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# Military Course and Occupation EVALUATIONS

## Procedures for Onsite Reviews

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## **I. Introduction**

### **A. The Military Evaluations Program**

Located in the National Center for Higher Education in Washington, DC, the American Council on Education's (ACE) Military Evaluations Program provides colleges and universities with guidance for recognizing military educational experiences in terms of academic credit. ACE has provided credit recommendations for formal military courses and training since 1945. In the early 1970s, at the request of the military services, ACE developed a process model that recognized the learning acquired through military occupational experiences.

### **B. The Evaluation Team**

The evaluation team consists of subject matter experts and ACE staff. The staff identifies specialists to serve on the team based on courses taught, recommendations from postsecondary educational institutions, professional and educational associations, nationally recognized accrediting agencies, colleagues, and non-collegiate organizations. Evaluators must be actively teaching in their particular field. The team is diversified according to discipline expertise and appropriate experiences among two- and four-year institutions. The Program Evaluations Content Review Committee and Review Team Selection Committee fills a pivotal role in determining academic disciplines for the courses; scope of the team members; and recommending the number of team members for each review.

## **II. The Process for Course Evaluations**

The purpose of the site visit is to review and evaluate the military training courses. The evaluation team will analyze course materials, identify learning outcomes, and recommend postsecondary educational credit based on its findings.

### **A. Pre-Visit Requirements: Course Materials**

Eight weeks (approximately 60 days) before the on-site visit, course materials must be sent electronically (mileval@acenet.edu) to Military Evaluations; hardcopies should be sent to the following address:

ACE Military Programs  
Attn: POI Processing Department  
One Dupont Circle NW, Suite 250  
Washington, DC 20036

Course materials include Programs of Instruction (POI), and branch-specific documents such as the Training Course Control Document, Master Course Schedule, and approval letters. Contact ACE staff for required documentation. (See Appendix 1 for specific branch checklists.)

The POI should be submitted for any course previously evaluated, if any of the following have changed: course number, course title, training location(s), training length, academic hours, or content. Courses that have not been reviewed in 10 years and new courses with at least 45 academic hours should be submitted as well.

The data provided in the curriculum outline are necessary to determine:

1. The subject-area composition of the evaluation team.
2. If the course meets all contractual criteria for evaluation:
  - a. Courses from Department of Defense and Armed Services schools with courses or programs established to serve active duty and Reserve component personnel and are authorized by appropriate authority of the Military Departments.
  - b. Classroom-delivered courses or programs with at least 45 hours of academic instruction.
  - c. Blended learning courses/programs that may be delivered in a single setting or completed over a specified period of time. Instructional methodology includes classroom, online, and distance learning modules that break the objectives for course content into smaller learning objectives. The combination of all the components of the blended learning must meet the 45 hours of academic instruction requirement.
  - d. Distance education courses developed and administered by the service.

In order to ensure efficiency and effectiveness while maintaining academically sound practices in the evaluation of learning acquired through formal military skills training and professional military education, the services should provide documentation that provides clear and concise descriptions of the following components:

1. **Learning objectives.** Learning objectives identify the skills and knowledge that must be mastered through successful completion of the learning event. Traditionally, these objectives are defined through terminal

and enabling learning objectives and are most often identified in the Programs of Instruction, Training Course Control Documents, and Curriculum Outlines currently submitted by each of the Services.

2. **Learning activities.** Learning activities describe the method by which the content is delivered and the time and structure of learning events. For resident courses, these activities are often identified in student lesson plans and instructor materials, and supplemented through access to classrooms, labs, and learning resources (books, journals, equipment, etc.). For distance learning courses, the services should work with the contractor to identify service-specific documentation that provides the review team members with a sense of how the materials are organized and presented; the types of learning resources that are provided; methods of providing learner support; and the manner in which the course developers incorporate course content, its complexity, its rigor, and the level of learning demanded by the learning objectives.
3. **Assessment strategies.** Assessment strategies should include identification of the knowledge and behaviors that must be obtained and the indicators that best demonstrate attainment of the intended outcomes. Assessment strategies should also include a description of assessment items, assessment instruments, and assessment protocols. For distance learning course, the services must demonstrate evidence of a process that ensures firm identification of the student and rigid control of test conditions.

Whether a course requires a team evaluation is determined by comparing the submitted documents with the most recent course materials that were previously evaluated. Therefore, Military Programs must have these course documents on file to answer inquiries from credit-granting institutions regarding course content. **A second copy must be made available on-site during the visit and should be identical to the one submitted to ACE for review.**

Prior to the visit, the on-site point of contact (POC) should explain to the instructors and course managers the purpose of the visit and why current course materials will be required during the review.

