

Substantive Change Application Form New Baccalaureate Degree Program

Directions: This application should be submitted *at least* 30 days prior to the anticipated start date of the change. Applications must be complete and the required fees received in order to be scheduled for review.

Email completed application to substantivechange@accjc.org. Fees must be submitted to ACCJC, 331 J Street, Suite 200, Sacramento, CA 95814

Date of Inquiry:

Anticipated Start Date: March 31, 2022

Institution Name: Defense Language Institute Foreign Language Center

Address: 1759 Lewis Road

City: Presidio of Monterey, Monterey **State:** California

Zip: 93944

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Title of Application: Bachelor of Arts in Foreign Language

Description of Proposal: Proposal to confer a Bachelor of Arts in Foreign Language to DLIFLC graduates who fulfill eligibility requirements.

Introduction:

Concise description of the proposed program:

The Defense Language Institute Foreign Language Center is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The most recent reaffirmation of accreditation was July 2018 and the Institute enjoys a sanction free history. The Institute currently offers an Associate of Arts Degree in 17 foreign languages and enrolls approximately 2,200 military service members annually in its credit programs. The Institute's mission drives its academic and training programs and student support services for military linguists throughout their careers.

DLIFLC is proposing the addition of a Bachelor of Arts Degree in Foreign Language under the ACCJC Policy on Accreditation of Baccalaureate Degrees revised January 2021. In support of this process, the Institute developed the following Degree Qualification Profile (Lumina Foundation, 2014) for the proposed program:

Service members who graduate DLIFLC with a BA degree in foreign language achieve a minimum functional and working proficiency in listening and reading (receptive skills) at the Advanced High Level (2+) and proficiency in speaking (productive skill) at an Advanced Low Level (2) commensurate with the Interagency Language Roundtable level descriptions. Graduates demonstrate broad functional skills in the foreign language, to include: a mastery of complex grammar structures, register, discourse styles, and nuanced vocabulary; a comprehensive knowledge pertaining to the cultural institutions, patterns of behavior, history and geography and how these affect values and traditions; and a demonstrated respect, understanding and sensitivity to the degrees of complexity for the cultural norms and values, contributions, social issues, and political institutions of the language's speakers. Graduates are capable of applying their language skills and background knowledge to complex cross-cultural and linguistic situations. They understand the culture(s) where the language is spoken and the impact of U.S. foreign policy on regional security issues.

Service members who hold a BA degree in foreign language from DLIFLC possess broad integrative knowledge, skills, and perspectives supportive of the military linguist mission. This knowledge promotes life-long learning in a wide range of human interests and is considered foundational to critically engage with personal, cultural, moral, civic, and societal issues.

DLIFLC graduates represent the U.S. as global citizens through their civic responsibilities. At the BA level, graduates have demonstrated leadership as global citizens through their unique educational and military experiences and are capable of working in complex cross-cultural interactions with individuals who have diverse religions, socio-economic backgrounds, and linguistic perspectives.

Rationale for the proposed program:

In 2016, the US Army began a series of initiatives aimed at promoting life-long learning for service members, acknowledging that training and education programs must support service members' access to formal certification, licensure, and educational credentials recognized by academia and industry (Ev. 1) (Ev. 2).

DLIFLC has taught students at the upper division levels in Monterey for over three decades. The military services have a recognized need for its linguists to be operational at advanced language proficiencies in order to accomplish the mission (Ev. 3). To meet this need, service members complete these advanced language programs offered through DLIFLC.

The ACCJC's mission expansion to include authority for member institutions to award bachelor degrees provides a formal vehicle for DLIFLC to award a Bachelor of Arts in Foreign Language with a concentration in the language of study for the Institute's existing training and educational programs. Extending a DLIFLC degree to these programs affords the US military the opportunity to increase individual and unit-level readiness, professionalize military linguists, encourage lifelong learning, and expand professional career opportunities for DLIFLC graduates.

The baccalaureate program will provide pathways appropriate for bachelor degree graduates such as:

- Career advancement as officers and non-commissioned officers in the US military armed forces;
- Employment in the fields of national security, diplomacy, international relations, and education; and
- Graduate degree programs.

