

# General Catalog 2015-2016



**Defense Language Institute Foreign Language Center**

DLIFLC & Presidio of Monterey  
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## Mission

Our mission is to provide culturally based foreign language education, training, evaluation and sustainment to enhance the security of the nation.

## Vision

Our vision is to deliver the world’s best culturally based foreign language education and training – at the point of need.

## Accreditation

The Defense Language Institute Foreign Language Center is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. DLIFLC’s efforts to achieve academic excellence were formally recognized in 1979 when the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) granted it accreditation. This status was last reaffirmed in 2012. In October 2001 the U.S. House of Representatives approved DLIFLC’s request for federal degree-granting authority. Students who meet the graduation requirements for a DLIFLC diploma and fulfill the general education requirements are awarded an Associate of Arts degree from DLIFLC.

## DLIFLC Board of Visitors

The DLIFLC Board of Visitors (BOV) is governed by the Federal Advisory Committee Act (FACA) of 1972, as amended, and is a subcommittee of the Army Education Advisory Committee (AEAC). The purpose of the DLIFLC Board of Visitors is to provide the Commandant, through the Army Education Advisory Committee, with advice on matters related to the Institute’s mission, specifically: academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research, and academic administration. Names of BOV members are available from BOV Designated Federal Official Dr. Robert Savukinas, transcripts@dliflc.edu.

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## CHAPTER ONE: Introduction to the DLIFLC

### HISTORY

#### The Original Presidio of Monterey

The military has played a vital role on the Monterey Peninsula since the area was “discovered” and claimed for Spain by Sebastian Vizcaino in 1602. Vizcaino named the Bay Monterey, in honor of his benefactor, Gaspar de Zuniga y Acevedo, Conde de (count of) Monterrey, then viceroy of New Spain (Mexico).



The Monterey Bay area was colonized by a small Spanish expedition that reached Monterey Bay in May 1770. Captain Don Gaspar de Portola commanded the military component of this expedition, and Franciscan Father Junipero Serra was in charge of the religious element. Portola officially took possession of Alta (Upper) California for Spain, and Serra celebrated a thanksgiving mass, on June 3, 1770. The Monterey presidio was one of four presidios and twenty-one missions established in Alta California by Spain, due to fear that other nations, particularly Russia had designs upon her New World Empire.

The original Presidio consisted of a square of adobe buildings near Lake El Estero in the vicinity of what is now downtown Monterey. The fort’s original church, the Royal Presidio Chapel, has remained in constant use since Serra established it in 1770 and is now the San Carlos Cathedral. The original Presidio was protected by a small fort with eleven cannons, called El Castillo, built in 1792 on land now belonging to the present Presidio of Monterey.

#### Fort Mervine

Commodore John Drake Sloat, commanding the U.S. Pacific Squadron, seized Monterey in July 1846, during the Mexican War. He landed unopposed with a small force in Monterey and claimed the territory and the Presidio for the United States. He left a small garrison of Marines and seamen who began improving defenses, near the former El Castillo, to better protect the town and the harbor. The new defenses were named Fort Mervine in honor of Captain William Mervine, who commanded one of the ships in Sloat’s squadron.

Company F, 3rd Artillery Regiment arrived in Monterey in January 1847, and the U.S. Army then assumed from the Navy responsibility for the continuing construction of Fort Mervine. Two of the artillery lieutenants, William Tecumseh Sherman and E.O.C. Ord, plus Engineer Lieutenant Henry W. Halleck, were destined to become prominent generals during the Civil War.

During its early history, this fortification seemed to have many names, including Fort Halleck, Fort Savannah, and the Monterey Redoubt. In 1852, the Monterey Redoubt was renamed the Monterey Ordnance Depot and used until 1856 as a military storehouse. From 1856 to the closing months of the Civil War, the fort, then called Ord Barracks, was abandoned. It was manned again in 1865, and abandoned a second time in 1866, although the U.S. Government “reserved” for possible future use a 140-acre military reservation surrounding the redoubt.

#### The Modern Presidio of Monterey

Near the end of the Philippine Insurrection in 1902, the Army recognized it needed additional forts, particularly on the West Coast. As possible sites were being surveyed, the Army “discovered” that it already owned a large area in Monterey that would be suitable for a military post. In July 1902, the Army announced plans to build a cantonment area and station an infantry regiment at Monterey. The 15th Infantry Regiment, which had fought in China and the Philippines, arrived in Monterey in September 1902 and began building the cantonment area. The 1st Squadron, 9th Cavalry, “Buffalo Soldiers,” arrived shortly thereafter.

In 1902, the name of the cantonment area was the Monterey Military Reservation. It was changed to Ord Barracks on July 13, 1903, and to the Presidio of Monterey (POM) on Aug. 30, 1904. Various infantry regiments rotated to the Presidio of Monterey, including the 15th Infantry (1902-1906), 20th Infantry (1906-1909), and 12th Infantry (1909-1917), with supporting cavalry and artillery elements. The Army School of Musketry, the forerunner of the Infantry School, operated at the Presidio of Monterey from 1907 to 1913. In 1917, the U.S. War Department purchased a nearby parcel of 15,609.5 acres of land, called the Gigling Reservation, for use as a training area. This post, supplemented by additional acreage, was renamed Fort Ord on Aug. 15, 1940.

The 11th Cavalry Regiment was posted at the Presidio from 1919 to 1939, and the 2nd Battalion, 76th Field Artillery Regiment, from 1922 to 1941. During the summer months, Presidio soldiers organized and led Citizens' Military Training Corps (CMTC) and Reserve Officer Training Corps (ROTC) camps in the local area. During the Great Depression, the Civilian Conservation Corps (CCC) built the High Street gate, the concrete and stone review stand at Soldier Field, numerous retaining walls, walkways, curbs and drainage works, as well as the stone basements on the 1902 barracks.

In 1940, the Presidio became the temporary headquarters of the III Corps, and served as a reception center until 1944. Declared inactive in late 1944, the Presidio was reopened in 1945 and served as a Civil Affairs Staging and Holding Area (CASA) for soldiers preparing for the occupation of Japan.

### **Military Intelligence Service Language School**

The Defense Language Institute Foreign Language Center (DLIFLC) traces its roots to the eve of America's entry into World War II, when the U.S. Army established a secret school at the Presidio of San Francisco to teach the Japanese language. Classes began November 1, 1941, with four instructors and sixty students in an abandoned airplane hangar at Crissy Field. Fifty-eight of the students were second-generation Japanese-Americans (Nisei) from the West Coast.

During the war the Military Intelligence Service Language School (MISLS), as it came to be called, grew dramatically. When Japanese-Americans on the West Coast were moved into internment camps in 1942, the school moved to temporary quarters at Camp Savage, Minnesota. By 1944 the school had outgrown these facilities and moved to nearby Fort Snelling.

More than 6,000 graduates served throughout the Pacific Theater during the war and the subsequent occupation of Japan. Three academic buildings on the Presidio of Monterey are named for Nisei graduates who fell in action: George Nakamura, Frank Hachiya, and Y. "Terry" Mizutari. In addition Nisei Hall is named in honor of all the Nisei Linguists, whose heroism is portrayed in the Institute's Yankee Samurai exhibit. The headquarters building and academic library bear the names of our first commandant, Colonel Kai E. Rasmussen, and the director of academic training, John F. Aiso, while the old officers club, now the cultural center, was renamed in honor of Brigadier General John Weckerling, the founder of the language school.

### **Army Language School**

In 1946, after World War II, the MISLS was moved to the Presidio of Monterey. It added Russian, Chinese, Korean, Arabic, and six other languages to its curriculum, and was renamed the Army Language School (ALS) in 1947. The size of the faculty and student classes, and number of languages taught, increased throughout the Cold War years.

Instructors, including native speakers of more than thirty languages and dialects, were recruited from all over the world. Russian became the largest language program, followed by Chinese, Korean, and German. After the Korean War (1950–53), the school developed a national reputation for excellence in foreign language education. ALS led the way with the audio-lingual method and the application of educational technology such as language laboratories.

### **Defense Language Institute**

In the 1950s, the U.S. Air Force met most of its foreign language training requirements through contract programs at universities such as Yale, Cornell, Indiana, and Syracuse, while the U.S. Navy taught foreign languages at the Naval Intelligence School in Washington, D.C. In order to promote



efficiency and economy all the military language programs were consolidated in 1963, into the Defense Foreign Language Program. A new headquarters, the Defense Language Institute (DLI), was established in Washington, D.C., and the former Army Language School commandant, Colonel James L. Collins, Jr., became the Institute's first director. (Collins Hall is named in his honor). The Army Language School became the DLI West Coast Branch, and the foreign language department at the Naval Intelligence School became the DLI East Coast Branch. The contract programs were gradually phased out. The DLI also took over the English Language School at Lackland Air Force Base, Texas, which became the DLI English Language Center (DLIELC).

During the peak of American involvement in Vietnam (1965–73), the DLI stepped up the pace of language training. While regular language training continued unabated, more than 20,000 service personnel studied Vietnamese through the DLI's programs, many taking a special eight-week military adviser "survival" course. From 1966 to 1973, the Institute also operated a Vietnamese branch using contract instructors at Biggs Air Force Base near Fort Bliss, Texas (DLI Support Command, later renamed the DLI Southwest Branch). Dozens of the DLI's graduates gave their lives during the war. Four student dormitories today bear the names of graduates who died in that conflict: Chief Petty Officer Frank W. Bomar († 1970), Sergeant First Class Alfred H. Combs († 1965), Marine Gunnery Sergeant George P. Kendall, Jr. († 1968), and Staff Sergeant Herbert Smith, Jr. († 1965).

In 1974 the Institute's headquarters and all resident language training were consolidated at the West Coast Branch and renamed the Defense Language Institute Foreign Language Center (DLIFLC). (The Institute continues to operate a small contract foreign language training program in Washington, D.C.). With the advent of the All-Volunteer Forces and the opening of most specialties to women, the character of the student population underwent a gradual change. In 1973, the newly formed U.S. Army Training and Doctrine Command (TRADOC) assumed administrative control, and in 1976, all English language training operations were returned to the U.S. Air Force, which operates DLIELC to this day.



Since the end of the Vietnam War, the Institute has experienced an exciting period of growth and change. The DLIFLC won academic accreditation in 1979, and in 1981 the position of Academic Dean (later called Provost) was reestablished. A joint-service General Officer Steering Committee

was established in 1981 to advise on all aspects of the Defense Foreign Language Program. This function is now performed by the Defense Language Office. In the early 1980s, a rise in student input forced the Institute to open two temporary branches: a branch for Air Force enlisted students of Russian at Lackland Air Force Base, Texas (1981–1987), and another for Army enlisted students of Russian, German, Korean, and Spanish at the Presidio of San Francisco (1982–1988). The increase in student input also resulted in an extensive facilities expansion program on the Presidio. Support to command language programs worldwide grew, with greater availability of programs such as Gateway and Headstart.

Numerous academic changes were made under the Proficiency Enhancement Plan, now called PEP I, from 1985 to 2000 and PEP II beginning in 2005: More instructors were recruited; new instructional materials and tests were written; a comprehensive academic master plan was developed; teaching methodology became proficiency-oriented; and team teaching was implemented. Under PEP the average staffing ratio was increased to two instructors per ten-student section and with PEP II, with the need for higher proficiency, the staffing ratio was again increased. In Category 3 and 4 languages the faculty to student ratio was increased from 2:10 to 2:6 while in Category 1 and 2 languages, the faculty-student ratio was increased from 2:10 to 2:8. In October 2001, the U.S. Congress gave DLIFLC federal authority

In recent years, the Institute has taken on challenging new missions, including support for arms control treaty verification, the War on Drugs, Operation Desert Storm, Operation Restore Hope, and Operation Noble Eagle. In response to the terrorist attacks of September 11, 2001, DLIFLC created the Emerging Language Task Force to serve as the Institute's quick-response language team on current and emerging needs for Operations Enduring Freedom and Iraqi Freedom, the Global War on Terrorism, and the ongoing operations in Iraq and Afghanistan. Twenty-two DLIFLC graduates have lost their lives during the current operations. The Vance Barracks were named in honor of Staff Sergeant Gene Arden Vance, Jr., who was killed in action in Afghanistan in 2002, Gasiewicz Hall, the immersion facility on the Ord Military Community, was named for Sergeant Cari Anne Gasiewicz who was killed in Iraq during 2004, and Corpuz Hall, was dedicated to the memory of Corporal Bernard Corpuz who was killed in action in Afghanistan in 2006.

In addition to resident language instruction, DLIFLC teaches language and culture courses to General Purpose Forces (GPF) through Familiarization Mobile Training Teams as well as thousands more through its online HeadStart2 and Rapport programs. The school also supported the Afghanistan/Pakistan (AF/PAK) Hands program by developing and teaching language and culture pre-deployment, in-country, and post deployment courses in Dari, Pashto, and Urdu. The GPF and AF/PAK Hands language and culture programs are an effort to build long-term relationships and trust with the people, governments, and military of Afghanistan and Pakistan.

The DLIFLC continues to evolve and expand its language course offerings in the wake of the end of the Cold War and to support the Global War on Terrorism. Currently training over 3,500 resident students in 24 languages and dialects yearly on the Presidio.



## **DLIFLC GOALS**

**Education:** DLIFLC has multiple proficiency and performance goals associated with each of its instructional programs. All of these goals build on the minimum proficiency outcomes of beginning language programs. Although a sizeable percentage of the program's graduates exceed these minimum expectations, the minimum graduation requirement for the basic instructional program in every language is a U.S. Government Interagency Language Roundtable (ILR) Level 2 in reading comprehension, Level 2 in listening comprehension, and Level 1+ in speaking ability. Subsequent programs and follow-on courses help the students attain Level 3 proficiency. (See ILR Scales.) DLIFLC's goals are thus the following:

**Evaluation:** Develop and provide valid and reliable assessment tools and procedures to evaluate and improve resident and non-resident language training.

**Technology Integration:** Make key enabling investments that exploit hardware and software to build and enhance effective learning.

**Quality Philosophy:** Create a culture of continuous quality improvement for serving internal and external customers.

**Quality of Life:** Develop and maintain affordable quality of life programs that allow students to focus on learning.

**Sustainment:** Provide support to non-resident programs that remediate, sustain, and enhance foreign language proficiency.

**Contingency Support:** Anticipate world crisis areas that require a U.S. presence and develop tailored language-training packages for deploying units.

**Faculty:** Hire new faculty members with native fluency and advanced degrees in a language-related discipline, complemented by teaching experience. Enhance faculty teaching methodology through participation in seminars, in-house workshops, and sponsorship of a Masters program in the field of linguistics.

## **EDUCATIONAL PHILOSOPHY AND PURPOSE**

DLIFLC meets its responsibility for providing quality foreign language instruction to selected military and government personnel by designing instructional programs that teach the precise language skills needed. These programs instruct students in the use of functional language skills so that they can perform successfully in their language assignments. The programs offer knowledge and understanding of foreign cultures and provide for professional growth in present or future assignments.

DLIFLC's main goal is to ensure that graduates meet the requirements of the agency that has assigned them to foreign language study. Students must therefore be provided instructional programs that are responsive to the foreign language needs of a wide variety of military positions throughout the world. DLIFLC programs must



meet high standards so that functional language skills can be developed for professional use in real-world communication situations. Individual opportunities for learning are provided for all students on an equal basis. DLIFLC recognizes the value of both education and training in providing language instruction. The Institute operates under the concept of a systematic approach to instruction; the principle of job-relevant instruction is central to curriculum development, implementation, and evaluation. Instruction must also be student-oriented so that effective learning can take place. DLIFLC recognizes that languages cannot be learned in a cultural vacuum. Language and culture are so intricately intertwined that it is difficult to separate them. Therefore, language skills are developed in a context that includes the value systems, behavioral patterns, institutions, geography, and political, economic, and social systems of the areas where the target language is spoken.