## **B. Pre-Visit Requirements: Agenda and Directions**

ACE will provide a template agenda for the evaluation visit. (See Appendix 2 for sample.) The on-site POC should address any scheduling concerns with the ACE trip liaison **before making any changes.**

Directions from the appropriate access gate to the building location should be added to the agenda. With that, please advise ACE staff of security requirements

for access to the installation. ACE does not collect Social Security numbers or dates/places of birth from team members. Any passes that can be issued in advance are appreciated. If appropriate, please provide advance notice to the security gate/office personnel of the team's arrival.

Due to installation security issues, or for convenience, some POCs prefer to arrange van transportation to and from the hotel for the team. This courtesy is greatly appreciated by the evaluation team.

### **C. Pre-Visit Requirements: Planning for the On-Site**

- 1. Work Space.** A conference-type room with work space for the team is required. The room must afford privacy during the course review. **All course materials must be assembled in this room before the arrival of the evaluation team.**

Plan to provide a contact roster with appropriate contacts for each course or group of courses so the team can easily make contact when there are questions. Access to a telephone is necessary. Pads and pencils should be made available to the evaluators. In addition, a computer (with Internet access if possible) should be available.

- 2. Course Materials.** The materials provided on-site must reflect the course content initially provided to Military Evaluations for review. Military Evaluations staff will send a disposition list of submitted courses prior to the review. The materials expected are:
  - A copy of the **same** curriculum outline (Program of Instruction, Training Course Control Document, and Master Course Schedule) that was sent to ACE with the **same** preparation and training start or implementation dates.
  - Representative student manuals and materials.
  - Representative instructor materials.
  - Sample assessments.
  - Any additional supplemental materials that will better the team's understanding of the course.

If course materials require a specific security measure (e.g., assessments), please advise the team on how they will be able to review these items. For example, does the ACE Field Coordinator need to "sign" for the materials and maintain them in the secured room or does the team need to call the course POC when ready to review these components. ***(Please note that any classified materials must be sanitized before being presented to the team.)***

If the course materials are computer based, a computer station **for each faculty member, with all materials loaded, is required.** The team will

also need a printed directory to guide navigation of the file organization. A hard copy of the POI must still be provided to the team.

Materials for each course should have a cover sheet that gives the course identification number, title, and the instructor's name and telephone number.

**All course materials should be ready and in the room designated for the evaluation prior to the team's visit.**

**3. Instructor/Course/Subject Matter Expert (SME) Availability.** Instructors or course developers need to be "on-call" if the team has questions regarding the course. Service personnel may not remain in the review area unless specifically requested to do so by the ACE Field Coordinator.

#### **D. The Pre-Site Visit: Telephone Conference**

Approximately four weeks before the scheduled site visit, the ACE point of contact will convene a previously scheduled telephone conference to review the course disposition list and to address any questions or concerns regarding the on-site visit. The telephone conference may be recorded.

#### **E. The On-Site Procedures: In-Briefing**

**1. Introduction and Presentation (approximately 20–30 minutes).** A general presentation and overview will serve to align courses being reviewed within the context of the organization's training mission. The presentation should cover such topics as selection and evaluation of instructional staff, procedures for evaluation of student performance, and maintenance of student educational records. In addition, any unique nuances of the courses being reviewed should be pointed out to the team at this time.

The ACE Field Coordinator will briefly describe the background and goals of the American Council on Education and the Center for Lifelong Learning, with particular emphasis on military course evaluations. The Field Coordinator will be available later during the site visit to talk with instructors or other school representatives if they have further questions.

**2. Tour (if necessary; 30–45 minutes).** A brief tour of the training laboratories or unique instructional areas may assist in orienting the team to the nature of instruction offered and familiarizing them with the educational resources available to the students. The tour should serve to enhance the team's understanding of the technical components of the courses being reviewed and should highlight laboratories and equipment facilities.

The introduction, presentation, and tour together should not exceed 90 minutes.

## F. The On-Site Procedures: Course Evaluations

The team's responsibility is to determine whether the course content has the academic content and rigor equivalent to collegiate learning. If so, the team analyzes and evaluates the course materials and aligns the credit recommendation for each course to current college curricula.

This process involves two major tasks:

1. The formulation of a credit recommendation for each course and,
2. The preparation of the course description, to include the learning outcomes and instruction.

The credit recommendation consists of the level of credit, the appropriate subject area(s), and the number of semester hours recommended in each subject area. When exercising their professional judgment to determine a credit recommendation and whether the course is appropriate to post-secondary level work, review team members consider a number of relevant factors, including:

- Course content.
- Depth and breadth of material.
- Level of difficulty.
- Applicability to a range of postsecondary programs.
- Learning outcomes.
- Evaluative and assessment instruments appropriate to measure the service members' learning.
- Length (usually in contact hours) of instruction for all instructor-led courses.

The course review process also incorporates an evaluation of how learning is occurring in the course. This is frequently benchmarked with a learning hierarchy, such as Bloom's Taxonomy.

