



DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

Student Handbook

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www.dliflc.edu



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Defense Language Institute Foreign Language Center STUDENT HANDBOOK

Mission Statement

The Defense Language Institute Foreign Language Center (DLIFLC) provides culturally-based foreign language education, training, evaluation, and sustainment to enhance the security of the nation.

Vision Statement

Delivering the world's best culturally-based foreign language training and education—at the point of need.

Intent of this Handbook

This Handbook is intended to be a useful source of information for inbound and current students. It is a compilation from many sources across DLIFLC and the Presidio of Monterey (POM). While we hope this information will be useful, we must acknowledge that there is the possibility of mistakes or changes to policy or procedure from what is written here. Please reference all applicable DOD, DLIFLC, and service component directives when discrepancies occur.



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Student Welcome Letter

You are among 3,000 students educated each year at the Defense Language Institute Foreign Language Center (DLIFLC). While most students are from the Department of Defense (DoD), we also educate students from other federal agencies, state and local governments, and from countries around the globe.

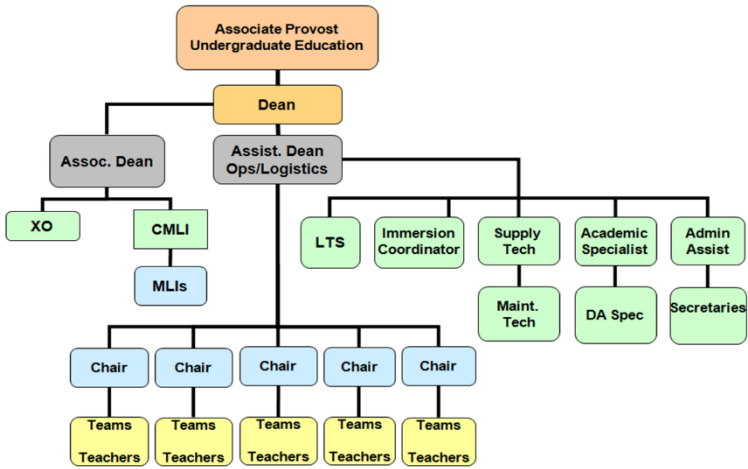
You are entering what will prove to be perhaps the most academically challenging educational program of your life. Over the next two to 64 weeks, depending on the level of your program and your target language, we expect you to become proficient in a vast array of linguistic and cultural skills to prepare you for your eventual assignment and duties.

Your selection for this demanding program is a reflection of your aptitude, intelligence, and ability; which in itself is praiseworthy. These characteristics, however, only set the stage: you must dedicate yourself and work hard to graduate and be assigned duties based on your linguistic ability. We have a faculty and staff ready and eager to assist you. We maintain and upgrade materials, equipment, and facilities toward one end product -- improving your ability to contribute to the national security interests of the United States of America. All we require of you is your time and effort.

Again, welcome to the Institute. We extend to you our best wishes on the beginning of your productive and rewarding learning experience.



Academic Organizational Chart





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Presidio of Monterey Building & Phone Numbers

For the most current Presidio of Monterey Telephone Directory, please visit the following link:

http://www.monterey.army.mil/About/inc/STAFF_DIRECTORY.pdf.



Student Services

For more information about these services, see your service unit representatives.

1. Aiso Library, Bldg 617.

The Library offers a wide range of language related materials. In addition to books, there are maps, games, newspapers, magazines, and computer software in more than 40 languages. The library is designed to enhance your language studies. Hours of operation are: Monday-Thursday 0800-2000; Friday 0800-1700; and Sunday 1200-1700. The library is closed on Saturdays.

2. Outdoor Recreation (ODR), Bldg 228.

ODR has tickets to local area activities (aquarium, movie passes, whale watching, etc.). It hosts trips to sporting events, camping and skiing areas (SF 49ers, Oakland As, Pinnacles National Park, Lake Tahoe, etc.). Equipment rentals and classes in numerous sporting activities are available. Stop by and check them out!

3. Price Fitness Center, Bldg 842.

This state-of-the-art complex offers a wide range of sporting facilities to include three indoor basketball courts, racquetball courts, weight rooms, aerobic exercise room, saunas and showers.