In its attempt to attract and retain teachers of exceptional ability, to foster an environment of professional competence, and, above all, to provide instruction of the highest quality, DLIFLC supports a variety of programs that assist DLIFLC employees in their professional growth and career advancement.

## **INSTRUCTION**

DLIFLC has been at the forefront of the foreign language education field for more than 73 years. Education is culturally-based, learner-centered and proficiency-oriented, employing authentic speech and materials. DLIFLC continually reviews developments in the field of instructional methodology and incorporates into its educational programs those features that are designed to produce the very best linguists for our country.

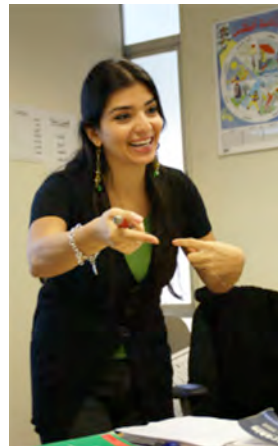


Teaching is accomplished within a framework that provides intensive practice and interaction in the target language, as spoken by educated teachers of that language. The student starts with carefully selected texts and structured exercises to practice listening and reading comprehension and speaking, and then moves toward creative use of the language. Throughout the program, emphasis is placed on communicative competence in real-life situations, to include appropriate military terminology. Together with language instruction, DLIFLC's programs also stress cultural and geographical knowledge of the appropriate regions and countries. Technology continues to be incorporated in the classroom. All classrooms have interactive white boards, called Smart Boards, and Internet connectivity. All students are issued tablet PCs, MP3 players, and iPods to enhance their learning experience.

In addition to its Basic, Intermediate, and Advanced Programs, DLIFLC offers a number of specialized programs that provide emphasis on the terminology and functional skills required for particular duties. The four functional skills are listening, speaking, reading, and writing.

The American Council on Education (ACE) has evaluated DLIFLC's foreign language and testing programs and has made detailed recommendations for college credits. Further information is included under Academic Credit in Chapter Two.

As DLIFLC is an accredited institution, it also has federal degree-granting authority from the U.S. Congress to issue Associate of Arts in Foreign Language degrees to qualified graduates.



## **ADMINISTRATION/LEADERSHIP**

The Defense Language Program includes both foreign and English language instruction for the DoD, with policy guidance provided by the Under Secretary of Defense (Personnel and Readiness). The Secretary of the Army is designated as the Executive Agent for DLIFLC.

The Defense Language Steering Committee, established under DoD 5160.41E and chaired by the DoD Senior Language Authority, recommends and coordinates language policy, identifies present and emerging language needs, identifies language training, education, personnel, and financial requirements, and serves as an advisory board to USD (Personnel and Readiness).

DLIFLC is a military school; it falls under a military chain of command. The Commanding General of the Combined Arms Center of Excellence has administrative responsibility to manage, operate, fund, and provide personnel resources. Biographies of the DLIFLC administrative leadership can be found on the DLIFLC website at [www.dliflc.edu/leadership.html](http://www.dliflc.edu/leadership.html).

### **Commandant**

The DLIFLC Commandant, a U.S. Army colonel, reports to the Commander of the U.S. Army Combined Arms Center and operates under the control of the Army Training and Doctrine Command (TRADOC). The Commandant directs the operations of DLIFLC and the Presidio of Monterey and serves as Senior Commander of the Presidio. The Commandant effects coordination among elements of the Institute and between the Institute and higher headquarters, other schools, and installations. The Commandant commands the DLIFLC Army elements, and exercises general supervision over all elements assigned or attached to the Institute.



### **Assistant Commandant**

The Assistant Commandant, an Air Force colonel, directs day-to-day operations of DLIFLC. The Assistant Commandant supervises the Chief of Staff, the Testing Director, and the DLIFLC Provost. The Assistant Commandant also directs DLIFLC Washington operations where up to 65 languages can be offered. The Assistant Commandant is specifically tasked with overseeing and monitoring the DLIFLC budget process, reports to the Commandant, and is responsible for language training program results. Additionally, the Assistant Commandant provides recommendations to the Commandant on DLIFLC programs and priorities. The Assistant Commandant is also the Commander of the United States Air Force's 517th Training Group and leads the 311th and 314th Training Squadrons.



## Chief of Staff

The chief of staff, a senior leader for the Defense Language Institute Foreign Language Center (DLIFLC) and the Presidio of Monterey enables the DLIFLC mission by coordinating staff efforts to provide full-spectrum support to the faculty, students, the Command Group, other staff members, and the larger DLIFLC community through effective operations and planning, financial management, personnel and logistical supervision, technology services, safety, protocol, public affairs, and historical support. The chief of staff coordinates and integrates the activities of staff in the development and implementation of policies and procedures. The chief of staff oversees all facets of daily operations and establishes milestones in order to accomplish tasks and prepares and/or contributes to the preparation of reports, briefings, presentations, and responses to all tasks and requests for information. Additionally, the chief of staff serves as the DLIFLC primary liaison with Installation Management Command staff and provides trusted policy and strategic analysis advice to the Command Group and management on major issues affecting DLIFLC.

## 229th Military Intelligence (MI) Battalion

The 229th Military Intelligence Battalion is commanded by a US Army lieutenant colonel who is responsible to train, develop, and conduct administrative and logistical support to Soldiers in support of DLIFLC's foreign language training and Army war-fighting requirements. The 229th Military Intelligence Battalion provides command and administrative control for all U.S. Army students assigned or attached to DLIFLC. The 229th Military Intelligence Battalion consists of Companies A, B, C, D, and F (Initial Entry Training Soldiers); and Company E (Permanent party staff, senior enlisted and officer students). The 229th Military Intelligence Battalion plans and conducts military training and provides all administrative and logistical support for student personnel. The Battalion's priority is teaching linguist Soldiers war-fighting skills and training them to fight, win, and survive in combat.

## Marine Corps Detachment

The Marine Corps Detachment (MCD) at DLIFLC is commanded by a US Marine lieutenant colonel in the Marine Corps' primary language learning detachment. The MCD at DLIFLC falls under the Marine Corps Training and Education Command, located in Quantico, Virginia. The MCD oversees the administration, military training and foreign language instruction of more than 1,000 officers and enlisted Marines annually.



## The Center for Information Dominance Unit

The Center for Information Dominance Detachment (CID) is commanded by a Navy lieutenant commander who runs a foreign language learning site subordinate to the Center for Information Dominance, Corry Station, Florida. CID Monterey is a 60-member tenant command at DLIFLC and the Presidio of Monterey. CID Monterey oversees the administration, naval military training and foreign language instruction of more than 700 sailors annually.

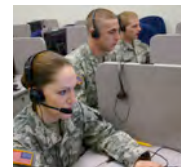
## 311th and 314th Training Squadrons

The 311th Training Squadron (311th TRS) and 314th Training Squadron (314th TRS) fall under the 517<sup>th</sup> Training Group at the Presidio with a subsequent report to the 17th Training Wing, headquartered at Goodfellow Air Force Base, Texas. These AF units handle all military training for over 1,500 language students at DLIFLC, and provide administrative support for an additional 1,000 Air Force personnel stationed on the Monterey Peninsula.

## ACADEMIC LEADERSHIP

### Provost

As the chief academic officer, the Provost, a civilian, is the senior language authority with responsibility for the resident and non-resident foreign language instructional programs, research, evaluation, and other academic staff functions for DLIFLC. The Provost establishes policy, provides leadership, advice, and guidance on foreign language education for DLIFLC and represents the Institute on external academic councils and committees. The Provost is responsible for coordination and liaison on academic matters with federal departments such as the DoD, Department of State, and the Department of Education; as well as with universities, professional organizations, the armed forces, and the broader Intelligence Community. The Provost defines the current needs of the Institute, anticipates future requirements, establishes priorities and sets the vision and direction for all defense foreign language programs.



## Associate Provost for Academic Support



The Associate Provost for Academic Support (APAS) provides technical, administrative and managerial support to the Provost and other senior leadership in all projects and operations pertaining to foreign language instruction, test development, curriculum development and foreign language training technology. The APAS works closely with other DLIFLC directorates to coordinate and implement the academic policies, guidance and priorities of the Provost. The APAS provides direct supervision to (a) Curriculum and Faculty Support, the (b) Student Learning Services, (c) Training and Analysis, the (d) Directorate of Academic Affairs, the (e) Immersion Language Office, (f) Academic

Publications, and the (g) Library. The APAS also represents the Office of the Provost and serves as a professional resource to the senior leadership of the institute in matters pertaining to planning and budgeting. The APAS works closely with external agencies to plan, coordinate, and implement DLIFLC policies and projects.

## Associate Provost for Undergraduate Education

The Associate Provost for Undergraduate Education is the Chief Instructional Officer for the Basic Program. This senior civilian oversees eight language schools, as well as the Office of the Dean of Students. Coordinating with the directorates of Testing, Continuing Education, and the Academic Support, the Associate Provost for Undergraduate Education develops implements and refines academic policies to enhance mission accomplishments.

## Assistant Provost for Undergraduate Education/ Dean of Students

The Assistant Provost and Dean of Students is a senior military officer who acts as a liaison among staff, schools, and military units in all student matters. As Dean of Students, this officer develops and manages policies and regulations governing student academic assessments and makes rulings on student relief and rebuttal actions. This officer also manages the Military Language Instructor program.

## Associate Provost for Continuing Education

The Associate Provost for Continuing Education is a senior civilian responsible for the Institute's resident and non-resident Post-Basic foreign language instruction in support of DoD linguists stationed worldwide. The Associate Provost for CE oversees resident Intermediate, Advanced, and Refresher Programs and the development and implementation of non-resident distance learning and other continuing education services. The Associate Provost for CE manages the design and development of language courses for Post-Basic language training programs and provides technical assistance in the automation of both resident and non-resident instructional materials.



The Associate Provost for CE also supervises special programs and services including the Diagnostic Assessment Training Center, Command Language Program, Language Training Detachments (LTD) for professional linguists and operational units, translation and interpretation training, Iraqi familiarization instruction and other projects in support of the Global War on Terrorism. The Associate Provost for CE oversees four divisions in the directorate to include the School for Resident Continuing Education, Distance Learning, Extension Programs, and Training and Field Support Division.



## DIRECTORATES

There are three directorates within the Provost's organization, each under the guidance of an Associate Provost, that contribute directly to the academic mission of the Institute: the Directorate of Continuing Education, the Directorate of Undergraduate Education, and the Directorate of Academic Support. The Directorate of Testing is under Assistant Commandant.

### Undergraduate Education Directorate

DLIFLC's eight language schools comprise the Undergraduate Education Directorate and teach the resident Basic Programs. Each DLIFLC school is headed by a civilian dean who is responsible for planning and implementing assigned programs in foreign language education and curriculum development, implementing academic and administrative policy, and managing the school's annual manpower and budget allocations. An associate dean, who is a senior military officer, provides counsel and assistance to the dean, monitors student progress, and directs the school's Military Language Instructor (MLI) program. MLIs also teach in the classroom and are an essential element to successful language instruction. MLIs serve as role models to motivate the students, support the teaching teams, Chairpersons, the Associate Dean, and the School Dean regarding student actions. Each school is composed of departments, in which instruction of individual foreign languages takes place. A civilian chairperson, who is responsible for the instructional program, manages the assigned instructors and staff, and oversees foreign language education and the faculty development process, heads each department. Teachers, organized into teams, are responsible for teaching classes, evaluating student performance, and developing and maintaining course materials.



### Directorate of Continuing Education

The Continuing Education Directorate consists of four Schools, each headed by a civilian dean: Resident Education; Distance Learning; Extension Programs; Field Support; The mission of the Directorate is two-fold: To provide the highest caliber language instruction to the DoD language professional and other customers such as AFPAK Hands, Special Operations personnel, and General Purpose Forces; to develop state-of-the-art online language learning products and services for DLIFLC's customers.

*The School for Resident Continuing Education* functions as a resident program and houses all post-basic language instruction taught at the Institute. The school teaches Intermediate, Advanced, Refresher, and Sustainment Program courses and puts an emphasis on critical post-basic language instruction leading to higher linguist proficiency levels. It also provides a Russian Arms Control Speaking Proficiency Course for DTRA Agency military interpreters. Student enrollment for the resident program is highest in Arabic, Chinese-Mandarin, Korean, Russian, Spanish and Persian-Farsi, followed by Pashto, Dari, Hebrew and Serbian/Croatian.

*The School of Distance Learning* provides foreign language familiarization, refresher, sustainment, enhancement, and conversion programs to field linguists and non-linguists via Mobile Training Teams (MTT), Video Tele-Training (VTT), and On-Line Learning (OLL).

-Programs delivered via VTT/OLL include sustainment courses (below 30 hours), refresher courses (30-70 hours), and enhancement courses (70-160 hours) in 20 different languages and include support to the following programs:

- AfPak Hands Phase II & III training; and (3) Advanced Foreign Area Officer (FAO) courses (online and classroom) for lifelong learning.

- MTTs teach basic pre-deployment survival and familiarization courses to non-linguists refresher, sustainment, enhancement and conversion courses, as in VTT/OLL, are also delivered via MTT. These classes range in duration from one to 16 weeks according to the intensity of the course and the unit's training goal, are customized to the individual needs of the requesting unit, and vary in length, focus, and content.



*The Extension Programs Division* consists of eight LTDs:

The Extension Programs Division of the CE Directorate establishes and administers Language Training Detachments (LTDs) worldwide by utilizing DLIFLC language teachers on location. The Extension Program Division manages post-basic language instruction for Intermediate, Advanced, Refresher and Sustainment language programs. Currently, there are eight LTD sites with focuses on Arabic and dialects (Egyptian, Iraqi, Kurdish, Levantine, Sudanese, Yemeni), Dari, Chinese-Mandarin, Hebrew, Korean, Persian-Farsi, Russian, Pashto, Urdu, and Spanish. Plans are underway for further expansion of the LTDs.

*The Field Support Division* offers distinct programs through five types of Language Training Detachments (LTD):

-Special Operations Forces LTDs: Program offers initial acquisition, sustainment, and enhancement courses of varying lengths to service members at various locations throughout the country requiring foreign language skills. Students come from the US Special Operations Command and receive tailored instruction focusing on technical and tactical language skills as well as cultural proficiency.

-PME/Liaison LTDs: Technical oversight and advice to supported commands on their foreign language training programs and language training for Professional Military Education (PME). Program provides semester-long foreign language courses to field grade officers at Ft. Leavenworth and Maxwell AFB.

-General Purpose Forces LTDs: Foundational level (0+/1) language instruction for service members preparing to deploy. Program provides PV and PG courses, approximately 12-16 weeks in duration, at various locations throughout the country via contracted instructors designed to get at least one service-member in each "platoon-sized element" deploying to Operation Enduring Freedom (OEF) to ILR 0+ or higher on the two-skill Oral Proficiency Interview (OPI) .