As part of the team's process for analyzing course materials, identifying learning outcomes, and making credit recommendations, the faculty evaluators are expected to validate and record the overall passing rate for each course.

As military training typically establishes a course pass rate of 70% or higher, if the pass rate is less than 70%, there is a note printed in the credit recommendation section of the exhibit. If there are graduate-level credit recommendations for a particular course, ***the pass rate must also be validated and recorded at 80% or higher by the evaluation team.***

Using the information provided in the curriculum outline, evaluators phrase the course description (which appears in the *Military Guide Online* under the headings

"Learning Outcomes" and "Instruction") in terms meaningful to civilian educators. The effective date for a course recommendation will be the implementation/training start date of the curriculum outline provided to the evaluation team.

**If course materials are not reviewed by the team during the on-site review, the effective date of a published credit recommendation will not change.**

### **G. Exit Briefing (approximately 30 minutes)**

The exit briefing is an **unofficial** evaluation report conducted to discuss some initial findings. At that time, the ACE Field Coordinator and evaluators will summarize their reactions to the courses reviewed and provide the unofficial evaluation report of the courses reviewed. It should be noted that the evaluators' job is to determine credit equivalencies; normally, they will not make judgments on how well the school meets its own training requirements or suggest changes unless formally requested.

### **H. Post-Visit Procedures**

ACE will submit a final report to the point of contact within 30 calendar days of the visit. Course exhibits will be available for viewing in the ACE Military Guides Online at <http://militaryguides.acenet.edu/> within three days of the report submission provided no issues are raised by the services..

## **III. The Process for Occupation/Rating/MOS Evaluations**

The purpose of the site visit is to evaluate and validate the occupation designations to recommend postsecondary educational credit.

### **A. Evaluation Process Overview**

The ACE Content Review Committee evaluates occupations for discipline expertise and selects the evaluation team. ACE uses evaluation teams of three to five people to formulate the description and credit recommendations. These individuals, faculty members from colleges and universities, serve as ACE consultants.

In order to make their recommendations, evaluators must first identify the skills, competencies, and knowledge associated with a given occupation. Prior to the visit, the POC should provide a written description of the occupation. The POC also should provide the evaluators with appropriate documentation supporting the tasks and responsibilities of the occupation, such as MOS manuals, occupation standards, naval standards, and MATMEP for each occupation.

The above information is validated by conducting interviews with 8 –16 service members working in each occupation. Each interview panel session lasts approximately 50 minutes.

## **B. Pre-Visit Requirements: Submitting Documentation**

Eight weeks (60 days) prior to the onsite visit, the official occupation documentation should be provided to the ACE point of contact. This documentation is branch specific, but may include:

- Occupation/Rating/MOS manuals that include duties, qualifications, and expectations.
- Technical guides/training manuals.
- Study guides.
- Other official military documentation.
- Promotion examinations (these should be provided on-site).

## **C. Pre-Visit Requirements: Scheduling Interviews**

Before finalizing the review date with ACE, confirm that at least two service members per pay grade (with the appropriate skill levels) will be available for interviews during the agreed-upon dates. It is recommended that you have other service members tentatively scheduled should an individual cancel. **The team must interview at least two service members from each pay grade (with the appropriate skill levels). If two members per pay grade are not available to participate, the interview and review will be cancelled.**

A conference room or appropriate classroom must be made available for the duration of the visit. Because participants on the panel interviews convene together, the team will need the use of a room that can hold 10–16 individuals. Effectively, service members sit (according to pay grade/skill level) across from the team around a table or group of tables. If possible, a computer with Internet access and a telephone should be available.

Please provide pads of paper and pencils for the evaluators. The team will also need a whiteboard or an easel with chart paper.

Sample schedules / agendas for occupation interviews are included in the appendices:

- Army: Appendix 3.
- Coast Guard: Appendix 4.
- Navy: Appendix 5.
- Marine Corps: Appendix 6.

The order of the interviews may be changed to accommodate scheduling conflicts. **For each interviewee, the name, rank, time in service, and time in**

**grade should be provided in the schedule information.** Substitutions may be made on site if necessary. The completed schedule should be sent via email to ACE no later than one week before the visit.

If service members will be participating via telephone conference, it is important to have an appropriate telephone system, such as a POLYCOM. Cell phone and basic office telephone speakers do not work well in the large group.

#### **D. Pre-Visit Requirements: Preparing Service Members**

It is encouraged that you take some time to communicate with and prepare the service members participating in the interview/validation process. Distribute copies of the enclosed “Dear service member” letter (Appendix 7) to all scheduled interviewees. The letter provides background information on ACE and the purpose of the interviews.

Service members should also receive copies of or a list of the official documentation being provided to the team. Because the interview process is a validation of the job task knowledge, skills, and abilities, the service member should have a thorough understanding of what is being documented. The interview members should also be encouraged to reflect on the percentage of time they spend on tasks, the scope of responsibilities, and decision authorities.

