

---

---

# Military Course and Occupation EVALUATIONS

## Procedures for Onsite Reviews

---



American Council on Education

Military Programs

---

---

# Military Course and Occupation Evaluations

## Procedures for Evaluators

American Council on Education  
Military Programs  
One Dupont Circle NW  
Washington, DC 20036-1193

Telephone: (202) 939-9470

Fax: (202) 833-5692

[mileval@ace.nche.edu](mailto:mileval@ace.nche.edu)

[www.acenet.edu](http://www.acenet.edu)



Second Edition  
July 2011

ACE and the American Council on Education are registered trademarks of the American Council on Education and may not be used or reproduced without the express written permission of ACE.

## Table of Contents

<b>Welcome from ACE's Military Programs</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b>The Evaluation Process</b>	<b>5</b>
<b>Military Programs Fact Sheet</b>	<b>11</b>
<b>Evaluator's Checklist: Before, During, and After the Evaluation</b>	<b>12</b>
<b>Appendices</b>	<b>13</b>
<b>Appendix A: For Evaluating Courses</b>	
<b>Appendix B: For Evaluating Occupations</b>	

American Council on Education



---

Military Programs  
AARTS · Military Evaluations · MIVER · SMART

---

Welcome!

On behalf of the American Council on Education's Military Programs, we extend a warm welcome to you as an evaluation team member.

You were selected as an evaluator because of your receptiveness to recommending academic credit for learning in an extra-institutional setting, and because the subject matter of your teaching experiences relates to the course(s) and occupation(s) being evaluated.

The challenges and responsibilities of this task are great; we look to you to provide an objective and constructive evaluation of the course materials and/or occupations you will be reviewing. Your job is to determine if the military learning is at the postsecondary level, and if so, to recommend the appropriate number of academic credits based on semester hours and the subject area in which those credits should be placed.

We are grateful for the time and effort you will be devoting to this program and we believe you will find this experience to be enjoyable and professionally rewarding. You will be providing an invaluable service to members of the Armed Forces and administrators at higher education institutions. We look forward to working with you.

Sincerely,

*Cynthia Bruce*

Cynthia Bruce  
Associate Director  
Military Programs

### Military Programs

The American Council on Education's Military Programs is housed in the National Center for Higher Education in Washington, DC, and provides institutions with a basis for recognizing military educational experiences in terms of civilian academic credit. Military Programs has reviewed and made college credit recommendations for thousands of military courses since the early 1940s, and in 1974, began the evaluation of military occupational specialties as well. More than 2,200 higher education institutions recognize the Military Programs course credit recommendations for granting credit to their military students. These credit recommendations can also assist in their career advancement.

The course and occupation evaluations are conducted at the respective military installation. Prior to each visit, the ACE staff receives course outlines (syllabi) for new and revised courses offered by the Army, Navy, Marine Corps, Air Force, Coast Guard, and Department of Defense. The staff also receives occupation descriptions from Marine Corps, Army, Navy, and Coast Guard points of contact. Policy determines the eligibility of courses and occupations for review.

Military Programs staff representatives review evaluation outcomes at the time of the evaluation and will make the final edits upon return to the office. Data are entered into a system to update the *Military Guide Online* (<http://militaryguides.acenet.edu>) and a final report is sent to the military school(s).

### The Evaluation Team

The evaluation team consists of subject-matter experts and ACE staff. The ACE 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 noncollegiate organizations. Evaluators must be actively teaching. The team will be diversified according to discipline expertise and appropriate experiences among two- and four-year institutions. There is a formal selection process to identify the appropriate evaluators for the team. A Content Review Committee determines the number of team members selected for each review.

The evaluation process comprises six phases.

### **Phase I: Team Briefing**

The team will meet the evening before the evaluation or at breakfast the day of the evaluation to:

- ◆ Make introductions with all of the team members and informally share backgrounds and experiences.
- ◆ Discuss the evaluation process and outline expectations.
- ◆ Review course and/or occupation materials.
- ◆ Draft preliminary questions for military personnel.
- ◆ Review all reimbursement paperwork.
- ◆ Address any questions or concerns.

### **Phase II: Military In-Briefing**

The team will assemble the morning of the evaluation and depart together to the military installation.

Military representatives welcome the team and give a briefing about the mission of the installation. The presentation serves to put the course(s) or occupation(s) being reviewed in the context of the military mission and goals. The in-briefing provides a forum for the team members to ask general questions about the courses or occupations being evaluated. When appropriate, a tour of the laboratories and facilities is given to the team members.

At the military's request, the ACE representative will brief the assembled military staff on the purpose and method of the site visit, discussing ACE's role in higher education, and the specific work of Military Programs.

### **Phase III: Review Process**

At this time, the military personnel will leave and the team will begin to talk about the review process in greater detail.