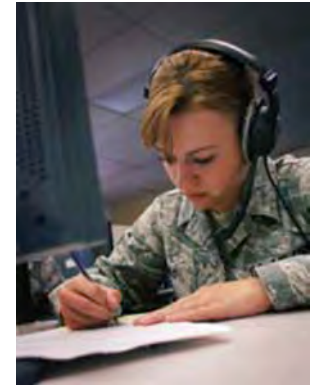
-AFPAK Hands LTD: Initial acquisition, intermediate, and advanced language training for Officers, NCOs and civilians identified in the Hands program. Program provides PV, PG, and UR courses spanning multiple phases of instruction via contracted instructors at **Tampa** designed to get APH personnel to ILR 2 or higher on the two-skill OPI.

-Interpreter/Translator LTD: Tailored language instruction and technical skills to soldiers in the 09L MOS. The program provides 8-week translation and interpretation skill development courses in AD, PF, PG, and PV to soldiers, who are heritage speakers or natives of a foreign language, as part of their Advanced Individual Training at Ft. Huachuca.



## Directorate of Academic Support

The Academic Support directorate supports Curriculum and Faculty Support, the Student Learning Services, Training and Analysis, the Directorate of Academic Affairs, the Immersion Language Office, Academic Publications, and the Library.



*The Curriculum and Faculty Support Organization* provide train-the-trainer and certification to UGE faculty to make sure that curriculum for the basic courses is developed and implemented properly, and that faculty is trained in meeting DLIFLC's Instructor Certification Course standards and other relevant training requirements are met.

*The Student Learning Services* certifies and supports faculty in conducting the 1-week student orientation course. During this 1-week course, students are familiarized with learning strategies on how to successfully navigate through DLIFLC's basic course.

*The Training & Analysis Division* conducts research into best practices and learning strategies to examine the efficiencies of language and language support programs at DLIFLC.

*The Directorate of Academic Affairs* serves as the Provost's advisor on academic support and training development resources. The directorate provides academic reporting, programming and analysis to include Faculty Personnel System Merit Pay. The directorate also ensures high quality, accurate and timely services related to DLIFLC language programs, registrar operations, and the Associate of Arts degree Program. The directorate maintains plans and policies in support of resident training and training development management. It also maintains the instructor hiring plans, collects and validates academic program management and serves as the functional proponent for student and faculty database records. The directorate also manages the DLIFLC Board of Visitors and the followings accreditations or external reviews:

- WASC/ACCJC
- TRADOC Quality Assurance
- American Council on Education programs

**The Immersion Language Office** conducts language immersion programs for basic, intermediate and advanced course students. These immersions are conducted at both stateside locations, as well as overseas locations, and are designed to provide cultural and language immersion experiences to increase students' language proficiencies.



**The Academic Publications, *Dialog on Language Instruction* and *Applied Language Learning***, allow DLIFLC's faculty and staff to publish articles relevant to DLIFLC's mission, and also publish academic contributions from language specialists outside of DLIFLC to provide academic perspectives from outside DLIFLC.

**The Academic Library** provides library support to both students and faculty to access language specific resources, both hardcopy and online, to enhance the ability to read, listen, and watch target language specific materials.

## Testing Directorate

The Directorate of Testing consists of five divisions; namely, Test Development, Proficiency Standards, Test Management, Test Review, and Evaluation Division.

**Test Development Division** oversees the development, field testing, quality control, statistical calibration, and standard setting for all Defense Language Proficiency Test (DLPT) batteries administered to DLIFLC students and operational linguists worldwide. DLPTs are developed in both multiple-choice format and constructed-response (short-answer) format, depending on the size of the test-taker population. DLPTs are developed targeting several proficiency levels, from very low range (ILR 0+-1+) through lower range (ILR 1-3), to upper range (ILR 3+-4). Tests are developed as part of the Strategic Language List Surge initiative with the goal of providing full capability for assessing language proficiency for all languages of strategic interest to the Department of Defense. Some tests are developed using DLIFLC language experts; others are developed through contracts managed within the Test Development Division.

**The Proficiency Standards Division** trains and certifies selected DLIFLC faculty to serve as oral proficiency interview (OPI) testers in languages taught at the Institute. The OPI is a carefully conducted face-to-face conversational test in which the examinee speaks with two testers for 20-30 minutes. The test is designed to gather sufficient information about the examinee's speaking ability in the target language to match the examinee's speech sample to the Interagency Language Roundtable (ILR) Speaking Skill Level Descriptions, the rating criteria for the OPI. At present the Proficiency Standards Division has certified 347 OPI testers in 35 languages and dialects. In addition, this division provides orientation training for all DLI faculty in the ILR standards, as well as specialized training on advanced-level standards and associated assessment techniques. The Proficiency Standards Division ensures the appropriate interpretation, ongoing maintenance, and uniform implementation of the ILR standards at DLIFLC.

**The Test Management Division** is tasked with the scheduling, control, and administration of the government's foreign language tests. It provides high-quality testing, test scoring, and score reporting services, as well as a secure test archival system for DLIFLC's resident program requirements and DoD foreign language requirements worldwide. In addition, the division provides expertise, guidance, and leadership regarding available foreign language tests, proper testing procedures, test security, and test control.

**The Test Review and Education (RE) Division** provides quality assurance and quality control for all proficiency test items developed by and through DLIFLC by implementing an ILR review process to ensure full adherence to the ILR reading and listening skill level descriptions and other U.S. government proficiency guidelines. TRE also trains DLIFLC faculty and contract school personnel on the listening and reading ILR guidelines to provide a full understanding of the proficiency guidelines for the training mission of DLIFLC. TRE provides assistance to NATO member test development teams in test development and review under NATO STANAG guidelines, a derivative of the ILR scale, through testing seminars.



*The Evaluation Division* develops and administers the Automated Interim/End-of-Course Student Questionnaires, a comprehensive evaluation system through which student feedback is gathered during and upon concluding DLIFLC language programs. This data is analyzed in order to inform faculty and staff of needed program improvements in all areas. The Evaluation Division coordinates and conducts evaluations of DLIFLC resident and non-resident curricula and of specially-mandated DLIFLC program evaluations, and provides evaluation services in support of the Defense Foreign Language Program worldwide.

## **FACULTY AND STAFF**

DLIFLC seeks to hire teachers who are not only proficient in their language, but have skills suitable to transmit their knowledge to others. The job of producing military linguists requires an approach to language teaching that is quite different from high school or college level courses. There are more than 1,900 civilian teachers employed at DLIFLC, most of them native speakers of the language they teach. More than 96 percent of the faculty has at least a bachelor's degree with, 19 percent holding PhDs and 49 percent holding master's degrees. More than 55 percent of the degrees held by the faculty are in Foreign Language Education or related fields. Represented disciplines include Foreign Language, Second Language Acquisition, Education, Area Studies, and English. Individual faculty data, to include education attainment is available at the Faculty Personnel Office.

In addition to the civilian teachers, there are over 350 military personnel who participate in or provide support for DLIFLC's academic activities, while some 400 civilian personnel work in base operations. The military permanent party personnel assigned to DLIFLC represent the four branches of the U.S. armed forces.

Because of DLIFLC's unique environment, the Institute provides in-house workshops and teacher certification courses that allow instructors to improve and build upon their teaching skills. DLIFLC encourages and supports instructors in their efforts to obtain higher education degrees from local universities which have partnered with the Institute.

Supplementing the civilian instructors are approximately 100 Military Language Instructors (MLIs), who are non-commissioned or petty officers of the four branches of the armed forces. MLIs augment the civilian teaching faculty and provide a military presence while serving as mentors and teachers. They play a significant role in transitioning DLIFLC students from young new recruits to confident military linguists.



The skills and expertise of the faculty and staff are accessible beyond the confines of DLIFLC's academic programs. Limited translation and interpretation support is provided to affiliates of the DoD and national-level agencies on a space-available basis. Requests are prioritized on a case-by-case basis according to urgency of need and DLIFLC's ability to honor the request.

## **STUDENTS**

DLIFLC accommodate approximately 3,500 students who are Soldiers, Marines, Sailors and Airmen, as well as select Department of Defense (DoD) members and the U.S. Coast Guard. To attend DLIFLC one must be a member of the Armed Forces or be sponsored by a government agency.



## **ACADEMIC FREEDOM STATEMENT**

DLIFLC Faculty Senate periodically revisits the Statement on Academic Freedom. The statement can be found at [www.dliflc.edu](http://www.dliflc.edu)

## **CLASS START DATE/ACADEMIC CALENDAR**

DLIFLC does not have a standard school year because classes are scheduled to respond to customer-agency requirements. Therefore, classes begin and end on a continual basis throughout the calendar year. Prior to the October 1 beginning of each fiscal year, DLIFLC computes the student quotas requested by the various services and sponsoring agencies to be taught in each language. From these computations, classes in each language are scheduled for the entire year. Depending on the projected enrollment, classes may begin weekly or monthly for some languages, and quarterly, semiannually, or annually for others.

## **DAILY HOURS OF INSTRUCTION**

Enrolled students attend class full time. In general, instruction in classrooms and language laboratories is conducted for six hours a day, five days a week. In addition, homework in varying amounts is assigned each day. The actual hours needed to complete assignments and homework may vary from language to language, and class to class. In addition to foreign language education, each service also provides extra reading and listening materials in order to help prepare students for their future assignments.

## **LEGAL HOLIDAYS**

DLIFLC does not normally conduct instruction on training holidays, which are designated by the Commandant from time to time, or on the following federal holidays:

- New Year's Day, January 1
- Martin Luther King, Jr. Day, 3rd Monday in January
- Presidents' Day, 3rd Monday in February
- Memorial Day, Last Monday in May
- Independence Day, July 4
- Columbus Day, 2nd Monday in October
- Veterans' Day, November 11
- Thanksgiving Day, 4th Thursday in November
- Christmas Day, December 25
- Winter Break, Winter Break usually covers approximately ten training days (11 to 14 calendar days) and under TRADOC direction occurs during the end of December and beginning of January. Students who do not take leave during this period perform other duties as directed by their services or agencies.





## CHAPTER TWO: Scope of Instruction

### *DEGREES, DIPLOMAS, AWARDS AND PROGRAMS*

DLIFLC is perhaps the finest school of foreign language education in the world. Resident instruction is provided at the Presidio of Monterey in approximately 24 languages. The present facilities at the Presidio of Monterey can accommodate approximately 3,500 students. Instruction is also routinely provided under DLIFLC-supervised contractual arrangements in Washington, D.C. DLIFLC also provides non-resident instructional support in a variety of languages and dialects.



#### **Associate of Arts Degree**

Because DLIFLC is a regionally accredited institution, students may obtain an Associate of Arts (AA) Degree directly from the Institute. Since 2002, DLIFLC has awarded more than 10,000 AA degrees. A student may receive an AA Degree from DLIFLC. See below for degree requirement.

#### **DLIFLC Diploma Certificate**

The DLIFLC Diploma Certificate is awarded to each student who completes all language program requirements as listed below in the Requirements section. Complete details are found in DLIFLC Regulation 350-10.

#### **Linguist Certificate**

Students may receive a Linguist Certificate based on test results from a DLPT administered at DLIFLC, as an end-of-program proficiency evaluation. See details below in Requirements. Complete details are found in DLIFLC Regulation 350-10.

#### **Awards**

DLIFLC presents many awards, such as Academic Award, Commandant Award, Provost Award, Command Sergeant Major Award, etc. to students who have demonstrated academic excellence, the highest standards of military/civil professionalism, and contributions to the local military/civilian community.

Early graduates are also eligible for awards. Students who have been recycled or restarted in a language program are ineligible for academic awards. See below 'Requirement' for each award's eligibility.

### *OTHER LEARNING RESOURCES*

There are many online and on-site independent study resources available to DLIFLC students to acquire and enhance their language proficiency besides typical classroom setting. Some of these resources include Aiso Library, GLOSS, Weekly Training Events, Accent Library etc. for more information go to <http://www.dliflc.edu/products.html>

### *STUDENT LEARNING OUTCOMES*

At the end of the DLIFLC language program, students will be able to demonstrate and utilize speaking, reading and listening and writing skills of the language along with cultural and ethical knowledge of the country and language they are learning. These skills are measured through assessment process such as Oral Proficiency Interview (OPI), Defense Language Proficiency Test 5 (DLPT5), student learning behavior, and immersion.

### *POLICIES AFFECTING STUDENTS*

#### **Academic Regulations and Student Administration**

Policies pertaining to academic regulations and student administration and conduct are found in DLIFLC's Regulation 350-10. The Office of the Dean of Students maintains this regulation. In addition, Military students are subject to codes, regulations and policies as found in the Uniform Code of Military Justice (UCMJ), as well as Command Policies set by their respective unit commanders and chain-of-command. DLIFLC website, [http://www.monterey.army.mil/Leadership/command\\_policy.html](http://www.monterey.army.mil/Leadership/command_policy.html) provides information on more than twenty five Command Policies such as Safety, Equal Employment Opportunity, and Accommodations etc.

## Grading Policy

DLIFLC uses the letter grade system to track student academic performance.

The objective of the grading system is to: test learning objectives that can be clearly understood by teachers and students; provide meaningful feedback to students on their progress; furnish information to other institutions, allowing students to transfer credits from DLIFLC; generate meaningful assessment data for DLIFLC program evaluation; and capture information for student's current or future schools or units of assignment.

The grading system is standardized throughout the Institute to provide a common definition of student ability and correlates test or course grades to established end-of-program proficiency goals. Final course grades shown on transcripts are based on the weighted average of all grades on tests, quizzes, and homework as developed by each department and the final exam for each course. As a guideline, students must maintain an average grade of "C" or better in any language program during any four-week period. Failure to meet this standard will result in academic or administrative action (e.g. tailored instruction, special assistance, probation, or dis-enrollment).

DLIFLC uses the following letter grade and grade value system: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D+=1.3, D=1.0, F=0. The cumulative GPA is calculated according to the following formula: multiply the grade value earned for each course times the number of credits for each course. This provides the total number of grade points earned for each course. Add the calculated grade points for all courses and divide by total number of credits for all courses. This calculation provides the cumulative GPA. Complete details on grades and other academic policies is found at DLIFLC Regulation 350-10.

## Refund of fees

DLIFLC students are military service men/women. They do not pay tuition for any of the courses; therefore, refund of fees is not applicable to the institution.

## Academic Integrity/Honesty

The basic concept of academic integrity is to take credit only for one's own original work and to always give credit for work that is not one's own. It also means giving and accepting only authorized assistance when completing assignments and assessments. Academic misconduct includes, but is not limited to cheating; plagiarism; fabrication, forgery and obstruction; theft or unauthorized sharing of instructional material or test material; unauthorized alteration of grades; multiple submission; misuse of intellectual property; complicity; and failing to report suspected academic misconduct. DLIFLC

Command Policy covers the investigation of academic misconduct and the consequences for offenders.

The Dean of Students at DLIFLC established a command policy for academic integrity in 2009 under DLIFLC Regulations 350-1 and 611-1. This policy supersedes all previous policies. This policy is punitive and all individuals who violate this policy may be subject to criminal, disciplinary or other adverse administrative action. DLIFLC Command Policy covers the detailed information regarding academic integrity.

## Sexual Harassment

DLIFLC requires all personnel, military and civilians, to take one hour long-in-person mandatory Sexual Harassment/Assault Response and Prevention (SHARP) annual training. The training is available throughout the campus at various times during the fiscal year. The suspense for completion of the training is 12 months following the last time the individual completed the training.

DLIFLC Command Policy, under the Code of Federal Regulations, states that all harassment allegations will be taken seriously and investigated promptly.

## Grievance and Complaint Procedures

Use of the chain-of-command is encouraged, as DLIFLC is a military organization. However, additional channels exist that facilitate institutional improvement. Specifically, Garrison support systems have Interactive Customer Feedback links that encourage feedback. Interim and Exit Student Questionnaires facilitate communication of student concerns. Other mechanisms include the Chaplain's Office, Staff Judge Advocate's Office, and Inspector General's Office.