#### **E. The On-Site Procedure: Interviews**

If available, the service members scheduled in each group should report to a ready room near the conference room. Otherwise, service members should convene in the hallway outside the conference room. **The interviews cannot begin until all interviewees on the panel are present.**

The questions asked during the interview session focus on the duties expected within a particular designator and pay grade/skill levels. The individual is not being evaluated during this process. Responses to the questions give the evaluators valuable insight into the scope of the required duties, enabling them to write a comprehensive description and make a credit recommendation.

The branch POC may not be present during the interviews, but should be available to the team at all times. If interview participants fail to arrive on schedule, the POC should immediately contact those individuals or their replacements, as appropriate.

#### **F. Exit Briefing (approximately 30 minutes)**

The exit briefing is an **unofficial** evaluation report conducted to discuss some initial findings. At that time, the ACE Field Coordinator and evaluators will

summarize their reactions to the occupation reviewed and provide the unofficial evaluation report.

### **G. Post-Visit Procedures**

ACE will submit a final report to the point of contact within 30 calendar days of the visit. Occupation exhibits will be available for viewing in the ACE *Military Guide Online* at <http://militaryguides.acenet.edu/> within three days of the report submission provided no issues are raised by the services.

## Appendix 1-A: Army

### ARMY Action Item Checklist for Point of Contact (POC)

- Review disposition list of submitted courses provided by ACE staff and correct discrepancies in **BOLD** and highlighted in **Blue**.
- Address and correct course number discrepancies found between POIs and ATRRS.
- Verify course ownership.
- Provide agenda, adding directions to evaluation location, building, and room number and return to ACE POC.
- Inform ACE staff if information on team members is required for base access. ACE does not collect birthdays, Social Security numbers, or place of birth.
- Review course materials to be provided on-site:
  - Program of Instruction.
  - Student/Instructor Guides and manuals.
  - Samples of Assessments (for example, exams, projects, etc.).
  - Any additional supplemental materials.

These materials should be provided for each course coded 'Pending' or 'PE' on the disposition list produced by the ACE staff. (Note that any classified materials must be sanitized **before** being presented to the team.)

## Appendix 1-B: Coast Guard

### COAST GUARD Action Item Checklist for Point of Contact (POC)

- Review disposition list of submitted courses provided by the ACE staff and correct discrepancies in **BOLD** and highlighted in **Blue**.
- Verify course ownership.
- Provide agenda, adding directions to evaluation location, building, and room number and return to ACE POC.
- Inform ACE staff if information on team members is required for base access. ACE does not collect birthdays, Social Security numbers, or place of birth.
- Review course materials to be provided on-site:
  - Program of Instruction.
  - Curriculum Outline.
  - Student/Instructor Guides and manuals.
  - Samples of Assessments (for example, exams, projects, etc.).
  - Any additional supplemental materials.

These materials should be provided for each course coded 'Pending' or 'PE' on the disposition list produced by the ACE staff. (Note that any classified materials must be sanitized **before** being presented to the team.)

## Appendix 1-C: Marine Corps

### **MARINE CORPS** Action Item Checklist for Point of Contact (POC)

- Review disposition list of submitted courses provided by the ACE staff and correct discrepancies in **BOLD** and highlighted in **Blue**.
- Verify course ownership.
- Provide agenda, adding directions to evaluation location, building, and room number and return to ACE POC.
- Inform ACE staff if information on team members is required for base access. ACE does not collect birthdays, Social Security numbers, or place of birth.
- Review course materials to be provided on-site:
  - Program of Instruction.
  - Curriculum Outline.
  - Student/Instructor Guides and manuals.
  - Samples of Assessments (for example, exams, projects, etc.).
  - Any additional supplemental materials.

These materials should be provided for each course coded 'Pending' or 'PE' on the disposition list produced by the ACE staff. (Note that any classified materials must be sanitized **before** being presented to the team.)

## Appendix 1-D: Navy

### NAVY Action Item Checklist for Point of Contact (POC)

- Review disposition list of submitted courses provided by the ACE staff and correct discrepancies in **BOLD** and highlighted in **Blue**.
- Verify course ownership.
- Provide agenda, adding directions to evaluation location, building, and room number and return to ACE POC.
- Inform ACE staff if information on team members is required for base access. ACE does not collect birthdays, Social Security numbers, or place of birth.
- Review course materials to be provided on-site:
  - Program of Instruction (POI).
  - Training Course Control Document (TCCD).
  - Master Course Schedule (MCS).
  - Student/Instructor Guides and manuals.
  - Samples of Assessments (for example, exams, projects, etc.).
  - Any additional supplemental materials.

All materials should be accompanied by the information cited in [Navy Instruction NETCINST 1560.1\\_Dec2007](#).

These materials should be provided for each course coded 'Pending' or 'PE' on the disposition list produced by the ACE staff. (Note that any classified materials must be sanitized **before** being presented to the team.)

