State Personnel System

Program Manual for Assessing Candidates for Employment

Division of State Human Resource Management

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STATE PERSONNEL SYSTEM
A GUIDE FOR ASSESSING CANDIDATES FOR EMPLOYMENT

INTRODUCTION

This guide was prepared by the Department of Management Services to assist human resource practitioners who are authorized to evaluate a candidate's qualifications for employment in an established position under the State Personnel System (SPS). SPS established positions are those that are allocated to the Career Service, Selected Exempt Service, or the Senior Management Service pay plan. As some SPS agencies have delegated this responsibility to the hiring manager, this guide may also be used to assist managers in making such decisions. In addition, to the extent that qualifications for positions may vary between agencies, this guide will assist in fostering uniformity in the application of basic qualification criteria throughout all SPS agencies.

The SPS has moved away from positions requiring a Class Specification with specific minimum qualifications for each class to a Broadbanding Classification system. This broadbanding system allows the agencies more flexibility in establishing the requirements for their positions. Each agency is responsible for establishing, documenting, and ensuring that position requirements are met. The documentation should include any required licensure, certification, education or training, and the entry-level of knowledge, skills and/or abilities (KSAs) and minimum qualifications needed, as determined by the agency. Such documentation will assist the human resource personnel or designated hiring manager in determining whether or not a selected candidate meets the requirements established for the position.

Determining a candidate's qualifications for a position is based on a comparison of the candidate's education and experience, as described on the candidate profile, with the required qualifications listed on the position description. The authority to determine whether a job candidate is eligible for state employment is at the sound discretion of the agency head. To that end, the agency human resources officer or hiring manager has the authority to make or carry out these decisions on behalf of the agency head.

GENERAL GUIDELINES

For the purposes of this guide, the use of the term "qualifications" encompasses any required licensure, certification, education or training, and the entry-level KSAs needed as determined by the agency.

A. To evaluate a candidate's qualifications for a position, it is necessary to interpret the required qualifications. These are the standards to which all candidates' education and experience are compared when evaluating a candidate.

B. <u>Be reasonably flexible</u>. Every attempt should be made to foster flexibility in developing and applying the required qualifications. All individuals that possess the necessary KSAs should be given every reasonable opportunity to qualify for positions.

C. Only relevant experience and education up to and including the date of submission to People First shall be used when evaluating a candidate's qualifications for a position. As the electronic signature date does not print with the candidate profile, the submission date listed on the candidate grid shall be used.

D. All applicable and relevant work experience performed by an individual on a paid or unpaid basis, including work performed in conjunction with educational programs, internships, cooperative education, field placements, trainees, and volunteer experience shall be used in determining qualifications if the type of work experience is the same as that required to demonstrate possession of the required entry-level KSAs for the position.

E. The actual task(s) performed by a candidate is the primary factor in determining if a candidate's experience is qualifying. However, other factors such as job title or rank may also be helpful indicators in determining the qualifications of a candidate*.*

F. Qualification determination decisions should be defensible. A final verification of the selected candidate's education, experience, or other specified requirements should support the qualification determination decision and eliminate any doubt of eligibility.

EVALUATING EDUCATION

A. Education requirements are used when specific job knowledge is required or when education is considered to be a way to acquire specific KSAs. Different positions may require different levels of education.

  Example: A position as an academic teacher requires a bachelor's degree from an accredited college or university and possession of or eligibility for a Professional State of Florida Educator's Certificate.

B. High School diploma - When the qualifications for a position require a high school diploma or its equivalent, a high school diploma awarded by any board of public education, foreign or domestic, is acceptable. It is not necessary to verify accreditation of high schools for most positions. In the event accreditation is required, proof of compliance and authenticity of the diploma includes proof that the diploma has been accepted by an accredited college or university, as defined in section 943.22(1), Florida Statutes (F.S.), for entrance into a degree

seeking program. The following websites will assist with verification of secondary schools (including those offering diplomas through online or correspondence course work):

1. Public secondary schools:
   http://www.ed.gov/about/offices/list/ous/international/usnei/us/edlite-accreditation.html

2. Private secondary schools:
   http://www.fldoe.org/schools/school-choice/private-schools/accreditation.stml

C. High School Equivalency - If a candidate does not have a high school diploma, an equivalency will meet the high school requirement. Several types of equivalencies are acceptable.

1. General Education Diploma (GED) - A GED issued by any state. State issued GEDs may be obtained from vocational/technical schools or at education programs. Please note that GED requirements may differ by state.

2. Military GED - Two military GEDs are acceptable.

   a. Defense Activity for Non-Traditional Education Support (DANTES). Accept the DANTES if it was issued January 1, 1975, or later.

   b. United States Armed Forces Institute (USAFI). Accept the USAFI with a date prior to January 1, 1975.