## PROGRAM DESCRIPTIONS/TYPES OF PROGRAMS

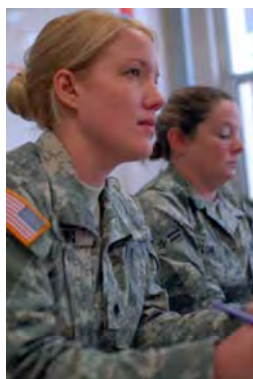
The primary objective of DLIFLC's educational programs is to teach the target language as a vehicle of active communication. Faculty normally carries out teaching with native or near-native language proficiency, and the language is always taught within the cultural, political, socioeconomic, and military contexts of the country where the target language is spoken.

Most students attending DLIFLC are assigned to a Basic Program. Teaching begins with carefully selected authentic materials and gradually moves toward creative use of the language in a variety of real-life situations. This progression is achieved through activities that emphasize listening, reading, and speaking skills. Student self-confidence is increased by means of conversational activities such as role playing and coping with everyday situations. Students also learn to write in the language, but this skill is not formally evaluated. Intermediate and advanced level programs provide maximum flexibility for both the student and the teacher. A variety of routines are employed to increase the student's ability to communicate orally: presenting reports, debating current issues, and supporting a point of view are typical classroom activities. The level of proficiency achieved varies, depending on the length of the program and the difficulty of the language.

Because of the intensity and broadness of DLIFLC programs, the Institute develops its own instructional materials to target the special needs of military students. DLIFLC also offers a number of specialized programs to meet special needs identified by DoD and other agencies. Courses, to include outcomes, duration and other information are listed in the Joint Services Transcript (JST) and is accessible from <https://jst.doded.mil/smart/welcome.do>

### **Basic Program:** Code 01

Each Basic Program is an intensive program with 100, 200, and 300 level language courses. Each program is designed to take the student up to an ILR proficiency Level 2 in listening comprehension, reading comprehension, and a level 1+ speaking ability with an eventual goal of a L2+, R2+, S2. The writing ability acquired varies, depending on the target language. Prerequisite: Minimum DLAB score (as specified under Admission Requirements). This course is eligible for the AA Degree.



### **Basic Conversational Program:** Code 02 (Japanese Only)

A conversation program at the introductory level that focuses on active communication skills suited for daily interaction in the target country. It is designed to develop listening comprehension and speaking ability to ILR proficiency Level 1. Prerequisite: none (DLAB scores as specified under Admission Requirements are recommended).

### **Cross-Training Program:** Code 05

In the case of closely related languages or dialects, this intensive program at the beginning and intermediate level is designed to provide Basic Program graduates of one language or dialect, with parallel skills in a related dialect. Prerequisite: an ILR proficiency Level 2 in listening comprehension and in one other skill in the original language. The test must have been administered within 12 months of the start of Code 05 program.

### **Intermediate Program:** Code 06

A program with 300 level courses designed as continuing education for Basic Program graduates who have served in the field in a professional specialty. It is designed to advance the student's listening comprehension to ILR proficiency level 2+, reading comprehension to 2+, and speaking ability to level 2 and to further develop the student's overall proficiency in writing. The instruction varies according to the student's initial competence and the difficulty of the language. Prerequisite: ILR proficiency Level 2 in listening comprehension and in one other skill in the language to be studied. The test must have been administered within 12 months of the start of the Code 06 program. This course is eligible for the AA Degree; a Critical Thinking course is required if the student did not also take the Basic program.

### **Advanced Program:** Code 07

An advanced language program designed as continuing education for Intermediate Program graduates who have served in the field in a professional specialty. Most Advanced Programs provide a general review of the Intermediate Program and are designed to advance the student's listening comprehension, reading comprehension, and speaking ability to ILR Level 3, as well as to further develop the student's overall proficiency in speaking and writing. Instruction is based on authentic materials selected from current target language publications. Prerequisite: ILR proficiency Level 2+ in listening comprehension and in one other skill in the language to be studied. The test must have been administered within 12 months of the start of the Code 07 program. ACE Credit is available to students who successfully complete this Program as of 1 November 2011.

**Special Program: Code 09**

A program in a limited number of languages designed to meet students' needs for specialized vocabulary or unique instructional objectives. Prerequisite: varies with the objectives of the individual program. These courses provide Basic Acquisition of target language with an ILR goal of 1/1 Listening and Speaking.

**Basic Special Projects: Code 15**

A Basic Program designed to develop listening comprehension, reading comprehension, - ILR Level 2 and speaking to ILR Level 1+, with more attention directed toward listening, and speaking skills for educational, governmental, political, and social environments. Class composition will normally consist of officers, senior enlisted, and high-grade civilians who will be entering a foreign educational program or occupying security assistance, embassy, attaché, or a Foreign Area Officer designated billet. Prerequisite: Minimum DLAB score (as specified under Admission Requirements).

**Sustainment Program: Code 31**

A program designed to sustain and broaden the current proficiency of foreign language specialists. This continuing education program is narrow in scope due to the limited time available. The course content is designed around the student's current language skills. Education is in the four language skills. Language is taught within the geopolitical, socioeconomic and military context of the target cultures. DLPT scores are not expected to increase, but students' linguistic skills should. Prerequisites: Student must have successfully completed a formal language course and received a DLPT skill level of 1+ in two of the three modalities tested. The test must have been administered within 12 months of the start of the program.

**Basic Enhancement Program: Code 32**

A six-week program designed to sustain and enhance the current proficiency of linguists. The training is narrow in scope due to the limited time available. The course content is designed around student current language skills. Education is in the four language skills. Language is taught within the geographical, socioeconomic, and military context of the target cultures. DLPT scores are not expected to increase; however, students' linguistic skills should. Students must have successfully completed a formal language course and received a DLPT of 2 in two of the three skills tested.

**Refresher Program: Code 41**

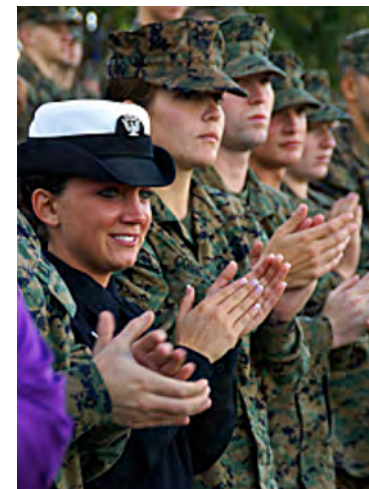
A program designed to reestablish language proficiency levels in listening, reading, and speaking of personnel with proficiency levels below L2/R2/S1+ who have recently dropped a half level or more. The expected proficiency gain for this course is one half level in those skills where proficiency has declined. Education is in the four language skills. Language is taught within the geopolitical, socioeconomic, and military context of the target culture. Prerequisites: Current DLPT skill level of at least Level 1 in listening, reading and speaking on a test administered within 12 months prior to the scheduled start of the Code 41 program. Students without a current speaking score will be tested upon arrival at the Presidio of Monterey.

**MOLINK Translator Program: Code 50 (DLIFLC-Washington)**

A program specially designed to teach advanced translation techniques in Russian as required for the Moscow-Washington Direct Communication Link (MOLINK) Program. Precise one-way Russian to English written translation is emphasized. Prerequisite: an ILR proficiency Level 3 in all skills in both Russian and English; candidates undergo an agency screening process.

**MOLINK Maintenance Program: Code 55 (DLIFLC-Washington)**

Guided self-study for MOLINK translator program enables graduates to maintain the proficiency necessary for the Moscow-Washington Direct Communication Link program. Prerequisite: successful completion of the MOLINK Translator Program.



**DTRA Russian Arms Control Speaking Proficiency: Code 71**

A specialized program with 300 level courses designed to prepare select students for the mission of working as Russian interpreter-inspectors, escorts, and monitors for the Defense Threat Reduction Agency (DTRA) On-Site Inspection Directorate, under the provisions of current and future arms control treaties and agreements. Speaking ability, interpreting and translating skills, and knowledge of current treaties are stressed. Prerequisite: an ILR proficiency Level 2 in Russian listening and reading comprehension skills. The test must have been administered within 12 months of the scheduled start of the class.

**DLIFLC RESIDENT LANGUAGE PROGRAMS (FY15)**

Program	Code	Training Weeks	Prerequisite(s)
<b>ARABIC (Modern Standard)</b>			
Basic	01AD	64	DLAB: 110
Intermediate	06AD	47	DLPT: L2/R or S2
Advanced	07AD	47	DLPT: L2+/R or S2+
Special Projects	15AD	64	DLAB: 110
Refresher	41AD	16	DLPT: L1/R or S1
<b>ARABIC (Egyptian)</b>			
Basic	01AE	64	DLAB: 110
Conversion (Arabic Modern Standard pre-requisite)	05AE	16	DLPT: L2/R or S2 (MSA)
<b>ARABIC (Iraqi)</b>			
Basic	01DG	64	DLAB: 110
Conversion (Arabic Modern Standard pre-requisite)	05DG	16	DLPT: L2/R or S2 (MSA)
Intermediate	06DG	47	DLPT: L2/R or S2
Advanced	07DG	47	DLPT: L2+/R or S2+
<b>Arabic (Levantine)</b>			
Basic	01AP	64	DLAB: 110
Conversion (Arabic Modern Standard pre-requisite)	05AP	16	DLPT: L2/R or S2 (MSA)
Intermediate	06AP	47	DLPT: L2/R or S2
Advanced	07AP	47	DLPT: L2+/R or S2+

Program	Code	Training Weeks	Prerequisite(s)
<b>CHINESE-MANDARIN</b>			
Basic	01CM	64	DLAB: 110
Intermediate	06CM	47	DLPT: L2/R or S2
Advanced	07CM	47	DLPT: L2+/R or S2+
Special Projects	15CM	64	DLAB: 110
Refresher	41CM	16	DLPT: L1/R or S1
<b>FRENCH</b>			
Basic	01FR	26	DLAB: 95
Intermediate	06FR	18	DLPT: L2/R or S2
Advanced	07FR	18	DLPT: L2+/R or S2+
Special Projects	15FR	26	DLAB: 95
Refresher	41FR	6	DLPT: L1/R or S1
<b>GERMAN</b>			
Basic	01GM	35	DLAB: 100
Intermediate	06GM	26	DLPT: L2/R or S2
Advanced	07GM	26	DLPT: L2+/R or S2+
Refresher	41GM	9	DLPT: L1/R or S1
<b>HEBREW</b>			
Basic	01HE	48	DLAB: 105
Intermediate	06HE	36	DLPT: L2/R or S2
Advanced	07HE	36	DLPT: L2+/R or S2+
Refresher	41HE	12	DLPT: L1/R or S1
<b>HINDI</b>			
Basic	01HJ	48	DLAB: 105
<b>INDONESIAN</b>			
Basic	01JN	35	DLAB: 100
Refresher	41JN	9	DLPT: L1/R or S1
<b>JAPANESE</b>			
Basic	01JA	64	DLAB: 110
Basic Conversational	02JA	24	
Advanced	07JA	47	DLPT: L2+/R or S2+
Special Projects	15JA	64	DLAB: 110
Refresher	41JA	16	DLPT: L1/R or S1
<b>KOREAN</b>			
Basic	01KP	64	DLAB: 110
Intermediate	06KP	47	DLPT: L2/R or S2
Advanced	07KP	47	DLPT: L2+/R or S2+
Special Projects	15KP	64	DLAB: 110
Refresher	41KP	16	DLPT: L1/R or S1

Program	Code	Training Weeks	Prerequisite(s)
<b>PASHTU-AFGHAN (Pashto)</b>			
Basic	01PV	64	DLAB: 110
Intermediate	06PV	47	DLPT: L2/R or S2
Advanced	07PV	47	DLPT: L2+/R or S2+
Basic Refresher	41PV	12	DLPT: L1/R or S1
<b>PERSIAN-AFGHAN (Dari)</b>			
Basic	01PG	48	DLAB: 105
Conversion (Basic Persian Farsi pre-requisite)	05PG	16	DLPT: L2/R or S2 (PF)
Intermediate	06PG	36	DLPT: L2/R or S2
Basic Refresher	41PG	12	DLPT: L1/R or S1
<b>PERSIAN-FARSI</b>			
Basic	01PF	48	DLAB: 105
Intermediate	06PF	36	DLPT: L2/R or S2
Advanced	07PF	36	DLPT: L2+/R or S2+
Refresher	41PF	12	DLPT: L1/R or S1
<b>PORTUGUESE</b>			
Basic	01PY	26	DLAB: 95
Intermediate	06PY	18	DLPT: L2/R or S2
Advanced	07PY	18	DLPT: L2+/R or S2+
Refresher	41PY	6	DLPT: L1/R or S1
<b>RUSSIAN</b>			
Basic	01RU	48	DLAB: 105
Intermediate	06RU	36	DLPT: L2/R or S2
Advanced	07RU	36	DLPT: L2+/R or S2+
Special Request	15RU	48	DLAB: 105
Refresher	41RU	12	DLPT: L1/R or S1
DTRA	71RU	47	DLPT: L2/R2
<b>SERBIAN/CROATIAN</b>			
Basic	01SC	48	DLAB: 105
Intermediate	06SC	36	DLPT: L2/R or S2
Advanced	07SC	36	DLPT: L2+/R or S2+
Refresher	41SC	12	DLPT: L1/R or S1

Program	Code	Training Weeks	Prerequisite(s)
<b>SPANISH</b>			
Basic	01QB	26	DLAB: 95
Intermediate	06QB	18	DLPT: L2/R or S2
Advanced	07QB	18	DLPT: L2+/R or S2+
Special Projects	15QB	26	DLAB: 95
Refresher	41QB	6	DLPT: L1/R or S1
<b>TAGALOG</b>			
Basic	01TA	48	DLAB: 105
Intermediate	06TA	36	DLPT: L2/R or S2
Advanced	07TA	36	DLPT: L2+/R or S2+
Refresher	41TA	12	DLPT: L1/R or S1
<b>TURKISH</b>			
Basic	01TU	48	DLAB: 105
Intermediate	06TU	36	DLPT: L2/R or S2
Advanced	07TU	36	DLPT: L2+/R or S2+
Refresher	41TU	12	DLPT: L1/R or S1
<b>URDU</b>			
Basic	01UR	48	DLAB: 105

### **DLIFLC RESIDENT LANGUAGE PROGRAMS (FY16)**

Program	Code	Training Weeks	Prerequisite(s)
<b>ARABIC (Modern Standard)</b>			
Basic	01AD	64	DLAB: 110
Intermediate	06AD	47	DLPT: L2/R or S2
Advanced	07AD	47	DLPT: L2+/R or S2+
Special Projects	15AD	64	DLAB: 110
Refresher	41AD	16	DLPT: L1/R or S1
<b>ARABIC (Egyptian)</b>			
Basic	01AE	64	DLAB: 110
Conversion (Arabic Modern Standard pre-requisite)	05AE	16	DLPT: L2/R or S2 (MSA)