## Appendix 2: Sample Agenda Course Review

### Course Review

Anywhere, USA

August 1, 2008

#### Agenda & Interviewee List

**Directions:** *(Sample Directions) After entering the main gate, secure your visitor's pass at the security office. Once inside the gate, turn left onto C Avenue; turn left at the second light and park in the large parking lot on left. Constant Center will be directly in front of you. (List POC contact information for the person who will meet the team.)*

#### Time

7:30 AM	ACE Team Arrives <i>Building Name/Room Location</i>
8:00 AM	In-Brief <i>Building/Room</i>
8:30 AM	Tour (if necessary)
9:30 AM	ACE Team Evaluations <i>Building/Room</i>
11:45 AM	Lunch
1:00–4:15 PM	ACE Team Discussion and Write-Ups
* 4:30 PM	Exit Briefing <i>Building/Room</i>

***\*(Time may change depending on workflow of team)***

## Appendix 3: Sample Agenda Army Occupation

### Army Occupation Review

Ft. Huachuca, AZ

August 1, 2008

#### Agenda & Interviewee List

**Directions:** *(Sample Directions) After entering the main gate, secure your visitor's pass at the security office. Once inside the gate, turn left onto C Avenue; turn left at the second light and park in the large parking lot on left. Constant Center will be directly in front of you. (List POC contact information for the person who will meet the team.)*

#### Time

7:30 AM ACE Team Arrives  
*Building Name/Room Location*

8:00 AM In-Brief  
*Building/Room*

8:30 AM	<b>Army Occupation Code</b>	<b>Occupation Title</b>
	<b>91W</b>	<b>Sample Technician</b>
	E-6 (30)	Name/Time in Service/Time in Grade
	E-6 (30)	Name/Time in Service/Time in Grade
	E-7 (40)	Name/Time in Service/Time in Grade
	E-7 (40)	Name/Time in Service/Time in Grade
	E-8 (50)	Name/Time in Service/Time in Grade
	E-8 (50)	Name/Time in Service/Time in Grade
	E-9 (50)	Name/Time in Service/Time in Grade
	E-9 (50)	Name/Time in Service/Time in Grade

10:00 AM Break

11:45 AM Lunch

1:00 PM Team Discussion and Write-Ups

\*1:30 PM Exit Briefing  
*Building/Room*

***\*(Time may change depending on workflow of team)***

## Appendix 4: Sample Agenda Coast Guard Occupation

### Navy/CG Rating Review

Norfolk, VA  
August 1, 2008

#### Agenda & Interviewee List

**Directions:** *(Sample Directions) After entering the main gate, secure your visitor's pass at the security office. Once inside the gate, turn left onto C Avenue; turn left at the second light and park in the large parking lot on left. Constant Center will be directly in front of you. (List POC contact information for the person who will meet the team.)*

#### Time

7:30 AM	ACE Team Arrives <i>Building Name/Room Location</i>
8:00 AM	In-Brief <i>Building/Room</i>
9:00 AM	<b>Intelligence Specialist</b> IS3: Name/Time in Service/Time in Grade IS3: Name/Time in Service/Time in Grade IS2: Name/Time in Service/Time in Grade IS2: Name/Time in Service/Time in Grade IS1: Name/Time in Service/Time in Grade IS1: Name/Time in Service/Time in Grade
9:50 AM	Break
10:00 AM	Interviews Continue ISC: Name/Time in Service/Time in Grade ISC: Name/Time in Service/Time in Grade ISCS: Name/Time in Service/Time in Grade ISCS: Name/Time in Service/Time in Grade ISCM: Name/Time in Service/Time in Grade ISCM: Name/Time in Service/Time in Grade
11:45 AM	Lunch
1:00 PM	Team Discussion and Write-Ups
*4:30 PM	Exit Briefing <i>Building/Room</i>

***\*(Time may change depending on workflow of team)***

# Appendix 5: Sample Agenda Navy Occupation

## Navy/CG Rating Review

Norfolk, VA  
August 1, 2008

### Agenda & Interviewee List

**Directions:** *(Sample Directions) After entering the main gate, secure your visitor's pass at the security office. Once inside the gate, turn left onto C Avenue; turn left at the second light and park in the large parking lot on left. Constant Center will be directly in front of you. (List POC contact information for the person who will meet the team.)*

