Term	Definition
Academic Hours	Those hours within the delivery of a program of instruction that are instructor led or which are performed under the supervision of the instructor.
Analysis, Design, Development, Implementation, and Evaluation (ADDIE Model)	A method of curriculum design that incorporates the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) phases. Core to the ADDIE model is the establishment of Terminal and Learning Objectives to derive the desired learning outcomes by the students for each module of instruction.
Assessment	Refers to the wide variety of methods that educators use to evaluate, measure and document the academic readiness, learning progress, and skill acquisition of students. These may be standardized tests or performance assessments among others. The assessment should be rigorous in that it should be of such complexity as to properly evaluate the learning desired for the scope of the course.
Clinical	Education conducted in an operational medical setting such as patient encounter clinics, hospitals, laboratories, examinations, and ambulance transports.
Community College of the Air Force (CCAF)	The Community College of the Air Force is a regionally accredited degree granting institution for enlisted airmen. ACE does not evaluate courses that fall under CCAF.
Content	The knowledge, skills and attitudes imparted by learning areas/subjects, cross-cutting approaches and performance activities. Topics and subjects are current and align with higher education, professional, national, state, and/or local standards of curriculum. A connection to higher education level concepts exist, are clear and descriptive. Resources and materials are cogent with higher education.
Course Description	The identification of the course materials including items such as content, goals, objectives or outcomes and scope.
Course Goal	The course goal simply states the intent or desired accomplishment of what the course is designed to teach the student.
Course Terminal Objective	Describe the learner's expected level of performance by the end of the course/training and describe results of the training not the processes to achieve the learning.
Defense Activity for Non-Traditional Education Support (DANTES)	Defense Activity for Non-Traditional Education Support (DANTES) manages the contract between ACE Military Programs and the Department of Defense. DANTES helps service members and veterans achieve their educational goals through a variety of partnerships.
Enabling Objective	Define the skills, knowledge, or behaviors students must demonstrate through performance and/or assessment in order to successfully complete terminal objectives.
Exhibit	The output of the data from the Military Guide, organized by ACE ID number. Course exhibits Include data on course title, number, dates, academic hours, learning outcomes, course topics, and credit recommendations. Occupation exhibits contain the occupation title, designator, dates, description, learning outcomes, and credit recommendations.
Exit Briefing	The unofficial report of the overall credit hour recommendation summary for each course and/or occupation given to the military Points of Contacts (POC) at the conclusion of the review. The exit briefing is led by the Field Coordinator with the ACE faculty evaluator team in attendance.

Term	Definition
Graduate Level	This category reflects the content and scope of courses found in graduate programs. Requires 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. Pass rate must be 80% or higher.
In Briefing	A presentation given at the beginning of the review where the Field Coordinator describes the purpose of the review and introduces the evaluator team and the military course/occupation managers brief the team on the courses/occupation under review and introduce key staff. Course in brief includes: mission, instructor/student profile, prerequisites, learning and assessment strategies, and any unique nuances or relationships of courses under review. Occupation in brief includes: description, formal training, on-the-job training requirements, career trajectory information, overall number of personnel in occupation.
Independent study Credit Hour	For the purposes of direct assessment, independent study occurs when a student follows a course of study with predefined objectives but works with a faculty member to decide how the student is going to meet those objectives. The student and faculty member agree on what the student will do (e.g., required readings, research, and work products), how the student's work will be evaluated, and on what the relative timeframe for completion of the work will be. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program. *Source:* 34 CFR 668.10
Instructor Materials	All materials used by the instructor to deliver the course, including lesson plans, presentations, instructor handbooks, lecture notes, curriculum outlines, etc.
Joint Services Transcript (JST)	The JST is the Joint Services Transcript. It is an academically accepted document that validates a service member's occupational experience and formal military training along with the corresponding American Council on Education (ACE) college credit recommendations. It is owned and issued by the Army, Marine Corps, Navy, and Coast Guard and replaces the Army/American Council on Education Registry Transcript System (AARTS), the Sailor/Marine American Council on Education Registry Transcript (SMART), and the Coast Guard Institute (CGI) Transcript. ACE supplies data that populates the JST and performs quality checks on the transcript, but ACE cannot make changes to this document; only the applicable service representatives are allowed to update information on the document.
Lower Division	At the lower undergraduate level (freshman, sophomore, associate degree level) the scope of a recommended equivalent is sufficient to provide a student with the knowledge and understanding necessary to utilize basic terminology, principles, methods and perspectives as a foundation for more advanced study and/or application in a general or specific discipline. The learning outcomes are mostly assessed and aligned with lower level Bloom's Taxonomy categories
Military Guide	The online resource for all military courses and occupations reviewed by ACE since 1954, available at www.acenet.edu/militaryguide. The Guide is updated daily and is searchable by military branch, course number/occupation designator, keyword title, and subject area credit recommendations.
Performance Assessment	A type of assessment that typically require students to complete a complex task, such as a writing assignment, science experiment, speech, presentation, performance, or long-term project. These activities will often use scoring guides, rubrics, and other methods to evaluate whether the work produced by students shows that they have learned what they were expected to learn.
Practical Exercises	Techniques used during an educational session that permits students to acquire and practice the knowledge, skills, and attitudes necessary to successfully perform