At the request of the Institute's external stakeholders, DLIFLC outlined the full rationale for the program in a white paper in December 2020 (Ev. 4).

Evidence of sufficient demand for proposed program:

The proposed degree of a Baccalaureate of Arts in Foreign Language with a concentration in the service member's language of study is directly aligned with DLIFLC's mission. Currently, DLIFLC enrolls approximately 50 service members annually in academic programs offering upper division language courses. Enrollments for the previous five fiscal years are as follows:

FY17	FY18	FY19	FY20	FY21
28	18	119	40	65

During the fall of 2018, the Institute conducted an informal poll of service members enrolled in the upper division level programs. Of the 24 students sampled across seven concentrations, all of them expressed interest in the possibility of the Institute pursuing a baccalaureate program (Ev. 5).

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Describe how the proposed program is consistent with college’s mission and goals.

The DLIFLC mission statement describes the Institute’s broad purpose by focusing on the unique role of its student population whose training and education in foreign languages and culture prepares them to defend the United States, its allies, and U.S. national interests. In specifying national security as the end goal for the Institute’s activities, the mission statement makes reference to the broad base of the Institute’s stakeholders, including the Armed Forces (Army, Navy, Air Force and Marine Corps) and other government agencies. The needs and requirements of these entities, in turn, shape the programs and projects of DLIFLC, as well as the educational experience of its military students.

Defense Language Institute Foreign Language Center Mission Statement:

DLIFLC provides culturally based foreign language education, training, evaluation, and degrees for the Department of Defense globally, to afford a comprehensive understanding of the joint operational environment, a competitive edge to our warfighters, and safeguard the national security of the United states.

DLIFLC’s mission is to provide language training and educational programs throughout the career of the military linguist. To that end, the Institute serves several different learner populations. Currently, the Institute offers for-credit foreign language courses at the upper division level. Career military linguists attend these courses as part of their ongoing professional and educational training to meet the needs of the military services. These courses are consistent with the Institute’s mission statement of providing “culturally based foreign language education, training, evaluation, and degrees for the Department of Defense.” The proposed baccalaureate degree will serve our students by recognizing the rigorous learning required to achieve the advanced foreign language and cross-cultural competencies demanded by military, federal, and civilian employers of DLIFLC graduates.

Describe the planning process that led to the proposed baccalaureate degree.

Planning for the program has been ongoing for many years and is based on the Institute’s mission, needs of the US military, and needs of the intelligence community.

Administrator and faculty leaders have been involved with efforts at the Department of Defense level to authorize a baccalaureate program since 2016. The Institute began working to articulate the baccalaureate program in fall 2017. The academic programs teaching the upper division courses have examined their curricula and student needs in a series of committee meetings and working teams. DLIFLC leadership and external stakeholders have been kept informed of the process through participatory governance meetings and stakeholder briefings (Ev. 6) (Ev. 7) (Ev. 8) (Ev. 9). In addition, the Institute sought feedback from its Board of Visitors in November 2017, and received a formal recommendation to pursue a change in degree authority in December 2018 (Ev. 10) (Ev. 11).

The Institute convened the BA Steering Committee, a working committee charged with overseeing the program development process and substantive change documentation (Ev. 12). Committee membership included broad representation from key stakeholders and shared governance groups. Working documents and agendas were centrally located for accessibility under the Accreditation site on DLIFLC's intranet (Ev. 13). Once the committee outlined the degree requirements, initiative planning was rolled into the DLIFLC Standing Accreditation Committee (Ev. 9).

Describe how the baccalaureate degree program will be evaluated and fit into the existing college planning process.