#### Courses

For each course, the team members will review relevant material provided, such as the course outline, program of instruction (POI), syllabus, and if available, the instructor's

guide/manual, student's text, handouts, assessment instruments, and other pertinent materials. The team also will be able to consult with instructors and course managers should additional information be needed.

### Occupations

For each occupation, the team members are provided with the description, job task analysis, exams (when available), and manuals used on the job. Team members will have the opportunity to review occupation descriptions prior to the visit. During the visit, the team will interview several servicemembers representing a variety of ranks within each occupation.

Occupation interviews are scheduled at one-hour intervals; each session lasts approximately 50 minutes. **The purpose of the interviews is to validate the responsibilities, functions, duties, and skills outlined by the service.** Not only should team members inquire about tasks performed on the job, but also the percentage of time spent performing them.

### **Phase IV: Crafting the Documentation**

Providing documentation that supports the comparability of military and civilian content is a key element of the process. Evaluators should bring copies of their course catalogs and curricula to share and reference during team discussions. The outcomes for each course and occupation review will be recorded on a separate team consensus sheet supplied by ACE staff (see Appendices).

### Considerations

The decision to recommend credit will be based on the team's consensus. No formula exists for making the judgment on credit equivalency.

If the consensus is to not recommend credit, the team is still required to identify the learning outcomes, methods, and topics of instruction, in addition to providing a short justification for why the team is not recommending credit.

### Learning Outcomes and Related Competencies

Learning outcomes are an essential component to the review process. Each credit recommendation will reinforce the learning outcomes and topics covered. ACE requires learning outcomes to be clear, concise, and measurable.

You may want to think about the following questions when writing the learning outcomes:

- ◆ Do the learning outcomes address behavior, skill, or knowledge to be gained?
- ◆ How do the learning outcomes reflect what a learner is expected to know, understand, or be able to do?

- ◆ How do the learning outcomes address the circumstances under which the learning takes place?
- ◆ Do the learning outcomes have measurable performance criteria and address how the learning is evaluated?

### Content for Courses

The team is primarily concerned with the learning outcomes, military course content, and their comparability to those of civilian courses. The following questions may be useful in making judgments about creditable content and comparability:

- ◆ Does the course include a clear statement of expected learning outcomes?
- ◆ Are these outcomes stated or described in observable, measurable, and achievable terms?
- ◆ Do lesson plans directly relate to the expected learning outcomes?
- ◆ Are the amount and type of instructional materials sufficient for acquiring the expected learning outcomes?
- ◆ What assessment methods are used to measure learner progress in achieving the expected learning outcomes?
- ◆ Are the assessment methods appropriate for the content and expected learning outcomes?

*Note: It is not the function of the evaluation team to suggest that a course be redesigned to make it more comparable to civilian courses. The primary aim of the military school is to support the military mission. Comments and suggestions can be included in the Notes section of the Team Consensus Sheet but will not be shared with the military school unless the school requests them.*

### Content for Occupations

The purpose of the interview is to validate the official documentation relating to the occupation (provided by service authorities). For your reference:

- ◆ The evaluation of the occupation should focus on the general occupation requirements that **all** servicemembers must demonstrate.
- ◆ The servicemembers on the panel have been selected to represent the entire occupation population of each pay grade. Individual educational attainment, goals, and experiences *may not* be reflective service-wide.
- ◆ Many occupations have specializations. Servicemembers receive additional training to hold specific specializations. This training is evaluated separately.

The interview process is a key resource for the occupation review. Consider these questions as you review the official documentation provided by the service and in formulating your questions for the panel interview.

- ◆ How does the military on-the-job training reflect college-level learning?
- ◆ Identify key components of the responsibilities, skills, and requirements associated with each occupation and *how they relate to competencies* found in postsecondary curricula.
- ◆ Do the related competencies and learning outcomes vary between occupational levels?

### Semester Hours

In determining the credit recommendations in semester hours (SH), please consider:

- ◆ Evaluators are selected based on their qualifications to recommend credit in their area(s) of expertise. Teams consist of professionals representing a variety of disciplines. The final credit recommendation is a team decision.
- ◆ There is no simple arithmetic conversion.
- ◆ Learning outcomes and the amount and complexity of covered content material are the key factors when deciding the number of credits to recommend.
- ◆ It is unusual to find a military course that is identical to a traditional college course. Credit recommendations need not be equated to a full college course in any one-subject area, but may fulfill partial course requirements. A recommendation of one or two semester hours is acceptable.

### Credit Categories

There are four credit categories: (1) vocational certificate, (2) lower-division baccalaureate/associate degree, (3) upper-division baccalaureate degree, and (4) graduate degree. Credit may be recommended in more than one category when appropriate.

#### *Vocational Certificate:*

This category describes course work normally offered in certificate or diploma (nondegree) programs that are usually a year or less in length and designed to provide students with occupational skills. This course work also can be found in curricula leading to associate degrees in applied sciences. Course content is specialized and the accompanying shop, laboratory, or similar practical components emphasize procedural more than analytical skills.