Program	Code	Training Weeks	Prerequisite(s)
<b>ARABIC (Iraqi)</b>			
Basic	01DG	64	DLAB: 110
Conversion (Arabic Modern Standard pre-requisite)	05DG	16	DLPT: L2/R or S2 (MSA)
Intermediate	06DG	47	DLPT: L2/R or S2
Advanced	07DG	47	DLPT: L2+/R or S2+
<b>Arabic (Levantine)</b>			
Basic	01AP	64	DLAB: 110
Conversion (Arabic Modern Standard pre-requisite)	05AP	16	DLPT: L2/R or S2 (MSA)
Intermediate	06AP	47	DLPT: L2/R or S2
Advanced	07AP	47	DLPT: L2+/R or S2+
<b>CHINESE-MANDARIN</b>			
Basic	01CM	64	DLAB: 110
Intermediate	06CM	47	DLPT: L2/R or S2
Advanced	07CM	47	DLPT: L2+/R or S2+
Special Projects	15CM	64	DLAB: 110
Refresher	41CM	16	DLPT: L1/R or S1
<b>FRENCH</b>			
Basic	01FR	26	DLAB: 95
Intermediate	06FR	18	DLPT: L2/R or S2
Advanced	07FR	18	DLPT: L2+/R or S2+
Special Projects	15FR	26	DLAB: 95
Refresher	41FR	6	DLPT: L1/R or S1
<b>GERMAN</b>			
Basic	01GM	35	DLAB: 100
Intermediate	06GM	26	DLPT: L2/R or S2
Advanced	07GM	26	DLPT: L2+/R or S2+
Refresher	41GM	9	DLPT: L1/R or S1
<b>HEBREW</b>			
Basic	01HE	48	DLAB: 105
Intermediate	06HE	36	DLPT: L2/R or S2
Advanced	07HE	36	DLPT: L2+/R or S2+
Refresher	41HE	12	DLPT: L1/R or S1
<b>HINDI</b>			
Basic	01HJ	48	DLAB: 105

Program	Code	Training Weeks	Prerequisite(s)
<b>INDONESIAN</b>			
Basic	01JN	35	DLAB: 100
Refresher	41JN	9	DLPT: L1/R or S1
<b>JAPANESE</b>			
Basic	01JA	64	DLAB: 110
Basic Conversational	02JA	24	
Advanced	07JA	47	DLPT: L2+/R or S2+
Special Projects	15JA	64	DLAB: 110
Refresher	41JA	16	DLPT: L1/R or S1
<b>KOREAN</b>			
Basic	01KP	64	DLAB: 110
Intermediate	06KP	47	DLPT: L2/R or S2
Advanced	07KP	47	DLPT: L2+/R or S2+
Special Projects	15KP	64	DLAB: 110
Refresher	41KP	16	DLPT: L1/R or S1
<b>PASHTU-AFGHAN (Pashto)</b>			
Basic	01PV	64	DLAB: 110
Intermediate	06PV	47	DLPT: L2/R or S2
Advanced	07PV	47	DLPT: L2+/R or S2+
Basic Refresher	41PV	12	DLPT: L1/R or S1
<b>PERSIAN-AFGHAN (Dari)</b>			
Basic	01PG	48	DLAB: 105
Conversion (Basic Persian Farsi pre-requisite)	05PG	16	DLPT: L2/R or S2
Intermediate	06PG	36	DLPT: L2/R or S2
Basic Refresher	41PG	12	DLPT: L1/R or S1
<b>PERSIAN-FARSI</b>			
Basic	01PF	48	DLAB: 105
Intermediate	06PF	36	DLPT: L2/R or S2
Advanced	07PF	36	DLPT: L2+/R or S2+
Refresher	41PF	12	DLPT: L1/R or S1
<b>PORTUGUESE</b>			
Basic	01PY	26	DLAB: 95
Intermediate	06PY	18	DLPT: L2/R or S2
Advanced	07PY	18	DLPT: L2+/R or S2+
Refresher	41PY	6	DLPT: L1/R or S1

Program	Code	Training Weeks	Prerequisite(s)
<b>RUSSIAN</b>			
Basic	01RU	48	DLAB: 105
Intermediate	06RU	36	DLPT: L2/R or S2
Advanced	07RU	36	DLPT: L2+/R or S2+
Special Request	15RU	48	DLAB: 105
Refresher	41RU	12	DLPT: L1/R or S1
DTRA	71RU	47	DLPT: L2/R2
<b>SERBIAN/CROATIAN</b>			
Basic	01SC	48	DLAB: 105
Intermediate	06SC	36	DLPT: L2/R or S2
Advanced	07SC	36	DLPT: L2+/R or S2+
Refresher	41SC	12	DLPT: L1/R or S1
<b>SPANISH</b>			
Basic	01QB	26	DLAB: 95
Intermediate	06QB	18	DLPT: L2/R or S2
Advanced	07QB	18	DLPT: L2+/R or S2+
Special Projects	15QB	26	DLAB: 95
Refresher	41QB	6	DLPT: L1/R or S1
<b>TAGALOG</b>			
Basic	01TA	48	DLAB: 105
Intermediate	06TA	36	DLPT: L2/R or S2
Advanced	07TA	36	DLPT: L2+/R or S2+
Refresher	41TA	12	DLPT: L1/R or S1
<b>TURKISH</b>			
Basic	01TU	48	DLAB: 105
Intermediate	06TU	36	DLPT: L2/R or S2
Advanced	07TU	36	DLPT: L2+/R or S2+
Refresher	41TU	12	DLPT: L1/R or S1
<b>URDU</b>			
Basic	01UR	48	DLAB: 105

## **REIMBURSABLE PROGRAMS, NON-CREDIT, NON-CERTIFICATE, NON-DEGREE**

### **Video Tele-Training Program: Series 200**

This program offers interactive instruction (two-way audio and video) to locations via IP frame relay. Level, skill emphasis, content, and length of instruction (in increments of one hour) are determined for each iteration in detailed educational objectives specified by the Command Language Program Manager (CLPM) of the requesting unit. Prerequisite: Skill level requirements vary and follow those established for resident programs with regard to the difficulty of the language and the level of instruction involved. The above basic resident language codes are used to identify the level and type of training.

### **Broadband Language Training System (BLTS): Series 400**

This program offers interactive instruction (two-way audio and video) to locations via web-based platforms. The current program used to support this training is Direct Connect On-line. Level, skill emphasis, content, and length of instruction (in increments of one hour) are determined for each iteration in detailed educational objectives specified by the Command Language Program Manager (CLPM) of the requesting unit. Prerequisite: Skill level requirements vary and follow those established for resident programs with regard to the difficulty of the language and the level of instruction involved. The above basic resident language codes are used to identify the level and type of training.

### **Language Training Detachment (LTD): Series 300**

This program is designed to provide one or more subject matter experts from the faculty and staff of the DLIFLC who are specially trained to advise and support, inside continental U.S. and outside continental U.S., non-resident language programs. An LTD is assigned to the field on a permanent change of station order with permanent change of assignment orders for a tour of duty as limited by the Joint Travel Regulation. The overall mission of an LTD is to provide stability and continuity in the establishment, management, and overall operation of large DoD language learning centers. LTDs are under the operational control of the commander requesting the LTD.





### **On-Site Training Program: Series 700**

A program delivered to locations by a Mobile Training Team. Level, skill emphasis, content, and length of instruction (in increments of one day) are determined for each iteration in detailed educational objectives specified by the CLPM of the requesting unit. Prerequisite: Skill level requirements vary and follow those established for resident programs with regard to the difficulty of the language and the level of instruction involved.

### **DLI Washington Language Programs**

DLI-Washington, a satellite office of the Institute, administers the Contract Foreign Language Training Program (CFLTP), by providing full-time resident instruction for military linguists in low enrollment languages, for all Defense Attaché System (DAS) personnel, and for other language training requirements which cannot be met through regularly scheduled courses at DLIFLC. Representing the DLIFLC Commandant in the National Capital Region, and acting as his liaison to DoD and other government agencies and academic organizations, DLI-Washington has been responsible for the administering of many high visibility programs, such as AFPAK Hands. In addition, DLI-Washington provides training and certification for presidential translators who serve the Washington-Moscow Direct Communications Link (MOLINK).

## ***COURSE DESCRIPTIONS***

DLIFLC, as an accredited institution of post-secondary education, has assigned academic credit in semester units for successful completion of course work in its resident programs since Oct. 1, 1990, with permission of the ACCJC/WASC. The course description section of this catalog shows the number of credits awarded for courses at the lower and upper division levels of the Basic and Intermediate Programs.

### **Foreign Language Basic Program Description**

The following descriptions of DLIFLC's intensive language program courses are intended to serve as an aid to college registrars in assigning credit and determining equivalencies for studies completed at DLIFLC. Courses 120, 140, 220, 240, 340 are general education courses (Critical Thinking, Humanities, Area Study). Please see below course descriptions. The course descriptions apply to all languages. The acronym FL denotes Foreign Language courses, courses. Each "credit" corresponds to one "semester hour," which is a minimum of 16 contact hours of instruction.

## **Lower Division Basic Courses**

### **FL 101. 4 credits Elementary Foreign Language I**

The student acquires the fundamental elements of the language, using a multiple-skills approach that includes in-class participation, language laboratory access, and supervised daily homework. Listening, speaking, and reading skills are taught using an integrated approach. Authentic materials are used to enhance instruction. The Final Learning Objectives (FLOs) are integrated into the curriculum. Proficiency is stressed throughout the course.

### **FL 102. 4 credits Elementary Foreign Language II**

Using a multiple-skills approach that includes in-class participation, language laboratory access, and supervised daily homework, the student continues to refine skills learned in FL 101, with an emphasis on expanding language skills learned in the previous course. Listening, speaking, and reading skills are taught using an integrated approach. Authentic materials are used to enhance instruction. The FLOs are integrated into the curriculum. Proficiency is stressed throughout the course.

### **FL 110. 3 credits Elementary Foreign Language Conversation**

Communication skills are expanded upon, with a focus on speaking and listening activities. The student begins to build a basic conversational vocabulary in the target language. This course is taken concurrently with FL 101 and FL 102.

### **FL 120. 2 credits Introduction to Job Related Skills in the Foreign Language**

The student learns how to use the target language as a military linguist through an introduction to specific job-related skills. The course also emphasizes critical thinking skills, such as logical thought, evaluation, and clear and precise expression in the target language. This course may be used to partially fulfill the GER in Area B, Critical Thinking (2 credits). This course is taken concurrently with FL 101 and FL 102.

### **FL 140. 2 credits Introduction to Foreign Language Culture**

The student is introduced to the culture of the nation(s) and area(s) where the target language is spoken. For the first time, the student is exposed to regional traditions, family structures, religions, values, beliefs, customs, and ethnic characteristics. As the student progresses through the course, an increasing amount of material is presented in the target language. This course may be used to partially fulfill the GER in Area D, Humanities (2 credits). This course is taken concurrently with FL 101 and FL 102.

**FL 201. 4 credits Intermediate Foreign Language I**

The student's active and passive vocabulary in context is increased, and the individual is introduced to grammatical concepts as appropriate. Listening, speaking, and reading skills are taught at an increased level of complexity using an integrated approach. More authentic materials are used to enhance instruction. The target language is used most of the time. The FLOs are integrated into the curriculum at a higher level.

**FL 202. 4 credits Intermediate Foreign Language II**

Using a multiple-skills approach that includes in-class participation, language laboratory access, and supervised daily homework, the student continues to refine skills learned in FL 201, with an emphasis on expanding language skills learned in the previous courses. Authentic materials are increasingly used to enhance instruction. The FLOs are integrated into the curriculum. The target language is used almost exclusively. Proficiency continues to be stressed.

**FL 210. 3 credits Intermediate Foreign Language Conversation**

Communication skills continue to be expanded upon, with an increased focus on conversation. The student continues to build a more complex conversational vocabulary in the target language. This course is taken concurrently with FL 201 and FL 202.

**FL 220. 2 credits Introduction to Military Topics in the Foreign Language**

Performance FLOs are introduced in depth. The student concentrates on the study of specific military topics in the foreign language. The course places an increased emphasis on critical thinking skills, such as logical thought, evaluation, and clear and precise expression in the target language. This course may be used to partially fulfill the GER in Area B, Critical Thinking (1 credit). This course is taken concurrently with FL 201 and FL 202.

**FL 240. 2 credits History and Geography of the Foreign Language Region**

The student is presented with a more detailed study of regional social institutions, history, and geography. The student pays special attention to political, socioeconomic, and military aspects of the area(s) where the target language is spoken. This course may be used to partially fulfill the GER in Area D, Humanities (1 credit) and Area G, Area Studies (1 credit). This course is taken concurrently with FL 201 and FL 202.

**Upper Division Basic Courses****FL 301. 4 credits Advanced Foreign Language I**

The student continues the study of the target language, using a multiple-skills approach to expand upon the knowledge acquired in FL 101 and FL 201. Listening, speaking, and reading skills are taught at an increased level of complexity, using an integrated approach. Student learning is increasingly based on authentic materials, with a focus on current newspapers, periodicals, audio, and video materials. The target language is used exclusively, and the FLOs are integrated into the curriculum at a higher level.

**FL 302. 4 credits Advanced Foreign Language II**

Using a multiple-skills approach that includes in-class participation, language laboratory access, and supervised daily homework, the student continues to refine the skills learned in FL 301, with an emphasis on expanding the language skills learned in the previous courses. Authentic materials are increasingly used to enhance instruction, the appropriate FLOs are integrated into the curriculum, the target language is used exclusively, and proficiency is stressed throughout.

**FL 310. 3 credits Advanced Foreign Language Conversation**

The student continues to expand upon communication skills, with a focus on conversational strategies for novel situations. The student also continues to build a more complex conversational vocabulary in the target language and use the target language exclusively. The topics of discussion include current news and other items of interest taken from various media. This course is taken concurrently with FL 301 and FL 302.

**FL 320. 2 credits Comprehensive Military Topics in the Foreign Language**

The student uses simulations and authentic materials in order to learn how to act and react in real-life scenarios and future job-related duties. Mastery of the FLOs is achieved, with an emphasis on the translation of written and spoken target language materials into English. This course is taken concurrently with FL 301 and FL 302.

**FL 340. 2 credits Area and Intercultural Studies within the Foreign Language Region**

The student builds on past studies of cultural topics, focusing on educational systems, social institutions, group affiliations, and views of global issues. Using the target language exclusively, the student is able to discuss political, socioeconomic, and military aspects of the area(s) where the target language is spoken. This course may be used to partially fulfill the GER in Area G, Area Studies (2 credits). This course is taken concurrently with FL 301 and FL 302.

## Foreign Language Intermediate Program Descriptions

The following descriptions of DLIFLC's intermediate intensive language program courses and DTRA program courses are intended to serve as an aid to college registrars in assigning credit and determining equivalencies for studies completed at DLIFLC. Intermediate foreign language courses have been conducted at DLIFLC since the 1970s. The DTRA courses have been taught since 1990.

The prerequisite for all intermediate program courses is based upon the ILR scale and is a Level 2 in listening and reading. All students are expected to reach a Level 2+ in listening, reading, and speaking by the end of any intermediate program.

### Upper Division Intermediate Courses

#### **FL 361. 3 credits Intermediate Listening Comprehension**

The course provides a continued study of the language and is designed to refine listening comprehension skills using authentic texts. The student learns to take notes or minutes from live and recorded radio and television broadcasts, as well as from native speakers. A wide variety of subject matter is covered.

#### **FL 362. 3 credits Intermediate Reading Comprehension**

The course provides a continued study of the language and is designed to refine reading comprehension skills using authentic texts from various media. The student increases his or her ability to infer meaning from newspaper and periodical articles on unfamiliar or professional topics.