DLIFLC has offered the instructional programs being considered for the BA in this substantive change petition for over three decades. As such, the administrative and academic structures to support and evaluate the program's efficacy are already in place. Evaluation and planning includes the following:

1. At the program level, academic programs complete regular program reviews to assess effectiveness and resource allocation. Program reviews ensure alignment between outcomes statements and other curricular elements, to include course objectives, teaching methodology, assessment, materials, and student support services. Program reviews for the upper-division courses are included in the Institute's 3-year program planning cycle (Ev. 14).
2. Institutional policies are reviewed, at a minimum, every three years when the incoming Chief Executive Officer, or Commandant, reviews and signs all institutional policies upon assumption of command. In the case of policy changes required in the intervening years, the proponent organization initiates a policy update for the Commandant's approval and signature as necessary. Institutional policies were last reviewed and updated in July 2021.
3. DLIFLC has historically tracked and reported student outcomes metrics for these programs in its [annual report to the ACCJC](#), which is posted on the DLIFLC public-facing website.

Standard II: Student Learning Programs and Support Services

Explain the program requirements (include program sheet for the college catalog).

- **Must provide evidence Baccalaureate Degree has 120 credits**
- **Must provide evidence degree has 36 units of General Education**

DLIFLC uses the Carnegie Unit, or Standard Unit, system for defining credits.

General Education Requirements

To be eligible for the Baccalaureate Degree, students will need to complete the General Education requirements outlined below. Following a 2+ model, DLIFLC will accept transfer units from regionally accredited colleges and universities, examination through the College Level Examination Program (CLEP) or Advance Placement, and/or American Council on Education (ACE) reviewed military training. California State University General Education Breadth Requirement Areas are provided as a reference only.

AREAS	UNITS
Area A: English Language Communication and Critical Thinking	10
Area B: Scientific Inquiry and Quantitative Reasoning	10
Area C: Arts and Humanities	10
Area D: Social Sciences	14
Area E: Lifelong Learning and Self Development	3
Total	47

Public Speaking is not included as a General Education course (Area A1: Oral Communication) for the Bachelor of Arts in Foreign Language. However, students must complete either FL336 Conversation: Oral Production or FL436 Advanced Conversation: Oral Production. These courses focus on public speaking, presentations, and debate in the student's foreign language to faculty and other students.

GENERAL EDUCATION BREADTH REQUIREMENTS – LOWER DIVISION		
Area	Course	Semester Units
Area A2	English Composition – <i>Writing Intensive</i> . CLEP College Composition (essay required); Course: Must satisfy the writing and composition requirement from the institution that granted the credits.	3
Area A2	English – <i>Written Communication</i> . CLEP: American Literature Analyzing and Interpreting Literature, College Composition, College Composition Modular (essay optional), English Literature. DSST: Principles of Advanced English Composition. Course: Composition courses, poetry, creative writing, journalism, prose/fiction, technical and business writing are acceptable.	3
Area A3	MS 120 Introduction to Job Related Skills	2
	MS 220 Introduction to Military Topics in the Target Language	1
B1	Physical Science – CLEP: Chemistry, Natural Sciences; DSST: Astronomy, Environmental Science, Principles of Physical Science I, Introduction to Geology; Courses: Chemistry, Earth Science, Environmental Science, Geography, Geology, Oceanography, Physical Science, Physics	3
B2	Life Science – CLEP: Biology; DSST: Health & Human Development; Courses: Human Anatomy, Anthropology, Microbiology, Physiology, Botany, Biology, Neuroscience, Zoology	3
B3	Laboratory Activity – At least one of the courses selected from B1 or B2 must include a lab.	1