3. Educational Attainment Comparison Test (EACT) - The EACT was developed by the State of Florida for candidates who did not complete high school or did not have a GED. This test was last administered by the state in December 1983. It is not an acceptable equivalency in other systems and should not be confused with the state GED. Many law enforcement and correctional job classes did not permit the use of the EACT. Even though the EACT is no longer administered as a substitute for a high school diploma, all successful EACT test scores will be honored as long as the appropriate documentation is provided.

4. High School *"Equivalent"* for Law Enforcement Classes - The required qualifications for law enforcement classes such as corrections, security, non-sworn and sworn law enforcement, is determined by the Criminal Justice Standards and Training Commission of the Department of Law Enforcement. The Commission defines what it will accept as "equivalent" to high school graduation in Chapter 11B-27.0021, Florida Administrative Code (F.A.C.). Further information may be obtained by contacting the Division of Criminal Justice Standards and Training, Florida Department of Law Enforcement at (850) 410-8645.

5. High School "*Equivalent*" for Firefighters - The qualifications for positions in the Forestry/Conservation, Training and Operational Maintenance Support occupational groups are a high school graduate or the equivalent, as the term may be defined by the Division of State Fire Marshal of the Department of Financial Services pursuant to section 633.412(1), F.S. Further information may be obtained by contacting the Bureau of Fire Standards and Training, 11655 NW Gainesville Road, Ocala, FL 34482-1486 or calling (352) 369-2800.

Note: *Certification of Completion or Attendance* - Some students may attend twelve years of school and receive a Certificate of Attendance or Certificate of Completion when they do not meet all the graduation requirements. These certificates **are not** sufficient in meeting an education requirement for a high school diploma or its equivalent.

D. Vocational/Technical School Training - When the position qualifications require vocational/technical school training, you do not need to verify the accreditation of the school. Vocational/technical school credit hours earned are either classroom or clock hours. These terms are used interchangeably. When evaluating classroom or clock hours, 720 hours are equivalent to one year of study.

E. College Education

1. Accreditation - Accreditation is not currently required by law; however, it is good business practice that only education from an accredited college or university be awarded credit.

   a. To verify accreditation of the post-secondary education, check the following resource publication: *The Accredited Institutions of Post-Secondary Education,* the *Council for Higher Education Accreditation* (CHEA) web site *http://www.chea.org/default.asp,* or you can verify online on the U. S. Department of Education's web site: https://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html.

   b. Foreign degrees are acceptable if the foreign university is equivalent to an accredited U. S. school. Contact a local university international or graduate admissions office to find out if the foreign university is considered equivalent.

2. State, Junior, or Community Colleges - The Associate of Arts Degree and the Associate of Science Degree may be used interchangeably in the qualification determination process.

   a. Associate Degree (AA or AS) - An award that normally requires at least two but less than four years of full-time equivalent college work. U. S. Department of Education's publication, *Classification of Instructional Programs 2020* is available online at: https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56.

   b. Associate of Applied Science (AAS) - Applied Associate of Science programs could be less than the two-year AS degree and are not awarded by Florida's State colleges. An AAS is not the same as an AS degree and is not interchangeable with the AS or AA degree.

   c. Before awarding credit for completion of two years of college, verification that the candidate has earned one of the following should be ascertained:
      (1) AA degree conferred
      (2) AS degree conferred
      (3) Completion of 60 semester or 90 quarter hours

3. Four-Year Colleges or Universities -

   a. Bachelor of Applied Science Degree (BAS) – The BAS degree is a program that is designed to articulate with the community college Associate of Science (AS) or Associate of Applied Science (AAS) degree programs. The BAS combines applied technology course work (AS/AAS) with a general education core and elective course

work. The BAS degree is designed primarily to enhance job progression rather than career entry. The degree promotes career advancement by allowing students to complement their technical specialization and work experience and gain leadership and higher learning skills. The BAS degree programs are not limited to universities in the U. S. but are common in Canada, the United Kingdom, Australia, and New Zealand. Several Florida universities are offering the BAS degree. Contact the Florida Board of Education at (850) 245-9661 to verify if a college or university has been approved to issue the BAS degree.

b. Bachelor's Degree (BS or BA) - An award that normally requires at least four but not more than five years of full-time equivalent college level work. This includes all bachelors' degrees conferred in a cooperative or work-study plan or program. A cooperative plan provides for alternate class attendance and employment in business, industry or government; thus, it allows the student to combine actual work experience with college studies. It also includes bachelor's degrees in which the normal four years of work is completed in three years. U. S. Department of Education's publication, *Classification of Instructional Programs 2020* is available online at: https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56

The primary difference between the BA and BS degree is that the BA often contains course work in the area of foreign languages. A BA degree may also contain more liberal arts-oriented course work than a BS degree. The BS degree is typically more technical or science oriented than a BA degree.

c. Master's Degree - An award that requires the successful completion of a program of study of at least the full-time equivalent of one but not more than two academic years of work beyond the bachelor's degree. U.S. Department of Education's publication, *Classification of Instructional Programs 2020* is available online at: https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56.

d. Doctor's Degree (Doctorate) - An award that requires work at the graduate level and terminates in a doctor's degree. The doctor's degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Health Degree, the prior professional degree is generally earned in the closely related professional field of medicine or sanitary engineering. U.S. Department of Education's publication, *Classification of Instructional Programs 2020* is available online at: https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56.

e. Before awarding credit for completion of a college degree, verification that the candidate has earned the degree and that it has been conferred should be ascertained. The agency should advise the candidate to have a copy of the official transcripts sent from the educational institution to the agency in a sealed envelope or by email for confirmation of this requirement.