#### Time

7:30 AM	ACE Team Arrives <i>Building Name/Room Location</i>
8:00 AM	In-Brief <i>Building/Room</i>
8:30 AM	Review Rating Examinations
9:00 AM	<b>PR Aircrew Survival Equipmentman</b> PR3: Name/Time in Service/Time in Grade PR3: Name/Time in Service/Time in Grade PR2: Name/Time in Service/Time in Grade PR2: Name/Time in Service/Time in Grade PR1: Name/Time in Service/Time in Grade PR1: Name/Time in Service/Time in Grade
9:50 AM	Break
10:00 AM	PRC: Name/Time in Service/Time in Grade PRC: Name/Time in Service/Time in Grade PRCS: Name/Time in Service/Time in Grade PRCS: Name/Time in Service/Time in Grade PRCM: Name/Time in Service/Time in Grade PRCM: Name/Time in Service/Time in Grade
10:50 AM	Team Discussion
11:45 AM	Lunch
1:00 PM	Team Discussion and Write-Ups
*4:30 PM	Exit Briefing <i>Building/Room</i>

***\*(Time may change depending on workflow of team)***

## Appendix 6: Sample Agenda Marine Corps Occupation

### Marine Corps Rating Review

Quantico, VA

August 1, 2008

#### Agenda & Interviewee List

**Directions:** *(Sample Directions) After entering the main gate, secure your visitor's pass at the security office. Once inside the gate, turn left onto C Avenue; turn left at the second light and park in the large parking lot on left. Constant Center will be directly in front of you. (List POC contact information for the person who will meet the team.)*

#### Time

7:30 AM	ACE Team Arrives <i>Building/Room</i>
8:00 AM	In-Brief <i>Building/Room</i>
8:30 AM	<b>EXPLOSIVE ORDNANCE DISPOSAL</b> <i>Building/Room</i> <b>SSgt:</b> Name/Time in Service/Time in Grade <b>SSgt:</b> Name/Time in Service/Time in Grade <b>GySgt:</b> Name/Time in Service/Time in Grade <b>GySgt:</b> Name/Time in Service/Time in Grade <b>MSgt:</b> Name/Time in Service/Time in Grade <b>MSgt:</b> Name/Time in Service/Time in Grade <b>MGySgt:</b> Name/Time in Service/Time in Grade <b>MGySgt:</b> Name/Time in Service/Time in Grade
9:50 AM	Break
10:00 AM	ACE Evaluations, Team Discussion, and Write-Ups
11:45 AM	Lunch
1:00 PM	ACE Evaluations, Team Discussion, and Write-Ups
*2:30 PM	Exit Briefing <i>Building/Room</i>

***\*(Time may change depending on workflow of team)***

## Appendix 7: Service Member Letter (Interview)



**Military Programs**  
**AARTS · Military Evaluations · SMART**

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Dear Servicemember:

You have been selected to meet with a team of visitors from the American Council on Education (ACE), located in Washington, D.C. ACE, through its Military Evaluations Program, evaluates military courses and occupations and recommends college-level credit for them. When evaluating occupations, teams of college faculty members meet with small groups of individuals who are currently working in the particular occupation. The purpose of this meeting is to determine whether a given military occupation contains the type of knowledge and skills that would be comparable to learning acquired in college-level courses.

The process involves a team of subject-matter specialists (college faculty) meeting with several individuals in each occupation designator. These team members conduct group interviews in a conference room located on the military base. The interviews last approximately 50 minutes. The discussion focuses on the responsibilities, functions, duties, and skills of the job. Please note that evaluations are of the job, rather than of you as an individual. The information that you provide helps the evaluators make informed decisions about the recommendations for that specialty.

For your reference, we have attached some sample questions to assist you in preparing for the meeting. These questions represent samples of the kinds of questions the faculty may ask. Identifying your answers to these questions will support the discussion when you meet with the subject-matter specialists.

The results of the interviews, combined with a thorough review of written job descriptions and other documentation, become the basis for possible recommendations of college-level credit. The recommendations are based on the knowledge and skill required for each specialization.

These recommendations are then published in the *Guide to the Evaluation of Educational Experiences in the Armed Services*. The *Guide* is available online at <http://militaryguides.acenet.edu>. The evaluation data found in the ACE *Guide* is also used to produce AARTS Transcripts for soldiers (<http://aarts.army.mil/>) and SMART Transcripts for sailors and marines (<https://smart.navy.mil/>).

The advantage of this project is that many servicemembers and veterans have been able to receive recommended credit at a college or university. Servicemembers at your installation who are taking college courses may have already benefited from this opportunity.

In summary, your helpfulness when selected for an ACE interview is a benefit to many service personnel. We appreciate your assistance in this worthwhile program.

Sincerely,

*The ACE Military Programs Team*

One DuPont Circle NW, Suite 250, Washington, DC 20036-1193  
Telephone: (202) 939-9470 • Fax: (202) 833-5692  
<http://www.acenet.edu>

## **Occupation Reviews**

### Generic Questions for Service Members

#### **General Questions**

- What would be included in a job description for this pay grade (or skill level)?
- What is a “typical” duty day expectation for this pay grade (or skill level)?
- What percentage of the job for this pay grade (or skill level) is manual hand or field work? What percentage is office work?