Area B4	Mathematics – CLEP: Calculus; College Algebra; College Mathematics; Financial Accounting; Precalculus; DSST: Business Mathematics, Fundamentals of College Algebra, Principles of Statistics, Math for Liberal Arts. Courses: Courses such as Math for Liberal Arts majors, quantitative methods, statistics in the sciences, and logic may also be acceptable credit. Economics will not be accepted for math.	3
Area C1	Arts – CLEP: Humanities; DSST: Art of the Western World, Principles of Public Speaking; Courses: Arts, Art History, Cinema, Dance, Music, Music Theory, Theater, Photography, Acting	3
Area C2	AS 140 Introduction to Target Language Culture	1
	AS 240 History and Geography of the Target Language Region	2
Area D	Social Science – CLEP: History of the United States I & II, Human Growth and Development, Introduction to Sociology, Principles of Macro/Microeconomics, Social Sciences and History, Western Civilization I & II, Introduction to Educational Psychology, Introductory Sociology; DSST: The Civil War and Reconstruction, Criminal Justice, Ethics in America, Foundations of Education, Fundamentals of Counseling, General Anthropology, A History of the Vietnam War, Introduction to Geography, Introduction to Law Enforcement, Introduction to World Religions, Lifespan Developmental Psychology, Rise and Fall of the Soviet Union, Substance Abuse, Business Ethics and Society, Organizational Behavior, Ethics in Technology; Courses: Ethnic Studies, Anthropology, Business, Child Development, Computer Science, Feminism, Communication Studies, Economics, Psychology, Sociology, Journalism, History, Intercultural Communication, Communication, Terrorism, Social Justice	3
	Political Science – CLEP: American Government; Courses: Political Science, International Relations, Law, Constitution, Political Systems, or Government	3
	AS 140 Introduction to Target Language Culture	1
Area E	Physical Education: Satisfied through Basic Military Training	3
GENERAL EDUCATION REQUIREMENTS – UPPER DIVISION		
Area A3	MS 320 Comprehensive Military Topics in the Target Language	1
Area C2	AS 340 Area/Cultural Studies	1
Area D	AS 340 Area/Cultural Studies	1
9 UNITS FROM		
Area C2	FL 421 Literature in the Foreign Language	3

	FL 422 Advanced Literature in the Foreign Language	3
Area D	AS 483 Advanced Area Studies – Social Science A – or	3
	AS 484 Advanced Area Studies – Social Science B	3
Area D	AS 485 Advanced Area Studies – Military, Science, Technology A – or	3
	AS 486 Advanced Area Studies – Military, Science, Technology B	3

Major Course Sequence

The lower and upper division course sequences for the foreign language major with a concentration in the foreign language are shown below. Certain major courses are required for all students and are shown as lower and upper division major course requirements totaling 35 semester units.

The foreign language in the course title and (FL) course code are the standard designations used for all languages. These are substituted for the DLIFLC language specific code for the student's language of study (e.g., French (FR), or Spanish (QB)). For example, FL101 Elementary Foreign Language I will be shown on the student's transcript as: QB101 – Elementary Spanish I.

MAJOR COURSE REQUIREMENTS – LOWER DIVISION

Course Number	Course	Semester Units
FL 101	Elementary Foreign Language I	4
FL 102	Elementary Foreign Language II	4
FL 110	Elementary Foreign Language Conversation	3
FL 201	Intermediate Foreign Language I	4
FL 202	Intermediate Foreign Language II	4
FL 210	Intermediate Foreign Language Conversation	3
FL 220	Introduction to Military Topics in the FL	1

MAJOR COURSE REQUIREMENTS – UPPER DIVISION

FL 301	Advanced Foreign Language I	4
FL 302	Advanced Foreign Language II	4
FL 310	Advanced Foreign Language Conversation	3
MS 320	Comprehensive Military Topics in the Foreign Language	1

Beyond these courses, students enroll in one of two 24-unit program sequences based on their language skills, allowing for differentiated instruction designed for students at the intermediate and advanced levels of proficiency, as appropriate. Students at the intermediate level enroll in a course sequence with 300-400 level courses. Students at the advanced level enroll directly into the 400 level course sequence. A representative program is shown below.

Each of the seven language concentrations offers a unique course sequence for its respective concentration. The degree plans, course titles, and course descriptions for each concentration are included as evidence (Ev. 15) (Ev. 16).