4. Major College Course work - When the position requires a bachelor's degree with no specific major, then a bachelor's degree with any major is acceptable. However, if the position requires a bachelor's degree with a specific major, the degree must be in the required major. Check with a local University to clarify specific majors within a discipline. Coursework in an academic area shall be considered a major when:

      a. the major can be verified through the college registrar's office;

      b. the candidate can provide clear documentation that the coursework taken meets the school's requirements for the major;

      c. a track, concentration, or emphasis within a specific field constitutes the primary course of study;

      d. a candidate receives an education major in the academic area specified in the required qualifications, such as a major in math education when a major in math is required;

      e. a degree is earned in an interdisciplinary program; the degree is generally considered to be a major in the academic discipline from which it was awarded;

      f. a bachelor's degree in a specific field is required, then a master's or doctorate degree in the required field is acceptable; and

      g. the required qualifications list a broad academic discipline, all majors within the academic discipline are acceptable.

5. Substitution of Juris Doctorate or PhD for a master's degree - Both a Juris Doctorate or a PhD may be used as an acceptable equivalent for the master's degree if the position requirements allow the use of a generic master's degree to substitute for required experience. A Juris Doctorate and a PhD are not equivalent and any substitution of one for the other would have to be considered on an individual basis.

6. Conversion of Semester, Quarter, or Academic Hours to Years of College - A chart converting semester, quarter, or academic hours to years of college is located in Appendix A.

7. Conversion of Academic Hours to Months of Experience - A chart converting academic hours to months of experience is located in Appendix B.

DETERMINING TYPES OF WORK EXPERIENCE

The following are definitions of broad categories of work experiences. All work experience will be compared to the required qualifications and entry-level KSA's for the position and can be categorized into at least one of the definitions listed below. Some jobs may be included in two or more categories. *An example: a criminal investigator who may be considered both professional and a protective services worker.*

These categories and definitions are necessary as the position qualifications may specify that the required experience be of a specific type, such as "professional experience in accounting" or "professional administrative work experience." These definitions should assist in the consistent interpretation of these work experience concepts.

When evaluating the type of experience a candidate has, the most important information to consider is the duties and responsibilities listed for each job. The job title may or may not be useful in this evaluation. The duties and responsibilities performed would be the most valid basis for the

decision as to the type of experience. *For example: an administrative assistant may be a clerical support position in one company and a high-level professional in another.*

When you are not familiar with a position, base your decision on the duties and responsibilities listed rather than on the job title. There are two resources you may use to help you assess the position: The Occupational Information Network (O*NET) and the Standard Occupational Classification System (SOC).

A. O*NET is available at http://online.onetcenter.org/. The O*NET system serves as the nation's primary source of occupational information, providing comprehensive information on key attributes and characteristics of workers and occupations.

B. Standard Occupational Classification System *(SOC)* developed by the U.S. Department of Labor, classifies work into 820 occupations. Occupations are grouped within 23 major and 98 minor groups of occupations requiring similar job duties, skills, education, or experience. The SOC may prove to be useful for determining types of experience outside of the Career Service. Their website, http://www.bls.gov/soc/home.htm, provides access to this information.

When determining the type of work experience, it will be necessary to determine the **primary duties** of the position. Primary duties are those duties that candidates spend at least fifty percent of their time performing. All workers do a variety of tasks in their jobs from time to time, but it must be a primary duty or the *focus of the job* to use it towards work experience in qualification determination. When the percentage of time is not available, it is necessary to use reasonable judgment to make a determination. It may be helpful to look at the candidate's title and supervisor's title to gain information. The job duties should be consistent with the job title. If still unclear about primary duties, you may need to request additional information for clarification.

Looking at the percentage of time spent doing a particular duty is intended to identify the major focus of the job or the primary duty, not to prorate the experience.

A. Professional work experience includes occupations that require specialized and theoretical knowledge which is usually acquired through college training or through work experience and other training which provides comparable knowledge. *Examples of professional jobs: personnel and labor relations specialist, social workers, doctors, psychologists, economists, registered nurses, engineers, employment and vocational rehabilitation counselors, teachers or instructors, police and fire captains and lieutenants, counselors, therapists, insurance agents, and real estate agents.*

1. When a degree is the primary requirement for a job class, work done in that job class shall be considered professional even if there is a provision which allows work experience to substitute for the degree as a secondary option.