#### **Technical or Hard Skills Questions**

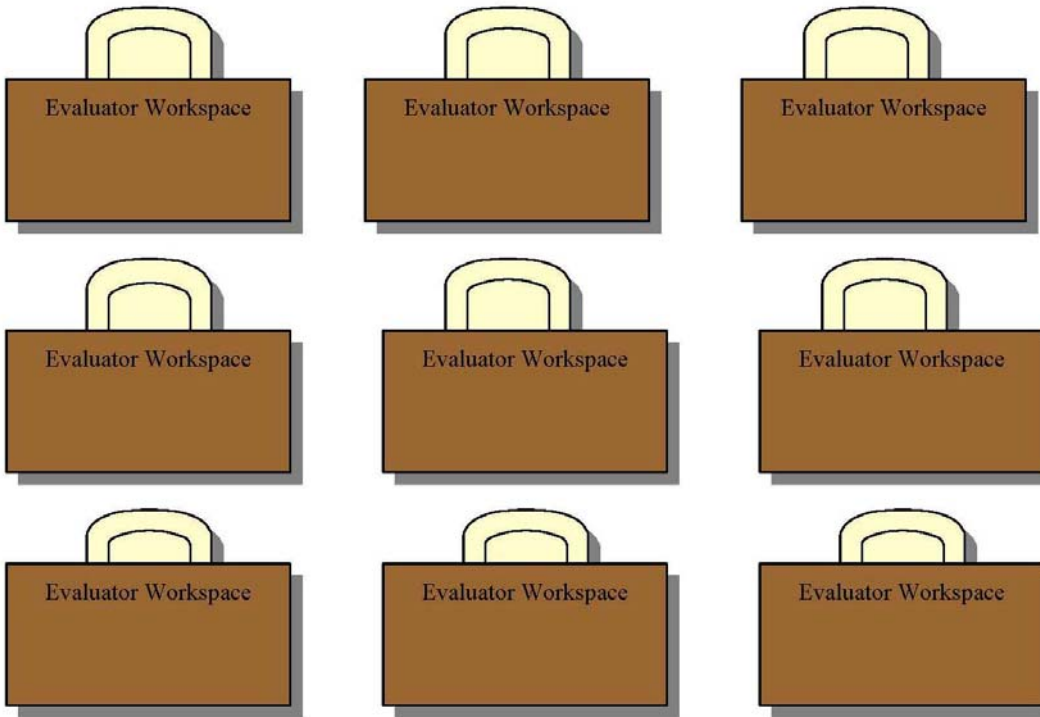
- Considering on-the-job-training (OJT), what are the job duties expected of this pay grade (or skill level) now?
- Considering on-the-job-training (OJT), how do the job duties and expectations change when an individual is promoted to the next the pay grade (or skill level)?
- Describe any technical tools or resources used at this pay grade (or skill level).
- Please describe the **new** technical skills, specifically related to the occupation, that a person is expected to learn OJT at this pay grade (or skill level).
- What are the on-the-job skills that are expected to be learned outside the formal classes for this pay grade (or skill level)?
- Describe 3 to 4 primary components (or responsibilities) of the occupation that consume most of the time for this pay grade (or skill level).
  - Are these components across the board for others in the occupation at the same pay grade (or skill level)?
  - What is the nature of the skill set for each of the components?
  - How were these skills obtained prior to coming to the occupation?

#### **Management or Soft Skills Questions**

- Describe the management responsibilities in this pay grade (or skill level)?
- Describe the requirements in terms of using a computer in this pay grade (or skill level)? What software programs or applications are used?
- How is leadership demonstrated in this pay grade (or skill level)?
- Please describe the level of supervision expected in this pay grade (or skill level)? To what degree does this supervision influence performance of subordinates?
- What oral and written communication skills must be employed in this pay grade (or skill level)?
- How much is expected in this pay grade (or skill level) in terms of report writing or with presentations?
- What are the expectations in this pay grade (or skill level) for financial or budget duties?

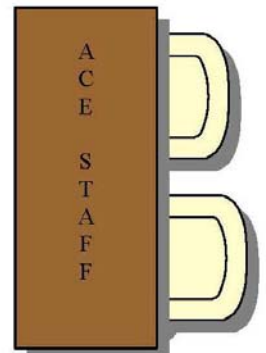
# Appendix 8: Sample Room Diagram (Course Evaluation)

## Room Diagram: Course Reviews



**Room Tips:**

- A conference table will work if it's large enough for the team to spread out.
- All course materials should be clearly organized and labeled.
- Each course should have a point of contact name and phone number, or there should be a master list.
- If materials are being provided electronically, each evaluator will need a separate computer station.