15 UNITS FROM

FL 331	Foreign Language Commentary and Media Analysis	3
FL 332	Reading Comprehension A	3
FL 334	Introduction to Advanced Grammar A	3
FL 336	Conversation: Oral Production	3
FL 423	Foreign Language Composition	3
FL 431	Advanced Foreign Language Commentary and Media Analysis	3
FL 432	Advanced Reading Comprehension A	3
FL 434	Advanced Grammar A	3
FL 436	Advanced Conversation: Oral Production	3
FL 424	Advanced Foreign Language Composition	3
3 UNITS FROM		
FL 364	Introduction to Sociolinguistics	1
FL 411	Introduction to Translation & Interpretation	1
FL 413	Introduction to Discourse Analysis	1
FL 412	Translation and Interpretation	1
FL 414	Discourse Analysis	1
FL 464	Sociolinguistics	1
6 UNITS FROM*		
FL 333	Reading Comprehension B	3
FL 335	Introduction to Advanced Grammar B	3
FL 433	Advanced Reading Comprehension B	3
FL 435	Advanced Grammar B	3
FL 491/492	Study Abroad	6
Total		59

***FL 491/492 Study Abroad:** When possible, DLIFLC supports a fully-funded study abroad component for students enrolled in the upper division language program. However, international security issues (e.g., students learning the languages of Afghanistan or Iran), as well as funding levels in a given fiscal year may preclude all students from participating in a study abroad experience. Those students who are unable to participate in study abroad complete either: 1) an academic immersion experience with university partners in the US; or 2) an additional two-course sequence.

ELECTIVE COURSES – LOWER OR UPPER DIVISION

Transfer elective courses from regionally accredited programs, credit by examination, or American Council on Education (ACE) reviewed military training and education programs. DLIFLC conversion courses will earn elective credit.	14
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Baccalaureate students will complete a minimum of 120 semester units with the following breakdown:

Units Awarded from DLIFLC	78
Total Transfer Units	42
Transfer General Education Lower Division Units	28
Transfer Elective Units	14
DLIFLC General Education Units	19
DLIFLC General Education Upper Division Units	12
DLIFLC Total Upper Division Units	48
DLIFLC Upper Division Major Units	36
DLIFLC Lower Division Major Units	23
Total Major Units	59
Total General Education Units	47

Minimum Enrollment Requirements:

Prospective students must meet Defense Language Proficiency Test (DLPT) entrance exam prerequisites prior to enrollment. The qualifying DLPT score must be met within twelve months of the program start date. Intermediate program prerequisites are 2 in listening and 2 in reading on the Interagency Language Roundtable (ILR) scale. Advanced program prerequisites are ILR 2+ in listening and 2+ in reading.

Minimum Graduation Requirements:

Degree eligibility includes successful completion of the DLIFLC language program course sequence for each concentration and requisite general education and elective credits that culminate in 120 semester units. Graduates must maintain a cumulative grade point average of a “C” (2.0) or higher for DLIFLC coursework. Final cumulative DLIFLC semester grades below a D are not acceptable. An F in a DLIFLC final cumulative semester grade makes a student permanently ineligible for the BA degree program. This credit cannot be made up.

Eligible graduates must be an active member of the U.S. Military on Active Duty, Reserve, or National Guard upon completion of degree requirements, which includes having applied for and submitted the application, Leave and Earning Statement (LES) or military ID, and transcripts. All documents must be submitted prior to leaving military service in order to be eligible and receive the BA degree. Individual Ready Reserve (IRR) and contractor status are ineligible. Civilians who attend the DLIFLC Intermediate or Advanced programs may be degree eligible with employer sponsorship.

The Institute has developed the program sheet for the college catalog, as well as degree petition forms, and policy addendum ([Ev. 15](#)) ([Ev. 16](#)) ([Ev. 17](#)) ([Ev. 18](#)).

Provide evidence that program learning outcomes are the appropriate level for Baccalaureate Degree.

The BA Steering Committee oversaw the process for program alignment across the Institute's existing language programs. During the planning process, DLIFLC benchmarked program learning outcomes with four year degree programs offering majors in foreign language that listed proficiency outcomes using the standardized American Council on the Teaching of Foreign Language (ACTFL) scale in their program descriptions at a range of private and public colleges and universities of varying sizes. The ACTFL scale is considered the standard in American higher education when measuring foreign language proficiency and it can be correlated to the government's Interagency Language Roundtable (ILR) language proficiency scale. DLIFLC students who complete the upper division course sequence demonstrate outcomes comparable to the outcomes of civilian students at the four-year university level (Ev. 4) (Ev. 19).