### *Lower-Division Baccalaureate/Associate Degree:*

This category describes course work normally taken during the first two years of a baccalaureate program and in programs leading to the associate in arts, the associate in science, or the associate in applied science degree. The instruction stresses development or analytical abilities at the introductory level. Verbal, mathematical, and scientific concepts associated with an academic discipline are introduced, as are basic principles. Occupationally oriented courses in this category are normally designed to prepare a student to function as a technician in a particular field.

### *Upper-Division Baccalaureate Degree:*

This category describes courses taken during the last two years of a baccalaureate program. The courses involve specialization of a theoretical or analytical nature beyond the introductory level. Successful performance by students normally requires prior study in the area.

### *Graduate Degree:*

This category describes courses with content found in graduate programs. These courses require one or more of the following: independent study, original research, critical analysis, and the scholarly and/or professional application of the specialized knowledge or discipline. Students enrolled in such courses normally have completed a baccalaureate program. Reviewers need to be alert to the assessment tools used by the military in courses of this nature.

### **Remember:**

The evaluation team should document evidence that supports the credit recommendation by:

- ◆ Identifying topics found within military content.
- ◆ Identifying civilian courses/disciplines that relate to those topics.
- ◆ Providing detailed examples of content elements that led to the team's decision to award credit in a specific category.

### **Phase V: Wrap-up and Exit Briefing**

At the end of the site visit, the team will meet with military points of contact to discuss its findings. The ACE representatives will work with the team to prepare for the briefing; all evaluators should be prepared to account for their decisions, including those not to recommend credit.

The military school may ask for comments on the quality or nature of its educational program. Please note:

- ◆ It is not ACE's position to recommend changes to military courses unless military personnel specifically request it.
- ◆ The team members are not charged with making judgments on how well the military meets its own needs with its educational programs.
- ◆ An excellent training course may have no academic equivalency. This is not a judgment on the effectiveness or quality of the program.

### **Phase VI: Post-Evaluation**

After the evaluation, Military Programs staff enters the review results into a database, prepare entries for inclusion into the *Military Guide Online* (<http://militaryguides.acenet.edu>), and submits a final report to the military installation within 30 days of the evaluation. Evaluation team members must finalize administrative actions to process individual stipend and travel reimbursements within 30 days.

## Military Programs Fact Sheet

(Updated 12/04/06)

### Did You Know . . .

- ◆ The [American Council on Education \(ACE\)](#) is an independent, nonprofit organization, founded in 1918.
- ◆ Since the early 1940s, [Military Programs](#) has reviewed, evaluated, and made academic credit recommendations for formal military training.
- ◆ The evaluation process is founded on high-quality standards of practice, including a rigorous review and selection of subject-matter experts and academic faculty, a site visit to analyze the content, and an evaluator consensus in determining the learning outcomes and appropriate academic credit recommendations.
- ◆ To date, ACE has evaluated 13,953 courses and 2,894 occupations; these are published in the [Military Guide Online](#).
- ◆ For the 2006 fiscal year, Military Programs conducted more than *35 installation visits*. This means more than *900 courses* were evaluated, more than *15 occupations* were reviewed, and more than *200 faculty members* were contracted to serve on these evaluation teams.
- ◆ The total credit recommendations for fiscal 2006 included more than 2,700 semester hours in the lower division/baccalaureate/associate degree category, more than 600 semester hours in the upper division/baccalaureate degree category, and more than 500 semester hours in the graduate degree category.
- ◆ The Lifelong Learning Resource Center (866-205-6267) helps more than 120 servicemembers each month review their military transcripts, identify and interpret credit recommendations, and locate appropriate resources to support educational endeavors.
- ◆ Military Programs provides guidance to servicemembers, civilians, military education centers, and colleges and universities interpreting military transcripts and documents. More than 3,000 requests for assistance were received and processed during fiscal 2006.
- ◆ The [Army/ACE Registry Transcripts \(AARTS\)](#) staff completes more than 2,000 transcript requests a week.
- ◆ There is no limit on the number of [Sailor/Marine/ACE Registry Transcript \(SMART\)](#) requests by an individual; the cost is free to servicemembers.

---

## Evaluator's Checklist: Before, During, and After the Evaluation

### Before

- Review travel policies and procedures.
- Using the budget code provided by ACE staff, arrange flight through American Express One (800-872-9954). Contact ACE staff for approval **before** booking if cost of flight exceeds \$500.
- Provide estimate of travel costs to the following e-mail address: [evaluator@ace.nche.edu](mailto:evaluator@ace.nche.edu). Estimate should include mileage, rental car, parking, and flight expenses.
- Print, sign, and return your consultant's agreement before the trip.
- Read the Military Course and Occupation Evaluations Preparation Procedures for Evaluators.
- Read any course or occupation materials provided prior to the evaluation; please remember to bring the course catalog from your institution.
- Confirm your hotel reservations and guarantee late arrival with your credit card.