**ALL Course Materials:** POIs (TCCDs and Master Course Schedules), Lesson Plans, Instructor Materials, Student Materials, Assessment

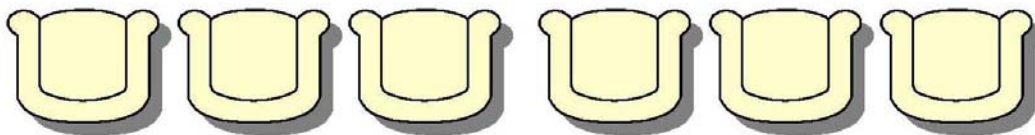
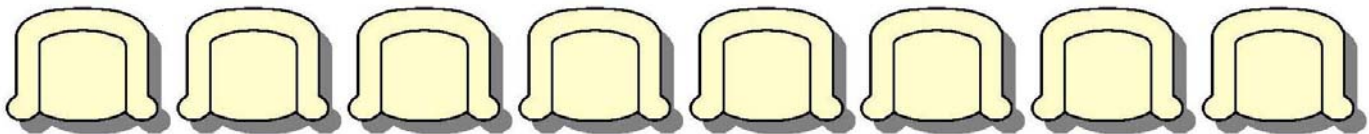
**Course Contacts:** Course Managers or Subject Matter Experts (SME) contact information; Telephone

A row of ten red binder icons and one telephone icon.

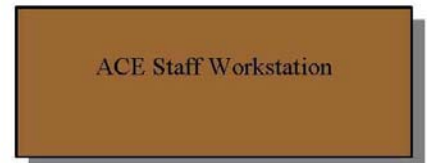
# Appendix 9: Sample Room Diagram (Occupation Evaluation)

## Room Diagram: Occupation Reviews

*Faculty Evaluator Seating*

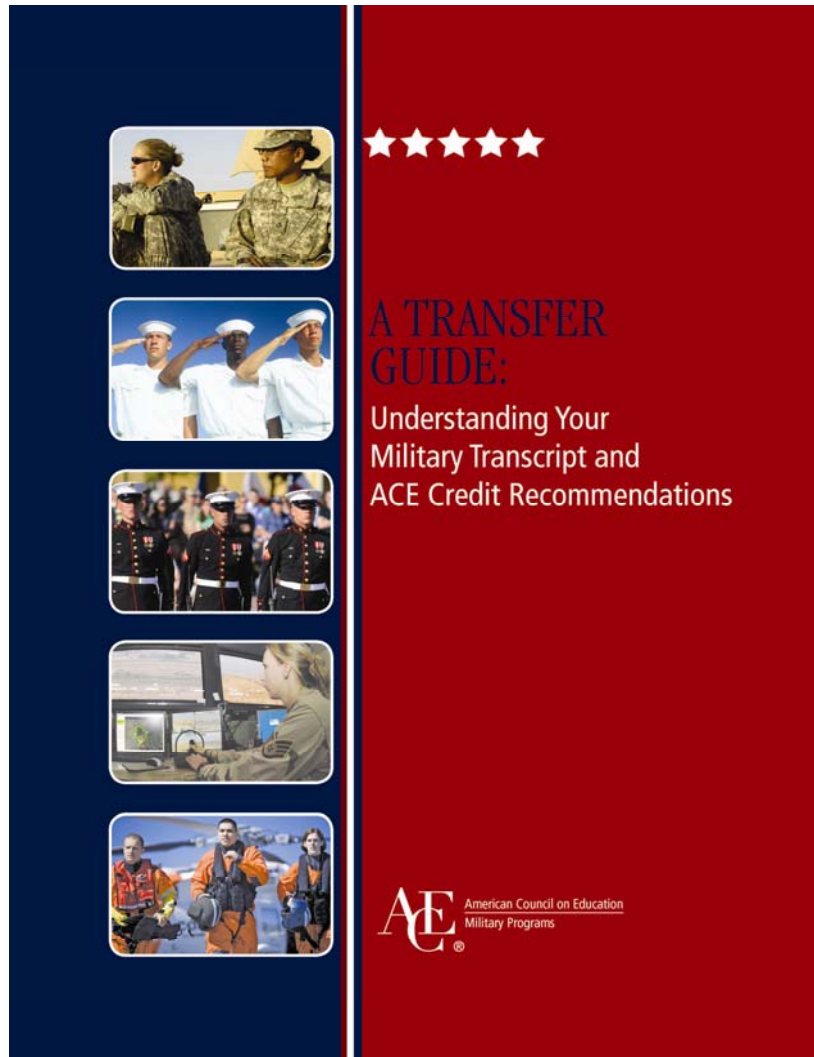


*Service Member Seating*



## Appendix 10: A Service Member's Transfer Guide Resource

A Transfer Guide: Understanding Your Military Transcript and ACE Credit Recommendations



- Provides simple, straightforward guidance on understanding military credit recommendations and transcripts
- Includes definitions of common terms, answers to frequently asked questions, and a transfer credit checklist
- Website  
[www.acenet.edu/militaryprograms/transferguide](http://www.acenet.edu/militaryprograms/transferguide)