2. Military experience should be evaluated the same as non-military experience, that is, the tasks performed in the job should be the primary determining factor. However, military experience at the rank of E-7 and above is generally considered professional (Refer to Grade Chart Comparison, U. S. Armed Forces, Appendix C)

3. When evaluating law enforcement and correctional experience, generally the rank of lieutenant and above shall be considered professional.

B. Paraprofessional work experience includes occupations in which workers perform some of the duties of a professional or technician in a supportive role, which usually requires less formal training and/or experience than is normally required for professional or technical status. *Examples: personnel aide, teacher's aide, unit treatment and rehabilitation specialist, licensed practical nurse, interviewing clerk, direct services aide, paralegal specialist, and library technical assistant.*

C. Clerical and secretarial work experience includes, but is not limited to, occupations engaged in those activities concerned with preparing, transcribing, systematizing, and preserving written communications and records; distributing information; and collecting accounts. These workers are also responsible for internal and external communication; recording and retrieval of data and/or information; and other required paperwork. *Examples: fiscal clerk, switchboard operator, clerk typist, statistical aide, teller, mail clerk, cashier, dispatcher, receptionist, secretary, and computer operator.*

D. Administrative work experience can be either professional or nonprofessional.

1. Professional administrative work experience includes occupations in which employees use specialized and/or theoretical knowledge, usually gained through formal education, to set and execute broad policies which impact an agency's operations or special phases of an agency's operations.

    a. Executive Management - administration and supervisory positions which are responsible for directing a business or agency. *Examples: executive directors, presidents of a company, agency heads, and division directors.*

    b. Line Management - administrative and supervisory positions that are responsible for directing a specific unit or program area within a business, an agency, a department, or bureau. *Examples: personnel officers, purchasing directors, human services program administrators, and nursing directors.*

    c. Line Supervisory Personnel - administrative and supervisory positions which are responsible for supervising a specific unit or program area within an agency, department or bureau. *Examples: personnel program supervisors, accounting supervisors, human services program supervisors, and planning supervisors.*

    d. Independent Administrative Specialty Positions - non-supervisory positions that perform special phases of a business or agency operations. *Examples: accountants, purchasing agents, budget specialist, classroom teachers, human resource technicians, human resource analysts, computer systems analysts, management analysts, engineers, and financial specialists.*

    e. Teaching - experience as a teacher is considered to be professional administrative work experience. However, teaching experience in a specific area is qualifying experience when the teaching field directly relates to the experience required in the required qualifications.

    f. Military - experience gained in the military should be evaluated the same as non-military experience, that is, the tasks performed in the job should be the primary determining factor. However, military experience at the rank of E-7 and above is

generally considered professional (Refer to Grade Chart Comparison, U. S. Armed Forces, Appendix C)

Note: Not all professional work experience is administrative work experience. As a rule, professional experience involving direct patient, client, inmate, offender, or student contact or sales would not be considered administrative work. Those professionals not considered administrative would include *correctional probation officers*, s*ocial workers, nurses, counselors, therapists, salespersons, insurance agents, and real estate agents.*

2. Nonprofessional administrative work experience is work that assists or supports a higher-level employee in the administrative functions of a business or agency. Work experience can be administrative without being professional. Nonprofessional administrative staff may supervise other nonprofessionals. Supervision in itself does not elevate the experience to a professional level. *Examples: executive secretaries, clerical supervisors, administrative secretaries, staff assistants, senior clerks, full charge bookkeepers, word processing systems operator supervisors, office managers, purchasing technicians, personnel aides, and military experience at the rank of E-6.*

E. Protective Services work experience includes occupations in which workers are entrusted with public safety, security, and protection from destructive forces. *Examples: correctional officers, deputy sheriffs, police officers, fire fighters, and detectives.*

F. Technical work experience includes occupations which require a combination of basic scientific or technical knowledge and manual skills which can be obtained through specialized postsecondary school education or through equivalent on-the-job training. These tasks are accomplished with systematic procedures using technical details, rules, methods, theories, principles, and specific equipment. To perform these tasks, one must have the basic scientific knowledge, know the techniques to be used, and have the manual skills needed to operate the equipment. *Examples: computer programmers and operators, draftsmen, surveyors, licensed practical nurses, photographers, radio operators, technical illustrators, highway technicians, medical, dental electronic and lab technicians, assessors, inspectors, police and fire sergeants.*

G. Skilled craft work experience includes occupations in which workers perform jobs that require special manual skills and a thorough comprehensive knowledge of the processes involved in the work which is acquired through on-the-job training and experience or through apprenticeships or other formal training. *Examples: mechanics, electricians, heavy equipment operators, skilled machinist occupations, typesetters, and carpenters.*

H. Service maintenance work experience includes occupations in which workers perform duties which result in or contribute to the comfort, convenience, hygiene, or safety of the general public; or which contribute to the upkeep and care of buildings, facilities or grounds of public property. *Examples: bus driver, truck driver, grounds keeper, custodial employees, laundry and dry-cleaning services, and garbage laborer.*

EVALUATING WORK EXPERIENCE

A. When evaluating the type of experience a candidate possesses, also consider the following:

1. Job Duties and Responsibilities - The specific duties and responsibilities performed are the best indicator of the type and level of work. Therefore, they should be given primary consideration in the qualification determination process. This is especially important for employment in positions outside of Florida state government.