4. Army Community Services, Bldg 4260 OMC.

Army Community Services provides information and assistance to active duty and retired personnel and their family members. All U.S. Armed Forces are eligible for this assistance. The services include family counseling, childcare, budget and debt counseling,



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and food programs for those who qualify.

5. Post Exchanges and Commissary.

A small AAFES Exchange is on the POM. A larger one is on the POM Annex (Ft. Ord Military Community or OMC), along with a commissary. The POM Exchange has a barber shop, uniform store, alterations store, dry cleaning, and a food court.

6. Hobson Recreation Center, Bldg 843.

The Hobson Recreation Center is the best place on the Presidio of Monterey to hang out with your classmates and have some fun. The center is open to all eligible military service members and their families, DoD civilian employees, and their guests.

7. Edge Club Student Center, Bldg 221

The Edge Club Student Center is a great place for studying your language outside of school. There are many quiet rooms for group to gather and study, as well as frequent showings of movies in all language taught at DLI. Contact your MLI for more information about the Edge Club.



Academic Calendar

1. DLIFLC has no set academic calendar because of the continual enrollment and graduation of students. The following list shows the approved student days off from language education.

2. Federal Holidays.

The following are federal holidays when DLIFLC does not conduct language instruction.

| | |
|-------------------------------|---------------------------------|
| New Year's Day | 1st of January |
| Martin Luther King Day | 3rd Monday in January |
| Presidents Day | 3rd Monday in February |
| Memorial Day | Last Monday in May |
| Independence Day | 4th of July |
| Labor Day | 1st Monday in September |
| Columbus Day | 2nd Monday in October |
| Veterans Day | 11th of November |
| Thanksgiving Day | 4th Thursday in November |

3. Training Days/Holidays.

Designated by the Commandant via annual policy letter, training days/holidays are normally associated with select federal holidays. Military personnel are released to their Service units on Training days.



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4. Holiday Block Leave (ie: Winter Break).

A two-week break in late December / early January. Students are afforded leave opportunities during this time at the discretion of the applicable Service unit commanders.

5. Academic Break.

A one-week academic break is authorized for language programs with a duration of at least 25 weeks. Programs from 26 to 36 weeks in duration that include HBL are not authorized an academic break.



Basic Course Lengths / Language Codes

Below are the schools, program lengths, & language codes for the basic language courses. Advanced language courses are not listed.

| Language / School | Length (Weeks) | Lang. / School Code |
|---|-----------------------|----------------------------|
| Asian School I | | UAA |
| Chinese-Mandarin | 64 | CM |
| Japanese | 64 | JA |
| Tagalog | 48 | TA |
| Asian School II | | UAB |
| Korean | 64 | KP |
| Multi Language School | | UML |
| Hindi | 48 | HJ |
| Indonesian | 35 | JN |
| Persian-Afghan (Dari) | 48 | PG |
| Pashtu-Afghan (Pashto) | 64 | PV |
| Turkish | 48 | TU |
| Urdu | 48 | UR |
| European & Latin American School | | UEL |
| French | 36 | FR |
| German | 35 | GM |
| Hebrew-Modern | 48 | HE |
| Portuguese | 26 | PY |
| Russian | 48 | RU |
| Serbian/Croatian | 48 | SC |
| Spanish | 36 | QB |
| Middle East School I / II / III | | UMA/B/C |
| Arabic-Egyptian | 64 | AE |
| Arabic-Iraqi | 64 | DG |
| Arabic-Levantine Syrian | 64 | AP |
| Arabic Modern Standard | 64 | AD |
| Persian Farsi School | | UPF |
| Persian-Farsi | 48 | PF |



Student Responsibilities

1. Prepare for class by completing assigned homework and bringing required study materials with you.
2. Attend class every day and actively participate.
3. Preview the next day's lesson in advance whenever possible.
4. Use your target language at every opportunity, with both professors and classmates, whether in class or after hours.
5. At the end of the day, review what you learned in class.
6. Use your Academic Chain of Command to get any additional assistance you require.