The benchmarking analysis also included an examination of total major hours and course requirements. DLIFLC is unique from its civilian counterparts in that it serves a military student population. The committee reviewed the military science courses against similar specialized military foreign language courses offered at the four-year level within the military service academies to ensure appropriate rigor (e.g., West Point, Naval Academy). The remainder of the coursework is appropriate for foreign language majors at the baccalaureate level and is aligned with the academic coursework requirements for foreign language degree programs within the California State University system.

In recognition that the BA degree encompasses breadth as well as depth, the program includes an expanded general education course sequence beyond the current AA requirement. The general education sequence was adapted from the California State University general education breadth requirements and aligned with a four-year degree currently under development through the Army's regionally accredited Command and General Staff College, Ft. Leavenworth, KS (Ev. 20).

The BA Steering Committee recognized that DLIFLC's mission may expand in the future to include new languages. It takes several years from the time there is a new instructional requirement to the time of program launch at the upper division level. In coordination with the Institute's quality assurance committees and program stakeholders, new programs will be required to submit course titles, course descriptions, and prospective syllabi prior program launch in order for courses to be awarded DLIFLC credit so that students are degree-eligible.

Describe the impact on Student Services (counseling/advising, etc.), Learning Support Services (tutoring, etc.), Library Services, and other activities that will support students.

Comprehensive student support services are available to all students, including, but not limited to: academic counseling, degree completion counseling, spiritual/religious counseling, psychological services, health services, library services, legal services, and tutoring. Support services are outlined in the [DLIFLC General Catalog](#) and on the DLIFLC website.

The DLIFLC Aiso library is a highly specialized academic library focused on identifying, acquiring, managing, and providing access to foreign language learning resources that support and enhance student learning at DLIFLC. Aiso library provides access to its resources through its [home page](#) on the DLIFLC website. Aiso library has developed a specially curated collection of learning resources

appropriate for service members studying at the higher levels. There is also a specialized professional development collection for faculty teaching at the higher levels. These collections will continue to satisfy the needs of the new BA program.

Standard III: Resources

<p>Please describe the staffing plan to support the proposed program.</p> <p>The Institute currently enrolls approximately 50 students annually at the upper division level. The Institute’s staffing model is driven by student enrollments, or student load. This set process identifies a military organization’s permitted personnel strength in all aspects of its operations, from financial and human resource operations, to academic administration and teaching faculty.</p> <p>Staffing for the proposed BA degree program is fully integrated into the Institute’s strategic planning process. Current staffing adequately supports the existing academic programs.</p>
<p>Faculty:</p> <p>Faculty staffing is determined by student load. A sufficient number of faculty are assigned to teach upper division courses at DLIFLC. Currently, DLIFLC has 25 fulltime faculty assigned to support the proposed degree program. DLIFLC caps class size at one teacher to no more than eight students. All faculty are hired under renewable annual or bi-annual contracts. Contracts are renewed based on student load and acceptable performance appraisals.</p>
<p>Staff:</p> <p>The DLIFLC Office of the Registrar is aware of the BA program, has been actively involved in the planning process, and is ready to meet the needs of DLIFLC bachelor degree students with transcripts and academic advising (Ev. 9) (Ev. 12).</p> <p>The current staffing has proven adequate to support existing programs across the Institute. Student enrollment management is included in the existing workload under the Associate Provost for Academic Support (Department of Academic Affairs) and under the Deputy Chief of Staff for Operations. The Divisions of Academic Affairs and Training Analysis coordinate data collection and outcomes tracking for the Institute's academic programs. They are sufficiently staffed to maintain their current workload. They coordinate student enrollment records and assist in publishing DLIFLC’s annual report for the ACCJC.</p>
<p>Administration:</p> <p>The Institute’s academic programs reside within administrative departments that are fully staffed and include, at a minimum: Associate Provost, Assistant Provost, Dean or Director, Assistant and Associate Deans, Branch Chief or Department Chair, and Team Leader.</p> <p>The Baccalaureate Steering Committee was charged with overseeing the administrative structure of the BA degree and providing DLIFLC leadership with recommendations. Committee membership was comprised of fulltime DLIFLC administrative and faculty representatives (Ev. 12). The new degree program’s ongoing quality assurance will be integrated into the standing accreditation committee’s workflow upon approval of the substantive change to ensure program oversight.</p>
<p>Provide faculty qualifications.</p>