#### **FL 363. 3 credits Intermediate Conversation: Oral Production**

The course provides a refinement of oral communication skills focused on interviewing, reporting, and interpreting. Limited research activities are required. Emphasis is placed on colloquial and technical language, as well as on the development of linguistic accuracy. The student will discuss complicated, unfamiliar, or professional subjects with native speakers, such as business people, consulate officials and employees, military attachés, etc.

#### **FL 371. 3 credits Intermediate Grammar**

The course develops grammatical and syntactical concepts in order to refine the student's communication skills, enabling accurate translation of narrative reports and instructions.

#### **FL 381. 3 credits Intermediate Area Studies – Social Science**

The course focuses on the culture, society, economics, politics, and geography (physical, political, and economic) of the nation(s) associated with the foreign language. The student conducts research and present findings using current sources taken from all media, including the Internet.

#### **FL 382. 3 credits Intermediate Area Studies – Military, Science, and Technology**

The course focuses on the military forces, security measures, science, and technology in the nation(s) associated with the foreign language. The student conducts research and present findings using authentic materials taken from all media, including the Internet.

### Upper Division Defense Threat Reduction Agency (DTRA) Courses

#### **FL 364. 5 credits DTRA Communicative Skills**

The course focuses on roundtable discussion groups and debates. Emphasis is placed on DTRA treaty issues that the student needs to understand for his or her DTRA duties.

#### **FL 365. 5 credits DTRA Interpreting and Translation**

The course emphasizes the techniques and rudiments of public speaking and student-led interpreting excursions. Emphasis is placed on DTRA treaty issues that the student needs to understand for his or her DTRA duties.

#### **FL 370. 2 credits DTRA Grammar**

The course develops grammatical concepts and syntactical elements to enable the student's refinement of communication skills, with an emphasis on DTRA treaty language and grammar issues that the student needs to understand for his or her DTRA duties.

#### **FL 383. 3 credits DTRA Area Studies**

The course focuses on the geography, history, and social aspects of Russia and the former Soviet Union. Emphasis is placed on DTRA treaty issues that the student needs to understand for his or her DTRA duties.

#### **FL 384. 3 credits DTRA Treaties and Agreements and Treaty Language Tasks**

The DTRA liaison to DLIFLC teaches this course. The course is comprised of an intensive study of arms-control treaties and agreements currently in force between the U.S. and Russia. It also includes language tasks performed as a part of inspections escorts and monitoring missions under arms-control treaties and agreements.

## **LANGUAGE SKILL LEVEL DESCRIPTIONS ACCORDING TO THE INTERAGENCY LANGUAGE ROUNDTABLE SCALES** ([www.govtilr.org](http://www.govtilr.org))

The following descriptions of proficiency levels 0, 1, 2, 3, 4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary to the "base-level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details. Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

### **ILR Skill Levels: Listening**

The following proficiency level descriptions characterize comprehension of the spoken language. Each of the six "base levels" implies control of any previous "base levels" functions and accuracy. The "plus level" designation (data coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details. Unless otherwise specified, the term "native listener" refers to native speakers and listeners of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

**Listening 0 (No Proficiency)** No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some non-automated applications. [Data Code 00])

**Listening 0+ (Memorized Proficiency)** Sufficient comprehensions to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some non-automated applications.) [Data Code 06]

**Listening 1 (Elementary Proficiency)** Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood

syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some non-automated applications.) [Data Code 10]

**Listening 1+ (Elementary Proficiency, Plus)** Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some non-automated applications.) [Data Code 16]

**Listening 2 (Limited Working Proficiency)** Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts; i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some non-automated applications.) [Data Code 20]

**Listening 2+ (Limited Working Proficiency, Plus)** Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been Coded L-2+ in some non-automated applications.) [Data Code 26]

**Listening 3 (General Professional Proficiency)** Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some non-automated applications.) [Data Code 30]

**Listening 3+ (General Professional Proficiency, Plus)** Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some non-automated applications.) [Data Code 36]

**Listening 4 (Advanced Professional Proficiency)** Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some non-automated applications.) [Data Code 40]

**Listening 4+ (Advanced Professional Proficiency, Plus)** Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some non-automated applications.) [Data Code 46]

**Listening 5 (Functionally Native Proficiency)** Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some non-automated applications.) [Data 50]

## ILR Skill Levels: Reading

The following proficiency level descriptions characterize comprehension of the written language. Each of the six “base levels” implies control of any previous “base level’s” functions and accuracy. The “plus level” designation will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next “base level.” The “plus level” descriptions are therefore supplementary to the “base level” descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details. Unless otherwise specified, the term “native reader” refers to native readers of a standard dialect.

“Well-educated,” in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

In the following descriptions a standard set of text-types is associated with each level. The text-type is generally characterized in each descriptive statement.

The word “read,” in the context of these proficiency descriptions, means that the person at a given skill level can thoroughly understand the communicative intent in the text-types described. In the usual case the reader could be expected to make a full representation, thorough summary, or translation of the text into English.

Other useful operations can be performed on written texts that do not require the ability to “read” as defined above. Examples of such tasks which people of a given skill level may reasonably be expected to perform are provided, when appropriate, in the descriptions.

**R-0: Reading 0 (No Proficiency)** No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. [Data Code 0]

**R-0+: Reading 0+ (Memorized Proficiency)** Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose. [Data Code 6]

**R-1: Reading 1 (Elementary Proficiency)** Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. [Data Code 10]

**R-1+: Reading 1+ (Elementary Proficiency, Plus)** Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field. In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

**R-2: Reading 2 (Limited Working Proficiency)** Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above. [Data Code 20]

**R-2+: Reading 2+ (Limited Working Proficiency, Plus)** Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

**R-3: Reading 3 (General Professional Proficiency)** Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and “read between the lines,” (that is, understand the writers’ implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. [Data Code 30]

**R-3+: Reading 3+ (General Professional Proficiency, Plus)** Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions, however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical or literary texts which do not rely heavily on slang and unusual items. [Data Code 36]

**R-4: Reading 4 (Advanced Professional Proficiency)** Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual’s experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to “read beyond the lines” (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers’ use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known

to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

**R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)** Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to “read beyond the lines” (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

**R-5: Reading 5 (Functionally Native Proficiency)** Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. [Data Code 50]

## ILR Skill Levels: Speaking

The following proficiency level descriptions characterize spoken language use. Each of the six “base levels” (coded 00, 10, 20, 30, 40, and 50) implies control of any previous “base level’s” functions and accuracy. The “plus level” designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next “base level.” The “plus level” descriptions are therefore supplementary to the “base level” descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.



Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details. Unless otherwise specified, the term “native speaker” refers to native speakers of a standard dialect. ]

“Well-educated,” in the context of these proficiency descriptions, does not necessarily imply formal higher education; however, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

**Speaking 0 (No Proficiency)** Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability. (Has been coded L-0 in some non-automated applications.)

**Speaking 0+ (Memorized Proficiency)** Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful.

Examples: The individual’s vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functions (linking words, markers and the like) are omitted, confused or distorted. An individual can usually differentiate most significant sounds when produced in isolation but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with people used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty. (Has been coded S-0+ in some non-automated applications.)

**Speaking 1 (Elementary Proficiency)** Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material.

Examples: Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. He/she might give information about business hours, explain routine procedures in a limited way. and state in a simple manner what actions will be taken. He/she is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise. (Has been coded S-1 in some non-automated applications.)

**Speaking 1+ (Elementary Proficiency, Plus)** Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.

Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable

comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public. (Has been coded S-1+ in some non-automated applications.)

**Speaking 2 (Limited Working Proficiency)** Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances. but unusual or imprecise elsewhere.

Examples: While these interactions will vary widely from individual to individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology. passive constructions, word order, and embedding. (Has been coded S-2 in some non-automated applications.)

**Speaking 2+ (Limited Working Proficiency, Plus)** Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward

or inaccurate phrasing of ideas, mistaken time, space and person references, or to be in some way inappropriate, if not strictly incorrect. Examples: Typically the individual can participate in most social, formal, and informal interactions, but limitations either in range of contexts, types of tasks or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often incohesive. (Has been coded S-2+ in some non-automated applications.)

**Speaking 3 (General Professional Proficiency)** Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs and the implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate: but stress, intonation and pitch control may be faulty.

Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures. (Has been coded S-3 in some non-automated applications.)

**Speaking 3+ (General Professional Proficiency, Plus)** Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort or errors which limit the range of language-use tasks that can be reliably performed. Typically there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including low- and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily, accurately and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low frequency and highly-complex structures. (Has been coded S-3+ in some non-automated applications.)

**Speaking 4 (Advanced Professional Proficiency)** Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as in informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty.

Examples: Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of interpersonal official, semi-official and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks and settings). Can play an effective role among native speakers in such contexts as conferences, lectures and debates on matters of disagreement. Can

advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Understands and reliably produces shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction. (Has been coded S-4 in some non-automated applications.)

**Speaking 4+ (Advanced Professional Proficiency, Plus)** Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native.

Examples: The individual organizes discourse well. Employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge; however, cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional nonnative slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, and cultural reference or there may be an occasional failure to interact in a totally native manner. (Has been coded S-4+ in some non-automated applications.)

**Speaking 5 (Functionally Native Proficiency)** Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect. (Has been coded S-5 in some non-automated applications.)

## REQUIREMENTS

### Admission and Registration

Admission to DLIFLC is limited to members of the armed forces (either in the active forces or reserve components), to civilian employees of the DoD or other federal agencies, and, in certain cases, to adult family members of military students. Each student must be sponsored by the service or employing agency, and that agency directs which foreign language the individual will study. Generally, before a student is selected for a language program, a specific vacancy requiring foreign language skills must exist, which the student will fill upon graduation. Requests or registration applications for language instruction must be submitted to the appropriate sponsor in accordance with the service's or agency's own regulations. DLIFLC does not participate in this process.

Applicable service policies require that each candidate for the Basic Program be a high school graduate and have been administered the Defense Language Aptitude Battery (DLAB). For admission to a Basic Program, the following minimum DLAB scores are required:

- 95 for a Category I language (French, Portuguese, and Spanish)
- 100 for a Category II language (German, Indonesian)
- 105 for a Category III language (Hebrew, Hindi, Persian Farsi, Russian, Serbian/Croatian, Tagalog, Turkish, and Urdu)
- 110 for a Category IV language (Modern Standard Arabic, Arabic-Egyptian, Arabic Levantine, Iraqi, Chinese, Japanese, Korean, and Pashto).

Individual services or agencies may request DLAB waivers, at their discretion. The DLAB can be administered at any military installation having a test control officer.

Admission to Refresher, Intermediate, and Advanced Programs depends upon an individual's demonstrated proficiency in the language concerned. For more information, see Types of Programs.



Proficiency is measured by administration of the DLPT and is uniformly stated in terms of levels set by the ILR scale, as described later in this chapter. DLIFLC tests listening comprehension (L), reading comprehension (R), and speaking (S). Example of abbreviation: "L2/R2/S2" or "2/2/2" indicates Level 2 in listening comprehension, Level 2 in reading comprehension, and Level 2 in speaking comprehension.

### Tuition, Fees and Materials

DLIFLC is a Department of Defense (DoD) school established for the purpose of teaching armed forces personnel foreign languages. Thus, all required costs are paid by DLIFLC from its mission funds or by the sponsoring agency on a reimbursable basis. Since all students are salaried employees of their agencies, or family members of such salaried employees, student financial aid is never provided.

### Student Financial Aid

DLIFLC students are salaried employees of their agencies, or family members of such salaried employees, therefore, student financial aid is never provided.

### Associate of Arts Degree

Because DLIFLC is a regionally accredited institution, students may obtain an Associate of Arts (AA) Degree directly from the Institute. Since 2002, DLIFLC has awarded more than 10,000 AA Degrees. A student may receive an AA Degree from DLIFLC by satisfying the following requirements:



## ***Degree Requirements***

The following requirements must be met prior to the awarding of an AA degree.

**A. Eligibility-Requirement:** Students may continue to complete the transfer General Education requirements for the AA degree after they have completed their language studies at DLIFLC. However, students must still be a member or dependent of a member of the United States Armed Forces (Active, Reserve, or National Guard) or be employed by the U.S. Federal Government upon completion of all degree requirements, to include: having all documents (application, copy of LES or military ID, and transcripts) on file and active in the AA Degree Office prior to leaving active Government service. Students who are no longer enrolled at DLIFLC need to provide a copy of their most recent Leave and Earnings Statement (LES) reflecting their ETS/EAS date or a copy of their military ID card to the DLIFLC AA Degree Office to prove their eligibility. (See AA Degree Plan for regulations regarding copying of military ID card.) Spouses of any of the above with a qualifying identification card must submit a copy of both their dependent ID and their spouse's most recent LES.

**B. Residence Requirement:** The student must satisfy the residence requirement for graduation by successfully completing (as described above) a Basic, Basic Special Projects or Intermediate Program taken at DLIFLC, Presidio of Monterey.

**C. DLPT and GPA Requirements:** Students completing the Basic or Basic Special Projects Program must receive a minimum score of L2/R2/S1+ on the Defense Language Proficiency Test (DLPT) and have a cumulative grade point average of a "C" (2.0) or higher. No end of course grades below a "D" (1.0) will be accepted. Students completing only the Intermediate program must receive a minimum DLPT score of L2+/R2+/S2.

**D. Credit Requirement:** To satisfy the credit requirement for the AA degree, the student must complete a minimum of 63 semester credits of college-level work. This credit is obtained through 45 credits of DLIFLC coursework (including nine credits of DLIFLC core curriculum) and 18 credits of outside General Education requirements. Quarter credits may be substituted for semester credits through an arithmetic conversion process where 1.5 quarter credits equals 1.0 semester credit. Intermediate students must complete one additional three semester-credit course in Critical Thinking. All other requirements are the same as for the Basic Program. If an Intermediate student has completed the Basic Level course, the Critical Thinking requirement has been fulfilled.

## ***E. Transfer General Education AA Degree Requirements***

DLIFLC does not teach all of the required General Education courses a student needs to receive an AA Degree. To satisfy the General Education requirements, students must transfer in 18 semester credits, 3 semester credits for each of the 6 general education requirements listed below. Transferred General Education requirements may be fulfilled by coursework from other accredited institutes, Advanced Placement and International Baccalaureate passing scores, CLEP or Dantes exams or by military training accredited by the Academic Council on Education (ACE). ACT and SAT scores are not transferable for general education credit. Please contact the AA Degree office if you have questions about transferable courses. Waivers for any AA Degree General Education requirement are not accepted.

**F. Transfer Grades:** All transfer courses counting toward the AA degree must have a grade of "C" (2.0) or higher. A "C-" grade valued at less than a 2.0 grade points on a 4.0 scale cannot be used for transfer. Grades for transfer courses will not be included on DLIFLC transcripts and will not affect the student's cumulative GPA earned at DLIFLC.

## ***Transfer General Education Requirement Semester Credits***

DLIFLC will award degrees only to students who have demonstrated competency in the following General Education areas:

### ***1. English, 3 Credits***

Applicable courses must satisfy the writing and composition requirement from the delivering institution. Technical and business/report writing as well as poetry, fiction writing, and journalism courses do not apply.

### ***2. Mathematics, 3 Credits***

Applicable courses must teach college-level mathematics and satisfy the delivering institution's mathematics requirement for graduation. Courses fulfilling this requirement may include Accounting, Algebra, Calculus, Logic, and Math for Liberal Arts Majors, Quantitative Business Mathematics, and Statistics.

### ***3. Natural/Physical Science, 3 Credits***

Applicable courses must teach the understanding of scientific methods and the achievements of at least one of the natural or physical sciences. (Lab coursework is optional.)