### During

- Convene for the team briefing.
- Participate in course and/or occupation evaluation sessions and discuss learning outcomes and credit recommendations with team to reach a consensus.
- Write the appropriate learning outcomes, descriptions, justifications, and recommendations for each course or occupation.
- Prepare for the exit briefing and be ready to respond to questions and address concerns.

### After

- Complete your *Certificate of Time Worked*, *W-9*, and *Travel Expense Report* within 30 days.
- Participate in an online survey that will be sent to team members after the visit.

## Appendices

### Appendix A: For Evaluating Courses

- |  |    |
|--|----|
| <input checked="" type="checkbox"/> Sample Course Exhibits                   | 14 |
| <input checked="" type="checkbox"/> Sample Course Team Consensus Sheet (TCS) | 16 |

### Appendix B: For Evaluating Occupations

- |  |    |
|--|----|
| <input checked="" type="checkbox"/> Sample Occupation Exhibits                   | 20 |
| <input checked="" type="checkbox"/> Sample Occupation Team Consensus Sheet (TCS) | 25 |

## **SAMPLE COURSE EXHIBIT 1**

### **NV-1715-2201**

AN/FSQ-204 STANDARD TERMINAL AIR REPLACEMENT SYSTEM (STARS)  
MAINTENANCE

#### **Course Number**

C-103-2025.

#### **Location**

Naval Aviation Technical Training Center, Pensacola, FL.

#### **Length**

6–7 weeks (167 hours).

#### **Exhibit Dates**

11/06–Present.

#### **Learning Outcomes**

Upon completion of the course, the student will demonstrate a working knowledge, perform routine maintenance, identify malfunctions, and complete repairs to the lowest replaceable unit of the Standard Terminal Automation Replacement System (STARS); and master the Visual Information Display System (VIDS) maintenance and administration for Naval and Marine radar systems providing air traffic controllers with consolidated processing, control, and display of ATC information.

#### **Instruction**

Practical exercises, classroom exercises, laboratory, lecture, and computer-based training. Topics include introduction to STARS; SOS operation; UNIX operating system familiarization; system administration and security; local area network (LAN) maintenance; data interfaces and jumpstart; continuous data recording; system timing; workstation familiarization; software management; fault isolation and repair; and Visual Information Display System (VIDS) to include meter weather message, ATIS data broadcast for ceiling visibility and wind direction (magnetic) and velocity.

#### **Credit Recommendation**

In the upper-division baccalaureate category, 7 semester hours in avionics technology, or radar applications, or advanced electronics; and 4 in advanced computer applications and systems (11/06).

## **SAMPLE COURSE EXHIBIT 2**

**MC-1710-0055**

LIGHT ARMORED VEHICLE CREWMAN BY CORRESPONDENCE

**Course Number**

0338.

**Location**

Marine Corps Institute, Washington, DC.

**Length**

Maximum, 104 weeks.

**Exhibit Dates**

8/86–Present.

**Learning Outcomes**

Upon completion of the course, the student will be able to understand basic concepts and operation of various systems used in the military light armored vehicle, including but not limited to engine and drive line basics, brake systems, and basic electrical maintenance. The student will understand and appreciate basic maintenance procedures and machine operation functions.

**Instruction**

Topics include practical exercises. Through use of correspondence training manual and inspection, review, and operation of the light armored vehicle, the student will increase competence in maintenance and operation of the light armored (specialty) vehicle.

**Credit Recommendation**

In the lower-division baccalaureate/associate degree category, 3 semester hours in automotive fundamentals (10/06).

Branch:

 Course Verified**MILITARY PROGRAMS TEAM CONSENSUS SHEET****Course Information:** New Course  Revised Course**ACE ID:****Similar to:****Title:**

The data in this section will be populated for you. However, it's recommended you compare your findings with the course materials you are reviewing. If there are questions or differences, ask the ACE Representative(s).

**Course Number:****Preparation Date:****Training Start/Implementation Date:****Course Length:****Training Location:****Learning Outcomes:** Upon completion of the course, the student will be able to:

Most likely, you will find the learning outcomes embedded with the course materials you are reviewing. However, you may need to "bridge the gap" in terms of language and terminology being used so it makes sense to a college/university.

**Note:** Start with a verb for each learning outcome.

**Instruction:** Cite methods of instruction and topics covered. Audio Visual Materials Practical Exercises Discussion Case Studies Learner Presentations Classroom Exercise Laboratory Lecture Computer-Based Training

Topics include:

When you review the course materials, you should be able to identify the instructional techniques. If this is unclear, the ACE Representative(s) will make sure you speak with an instructor/subject-matter expert for the course. Check only the appropriate areas.