DLIFLC Teaching Faculty

Staffing for the BA in Foreign Language program is as follows:

Fulltime Faculty with Doctoral Degrees	24
Fulltime Faculty with Master's Degrees in the Field	37
Fulltime Faculty with Master's Degrees and 6 Years of Experience	3
Assistant Lecturer	1

The Institute is committed to maintaining program quality through rigorous hiring and staffing practices. Calls for candidates for faculty teaching in the BA program ensure that candidates meet the minimum education and experience levels required ([Ev. 21](#)).

Explain the impact on the following resources:

Physical Resources

No new or additional physical resources are required to support these programs. DLIFLC has the facilities necessary to support the Baccalaureate degree program. To ensure fullest utilization of existing facilities, the Deputy Chief of Staff for Personnel and Logistics Space Management Office calculates the number of classrooms available in each facility and updates the data as necessary to record any changes due to renovations, new construction, or repurposing. The information is presented and discussed in the monthly space meetings. These updates give specific details of the space management plans covering all DLIFLC organizations. The Chief of Staff chairs the meetings and reviews the briefing materials submitted by the space manager. The meetings serve as a venue to coordinate space usage between agencies ([Ev. 22](#)).

Technology

The Institute does not anticipate a change in the level of technology support or technology resources with the Baccalaureate degree program.

The Institute provides appropriate and adequate technology support aligned to the needs of learning, teaching, institute-wide communications, professional development, research, and operational systems. DLIFLC provides full technology support to faculty, staff and students. The Institute provides all resident students with laptops configured to support language learning software applications. All classrooms come equipped with interactive white boards and access to wireless networks.

Equipment

The Institute does not anticipate a need for specialized equipment with the Baccalaureate degree program beyond what is currently used.

Explain the impact on financial resources.

Provide a budget showing evidence the institution has the capacity to start and maintain the proposed program.

DLIFLC is funded through congressional appropriations. As such, student enrollments, or student load, drive financial resources. Financial projections are calculated through the Structure Manning Decision Review (SMDR), which builds requirements for projected student loads at least two years in advance. Annual budget planning processes are communicated through the Planning and Budget Advisory Committee (PBAC).

The financial resources required to administer the BA program have been and will continue to be part of the Institute’s ongoing planning process and are sufficient to ensure the program’s viability.

Program Budget					
	FY18	FY19	FY20	FY21	FY22
Appropriations	\$ 13,314,578.02	\$ 6,196,942.01	\$ 6,260,972.22	\$ 6,273,783.31	\$ 6,399,258.97
Execution	\$ 13,314,578.02	\$ 6,196,942.01	\$ 6,242,647.77	\$ 5,683,302.25	

Standard IV: Leadership and Governance

Describe the leadership and governance structure that will ensure academic quality and institutional effectiveness are sustained and maintained.

The Institute has clearly defined structures and procedures that outline responsibilities of all parties to develop, implement, and assess curricula and other educational matters. Responsibilities are outlined in individuals' position descriptions, and annual rating standards, which were last updated in 2017 through collaborative review.

Senior leadership relies on the expertise of faculty and academic administrators for recommendations for ongoing program improvement. The key principles for curriculum-related efforts include fostering adaptive curricula with a focus on the integration of all skills and the use of authentic language and cultural materials based on transformative pedagogy. These principles are tailored for each instructional program and made actionable through the regular program review process, which involves input from both faculty and administration (Ev. 23).

DLIFLC implements comprehensive academic program reviews for its language programs during which faculty and administrative leadership analyze the instructional program and identify areas of improvement, including curriculum updates, to ensure relevance and course quality. An academic program review consists of three major components: curriculum, students, and faculty. Program reviews assess the effectiveness of each language program through data-driven and reflective processes incorporating student outcomes, student feedback, and faculty feedback. All programs follow a three-year review cycle tracked in the institute’s master evaluation plan (Ev. 14).