#### 4. Social Science, 3 Credits

Applicable courses must teach a general understanding of the Social Sciences. Courses fulfilling this requirement may come from one of the following Social Sciences: Anthropology and Archaeology, Economics, Ethnic Studies, Gender Studies, Geography, History, Social or Behavioral Science, Political Science, Government, Psychology, Sociology, and Criminology.

#### 5. Technology (Computers), 3 Credits

Applicable courses must teach hands-on use of computers in today's work environment. Courses fulfilling this requirement include the use of desktop computers, word processing techniques, databases and spreadsheets, web searches, concerns involving virus prevention and detection, or data security, such as computer programming and networking. (Computer hardware and maintenance courses, as well as most electronics courses, are not acceptable.) This requirement must be fulfilled within five years prior to the conferral of the AA Degree.

#### 6. Physical Education, 3 Credits

(Satisfied through Basic Military Training) Applicable courses must teach appreciation and understanding of the physical skills and health knowledge essential for mental and physical wellbeing. Spouses without previous military service are required to fulfill the Physical Education requirement.

#### Language Major Requirements

All DLIFLC courses counted toward the major must be earned in residence at DLIFLC, Monterey, California. Students must achieve a minimum cumulative grade point average (GPA) of a "C" (2.0) or higher and no end of course grades below a "D" (1.0).

The major requirements are met upon satisfactory completion of DLIFLC's Basic Program for Students who enrolled after October 1, 1991. Successful completion of the Intermediate Program may be substituted for the major and will satisfy the residency requirement if enrolled after February 1, 1998. See the AA Degree Plan for more information.

#### DLIFLC Basic Program Courses in the Major

##### Lower Division:

FL 101. Elementary Foreign Language I	4 credits
FL 102. Elementary Foreign Language II	4 credits
FL 110. Elementary Foreign Language Conversation	3 credits
FL 201. Intermediate Foreign Language I	4 credits
FL 202. Intermediate Foreign Language II	4 credits
FL 210. Intermediate Foreign Language Conversation	3 credits
MS 220. Introduction to Military Topics in the Foreign Language	1 credit

##### Upper Division Courses in the Major:

FL 301. Advanced Foreign Language I	4 credits
FL 302. Advanced Foreign Language II	4 credits
FL 310. Advanced Foreign Language Conversation	3 credits
MS 320. Comprehensive Military Topics in the Foreign Language	2 credits

Major: 36 credits (Basic program satisfies all major requirements)

#### DLIFLC Core Curriculum Coursework-General Education Areas

The following DLIFLC Basic Program courses satisfy DLIFLC core curriculum courses for a total of nine semester credits.

##### Critical Thinking (3 credits)

###### Lower Division:

FL120. Introduction to Job Related Skills in the Foreign Language	2 credits
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###### Upper Division:

FL 220. Introduction to Military Topics in the Foreign Language	1 credit
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##### Humanities (3 credits)

###### Lower Division:

FL 140. Introduction to Foreign Language Culture	1 credit
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###### Upper Division:

FL 240. History and Geography of the Foreign Language Region	1 credit
FL 340. Area & Intercultural Studies within the Foreign Language Region	1 credit

##### Area Studies (3 credits)

###### Lower Division:

FL 140. Introduction to Foreign Language Culture	1 credit
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###### Upper Division:

FL240. History and Geography of the Foreign Language Region	1 credit
FL 340. Area and Intercultural Studies within the Foreign Language Region	1 credit

## DLIFLC Diploma Certificate

The DLIFLC Diploma Certificate is awarded to each student who completes all language program requirements as listed in DLIFLC Regulation 350-1, Chapter 10. Diploma requirements include the completion of all courses with a grade of “D” or higher; a cumulative grade point average of 2.0 or higher; and scores on the DLPT of L2/R2/S1+ or higher for the Basic Program, L2+/R2+/2 for the Intermediate Program, and L3/R3/S2 for the Advanced Program. Any student who completes the program but does not meet all of the diploma criteria receives a Certificate of Completion.

Any student who attends any portion of any program, but does not complete the program, receives a Certificate of Attendance. Diplomas are not awarded in refresher or sustainment language programs.

Students may graduate early for cogent service or agency-directed reasons, such as a specific requirement to report to an assignment earlier than anticipated. To qualify for a diploma at early graduation, a student must complete all course work on an accelerated schedule and meet the stated goal of the program on the DLPT. The school’s dean approves all early graduations. Students recommended for disenrollment for academic or disciplinary reasons are entitled to appeal such decisions. Details of the appellate process can be obtained from the school’s associate dean or chief MLI or at the student’s service unit.

## Linguist Certificate

Only test results from a DLPT administered at DLIFLC, as an end-of-program proficiency evaluation, can be used to determine eligibility for a Linguist Certificate. Results must be available for all three skills—listening, reading, and speaking—for a Linguist Certificate to be awarded. There are four certificates: Novice Linguist, Basic Linguist, Intermediate Linguist, and Advanced Linguist. Each level of certification reflects specified minimum proficiency levels in the three skills. DLIFLC Regulation 350-10 contains the definitions as related to applicable programs.

## AWARDS

### *Academic Awards General Eligibility*

Academic: Unless otherwise stated, minimum DLPT scores of 2/2/1+ and a minimum GPA of 3.5 are required for all candidates for any award. When only two-skill testing is available, minimum scores of 2/2 and a GPA of 3.5 are required of all candidates for awards. When only one skill is tested, a minimum score of 2 is required.

Military (when applicable): Demonstrated leadership at or above that expected for rank; sound military bearing and physical fitness; demonstrated military knowledge; involvement in unit and community activities as well as academic activities. Military members who are nominated must have concurrence from their units prior to nomination meeting the board.

Cultural (when applicable): Demonstrated interest in area studies and culture as shown, for example, by reading articles and books in the target language and reporting back to class, by active participation at cultural activities, active involvement with target language or cultural community organizations. Cultural presentations made as a part of the curriculum do not meet this requirement unless they demonstrate research and effort well above that of the other students.

Academic Awards Board: The board is composed of seasoned NCOs from each US military branch. It is charged with the selection of students for academic awards based off of school nomination with unit concurrence, eligibility, and student merit. Students will compete for all awards in which they are eligible; however, students will receive only one award. There is no requirement to present any award at a graduation. If no one meets the criteria, the Academic Awards Board may choose not to select a recipient.

### *Commandant’s Award*

May be presented at any basic course graduation. Presented by language category on every graduation day. When there is more than one language graduating, only one Commandant’s Award per language category is presented. The Commandant’s Award is accompanied by an Army Achievement Medal (converted to a Navy Achievement Medal for Marines). If 60 or more students graduate in a single language category, two Commandant’s awards may be presented.

Eligibility: Military (U.S. or international) or Federal civilian graduates of a Basic (01/15) program.

Academic Criteria: 3.7 and 2/2/2 DLPT scores with at least 2+ in any two skills.

Selection Criteria: Language proficiency, consistently high interest in foreign language study, and strong leadership contributions within the military unit, academic classroom and local community. Emphasis is on whole-person concept.



### ***Provost's Award***

May be presented at any basic course graduation. Presented by language category on every graduation day. When there is more than one graduation ceremony, only one Provost's Award per language category is presented. If 60 or more students graduate in a language category, two Provost's awards may be presented.

Eligibility: Military (U.S. or international), military dependents, or Federal civilian graduates of a Basic (01/15) program.

Academic Criteria: 3.7 GPA and 2/2/2 DLPT scores with at least 2+ in any two skills.

Selection Criteria: High academic achievement in language education, demonstrated classroom leadership, and strong efforts to assist fellow classmates in language learning. Emphasis is on academic leadership.

### ***Command Sergeant Major's Award***

May be presented at any basic course graduation. Only one award is presented regardless of the number of students and language categories.

Eligibility: U.S. military Non-commissioned Officers (NCO) and Petty Officers (PO) from any service in the pay grades of E4 thru E7 graduating from a basic (01/15) program.

Academic Criteria: 3.7 and 2/2/2 DLPT scores with at least 2+ in any two skills.

Selection Criteria: Demonstrated academic and military leadership. The graduate selected for this award must epitomize the highest NCO/PO ideals and values, and display strong leadership contributions in the classroom, the military unit, and the local community. Emphasis is on demonstrated leadership above and beyond the norm.

### ***Maxwell D. Taylor Award***

May be presented at any Basic Course graduation on the day with the most students graduating each month. Only one award is presented regardless of the number of students and language categories. Presented by the AD of the school with a brief description of the award's significance.

Eligibility: U.S. Military members from any Service, who are not NCOs or POs, in the pay grade of E-4 and below, graduating from a Basic (01/15) Program.

Academic Criteria: 3.7 GPA and 2/2/2 DLPT scores with at least 2+ in any two skills.

Selection Criteria: Academic achievement and military performance. The award was established with the concurrence of General Maxwell D. Taylor. General Taylor was never a student at DLIFLC, but was considered the leading military linguist in the country. Therefore, the linguist selected must epitomize the highest ideals of the Soldier/Marine/Sailor/Airman linguist.

### ***The Association of the United States Army (AUSA) General "Vinegar Joe" Stilwell Award***

May be presented at any Basic Course graduation on the day with the most students graduating each month. Only one award is presented, regardless of the number of students and language categories.

Eligibility: U.S. military graduate of a Basic (01/15) Program. Academic Criteria: 3.7 GPA or 2/2/2 DLPT scores with at least 2+ in any two skills.

Selection Criteria: Academic achievement, achievement in understanding of a foreign language, and a strong commitment to upholding military values.

### ***DLIFLC Alumni Association Student Achievement Award***

DLIFLC Alumni Association Student Achievement Award is awarded monthly to one student in the largest graduating class. This award may not be issued to a student who is receiving another DLIFLC award.

Eligibility: U.S. military graduate of a Basic (01/15) program.

Academic Criteria: 3.7 or 2/2/2 DLPT scores with at least 2+ in any two skills.

Selection Criteria: Language proficiency, class attendance/participation, interest in foreign language study, volunteering for resident language school or institute cultural events.



### ***Martin J. Kellogg Award***

May be presented at any basic course graduation on the day with the most students graduating each month. Only one award is presented regardless of the number of students and language categories.

Eligibility: Military (U.S. or international), military dependents, or Federal civilian graduates of a Basic (01/15) program.

Academic Criteria: 3.7 or 2/2/2 DLPT scores with at least 2+ in any two skills.

Selection Criteria: High academic achievement in language education and documented dedicated efforts toward gaining a deeper understanding of the applicable foreign culture.



### ***The International Language and Culture Foundation Award for Excellence in the Study of Languages and Culture***

May be presented at any basic course graduation where neither the Kellogg Award nor the Kiwanis Award is presented. Only one award is presented regardless of the number of students and language categories.

Eligibility: Military (U.S. or international), military dependents, or Federal civilian graduates of a Basic (01/15) program.

Academic Criteria: 3.7 or 2/2/2 DLPT scores with at least 2+ in any skills.

Selection Criteria: High academic achievement in language education and documented dedicated effort toward gaining a deeper understanding of the applicable foreign.

### ***The Kiwanis Award***

May be presented at any basic course graduation on the day with the most students graduating each quarter. Only one award is presented regardless of the number of students and language categories.

Eligibility: Military (U.S. or international), military dependents, or Federal civilian graduates of a Basic (01/15) program.

Academic Criteria: 3.7 or 2/2/2 DLPT scores with at least 2+ in any two skills.

Selection Criteria: High academic achievement in language education and documented dedicated effort toward gaining a deeper understanding of the applicable foreign culture.

### **ACADEMIC CREDIT**

Students may receive academic credit for resident language study at DLIFLC or through the American Council on Education (ACE) Defense Language Proficiency Test (DLPT) Credit by Examination Program or American Council on Education Credit Recommendations for successful completion of the DLIFLC Resident Program. Degree-granting colleges and universities always reserve the right to apply only partially, to re-compute, or to accept completely, any credits transferred from other institutions.

### **OTHER MILITARY-SPECIFIC CREDIT**

The Joint Services Transcript (JST) also assigns academic credit for certain active duty military educational experiences. JST Transcripts (formerly AARTS and SMART) are available from:

<https://jst.doded.mil/smart> for Army, Navy, Marine and Coast Guard Officers and Enlisted, Air Force Service Members can find their records at The Community College of the Air Force (CCAF) <http://www.au.af.mil/au/ccaf/transcripts.asp>

### **TRANSCRIPT REQUESTS**

The DLIFLC Registrar's Office maintains the records of student achievement from all resident programs administered by DLIFLC and its predecessors and branches at a variety of locations from 1947 to present.

These include:

- Army Language School, Presidio of Monterey, CA
- DLIFLC West Coast Branch, Presidio of Monterey, CA
- DLIFLC East Coast Branch, U.S. Naval Station (Anacostia Annex), Washington, D.C.
- Southwest Branch, Biggs Air Force Base, TX (also called the "DLIFLC Support Command")
- DLIFLC Presidio of San Francisco, CA
- DLIFLC Washington Office, Washington, D.C.

Transcripts of academic records may be requested for any resident foreign language program conducted by or for DLIFLC, including all the branches listed above.

For DLIFLC to prepare a transcript (course grades), an applicant must submit a signed request with the applicant's name, social security number (SSN), name at the time of graduation, the language studied, the year of graduation, the class number, if possible, the instructional branch attended, the names and addresses of the receiving institutions, and the number of copies. The transcript request form and instructions are found online at <http://www.dliflc.edu/registrarforms.html>.



### **AMERICAN COUNCIL ON EDUCATION (ACE) CREDIT**

The ACE Credit by Examination Program (ACE Credit Recommendations) allows military personnel to obtain academic credit based on their performance on the Defense Language Proficiency Test (DLPT) battery. These credits are recommended by ACE and apply to DLPT versions III, IV and 5. The number of credits recommended varies depending on the test scores (specifically, "Converted Score" and/or "Level Rating") achieved on the listening, reading, and speaking tests, and on the difficulty of the language concerned. Languages are categorized from I (easiest) to IV (hardest), based on the difficulty native speakers of American English may have in learning a foreign language.

Depending on the DLPT version, a maximum of 33 credits may be obtained for Category I languages, 33 for Category II, 42 for Category III, and 51 credits for Category IV languages.

Qualifications: Credit recommendations are only available for languages tested with a DLPT III or DLPT IV format after October 1, 1990. Linguists who desire academic credit based on their DLPT scores may request DLIFLC to send an official copy of their DLPT/OPI ACE Credit Recommendations to a university or college of their choice. DLIFLC prepares DLPT/OPI ACE Credit Recommendations based on official test scores. The Institute also maintains records of student test scores for those who completed one of the language programs, as well as test scores of qualified linguists whose original or electronic test answer sheets have been forwarded to DLIFLC's Testing Division by an official test site. For DLIFLC to prepare a report of the DLPT/OPI ACE Credit Recommendation, an applicant must submit a signed request with the applicant's name, SSN, language tested, the test date and the location of test site, and the graduation date (if a DLIFLC student). One should also include the names and addresses of the receiving institutions and the number of copies needed.

ACE Credit Recommendations are also available to students who successfully complete the DLIFLC Resident Advance Language Program after 1 November 2011.

ACE also provides credit recommendations for successful completion of the DLIFLC Resident Advanced Language Program.

Qualifications: Credit recommendations are available for courses beginning November 2011.

The DLIFLC Registrar's Office provides program management for the ACE Credit Program. The list of ACE reviewed Defense Language Proficiency Tests, program information, and information on how to obtain your ACE Credit Recommendation can be found at [www.dliflc.edu](http://www.dliflc.edu).