When writing the topics, please do not use any verbs. This section will identify the major areas associated with the course materials.

**Notes:** If there is anything unique or particular about the course, make a note here.

Credit Recommendation: **CREDIT SHOULD BE LISTED IN THE HIGHEST APPROPRIATE CATEGORY**

When credit is not recommended, use the following codes:

- A: Credit is not recommended because of the limited specialized nature of the course  
 B: Credit is not recommended because of the military-specific nature of the course  
 C: Other (specify)

Credit Category	Credit Recommendation (semester hours and subject area)
<b>Vocational Certificate</b>	<ul style="list-style-type: none"> <li>- This type of coursework is normally found in yearlong certificate programs that are designed to provide students with occupational skills.</li> <li>- Course content is specialized, and the accompanying training emphasizes procedural (hands on) rather than analytical skills (theory).</li> </ul>
<b>Lower Division Baccalaureate/ Associate Degree</b>	<ul style="list-style-type: none"> <li>- Course emphasis is on learning basic principles that have broad judgmental applications.</li> <li>- Coursework typically found in programs leading to the associate degree and/or the first two years in a baccalaureate institution.</li> </ul>
<b>Upper Division Baccalaureate</b>	<ul style="list-style-type: none"> <li>- Course content usually involves specialization of a theoretical or analytical nature beyond the introductory level.</li> <li>- Course content is usually found in the last two years of a baccalaureate program.</li> </ul>
<b>Graduate</b>	<p>The course and its content typically involves:</p> <ul style="list-style-type: none"> <li>- Critical analysis.</li> <li>- Scholarly and professional application of specialized knowledge within a discipline.</li> <li>- Independent study.</li> <li>- Original research.</li> </ul>
<p><b>Additional Notes:</b> Please provide any substantive comments in this box about the course. For example, if this course had been previously reviewed, note why there were changes in the credit recommendations. If you found that no credit should be recommended, identify the code from the top and provide your justification.</p>	

**Evaluators:****Prepared by:**

Your signature is required. A total of three evaluators must review and have 100 percent consensus on the credit recommendations and all language/terminology for the sheet.

**Evaluation Location:****Date of Evaluation:**

Branch: **U.S. Navy**

COURSE TCS SAMPLE

[ ] Course Verified

**MILITARY PROGRAMS TEAM CONSENSUS SHEET****Course Information:**

[ ] New Course [X] Revised Course

ACE ID: **NV-1710-0134**

Similar to:

Title: **Blasting & Quarry Operations**Course Number: **A-730-0019**Preparation Date: **5/07**Training Start/Implementation Date: **5/07**Course Length: **6 weeks (240 hours)**Training Location: **Naval Construction Training Center, Port Hueneme****Learning Outcomes:** Upon completion of the course, the student will be able to:

*conduct blasting and quarry operations, transport explosives and ammunition, operate rock drills and associated quarry equipment using published safety requirements as related to each area, understand and be able to identify geological structure formations, and plan quarry operational requirements and location.*

**Instruction:** Cite methods of instruction and topics covered.

[X] Audio Visual Materials

[X] Practical Exercises

[X] Discussion

[ ] Case Studies

[ ] Learner Presentations

[ ] Classroom Exercise

[X] Laboratory

[X] Lecture

[ ] Computer-Based Training

Topics include: *explosive safety program, analysis and properties of common rocks, structural features in rock, quarry layout and development, explosives, initiating devices and blasting equipment, shot design, air compressors and rock drills, priming and rock drills.*

**Notes:** Note any unique observations about the course.

Credit Recommendation: **CREDIT SHOULD BE LISTED IN THE HIGHEST APPROPRIATE CATEGORY**

When credit is not recommended, use the following codes:

- A: Credit is not recommended because of the limited specialized nature of the course
- B: Credit is not recommended because of the military-specific nature of the course
- C: Other (specify)

Credit Category	Credit Recommendation (semester hours and subject area)
Vocational Certificate	
Lower Division Baccalaureate/ Associate Degree	<i>2 semester hours in explosives safety, 3 in drilling and blasting, and 3 in applied geology.</i>
Upper Division Baccalaureate	
Graduate	
<b>Additional Notes:</b> <span style="color: red;">Should the team decide to not make a credit recommendation, note why in this area.</span>	

Evaluators:

*Dr. Red*

*Dr. Black*

*Dr. Purple*

Prepared by:

*Dr. Red*

Evaluation Location:

Port Hueneme, CA

Date of Evaluation:

5/25/07

## SAMPLE OCCUPATION EXHIBIT 1

### NER-PC-004

#### POSTAL CLERK

PC3  
PC2  
PC1  
PCC  
PCCS  
PCCM

**Exhibit Dates:** 3/07–Present.

**Occupational Field:** 15 (Administration).

#### Career Pattern

**SN:** Seaman (E-3). **PC3:** Postal Clerk, Third Class (E-4). **PC2:** Postal Clerk, Second Class (E-5). **PC1:** Postal Clerk, First Class (E-6). **PCC:** Chief Postal Clerk (E-7). **PCCS:** Senior Chief Postal Clerk (E-8). **PCCM:** Master Chief Postal Clerk (E-9).