Student Leader Responsibilities

1. Serve as class spokesperson - represent class concerns to your teachers/Chief MLI; be a conduit for faculty/school communication with the class.
2. Maintain military decorum and high standards of conduct, and work with your teachers/Chief MLI.
3. Lead by example - appearance, attitude, & classroom participation.
4. Foster teamwork/equal opportunity - everyone deserves dignity and respect.
5. Direct and maintain classroom/lab cleanliness.
6. Comply with and enforce the Prohibited Relationships policy - report improper relationships to your Chief MLI immediately
7. Motivate classmates whenever possible. Bottom Line— You are critical to the success of your classmates. As a Student Leader, you are a vital, on-the-spot member of our leadership system.



Typical Daily Schedule

1. There are two basic schedules, the only difference being when lunch occurs. Continuing education students use a third schedule.

Schedule Breakdown

| | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|---------|
| Sched A | Hour 1 | Hour 2 | Hour 3 | Lunch | Hour 4 | Hour 5 | Hour 6 | Hour 7* |
| Start | 0755 | 0855 | 0955 | 1045 | 1200 | 1300 | 1400 | 1500 |
| End | 0845 | 0945 | 1045 | 1200 | 1250 | 1350 | 1450 | 1545 |
| | | | | | | | | |
| Sched B | Hour 1 | Hour 2 | Hour 3 | Hour 4 | Lunch | Hour 5 | Hour 6 | Hour 7* |
| Start | 0755 | 0855 | 0955 | 1055 | 1145 | 1300 | 1400 | 1500 |
| End | 0845 | 0945 | 1045 | 1145 | 1300 | 1350 | 1450 | 1545 |
| | | | | | | | | |
| Cont. Ed. | Hour 1 | Hour 2 | Hour 3 | Hour 4 | Lunch | Hour 5 | Hour 6 | |
| Start | 0755 | 0855 | 1000 | 1100 | 1150 | 1310 | 1410 | |
| End | 0845 | 0945 | 1050 | 1150 | 1310 | 1400 | 1500 | |
| * = Mandatory for Students on Special Assistance or Probation | | | | | | | | |

2. Seventh hour is mandatory for students on special assistance (SA), probation, or as directed by the OD (Office of the Dean).

3. Attendance during seventh hour is mandatory for the first and last four weeks of Category I and II languages and the first and last eight weeks of Category III and IV languages in order to develop adequate study habits, complete homework, and conduct DLPT preparations while a faculty member is present.



Testing and Grading

1. Basic Guidelines.

The following are some basic guidelines regarding testing and grading at DLIFLC:

a. Teaching teams will explain to you the policies and procedures for giving and grading tests, quizzes and homework.

b. Criteria for letter grades of each test must be determined before the test is administered. The teaching team must ensure students are informed of the numerical or descriptive criteria for each grade on each test before the test is administered.

c. Subjective grades, such as “classroom participation,” are not assigned or used to determine test or final course grades.

d. Your teachers will report all test, quiz and homework grades and provide feedback to each student within three academic days after a test or quiz is administered or homework is turned in.

2. Test Grade Scales.

a. You will receive both letter and numerical grades for each test. The letter grade will determine whether you pass the test. The cumulative, weighted, numerical grades will equal your GPA.



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b. The following table represents the relationship of test values and letter grades:

| | | | | | | | |
|----|-----|----|-----|----|-----|---|-----|
| A | 4.0 | B | 3.0 | C | 2.0 | D | 1.0 |
| A- | 3.7 | B- | 2.7 | C- | 1.7 | F | 0.0 |
| B+ | 3.3 | C+ | 2.3 | D+ | 1.3 | | |

Note: The following grades will not be assigned: A+, D-, F+, F-.

Academic Standards, Feedback and Assistance

1. Standards.

A grade of 'C' is the lowest passing grade. You must maintain, over the most recent four weeks of instruction (two weeks for a Category I language), an overall average grade of C or better as well as in each of the major skill areas. The Institute does not assign impression grades, such as "classroom participation." Teachers may give informal assessments for assigned classroom activities to provide you and your Service unit commanders with feedback on your performance. DLIFLC regulations provide more information on these criteria. Your teaching team, chairperson, Chief MLI or AD can provide you these regulations or information.



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2. Academic Feedback.

Regardless of your grades, your teaching team will periodically give you feedback on your academic progress. This academic feedback should not be confused with supervisory counseling. This formative feedback is designed to let you know how you are progressing and how to improve your language skills. At least once a month, this feedback will be in writing, with the documentation retained in your file.