Questions should be addressed to:

Commandant

Defense Language Institute Foreign Language Center

Attn: ATFL-ASD-DA (REGISTRAR)

Presidio of Monterey, CA 93944

E-mail: [transcripts@dliflc.edu](mailto:transcripts@dliflc.edu)

Phone: (831) 242-6455

It is important to remember that courses and credits transferred from DLIFLC to other academic institutions are discretionary. Each institution follows its own policies and procedures in establishing the equivalents for courses completed elsewhere.

## CHAPTER THREE: General Information

### LOCATION

DLIFLC is located on the Presidio of Monterey, overlooking the city of Monterey, California, on which a Spanish fort was originally established in 1770. Monterey is approximately 130 miles south of San Francisco and 350 miles north of Los Angeles. The Presidio of Monterey



commands a stunning view of Monterey Bay, the hub of the fishing industry on California's Central Coast. Cultivated fields to the north produce artichokes, and in the Salinas Valley to the east, lettuce is grown in abundance. The Pacific Coast south of Monterey to Big Sur and beyond offers a singular display of nature in its rugged and pristine magnificence. Residential communities in the immediate vicinity include Pacific Grove, Pebble Beach, and Carmel. Educational institutions in and around Monterey include California State University Monterey Bay, Monterey Peninsula College, the Monterey Institute of International Studies, the Naval Postgraduate School, and Chapman University College. Monterey Bay enjoys a mild climate dominated by fresh ocean breezes and sporadic fog. Rainfall is rare from April to October, and snow is almost unheard of. Temperatures seldom rise above 75 degrees. In the hottest season, coastal temperatures are frequently moderated by cooling banks of fog from the Pacific.

### FACILITIES

Although it actually began in 1941, the language school did not begin its long tenure at the Presidio of Monterey until 1946. Through several name changes the school became the Defense Language Institute Foreign Language Center in 1974. To meet expanding space requirements and to replace old buildings, the Army undertook a building program designed to support future needs of the Institute. This extensive program has the goal of providing adequate facilities to instruct, house, and support students in foreign language educational programs. The master plan has resulted in new classrooms, dormitories, and support facilities, such as the physical fitness center and the student activity center, with more projects on the drawing board.

Today, DLIFLC is one of the best-equipped facilities for language instruction in the U.S. All classrooms have interactive white boards, computers, continuous Internet access, and DVD and video player equipment. Separate state-of-the-art computer language laboratory facilities are at the disposal of students during working hours and evening study hall sessions. In addition, students are issued iPods and other interactive technology to enhance classroom instruction. Facilities supporting resident students at the Presidio of Monterey include over 700 classrooms, more than 15 language labs, 20 permanent dormitories able to accommodate over 2,600 students, two dining facilities and five coffee shops.

### DLIFLC VISITING PROCEDURES

Access to the Presidio of Monterey is restricted to those with proper Department of Defense credentials or identification or visits that have been arranged with prior coordination (this includes visits by media organizations).

Each request to visit DLIFLC will be considered on its particular merits, provided it does not interfere with the accomplishment of the DLIFLC mission, does not disrupt classes or DLIFLC functions, and does not jeopardize security. Visitors are not allowed in academic areas without prior approval from the Office of the Provost. All requests from the general public to visit DLIFLC should be made in advance and in writing.

- U.S. citizens must submit requests to the Public Affairs Office two weeks prior to the projected visit. Requestors may call the Presidio Public Affairs Office at 831-242-5555 to have the form faxed or emailed to them. The return fax number is 831-242-5464.

- A visit request must include the applicant's name, citizenship (U.S. or foreign), organization(s) with which the visitor is affiliated (business, school, service, etc.), date and time of requested visit, areas of interest, and an address and telephone number where the applicant may be reached.

- All foreign visitors must submit two written requests to DLIFLC 45 days prior to the projected visit. In addition to the standard DLIFLC request, they must also supply another form from their respective embassy's Military Attaché Office. Processing of these requests usually takes one month.

- Same-day requests by visitors are possible if a sponsoring organization agrees to the visit; however, such requests will be considered on a case-by-case basis and may not be granted if time does not permit the visitor to be properly identified or other commitments preclude an escort being provided.

### OFFICIAL VISITS

Official visitors should contact the Protocol Office at 831-242-5302.

## **ORIENTATION**

New students receive two orientation briefings after arriving for foreign language training. The Joint Service In-Processing Brief is conducted every Tuesday to provide a one-stop in-processing station to ensure military members in-process with installation- and community-level agencies. In-processing in the respective language schools follows. The Commandant's Welcome Briefing takes place on the last Wednesday of the month in which instruction begins.

## **EDUCATIONAL OPPORTUNITIES**

The Presidio of Monterey Education Center's mission is to provide professional educational services to support the personal and professional development goals of Presidio of Monterey community members. The Education Center serves as a clearinghouse for a wealth of programs that exist to facilitate the self-improvement efforts of the military student with unique needs. Programs range in scope from high school completion to graduate degrees offered locally and online. The Education Center's professional staff provides educational and career counseling and testing services. Guidance is offered on local and distance learning college programs, eArmyU and GoArmyEd, degree assessments, tuition assistance, VA benefits, financial aid programs, earning credit for military experience, academic and vocational testing, and career advancement. The Education Center serves as a liaison between military students and local colleges, which include California State University Monterey Bay, Monterey Peninsula College, Brandman University, the Monterey Institute of International Studies, and other institutions.



## **ADVISING**

Academic advising is available from members of the faculty and from Military Language Instructors (MLIs). Personal advising is provided by various specialists, such as military training advisors, chaplains, and mental health technicians. In addition, military career counseling is available by service to help students plan for future career paths.

## **ADMINISTRATIVE SUPPORT**

The armed forces provide administrative support to student members of the respective units through their orderly rooms (quarterdeck in the Navy), including arranging for leave, passes, separate rations, and pay allotments. For example, the 229th MI Battalion extends a wide range of services to U.S. Army students through its Personnel Administration Center (PAC). Among the PAC's responsibilities are in-processing, out-processing, redeployment, promotions and advancements, processing requests for personnel actions, and military pay. Student complaints are handled with a chain-of-command structure.

## **HEALTH SERVICES**

Located on the Presidio of Monterey, the Army Health Clinic provides comprehensive ambulatory health care to active duty personnel. Among the medical services offered are primary care, physical examination, optometry, physical therapy, behavioral health, nutrition, community health, immunizations, radiology, laboratory, and pharmacy services. The clinic operates on an appointment-only system by teams of Family Practice Physicians, Nurse Practitioners, and Physician Assistants. Walk-in same-day sick call care is provided by professionally trained nurses and medics under the supervision of doctors. Priority will be determined by urgency. Individuals with less urgent conditions (colds and sprains) may be required to schedule a routine appointment depending on availability. For life threatening emergencies proceed directly to the emergency room or dial 911. For after hours care regarding urgent medical conditions, call the Medical Officer on duty at (831) 915-8309 and leave a detailed message. Family members of active duty personnel receive medical care by local civilian physicians through the TRICARE network system. Pediatric family members can be enrolled and seen at the clinic by our contract Pediatric Physicians. Medical and surgical specialty care is available by referral to supporting military treatment facilities or through civilian community resources.

Routine dental care and limited oral surgery are provided to active duty personnel by the Presidio of Monterey Dental Clinic. Family members of DLIFLC personnel who are not enrolled in the Uniformed Services Active Duty Dependents Dental Plan can be seen on an emergency basis. The Dental Clinic accommodates dental sick call and emergency patients, and conducts annual and overseas screening examinations during regular hours of operation. The Dental Charge of Quarters can also arrange for emergency after-hours care.

## **ARMY COMMUNITY SERVICE**

Army Community Service (ACS), located on the Ord Military Community, is the primary resource agency for developing, coordinating, and delivering social services that contribute to the overall morale and welfare of military Families. ACS provides information and assistance to Active Duty and Retired personnel, their Family Members, and others in resolving personal problems beyond the scope of their resources. All branches of the military, including students and staff, are eligible for ACS services. These services include Family Advocacy, Sexual Assault Prevention and Response, Relocation Information, Army Family Team Building classes, Newcomer Orientation, Employment Assistance, Exceptional Family Member Assistance, Army Family Action Plan, Army Volunteer Corp., Loan Closet, Army Emergency Relief, an emergency food program, and personal financial management and budget counseling.

## **CHILD AND YOUTH SERVICES**

The Monterey Road Child Development Center (MRCDC) and the Porter Youth Center (PYC), both located on Ord Military Community, offer excellent child care services to military Families and DoD Civilians. The MRCDC provides cooked meals for the children, ranging from a warm breakfast in the early morning to a hearty well-balanced menu for lunch. The MRCDC offers full-day and part-day childcare for children up to age five, while the PYC provides before- and after-school care for children from Kindergarten through High School, full day care during school breaks, sports programs, instructional classes, and teen and middle school programs. Their highly professional staff interact with children in various activities such as acting and staging plays, making crafts, and learning how to play the piano or guitar.



Child, Youth, and School Services maintain a School Liaison Office serving as the primary link between military Families and the local schools. This office supports children in their transition to new schools and informs parents of the best options for their children's education.

## **SPORTS AND FITNESS**

Athletic activities represent a significant element in the life of the Monterey community. Price Fitness Center, located on the Presidio of Monterey, maintains various athletic fields available to students for a number of competitive sports, as well as for other physical training and conditioning programs. Flag football, softball, basketball, soccer, racquetball, weight-lifting,, tennis, and FREE fitness classes are some of the activities offered. Intramural leagues include co-ed soccer, flag football, volleyball and softball as well as separate men's and women's basketball.



## **HOBSON STUDENT ACTIVITY CENTER**

Hobson Student Activity Center offers a variety of recreational activities and support facilities including three music rooms, table tennis, billiards, air hockey, horseshoes, shuffleboard, FREE wireless internet and assorted gaming units. The Center also allows the checkout of movies, video games, musical instruments and board games. Entertainment is offered along with our Java Café TGIF and TFIS events on Friday and Saturday evenings.

## **OUTDOOR RECREATION EQUIPMENT AND TRAVEL CENTER**

The Outdoor Recreation Equipment and Travel Center, located on the lower Presidio of Monterey, offers a variety of travel opportunities for single service members and Families with children. The Center rents equipment and provides lessons for a many outdoor activities including snowboarding, skiing, hiking, camping, surfing and cycling. Discount tickets are available for all major entertainment and theme parks in California. Outdoor Recreation can be found at <http://www.pom-fmwr.com>. There is also an RV Storage Facility on the Ord Military Community. Within the scope of these activities, this Center also houses the Better Opportunities for Single Service Members (BOSS) program which offers students opportunities to volunteer, plan large-scale special events and gain leadership skills. Meetings are held twice a month at the Center.



## **JAVA CAFES**

There are three Java Cafés on the Presidio of Monterey with locations in the Hobson Student Activity Center in Building 843, in Building 632, and on Soldier Field. The menu includes a wide variety of sandwiches, salads, pizza and specialty items, as well as coffee, espresso and a full range of hot and cold Starbucks specialty drinks.

## **DINING FACILITIES**

There are currently two dining facilities at the Presidio of Monterey, and one fast food kiosk. U.S. armed forces personnel can dine at all three facilities, whether they are Meal Card Holders or Non-Meal Card Holders receiving BAS. Family members of all armed forces personnel in transient status must eat at Belas Hall during working hours and at Combs Hall when Belas Hall is closed. Family members must be accompanied by their sponsor and have identification cards in their possession. DoD civilians are authorized to purchase lunch at Belas Hall and must comply with posted civilian dining hours



as well as present their ID card when entering the facility.

## **LEGAL SERVICES**

The Office of the Staff Judge Advocate (OSJA) provides legal advice to the Commandant, the Garrison Commander, and their staffs, as well as legal services to authorized DoD personnel and their family members. The offices of the SJA are located on the Presidio of Monterey.

The Criminal Law Division supervises the administration of military justice and prosecutes criminal offenses that occur on federal property in U.S. Magistrate's Court.

The Administrative and Civil Law Division manages the Command Ethics Program and advises the Command on a wide range of civil and administrative law issues, to include labor law, immigration law, contract law, fiscal law, Freedom of Information Act/Privacy Act, copyright law, and environmental law issues.

The Claims Division processes household goods claims for soldiers, as well as claims against and on behalf of the federal government.

The Legal Assistance Office provides a wide range of legal services to active-duty military members, retirees, and their family members, to include providing notary services, preparing powers of attorney and wills, and providing advice regarding estate planning, family law, taxes, and consumer complaints.

The Trial Defense Service provides counsel for active-duty soldiers who are suspects in pending investigations or facing adverse disciplinary action, to include administrative reprimands, administrative separations, non-judicial punishment and courts-martial. Service members seeking the assistance of the Trial Defense Service should report directly to the Legal Assistance Office.

## **INSPECTOR GENERAL**

The Office of the Inspector General (IG) mission is to support and assist DLIFLC & POM Commandant in improving the state of the command. The IG serves as the eyes, ears and conscience of the Commandant, and provides assistance to all service members, families, civilians and retirees to resolve their issues or problems. The IG conducts inspections, provides assistance, and conducts teaching and training on policies and regulations. The IG also conducts both informal and formal investigations into allegations of impropriety.

## **RELIGIOUS SERVICES**

The Presidio of Monterey chaplains maintain active religious programs for members of various faiths and denominations. There are two chapels available to all faith groups for worship. There is a large chapel located on the Ft Ord Military Community in Building 4280, off of Gen. Jim Moore Blvd. The chapel's adjacent facilities are used for various youth, family, and adult programs, as well as for support groups and workshops. On the Presidio of Monterey, a small, intimate chapel is located on Gen. Stillwell Street, right across from Soldier Field. Adjacent to this building is the chapel annex, which also serves all faith groups and provides worship and fellowship space for all service members. Programs and activities include Catholic, Jewish, Muslim, Protestant, and Latter-Day-Saint worship services, single soldier ministries, Bible studies, couples' communication workshops, and concerts.

## **HOUSING**

Single U.S. Armed Forces (E-1 thru E-5) students who have no dependents are typically provided housing in the barracks and are assigned according to their unit/Service. Married students with family members are eligible for housing at the Ord Military Community (OMC) in nearby Seaside or at La Mesa Village (LMV) Housing, which is located in Monterey. Married U.S. Armed Forces students (E-1 thru E-5) whose family members do not accompany them may be housed in the barracks on a space available basis, if possible, but only after all single U.S. Armed Forces students have been billeted. In most cases, all other ranks qualify for the Basic Allowance for Housing (BAH) and may reside in Privatized Housing or in off-post housing. Thus, students ranking E-6 and above may qualify to live in either privatized on base housing or off-post housing. Housing costs in and around the Monterey Peninsula are relatively high. For more information, please visit the Housing Services Office (HSO) website at <https://www.housing.army.mil/Default.aspx>, e-mail [pres.DPW-Housing@conus.army.mil](mailto:pres.DPW-Housing@conus.army.mil), or call (831) 242-7979. All inbound military personnel are required to visit the HSO to in-process, and will receive all on- and off-post housing options available to them. The office is located at Ord Military Community, Building 4250 Gen Jim Moore Blvd.



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## **TRANSPORTATION**

The Transportation Office assists in movement of household goods, passenger services for official travel, passports for official travel, an on-post shuttle bus, and the government-leased vehicle fleet. For information regarding Household Good Shipment and Storage, please contact the Personal Property office at 831-242-6441. For official Travel and Passport information, please call 831-242-6838. For information regarding the on-post shuttle bus and government fleet, please call 831-242-6442.