**Description PC3:** Processes official mail; computes and collects postage and fees; processes mail using zone charts; reviews restrictions and prohibitions for domestic and international mail; prepares official mail forms, notices, and documents; verifies postal addresses and use of special services; sells postage stamps; operates credit and debit machines; operates mail handling equipment; calibrates postal scales; tests, replaces, and replenishes ink ribbons; cleans combination locks, postage meters, postal scales, money order imprinters, and canceling machines; directs postal audits; conducts flexible credit audits; and prepares mail manifests. **PC2:** Able to perform the duties required for PC3; prepares daily financial report forms, cash, and postage meter remittances; manages lock boxes; reviews claim logs, customer complaints and official postal forms, notices, tags, reports, and documents; handles mail (unloads, screens, secures, postmarks, sorts, loads, inspects, delivers, stows, weighs); conducts mail handling inspections; coordinates mail distribution systems operating procedures; coordinates postal customs requirements; coordinates postal activity suspensions, closings, and openings; prepares unit mail clerks and orderly designation log; classifies official mail; prepares registries, requisitions, and equipment forms; orders and returns mail transportation equipment (MTE); documents postage meter and stamp shortages and overages; reviews daily financial report forms; prepares accountable mail containers and verifies pouch and sack seals; issues fixed and flexible credits; issues and resets postage meters; reconciles financial adjustment memoranda; directs post office inspections; develops post office standard operating procedures; submits reports to postal finance officer (PFO); inspects mail clerk and orderly designation log; evaluates movement of mail report data to include coordinating schedules, dispatches, routing boards, and tracking performance; operates mail delivery vehicles; directs postal audits and inspections; inventories meter setting keys; and publishes dispatch schedules. **PC1:** Able to perform the duties required for PC2; prepares daily financial report forms, cash, and postage meter remittances; manages lock boxes; reviews claim logs, customer complaints and official postal forms, notices, tags, reports, and documents; handles mail (unloads, screens, secures, postmarks, sorts, loads, inspects, delivers, stows, weighs); conducts mail handling inspections; coordinates mail distribution systems operating

procedures; coordinates postal customs requirements; coordinates postal activity suspensions, closings, and openings; prepares unit mail clerks and orderly designation log; classifies official mail; prepares registries, requisitions, and equipment forms; orders and returns mail transportation equipment (MTE); documents postage meter and stamp shortages and overages; reviews daily financial report forms; prepares accountable mail containers and verifies pouch and sack seals; issues fixed and flexible credits; issues and resets postage meters; reconciles financial adjustment memoranda; directs post office inspections; develops post office standard operating procedures; submits reports to postal finance officer (PFO); inspects mail clerk and orderly designation log; evaluates movement of mail report data to include coordinating schedules, dispatches, routing boards, and tracking performance; operates mail delivery vehicles; directs postal audits and inspections; inventories meter setting keys; and publishes dispatch schedules. **PCC:** Able to perform the duties required for PC1; inspects mail containers, staging areas, mail pouches, and sacks; reviews postal activity reporting systems reports; inspects money order imprinters, canceling machines, postal scales, vending equipment, and service forms; inspects duplicate key envelope forms; inspects offenses against the mail statement; inspects change of address orders; and inspects mail clerk and orderly designation log. **PCCS:** Able to perform the duties required for PCC; inspects mail containers, staging areas, mail pouches, and sacks; reviews postal activity reporting systems reports; inspects money order imprinters, canceling machines, postal scales, vending equipment, and service forms; inspects duplicate key envelope forms; inspects offenses against the mail statement; inspects change of address orders; and inspects mail clerk and orderly designation log. **PCCM:** Able to perform the duties required for PCCS; inspects mail containers, staging areas, mail pouches, and sacks; reviews postal activity reporting systems reports; inspects money order imprinters, canceling machines, postal scales, vending equipment, and service forms; inspects duplicate key envelope forms; inspects offenses against the mail statement; inspects change of address orders; and inspects mail clerk and orderly designation log.

### **Related Competencies**

**Computer applications** topics include basic computer skills, business-oriented problem solving, data entry, file management, hardware, inventory and budgeting software, presentation development, software applications to include Microsoft Word and Excel and PowerPoint, software installation, and utilizing multiple software applications.

**Customer service procedures** topics include decision making, dissemination of information, facilitating transfers, and handling complaints and adjustments. **Material management** topics include assurance of continuous supply, design and management of supply and distribution networks, inventory management, and production planning and scheduling.