2. Years of Experience - For each year of work experience required in the qualifications, a candidate shall have 12 months of full-time work experience to receive credit for an entire year.

3. Primary Duties of the Position - Primary duties are those duties that candidates spend at least fifty percent of their time performing. All workers do a variety of tasks in their jobs from time-to-time, but it must be a primary duty or the *focus of the job* (e.g., fighting fires is the focus of the firefighter even if less than 50% of a given period is spent fighting fires) to use it towards work experience in a qualification determination. When the percentage of time is not available, it is necessary to use reasonable judgment to make a determination. It may be helpful to also look at the title and supervisor's title to gain information. The job duties should be consistent with the job title. If still unclear about primary duties, it may be necessary to request additional information for clarification.

   Note: Looking at the percentage of time spent performing a particular duty is intended to identify the major focus of the job or the primary duty, not to prorate the experience.

B. Computing Amount of Experience

1. Date of Electronic Submission - When totaling the amount of experience for the candidate's present job, you can count only months up to and including the electronic signature date from People First. As the electronic signature date does not print with the candidate profile, the submission date listed on the candidate grid shall be used.

2. Computing Amounts – For each year of work experience required for the position, a candidate shall have 12 months of work experience to receive credit for an entire year.

3. Candidate Profiles Listing only Month and Year for Start and End Dates of Employment - If a candidate indicates only the month and year of work experience, you count the months of experience from the first day of the beginning month to the first day of the ending month.

4. Candidate Profiles Listing only the Year for Start and End Dates of Employment - If the candidate indicates only the years of work experience, you count experience from December 1 of the beginning year to January 1 of the ending year. **The exception to this rule is counting 9, 10, or 11 months (as applicable) for full-time teaching during an academic year.**

C. Computing Credit for Hours Worked

1. Full-time work experience - A candidate must have worked at least 37 hours per week to be considered full-time. Additional credit is not granted for work in excess of the standard 40-hour workweek for a candidate working extra hours in one job.

2. Part-time work experience - If a candidate works less than 37 hours per week, compute the number of months of experience using the conversion chart in Appendix D, *Conversion Chart: Part-time Hours Per Week to Months of Experience.* When hours worked per week are indicated in a range, give credit at the midpoint of the range.

3. Teaching Experience - In order to be counted as one year of work experience, a year of teaching experience must actually equate to twelve months. Candidates who specify only that they taught during a particular year, *for example: 2015-2016*, will be given ten months of credit. Only those teachers who work during the academic year and the summer months will be given twelve months credit. It cannot be assumed that all teachers work during the summer months if not specifically indicated on their candidate profile. It may be necessary to contact the school at which the candidate was employed to verify the amount of time worked during the year.

4. Experience in Two or More Jobs Simultaneously - When a person is employed in two or more jobs simultaneously, experience in all jobs worked during the same period can be used, provided the duties and responsibilities are qualifying.

5. Unpaid Work Experience - Consider all applicable and relevant work experience of the candidate, including unpaid experience. The duties and responsibilities performed must satisfy the required qualifications of the position in question. The fact that the duties and responsibilities were paid or unpaid should not be considered in the qualification determination process. *Examples of work experience, both paid and unpaid, include: internships, cooperative education, field placements, trainee programs, volunteer experience, two or more jobs simultaneously.*

D. Supervision - When determining qualifications for positions that require supervisory experience, if the required qualification language reads "years of which must have been in a supervisory capacity", the supervisory experience must be included in the specific career area listed in the required qualifications.

E. Degree Relationship to Professional Experience Required - When a position requires a degree to qualify, an assumption is sometimes made that only professional work experience can be considered. This is true only if the required qualifications specifically indicate that only professional experience may be substituted for the required degree.

EQUIVALENT TRAINING AND EXPERIENCE

An agency may approve a candidate's education and experience as equivalent to the education and experience of the required qualifications, if the equivalency is documented and justified based on the following:

A. The total quantity of the candidate's training and experience equals or exceeds the total quantity of training and experience established for the position;

B. The quality and type of the candidate's training and experience is equivalent to the quality and the type of training and experience established for the position; and

C. The candidate's training and experience is directly related to the KSAs necessary for the successful performance of the duties of the position.

VERIFICATION

A verification of education and experience of the candidate selected should support the qualification determination and eliminate any doubt of the candidate being qualified for the position. Employer reference checks, verification of education, selective service registration verification, and background investigations are additional types of required verification.