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	one or more learning objective.
Program of Instruction (POI)	Similar to a syllabus, the POI is the planning document outlining the description, mission, scope, learning outcomes, academic hours, topics, and assessment strategies for the course. Approximately 60 working days before the review, POIs are sent to Military Evaluations at mileval@acenet.edu for processing. The same POI that was submitted to ACE must be presented during the course review.
Rigor	Demanding curriculum that causes the employment of critical-thinking skills to assimilate, adapt and apply the content, and which is appropriately assessed to the designed scope. Student learning outcomes clearly align with course objectives and assessments. Measurable understanding of content and/or application of knowledge, through assessment, promotes multiple and varied complex opportunities to demonstrate evidence of learning.
Scope	Describes the expectations and breadth of what is to be covered in a given content area and the overall instructional goals including content, skills, and knowledge needed. Breadth and depth of content is current and consistent with higher education foci. Measurable, cumulative, and supportive evidence are present.
Semester Credit Hour or Semester Hour:	Credit hours are used by most U.S. higher education institutions to calculate, record, and interpret the amount of earned academic or training credits that students accumulate en route to earning certifications, diplomas, degrees, and other qualifications. Institutions typically use credit hours to record all types of academic work including independent research and not just taught courses. *Source: (U.S. Network for Education Information-USNEI)*
Student Learning Outcomes (or) Learning Outcomes	These statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes and should flow from a needs assessment. The needs assessment should determine the gap between an existing condition and a desired condition. Learning Outcomes have 4 distinguishing characteristics: (1) The specified action by the learners must be observable. (2) The specified action by the learners must be measurable. (3) The specified action must be done by the learners. (4) The specified action must be assessable. Module Goals and Learning Outcomes are equal to the Terminal & Enabling Objectives used in the ADDIE model of curriculum design.
Student Materials	All the resources students use during the course, including handouts, workbooks, class activities, textbooks, and reference materials.
Training Start Date (TSD)	The date indicated on the POI and other course planning documents corresponding to when the curriculum was implemented. The TSD is used to align the particular version of the course taken by the service member, as recorded in his personnel record, with the version of the curriculum reviewed by ACE, as recorded in the Military Guide, so that it populates the Joint Services Transcript appropriately.
Upper Division	At the upper division (junior or senior level) the scope of a course recommended for equivalency must be sufficient to fit in a predetermined continuum in a specific field or discipline. Courses at this level may require prerequisites and are often highly specialized. Courses at this level reflect theoretical understanding and

Term	Definition
	appreciation as well as incorporating higher level thinking skills such as reflection and metacognition.
Vocational Certificate Level	This category describes course work normally offered in certificate or diploma (non-degree) 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.