**Administrative support technology** topics include administrative procedures, facilities management, information flow, office equipment maintenance, and record keeping. **Logistics management** topics include inventory control, materials handling, storage facilities, transportation, and warehousing.

**Business communications** topics include electronic messages, interpersonal communication, multi-media presentations, oral communication techniques, persuasive writing, presentation skills, report writing, and small group interaction. **Supervision** topics include counseling, evaluation and performance appraisal, mentoring, organizational staffing, planning, rewards motivation, and supervisory reports.

**Leadership** topics include behavioral approaches, group dynamics, leader performance, and situational leadership. **Principles of management** topics include career counseling, controlling, coordinating, handling extraordinary issues, leading, mentoring, organizing, staffing in a complex multifaceted environment, volunteer and community relations, and work teams.

**Industrial psychology** topics include disciplinary review board, emergency leaves, family counseling, intervention, and personal and professional/career counseling.

**Recommendation, PC3**

In the lower-division baccalaureate/associate degree category, 3 semester hours in computer applications, 3 in customer service procedures, and 3 in material management (3/07).

**Recommendation, PC2**

In the lower-division baccalaureate/associate degree category, 3 semester hours in computer applications, 3 in customer service procedures, 3 in material management, and 3 in administrative support technology. In the upper-division baccalaureate category, 3 semester hours in logistics management (3/07).

**Recommendation, PC1**

In the lower-division baccalaureate/associate degree category, 3 semester hours in computer applications, 3 in customer service procedures, 3 in material management, and 3 in administrative support technology. In the upper-division baccalaureate category, 3 semester hours in logistics management (3/07).

**Recommendation, PCC**

In the lower-division baccalaureate/associate degree category, 3 semester hours in computer applications, 3 in customer service procedures, 3 in material management, 3 in administrative support technology, and 3 in business communications. In the upper-division baccalaureate category, 3 semester hours in logistics management, 3 in supervision, 3 in leadership, 3 in principles of management, and 3 in industrial psychology (3/07).

**Recommendation, PCCS**

In the lower-division baccalaureate/associate degree category, 3 semester hours in computer applications, 3 in customer service procedures, 3 in material management, 3 in administrative support technology, and 3 in business communications. In the upper-division baccalaureate category, 3 semester hours in logistics management, 3 in supervision, 3 in leadership, 3 in principles of management, and 3 in industrial psychology (3/07).

**Recommendation, PCCM**

In the lower-division baccalaureate/associate degree category, 3 semester hours in computer applications, 3 in customer service procedures, 3 in material management, 3 in administrative support technology, and 3 in business communications. In the upper-division baccalaureate category, 3 semester hours in logistics management, 3 in supervision, 3 in leadership, 3 in principles of management, and 3 in industrial psychology (3/07).

## SAMPLE OCCUPATION EXHIBIT 2

**MCE-0411-001**

MAINTENANCE MANAGEMENT SPECIALIST  
0411

**Exhibit Dates:** 6/98–Present.

**Occupational Field:** 04 - Logistics.

### **Career Pattern**

**PVT:** Private (E-1). **PFC:** Private First Class (E-2). **LCP:** Lance Corporal (E-3). **CPL:** Corporal (E-4). **SGT:** Sergeant (E-5). **SSGT:** Staff Sergeant (E-6). **GYSGT:** Gunnery Sergeant (E-7). **MSGT:** Master Sergeant (E-8). **MGYSGT:** Master Gunnery Sergeant (E-9).

### **Description**

The maintenance management specialist provides advice, guidance, and assistance to the equipment commodity manager, the maintenance commodity manager, and maintenance personnel who perform maintenance and maintenance management duties. The maintenance management officer and maintenance management chief supervise maintenance management personnel; monitor maintenance management programs, policies, and procedures; and analyze maintenance and maintenance management functional areas to ensure effective management of equipment, maintenance, and materiel. The maintenance information coordination specialist assigned to the Maintenance Information Systems Coordination Office (MISCO) ensures the proper functioning of the field maintenance subsystem of the Marine Corps Integrated Maintenance Management System (MIMMS).

### **Related Competencies**

**Computer applications** topics include basic computer skills, business-oriented problem solving, data entry, file management, hardware, inventory and budgeting software, presentation development, and software applications to include Microsoft Word and Excel and PowerPoint. **Communication** topics include briefings, debriefings, electronic messages, interpersonal communication, multimedia presentations, oral communication techniques, presentation skills, report writing, and small group interaction. **Supervision** topics include counseling, evaluation and performance appraisal, mentoring, organizational staffing, planning, rewards motivation, and supervisory reports. **Executive communication** topics include correspondence and report writing, executive presentation skills and tools, interpersonal communication, interpretive and listening skills, and policy writing and implementation. **Training** topics include course delivery, course outline design, determining course objectives, establishing criteria for instructors, student assessment, and train the trainer. **Maintenance management** topics include coordinating, inspection, organizing, planning, quality assurance, scheduling, and trend analysis. **Project management** topics include evaluation, execution of tasks, forecasting, human needs assessment, quality control, reporting status and progress to supervisors, trend analysis, and workload management. **Budget administration** topics include allocate budgetary funds to appropriate areas, implement/monitor/analyze and

control budgeting expenditures, and submit budget requests to upper-level management.