VETERANS' PREFERENCE

A. In accordance with Chapter 295, Florida Statutes, veterans' preference eligible candidates who have applied for a covered position shall be given preference in each step of the employment process.

B. Candidates claiming veterans' preference are responsible for providing documentation (a DD Form 214 or equivalent) and applicable forms as required by Rule 55A-7, F.A.C., by uploading the documentation during the application process no later than the closing date of the advertisement for a position to receive preference during the selection process. Candidate profiles that are missing documentation or include incorrect documentation should be handled in accordance with the Policy Guideline "Administration of Veterans' Preference in the Career Service" available on the DMS website.

SELECTIVE SERVICE

A. In accordance with section 110.1128, F.S.

1. No person born on or after October 1, 1962, who is required to register with the Selective Service System under the Military Selective Service Act, 50 U.S.C. App. 453, may be offered employment by this state in an authorized position, as defined in section 216.011, F.S., without proof of such registration.

2. No person born on or after October 1, 1962, who has failed to register as required by the Military Selective Service Act, 50 U.S.C. App. 453, subsequent to October 1, 1988, and who is currently employed by this state may be promoted to a higher authorized position without proof of such registration. (This includes appointments into the SES or SMS.)

3. When requested by the candidate or employee, each agency shall provide for a review of any denial of employment or promotion for reasons of noncompliance with Selective Service registration requirements.

B. The agency personnel officer, personnel manager, or designee who has been given delegated authority shall verify if male candidates born on or after October 1, 1962, are registered with the Selective Service. This can be done electronically by accessing the following website: http://www.sss.gov which tracks this requirement for all males born on or after January 1, 1960. In addition, individuals who have been remiss in registering can use this website to register on-line quickly and easily (if they have not yet turned 26 years of age).

CERTIFYING CANDIDATES

Each agency may establish the means by which they document whether they have evaluated the qualifications of a candidate for a position. An example of an eligibility determination list would be to create a form containing columns to capture the following information:

A. Candidate name

B. The broadband/class code of the position applied for by the candidate.

C. The status code for qualified or unqualified candidates in the status box such as "Q" for qualified or "U" for unqualified. Check with your agency human resources office for any specific coding used by the agency.

D. A place to sign and date the form.

RESOURCES

A. To Verify Accreditation:

To verify accreditation, you can visit the *Council for Higher Education Accreditation (CHEA)* web site at: http://chea.org/ or the *U. S. Department of Education's* web site at: https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56

B. To Identify Duties and Responsibilities of Various Occupations:

1. *Dictionary of Occupational Titles, U. S. Department of Labor, Employment and Training Administration* has been replaced by O*NET: http://online.onetcenter.org/

2. *Standard Occupational Classification System:*   http://www.bls.gov/soc/home.htm

3. *Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics:* https://www.bls.gov/ooh/

4. The Department of Management Services
Division of State Human Resource Management
4050 Esplanade Way, Suite 235
Tallahassee, Florida 32399-0950
http://dms.myflorida.com/human_resource_support/human_resource_management

C. To Determine Accreditation of Foreign Institutions:

1. Educational Credential Evaluators, Inc.: http://www.ece.org

2. Joseph Silny & Associates, Inc.: http://www.jsilny.com

3. World Education Services, Inc.: http://www.wes.org

4. USC Worldwide Colleges and Universities: http://www.globaled.us/wwcu/

5. American Association of Collegiate Registrars: http://www.aacrao.org/

APPENDICES

APPENDIX A - CONVERSION CHART: SEMESTER, QUARTER, AND ACADEMIC HOURS TO YEARS OF COLLEGE

INSTRUCTIONS

1. Determine the number of college academic hours to be converted, semester, trimester, or quarter. Note: semester and trimester hours are equivalent.

2. Locate, in the center column, the number of semester/trimester or quarter hours that you want to convert. Make sure you are using the number in the center column!

3. To convert to **quarter hours**, look at the number in the **right-hand column** that is next to the number you are converting. For example, 35 semester hours (center column) equals 53 quarter hours (right-hand column).

4. To convert **to semester or trimester hours**, look at the number of hours in the **left-hand column** that is next to the number you are converting. For example, 35 Quarter hours (center column) equals 23 semester/trimester hours (left-hand column).

