course addresses (e.g., T-2.1, T-2.3, A-A2).

The specific course learning objectives or modules that address each competency's Know standard.

Estimated RTI hours the course contributes toward the program's 144-hour annual minimum.

Any gaps you identify between your current course content and the competency's Know standard, and whether you are willing to add content to close them.

Proposed new modules your institution is willing to develop, and the competencies they would address.

Submit completed mappings with supporting course documentation (syllabi, learning objectives, sample assessments) to john.aaron@milestoneplanning.net. Milestone Planning and Research, Inc. will review submissions against the program's Know-standard requirements and respond with a formal RTI alignment assessment within 30 days.

Getting Started

Colleges and universities interested in participating should contact Milestone Planning and Research, Inc. to discuss RTI module alignment, credit articulation options, capstone integration, employer partner access, and program registration with the relevant state apprenticeship agency where applicable.

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