**Recommendation**

**SSGT:** In the lower-division baccalaureate/associate degree category, 2 semester hours in computer applications, 1 in communication, and 2 in supervision (3/07).

**GYSGT:** In the lower-division baccalaureate/associate degree category, 2 semester hours in computer applications, 2 in communication, and 2 in supervision. In the upper-division baccalaureate category, 1 semester hour in executive communication, 2 in training, and 2 in maintenance management (3/07).

**MSGT:** In the lower-division baccalaureate/associate degree category, 2 semester hours in computer applications, 3 in communication, and 2 in supervision. In the upper-division baccalaureate category, 2 semester hour in executive communication, 3 in training, 3 in maintenance management, and 3 in project management (3/07).

**MGYSGT:** In the lower-division baccalaureate/associate degree category, 2 semester hours in computer applications, 3 in communication, and 3 in supervision. In the upper-division baccalaureate category, 3 semester hour in executive communication, 3 in training, 3 in maintenance management, 3 in project management, and 1 in budget administration (3/07).

# MILITARY PROGRAMS TEAM CONSENSUS SHEET – MARINE MOS

**Exhibit Number:** \_\_\_\_\_

**Exhibit Date:** \_\_\_\_\_

This section will be populated for you. However, if you find an error, please advise the ACE Representative(s).

**Title:** \_\_\_\_\_

**Occupational Field:** \_\_\_\_\_

<b>Exhibit Date Notes:</b>	
----------------------------	--

Paygrade	Rank
Private (PVT)	E-1
Private First Class (PFC)	E-2
Lance Corporal (LCP)	E-3
Corporal (CPL)	E-4
Sergeant (SGT)	E-5
Staff Sergeant (SSGT)	E-6
Gunnery Sergeant (GYSGT)	E-7
Master Sergeant (MSGT)	E-8
Master Gunnery Sergeant (MGYSGT)	E-9

**Career Pattern**

This section is typically populated for your review. It will be a brief overview or snapshot of the career field.

**Summary**

**Evaluators:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**All members of the occupation review team must agree with the credit recommendations, related competencies, and any team sheet notations. Signatures will be required.**

**Prepared By:**

\_\_\_\_\_

**Date of Evaluation:**

\_\_\_\_\_

**Site:**

\_\_\_\_\_

MOS: The occupation code is placed here.

Sometimes this will be listed by rank or pay grade. The ACE Representative(s) will assist you.

Credit Recommendation In:	Skill Level									
	10		20		30		40		50	
	LOW	UP	LOW	UP	LOW	UP	LOW	UP	LOW	UP
<p>For each credit recommendation area, indicate the amount of credit at the lower division (LOW) or upper division (UP). Remember, this is hierarchical. So, if you give skill level 10 a credit recommendation of 1SH in computer applications, then that carries across to the highest level. However, it is possible to increase at the various levels. For example, skill level 30 demonstrates 2SH and skill level 40 and skill level 50 demonstrate a full 3SH.</p>										
<i><u>For Example:</u></i>										
Computer Applications	1		1		1		1		1	
IT Customer Service	1		1		2		3		3	
Network Design				2		2		3		3
Supervision						3		3		3
Network System Administration					3		3		3	
Managerial Leadership								3		3
<b>TOTAL:</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>9</b>

# MILITARY PROGRAMS RELATED COMPETENCIES FOR OCCUPATION CREDIT RECOMMENDATIONS

Occupation Designator / Title: The occupation being reviewed goes here.

Credit Recommendation Subject: \_\_\_\_\_

Topics include:

- 
- *For every credit recommendation subject area, you are required to identify the appropriate topics (related competencies) that correlate with the recommendation.*
- *You will be provided with a directory of existing topics and competencies for reference and use. You have the flexibility to use one that already exists, modify it, or create something new. The topics should be the general category areas of the credit recommendation subject. Do not include any verbs as part of the topic listings.*
- 
- 
- 
- 

Credit Recommendation Subject: Business Communications

Topics include:

- *interpersonal communication*
- *small group interaction*
- *oral communication techniques*
- *presentation skills*
- *multimedia presentations*
- *persuasive writing*
- *report writing*
- *electronic messages*

F  
O  
R  
E  
X

Credit Recommendation Subject: Network Design

Topics include:

- *network topologies*
- *protocols*
- *network operating systems*
- *supporting network hardware and software*
- *control methods*
- *network interfaces*
- *performance analysis*
- *diagnosis and maintenance*

A  
M  
P  
L  
E