(Chart on the following page)

SEM	HRS TO BE CONVERTED	QTR	SEM	HRS TO BE CONVERTED	QTR	SEM	HRS TO BE CONVERTED	QTR	SEM	HRS TO BE CONVERTED	QTR
0.667	**1**	1.5	23	**34**	51	44	**66**	99	65	**98**	147
1	**2**	3	23	**35**	53	45	**67**	101	66	**99**	149
2	**3**	5	24	**36**	54	45	**68**	102	67	**100**	150
3	**4**	6	25	**37**	56	46	**69**	104	67	**101**	152
3	**5**	8	25	**38**	57	47	**70**	105	68	**102**	153
4	**6**	9	26	**39**	59	47	**71**	107	69	**103**	155
5	**7**	11	27	**40**	60	48	**72**	108	69	**104**	156
5	**8**	12	27	**41**	62	49	**73**	110	70	**105**	158
6	**9**	14	28	**42**	63	49	**74**	111	71	**106**	159
7	**10**	15	29	**43**	65	50	**75**	113	71	**107**	161
7	**11**	17	29	**44**	66	51	**76**	114	72	**108**	162
8	**12**	18	30	**45**	68	51	**77**	116	73	**109**	164
9	**13**	20	31	**46**	69	52	**78**	117	73	**110**	165
9	**14**	21	31	**47**	71	53	**79**	119	74	**111**	167
10	**15**	23	32	**48**	72	53	**80**	120	75	**112**	168
11	**16**	24	33	**49**	74	54	**81**	122	75	**113**	170
11	**17**	26	33	**50**	75	55	**82**	123	76	**114**	171
12	**18**	27	34	**51**	77	55	**83**	125	77	**115**	173
13	**19**	29	35	**52**	78	56	**84**	126	77	**116**	174
13	**20**	30	35	**53**	80	57	**85**	128	78	**117**	176
14	**21**	32	36	**54**	81	57	**86**	129	79	**118**	177
15	**22**	33	37	**55**	83	58	**87**	131	79	**119**	179
15	**23**	35	37	**56**	84	59	**88**	132	80	**120**	180
16	**24**	36	38	**57**	86	59	**89**	134	81	**121**	182
17	**25**	38	39	**58**	87	60	**90**	135	81	**122**	183
17	**26**	39	39	**59**	89	61	**91**	137	82	**123**	185
18	**27**	41	40	**60**	90	61	**92**	138	83	**124**	186
19	**28**	42	41	**61**	92	62	**93**	140	83	**125**	188
19	**29**	44	41	**62**	93	63	**94**	141	84	**126**	189
20	**30**	45	42	**63**	95	63	**95**	143	85	**127**	191
21	**31**	47	43	**64**	96	64	**96**	144	85	**128**	192
21	**32**	48	43	**65**	96	65	**97**	146	86	**129**	194
22	**33**	50							87	**130**	195

APPENDIX B - CONVERSION CHART: ACADEMIC HOURS TO MONTHS OF EXPERIENCE

Vocational/Technical Classroom/Clock Hours to Months

Classroom/Clock Hours	Months
60	1
120	2
180	3
240	4
300	5
360	6
420	7
480	8
540	9
600	10
660	11
720	12

Semester/Trimester Hours to Months

Sem/Trim Hours	Months
2.5	1
5.0	2
7.5	3
10.0	4
12.5	5
15.0	6
17.5	7
20.0	8
22.5	9
25.0	10
27.5	11
30.0	12

Quarter Hours to Months

Quarter Hours	Months
3.75	1
7.5	2
11.25	3
15.00	4
18.75	5
22.50	6
26.25	7
30.00	8
33.75	9
37.50	10
41.25	11
45.00	12

APPENDIX C - US Military Ranks and Units

COMMISSIONED OFFICERS					
Pay Grade	**Air Force**	**Army**	**Coast Guard**	**Marine Corps**	**Navy**
Special	General of the Air Force	**General of the Army			**Fleet Admiral (FADM)
0-10	General Air Force Chief of Staff	General	Admiral Chief of Navel Ops/Commandant of the CG	General	Admiral Chief of Navel Ops/Commandant of the CG
0-9	Lieutenant General	Lieutenant General	Vice Admiral	Lieutenant General	Vice Admiral
0-8	Major General	Major General	Rear Admiral (upper half)	Major General	Rear Admiral (upper half)
0-7	Brigadier General	Brigadier General	Rear Admiral (lower half)	Brigadier General	Rear Admiral (lower half)
0-6	Colonel	Colonel	Captain	Colonel	Captain
0-5	Lieutenant Colonel	Lieutenant Colonel	Commander	Lieutenant Colonel	Commander
0-4	Major	Major	Lieutenant Commander	Major	Lieutenant Commander
0-3	Captain	Captain	Lieutenant	Captain	Lieutenant
0-2	First Lieutenant	First Lieutenant	Lieutenant (J.G.)	First Lieutenant	Lieutenant (J.G.)
0-1	Second Lieutenant	Second Lieutenant	Ensign	Second Lieutenant	Ensign

(J.G) = Junior Grade

WARRANT OFFICERS					
Pay Grade	**Air Force**	**Army**	**Coast Guard**	**Marine Corps**	**Navy**
W-5	*Not Used*	Chief Warrant Officer 5	Chief Warrant Officer 5	Chief Warrant Officer 5	Chief Warrant Officer 5
W-4	*Not Used*	Chief Warrant Officer 4	Chief Warrant Officer 4	Chief Warrant Officer 4	Chief Warrant Officer 4
W-3	*Not Used*	Chief Warrant Officer 3	Chief Warrant Officer 3	Chief Warrant Officer 3	Chief Warrant Officer 3
W-2	*Not Used*	Chief Warrant Officer 2	Chief Warrant Officer 2	Chief Warrant Officer 2	Chief Warrant Officer 2
W-1		Warrant Officer	Discontinued	Warrant Officer	Discontinued