3. Academic Assistance.

Should your grade average in any skill area drop to less than C over the most recent four weeks (two weeks for a Category I language), or should the teaching team observe performance deficiencies, your teaching team will take several steps to help you.

a. First, the team will formally counsel you -- tell you where you need extra work and what steps to take to improve. You may be placed on special assistance with mandatory tailored instruction.

b. Each tailored instruction session must be conducted with a teacher in the same room with you. Teachers will actively participate in the education. Tailored learning sessions will have no more than three students per teacher. You may receive this small group tailored instruction any time during the day.



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c. If your grades continue to decline even after the formal counseling/special assistance/tailored instruction, you will be placed on probation. If you are placed on probation you will meet with your Department Chairperson (and, perhaps, a member of the Office of the Dean) to review the teaching team's recommendations. The teaching team will further tailor a study plan to help you improve in problem areas.

d. Periods of probation will be no less than two weeks, during which time you will receive tailored instruction. By the end of the probationary period, if you do not raise your grades to a minimum of C over a four week period (two weeks for a Category I language), the teaching team may recommend recycle or disenrollment from the program.

e. Each formal counseling, special assistance, or probation action for academic deficiency **MUST** be followed by a minimum of 10 days of tailored instruction. Each formal counseling or probation action must specify your deficiencies, specific actions you must take, and document each tailored instruction session.

Remember: The ultimate responsibility for learning the language rests with the individual! Your teaching team is there to assist you. Take advantage of the help that they can provide.



Language Learning Strategies

Each person has a preferred learning style. For example, some are visual learners who want to look at new words as they say them. Others are auditory learners who enjoy activities that allow them to listen. For more in-depth training about learning styles and which strategies may work best for you, see your school's Academic specialist, your MLI team, or the Student Learning Services. Try some of the following learning strategies to see what works best for you.

1. Listening Comprehension.

a. Don't listen to an audio "cold." Find out where the audio is from and its topic. You may want to first listen to the whole segment, determine what information you already have about the topic, and try to predict what will follow. You may want to write down your predictions. Compare your predictions with the information you actually hear.

b. You may want to use the title of the audio, a brief summary, or even a full transcript to help prepare mentally for listening to it.

c. Instead of listening for individual words (and getting stuck when one is new or difficult), try writing down everything you do understand. Make good use of the pause function. Try filling in the blanks in your transcription by analyzing grammar patterns or by using your background knowledge of the topic.



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d. Try predicting specific vocabulary that will be used in the audio as well as the topics that will be covered. See how many of the words you predict are actually used.

2. Reading Comprehension.

a. Use advance organizers and visuals, such as titles, subheadings, topic sentences, summaries, illustrations to learn as much as possible about the text before you read.

b. Do not depend on isolated words to decode a text. Remember that in language, the meanings of words change in different contexts.

c. Try some of the tips used for listening comprehension, including prediction and guessing from context.

3. Speaking.

a. If you don't feel ready to practice speaking with others, practice pronunciation in front of a mirror or record yourself speaking or reading. Or, invent an imaginary partner.

b. Prepare an outline of what you want to say in conversation practice.

c. Learn to tolerate some mistakes. It takes years to develop 100% accuracy in speaking. Forgive yourself, and keep talking.



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d. When practicing speaking in a group, learn from the mistakes of others by preparing a silent answer even when you are not required to speak.

e. You can do the following aloud or silently:

- (1) Name and describe the objects you see.
- (2) Do a play-by-play commentary on what you are doing.
- (3) Invent dialogs with others studying the same language.

f. If possible, record some of your conversations with native speakers, and ask a teacher to help you listen for and correct mistakes. But while you are engaged in conversation, take risks and forget about possible mistakes.

4. Vocabulary.

a. Read articles and listen to audios of related topics and guess at the meaning of words you do not understand.

Proposed practice method 1:

- (1) Write a summary using the unfamiliar words.
- (2) Create a story using the unfamiliar words.
- (3) Read your summary or story aloud; record yourself and listen to the recording.

Proposed practice method 2:

- (1) Make up & record a story with a study partner.
- (2) Produce a transcript of your recorded story.
- (3) Read the transcript silently or aloud.



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b. Use flash cards in the following way:

(1) Write the word on a card.

(2) Group your flash cards according to topics or parts of speech.

