



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 Russian, Minor in Translation and Interpretation

Description of Proposal: Proposal to confer a Bachelor of Arts in Russian with a Minor in Translation and Interpretation to DLIFLC graduates who fulfill eligibility requirements.

Introduction:

Concise Description of 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 Russian with a Minor in Translation and Interpretation 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 from DLIFLC with a BA degree in Russian 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 the Advanced Low Level (2) commensurate with the Interagency Language Roundtable level descriptions. The majority of graduates exceed these requirements.

Graduates demonstrate mastery of broad functional language skills in Russian, to include: complex grammar structures, pragmatics, register, discourse styles, and nuanced vocabulary. Additionally, graduates possess a comprehensive knowledge of cultural institutions, patterns of behavior, history and geography, and how they affect Russian values and traditions. Graduates possess an understanding and sensitivity to the degrees of complexity of the cultural norms and values, contributions, social issues, and political institutions of native Russian speakers.

Recipients of the BA degree achieve a high degree of sociocultural competence and an ability to understand all aspects of culture as manifested in allusions to history, sociology, literature, politics, and pop culture alongside everyday customs, reactions, humor, mannerisms, respect, body language, body space protocol, and gestures associated with these elements. 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 Russian from DLIFLC possess broad integrative knowledge, skills, and perspectives supportive of the military linguist mission. This knowledge promotes lifelong learning in a wide range of human interests and is considered foundational to critically engage in 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. They are capable of working in complex cross-cultural interactions with individuals from diverse socio-economic backgrounds, religions, and linguistic perspectives.

Minor in Translation and Interpretation

Graduates who hold a Minor in Translation and Interpretation follow a rigorous course sequence focused on the methods and techniques of translation and interpretation for professional purposes.

Upon completion of the minor, students are able to translate and interpret in diverse environments on a range of topics within accepted sociocultural norms. Graduates have knowledge of the interpreter’s code of conduct, diplomatic aspects of interpretation, and rules of translation for official documents, including arms-control treaties and agreements. They also demonstrate deep emotional competence through their ability to recognize culturally appropriate expressions of emotional states, to incorporate emotional intelligence and empathy through self-control, and to express feelings by means of verbal and non-verbal language.

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 in the Defense Threat Reduction Agency (DTRA) program 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 language courses 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 Russian with a Minor in Translation and Interpretation for the Institute’s existing training and educational DTRA program. Extending a DLIFLC degree to the DTRA program 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 program 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 BA degree granting authority in a white paper in December 2020 (Ev. 4).

Evidence of Sufficient Demand for Proposed Program

The proposed BA in Russian is directly aligned with DLIFLC’s mission. Currently, DLIFLC enrolls approximately 20 service members annually in the academic program. Enrollments for the previous five fiscal years are as follows:

FY17	FY18	FY19	FY20	FY21
16	18	23	20	16

During the fall of 2019, the Institute conducted an informal poll of service members enrolled in the upper division level programs. Of the 20 students ask about the possibility of integrating the language program into a formal degree, all of them expressed interest (Ev. 5).

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

Describe how the proposed program is consistent with college mission.

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, service members attend the DTRA program as a 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 program.

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 proposed 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, all 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 the DTRA program 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	7
Area D: Social Sciences	14
Area E: Lifelong Learning and Self Development	3
Total	44

GENERAL EDUCATION BREADTH REQUIREMENTS – LOWER DIVISION

Area	Course	Semester Units
Area A2	English Composition – <i>Written 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
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 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	3

	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	
Area E	Physical Education: Satisfied through Basic Military Training	3
GENERAL EDUCATION REQUIREMENTS – UPPER DIVISION		
Area A3	RU316 Round Table and Debate	4
Area C2	RU420 Russian Literature	2
Area C2	RU487 Advanced Area Studies - Geography	2
Area D	RU317 Russia Through Media	4
Area D	RU318 Russian and World Politics Through Media Coverage	3
Area D	RU488 Advanced Area Studies – History	4

Major Course Sequence

Students enrolled in the Russian major have already achieved intermediate proficiency levels in Russian from prior language studies or as heritage speakers of Russian. The major takes these students from an intermediate proficiency level to a professional proficiency level.

The Russian major course sequence follows commonly accepted practices as other foreign language programs in higher education designed for incoming students with significant prior language learning (Ev. 15). Namely, a two-course sequence at the 200 level precedes the advanced content and foreign language courses. These lower division courses provide critical foundational instruction in Russian for the students.

Minor Degree Requirements

In addition to the Russian major, students complete a structured, 20 unit course sequence for a Minor in Translation and Interpretation. These courses are designed to develop the students' professional and technical language skills.