		ENLISTED PERSONNEL			
Pay Grade	**Air Force**	**Army**	**Coast Guard**	**Marine Corps**	**Navy**
E-9 Special	Chief Master Sergeant of the Air Force	Sergeant Major of the Army	Master Chief Petty Officer of the Coast Guard	Sergeant Major of the Marine Corps	Master Chief Petty Officer of the Navy
E-9	*Command Chief Master Sergeant *Chief Master Sergeant (w/Diamond) *Chief Master Sergeant	*Command Sergeant Major *Sergeant Major	*Command Master Chief Petty Officer *Master Chief Petty Officer	*Sergeant Major *Master Gunnery Sergeant	*Fleet/Commander Master Chief Petty Officer *Master Chief Petty Officer
E-8	*Senior Master Sergeant (w/Diamond) *Senior Master Sergeant	*First Sergeant *Master Sergeant	Senior Chief Petty Officer	*First Sergeant *Master Sergeant	Senior Chief Petty Officer
E-7	*Master Sergeant (w/Diamond) *Master Sergeant	Sergeant First Class	Chief Petty Officer	Gunnery Sergeant	Chief Petty Officer
E-6	Technical Sergeant	Staff Sergeant	Petty Officer First Class	Staff Sergeant	Petty Officer First Class
E-5	Staff Sergeant	Sergeant	Petty Officer Second Class	Sergeant	Petty Officer Second Class
E-4	Not Used	Corporal	Petty Officer Third Class	Corporal	Petty Officer Third Class
E-4	Senior Airman	Specialist	Not Used	Not Used	Not Used
E-3	Airman First Class	Private First Class	*Airman *Fireman *Seaman	Lance Corporal	Seaman
E-2	Airman	Private (PV2)	*Airman Apprentice *Fireman Apprentice *Seaman Apprentice	Private First Class	Seaman Apprentice
E-1	Airman Basic	Private (PV1)	Seaman Recruit	Private	Seaman Recruit

*Positions in the same pay grade are listed in order of rank
**Reserved for Wartime
Rank information as of 01/2017 from http://www.militaryfactory.com/ranks/index.asp

APPENDIX D - CONVERSION CHART: PART-TIME HOURS PER WEEK
TO MONTHS OF EXPERIENCE

Locate the number of months worked in the left-hand column and the hours per week at the top. Read across and down to find the months of credit to give. If the number of hours per week the candidate worked is not listed, use the next lower number.

HOURS WORKED PER WEEK								
MONTHS WORKED	**5**	**10**	**15**	**20**	**25**	**30**	**35**	**37-40**
1 month	0	0	0	0	0	0	0	1
2 mos	0	0	0	1	1	1	1	2
3 mos	0	0	1	1	1	2	2	3
4 mos	0	1	1	2	2	3	3	4
5 mos	0	1	1	2	3	3	4	5
6 mos	0	1	2	3	3	4	5	6
7 mos	0	1	2	3	4	5	6	7
8 mos	1	2	3	4	5	6	7	8
9 mos	1	2	3	4	5	6	7	9
10 mos	1	2	3	5	6	7	8	10
11mos	1	2	4	6	6	8	9	11
1 year	1	3	4	6	7	9	10	1yr
1 yr 1 mos	1	3	4	6	8	9	11	1 yr 1m
1 yr 2 mos	1	3	5	7	8	10	1 yr	1 yr 2m
1 yr 3 mos	1	3	5	7	9	11	1 yr 1m	1 yr 3m
1 yr 4 mos	2	4	6	8	10	1 yr	1 yr 2m	1 yr 4m
1 yr 5 mos	2	4	6	8	10	1 yr	1 yr 2m	1 yr 5m
1 yr 6 mos	2	4	6	9	11	1 yr 1m	1 yr 3m	1 yr 6m
1 yr 7 mos	2	4	7	9	11	1 yr 2m	1 yr 4m	1 yr 7m
1 yr 8 mos	2	5	7	10	1 yr	1 yr 3m	1 yr 5m	1 yr 8m
1 yr 9 mos	2	5	7	10	1 yr 1m	1 yr 3m	1 yr 6m	1 yr 9m
1 yr 10 mos	2	5	8	11	1 yr 1m	1 yr 4m	1 yr 7m	1 yr 10m
1 yr 11 mos	2	5	8	11	1 yr 2m	1 yr 5m	1 yr 8m	1 yr 11m
2 years	3	6	9	1 yr	1 yr 3m	1 yr 6m	1 yr 9m	2 yrs

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