(3) Arrange the flash cards into "sentences" or "paragraphs."

c. Read the "sentences" aloud, supplying anything that is missing--words, word-endings, etc.-- and record yourself.

d. Listen to the recording.

5. Grammar.

a. Read or listen to taped material and try to determine which grammar rules apply. Then use these grammar rules as you practice speaking.

b. Make your own charts with verb conjugations, noun declensions, or whatever applies to the language you are studying.

Your school's Academic Specialist, Chief MLI, teaching team, and the Student Learning Center can give you more information on means to help you succeed in your language program.



Final Learning Objectives (FLOs)

Overview:

Basic program students will take test batteries for the four FLO groups: Proficiency, Performance, Content, and Ancillary. Students in other programs will only take the Proficiency FLO battery. You must complete all required test batteries to graduate. The skill levels, as described below on the Interagency Language Roundtable (ILR) scale, characterize proficiency in the four language skills, listening, reading, speaking, and writing.

1. Proficiency FLO Battery - The DLPT and OPI.

a. The Proficiency FLOs are tested by the Defense Language Proficiency Test (DLPT) and the Oral Proficiency Interview (OPI). The DLPT is the same test used by linguists in the field, and consists of two sections, listening and reading. The OPI is a 30-45 minute interview with two professors.

b. DLIFLC's proficiency goal is L2+/R2+/S2 for basic course graduates as scored using the Interagency Language Roundtable (ILR) scale. The minimum graduation standard is L2/R2/S1+ for Basic Courses and L2/R2/S2 for Basic Special Projects Courses (ie: FAO courses).

2. Performance FLO Battery.

Each basic course student must pass all Performance FLO exams, which consist of eight separate performance tests that focus on:



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- a. Summarizing conversations and broadcasts. Answering questions about conversations and broadcasts.
- b. Transcribing texts.
- c. Transcribing numbers.
- d. Answering content questions.
- e. Reading native handwriting.
- f. Translating from the target language to English.
- g. Translating from English to the target language.

3. Regional Studies And Ancillary FLO Batteries.

The Institute is in the process of developing these test batteries incrementally on a language by language basis. As they become available, students will take them and their results will be reported just as is done for the Proficiency and Performance FLO batteries. This means students in some languages will have more tests than others until all language programs have these two test batteries in use.



Interagency Language Roundtable (ILR) Scale

| LEVEL | FUNCTIONS/ TASKS | CONTEXT/ TOPICS | ACCURACY |
|-------|---|--|--|
| 5 | All expected of an educated native speaker (NS) | All subjects | Accepted as an educated NS |
| 4 | Tailor language, counsel, motivate, persuade, negotiate | Wide range of professional needs | Extensive, precise and appropriate |
| 3 | Support opinions, hypothesize, explain, deal with unfamiliar topics | Practical, abstract, special interests | Errors never interfere with communication & rarely disturb |
| 2 | Narrate, describe, give directions | Concrete, real-world, factual | Intelligible even if not used to dealing with non-NS |
| 1 | Q&A, create with the language | Everyday survival | Intelligible with effort or practice |
| 0 | Memorized | Random | Unintelligible |

For more information regarding FLOs see the Final Learning Objectives document.



Graduation, Diplomas and Awards

1. Graduation Criteria.

To receive a DLIFLC Diploma, the student must:

- a. Pass all DLIFLC language courses with a grade of “D” or higher.
- b. Maintain a cumulative grade point average of 2.0 or higher on all DLIFLC language courses.
- c. Achieve the following results on the DLPT:

Basic programs – Level 2 or higher in listening and reading, level 1+ or higher in speaking (L2/R2/S1+).

Intermediate programs – Level 2+ or higher in listening and reading, level 2 or higher in speaking (L2+/R2+/S2).

Advanced programs – Level 3 or higher in listening and reading, level 2+ or higher in speaking (L3/R3/S2+).

2. Basic Program Student Recognition.

Special recognition for academic performance is documented on diplomas for basic programs as shown below. The recognition you will receive will depend on your performance on the Proficiency tests (the DLPT).

- a. Honors. Achieve a 2+/2+/1+ with a 3.2 GPA.
- b. High Honors. Achieve a 3/2+/1+ or 2+/3/1+ with a 3.5 GPA.