The Baccalaureate Steering Committee reflected broad, representative membership of the faculty and administration. The committee was responsible for making recommendations to the senior DLIFLC leadership about the degree plan, student learning programs, and services for the four-year degree program as outlined in its working charter to ensure alignment with similar

programs at peer institutions (Ev. 12). The committee met weekly during the development process, either collectively or in subgroups, to address resource, faculty, curricular, student support, and process needs for the proposed program.

Describe the internal approval process.

Operations Order (OPORD) 18-27 serves as DLIFLC’s internal directive to pursue a Baccalaureate degree from the Institute’s leadership (Ev. 24).

The BA Steering Committee included membership from the Institute’s representative groups to ensure stakeholder input into the substantive change process. Committee members were responsible for reporting on the committee’s progress to their representative groups. Committee members met with the Academic Senate to provide an overview of the program and opportunity for input (Ev. 7), as well as the Board of Visitors to receive the recommendation to move forward (Ev. 11).

Describe the external approval process (state/federal approvals, etc.).

Department of Defense Directive 5160.41 authorizes the Defense Language Program (Ev. 25), and encompasses language instruction for the Department of Defense components. Under this authority, DLIFLC completed two distinct steps in the external approval process: a directive from the Institute’ higher headquarters and congressional approval.

Higher Headquarters Approval

DLIFLC received a directive to pursue a baccalaureate degree in foreign language from its higher headquarters under Lieutenant General Lundy, Commanding General, U.S. Army Combined Arms Center in January 2019 (Ev. 26). This approval included tasking DLIFLC to coordinate degree alignment through US Army Command and General Staff College, accredited by the Higher Learning Commission, to facilitate future student transfer (Ev. 20).

Congressional Approval

The Federal Policy Governing the Granting of Academic Degrees by Federal Agencies and Institutions (1954) directs that institutions of the Federal Government with the authority to grant undergraduate degrees should seek accreditation by the appropriate accrediting agency (Ev. 27). The Defense Language Institute Foreign Language Center (DLIFLC) was chartered by Congress as an Associate of Arts degree granting institution in 2001 (Ev. 28). Subsequently, the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges approved DLIFLC to operate as a degree-granting institute in California.

Congress amended the existing 2001 law through the Fiscal Year 2022 National Defense Authorization Act with the [Defense Language Improvement Act](#) (DLI Act) bill expanding degree authority to allow DLIFLC to confer Associate of Arts and Bachelor of Arts degrees. Congress [passed the amendment into law](#) on 27 December 2021.

Evidence

1. The Army University. (2017). [Army learning strategy](#).

2. Kem, J., Hotaling, A. (2017). [What is Army University Supposed to Do and How Is It Going So Far?](#) *Journal of Military Learning*, April.
3. Operations Plan 16-02
4. BA White Paper January 2020
5. Student Interest Communication
6. Advanced Command Language Program Managers Brief Aug. 30, 2018
7. Academic Senate Agenda July 30, 2018
8. Chief of Staff Meeting Agenda Aug. 29, 2018, Oct. 3, 2018
9. Accreditation Committee Meeting Minutes FY20-FY21
10. BoV Agenda, Fall 2017
11. BoV Recommendation, Winter 2018
12. BA Steering Committee Charter
13. Planning Agendas and Briefs List
14. Master Evaluation Plan FY22
15. Degree Plan for Language Concentrations
16. BA Catalog Addendum
17. Degree Forms
18. 350-10 Student Management Policy Addendum
19. SLO Mapping
20. Command and General Staff College Communication
21. Faculty Job Posting
22. Space Meetings
23. Example Program Review: Arabic 2021
24. DLIFLC OPORD 18-27
25. Department of Defense Directive 5160.41
26. LTG Lundy Communication, January 2019
27. Federal Policy Governing the Granting of Academic Degrees by Federal Agencies and Institutions 1954
28. Congressional Charter, 2001