MAJOR COURSE REQUIREMENTS – LOWER DIVISION		
Course Number	Course	Semester Units
RU266	Speech Conventions	2

RU233	Introduction to Advanced Grammar	5
MAJOR COURSE REQUIREMENTS – UPPER DIVISION		
RU330	Russian Media Analysis A	3
RU322	Russian Reading Comprehension A	3
RU323	Russian Reading Comprehension B	3
RU326	Conversation: Oral Production A	5
RU327	Conversation: Oral Production B	5
RU319	Stylistics	1
RU315	English Grammar and Interpretation	2
RU324	Advanced Grammar A	4
RU311	Introduction to Interpretation	3
RU312	Introduction to Translation	2
RU428	Conversation: Oral Production C	4
RU426	Advanced Russian Vocabulary	4
RU425	Advanced Grammar B	2
Total		48
Minor Degree Requirements		
RU411	Consecutive Interpretation A	5
RU413	Consecutive Interpretation B	4
RU412	Translation	4
RU414	Military Translation	2
MS487	Treaties and Agreements A	2
MS488	Treaties and Agreements B	3
Total		20

ELECTIVE COURSES – LOWER OR UPPER DIVISION

Transfer elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.	8
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Baccalaureate students will complete a minimum of 120 semester units, with the following breakdown:

Units Awarded from DLIFLC	87
Total Transfer Units	33
Transfer General Education Lower Division Units	25
Transfer Elective Units	8
DLIFLC General Education Units	19
DLIFLC General Education Upper Division Units	19
DLIFLC Lower Division Major Units	7
DLIFLC Upper Division Major Units	41
Total Major Units	48
Total Minor Units	20

Minimum Enrollment Requirements:

DTRA candidates are identified by the services either through in person recruiting briefings and/or screened and filtered via the military personnel database systems for working proficiency in Russian, active duty status, and as an enlisted service member with at least 3 years of service and in the rank of E-4 to E-7. Once identified, DTRA linguist recruiters conduct an in-depth face to face language assessment and an interview with the service member. If a member meets or exceeds the preliminary DTRA recruiting standards, recruiters request potential release from Service Personnel Centers. Service members are instructed to submit an application packet which includes, but is not limited to, letters of recommendation, their military training record with previous assignments, annual evaluations for the previous five years, Defense Language Proficiency Test scores (within one year), a narrative resume and a digital photo to form a comprehensive evaluation of the candidate's background. Once Service Personnel Centers release the candidate, the student moves to Monterey and enrolls in the program.

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.

The Institute has developed the program sheet for the college catalog, as well as degree petition forms and a policy addendum ([Ev. 16](#)) ([Ev. 17](#)) ([Ev. 18](#)) ([Ev. 19](#)).

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 civilian students at the four-year university level ([Ev. 4](#)) ([Ev. 20](#)).

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.

<p>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 regionally accredited four-year degree currently under development through the Army’s regionally accredited Command and General Staff College, Ft. Leavenworth, KS (Ev. 21).</p>
<p>Describe the impact on Student Services (counseling/advising, etc.), Learning Support Services (tutoring, etc.), and Library Services</p>
<p>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.</p> <p>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.</p>

Standard III: Resources

<p>Please describe the staffing plan to support the proposed program.</p> <p>The Institute currently enrolls approximately 20 students in this resident program annually. 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. Class sizes at DLIFLC are capped at one teacher to no more than eight students. This program is staffed with 10 fulltime faculty. DLIFLC hires all faculty under renewable annual or bi-annual contracts. Contracts are renewed based on student load and acceptable performance appraisals. Less than one percent of current faculty hold part time or adjunct status.</p>
<p>Staff:</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>

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).

Administration:

The Institute’s academic programs are housed 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.

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 ongoing program oversight.

Provide faculty qualifications.

DLIFLC Teaching Faculty

Staffing for the BA in Russian program is as follows:

Fulltime Faculty with Doctoral Degrees	3
Fulltime Faculty with Master’s Degrees in the Field	6
Fulltime Faculty with Master’s Degrees and 6 Years of Experience	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. 22).

Explain the impact on the following resources:

Physical Resources

No 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 are used to coordinate space usage between agencies (Ev. 23).

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. Technology support is provided to faculty, staff and students through directorates and divisions that oversee faculty, curriculum, and technology program development for all DLIFLC instructional locations. This infrastructure ensures support for existing technology requirements, new technologies, and base expansion. The Institute provides all resident students with laptops and iPads 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. All classrooms are fully equipped with instructional technology.

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, financial resources are driven by student enrollment, or student load. 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.

DTRA Budget					
	FY18	FY19	FY20	FY21	FY22
Appropriations	\$ 1,742,385.88	\$ 1,723,556.94	\$ 1,598,984.42	\$ 1,518,555.75	\$ 1,548,926.87
Execution	\$ 1,742,385.88	\$ 1,723,556.94	\$ 1,598,984.42	\$ 1,518,555.75	

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 which 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.

DLIFLC implements comprehensive academic program reviews for its language programs during which faculty and administrative leadership analyze the quality of the instructional program and identify the 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. The next regular program review for the DTRA program is scheduled for January 2022 (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 back 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).

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

Department of Defense Directive 5160.41 authorizes the Defense Language Program (Ev. 25). The proposed degree program encompasses language instruction for the Department of Defense components. DLIFLC completed two distinct steps in the external approval process: a directive from the Institute's 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 military student transfer between degree programs (Ev. 21).

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 authority to operate as a degree-granting institute in California was granted by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges.

The existing congressional language was amended 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. This amendment was [passed 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 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 Agenda Aug. 29, 2018 - Oct. 3, 2018
10. BoV Agenda 2017
11. BoV Recommendation 2018
12. BA Steering Committee Charter
13. Planning Agendas and Briefs List
14. Master Evaluation Plan FY22
15. Heritage Programs Benchmarking
16. BA in Russian Degree Plan
17. BA in Russian Degree Catalog Program Sheet
18. Russian Degree Forms
19. 350-10 Student Management Policy Addendum
20. SLO Mapping
21. Command and General Staff College Communication
22. Faculty Job Posting
23. Space Meetings
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