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c. Highest Honors. Achieve a 3/3/2 with a 3.8 GPA.

3. Advanced Program Student Recognition.

Special recognition will also be made for Intermediate and Advanced programs as shown below.

INTERMEDIATE

a. Honors. Achieve a 3/3/2 with a 3.2 GPA.

b. High Honors. Achieve a 3+/3/2 or 3/3+/2 with a 3.5 GPA.

c. Highest Honors. Achieve a 3+/3+/2+ with a 3.8 GPA.

ADVANCED

a. Honors. Achieve a 3+/3/2+ or 3/3+/2+ with a 3.2 GPA.

b. High Honors. Achieve a 3+/3+/2+ with a 3.5 GPA.

c. Highest Honors. Achieve a 3+/4/3 or 4/3+/3 with a 3.8 GPA.

4. Awards.

Regardless of your class size, you and your classmates are eligible for several awards that are presented at your graduation ceremony. Those awards include some or all of the following:

a. Commandant's Award:

*Minimum final grade point average of 3.7;

OR qualify for Honors

*Consistent high interest in foreign language study

*Strong leadership contributions within the military unit, academic classroom, and local community



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b. Provost's Award:

*Top 5% of the class (GPA); AND qualify for Honors

c. General Maxwell D. Taylor Award:

*Minimum grade point average of 3.7;

OR qualify for Honors

*Academic achievement and military performance

*Epitomize the highest ideals of a military linguist

d. Martin J. Kellogg Award:

*Minimum final grade point average of 3.7;

OR qualify for Honors

*High academic achievement in language training

*Documented dedicated efforts toward gaining a deeper understanding of a foreign culture

e. The Association of United States Army's General
"Vinegar Joe" Stilwell Award:

*Minimum final grade point average of 3.7;

OR qualify for Honors

*Academic achievement

*Achievement in understanding foreign cultures

f. The Command Sergeant Major's Award

*Military student in the grade of E-5, E-6, or E-7

*Minimum final grade point average of 3.7;

OR qualify for Honors

*Academic achievement

*Military performance to include high NCO/PO ideals and values

*Strong leadership contributions in the classroom, the military unit, and the local community



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g. Certificates of Achievement:

*Intermediate or Advanced program students, or family members or civilians attending Basic courses

*Minimum final grade point average of 3.7;

OR qualify for Distinction

h. Donor/faculty book awards:

*Individual schools have established criteria for these awards

Degree Programs

AA Degrees / Credits

1. DLIFLC is accredited by the Western Association of Schools and Colleges (WASC). Each course at DLIFLC awards a specific number of credits (semester hours) for each semester portion of the course. These vary by language and level of the course. Most basic courses award 15 semester hours of college credit per DLIFLC semester, or 45 hours for the entire three-semester program. Contact the school or Registrar's Office for details regarding the number of credits awarded for your program.

2. Students in other than Basic programs are eligible to receive various college credits using their transcripts. Contact the Registrar's Office for details concerning academic credit for the DLPT.



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3. To request a transcript, complete DLIFLC Form 220 (available on the website at www.dliflc.edu/academics/transcripts-records/) and mail, fax, or scan/email to:

EMAIL: transcripts@dliflc.edu

FAX: 831-242-5146 / DSN 768-5146

TEL: 831-242-6455 / DSN 768-6455

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ATFL-ASD-DA
(Attn: Registrar's Office)
Presidio of Monterey, CA 93944-5006

Student Feedback System

1. The feedback you give the Institute on language instruction and other issues that affect your studies is an invaluable management tool. We welcome your suggestions to improve our language programs and administrative support.

2. How to provide feedback.

a. On-going dialog with teaching teams. Let them know each day what worked for you or bring areas of concern to the attention of your teachers. This will give the team immediate feedback on their efforts and may alleviate problems on the spot. Interim Student Feedback Forms. Periodically during the instructional program, you will have the opportunity to provide written feedback that is collected and consolidated by your student leaders and reviewed by teachers, chairpersons and the Office of the Dean.



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b. Student Leader Meetings. Discuss your problems and concerns with your Student Leaders. They meet with the Office of the Dean once a month to talk about various topics.

c. Sensing Sessions. Periodic student meetings with senior school leadership to allow you the opportunity to provide open, timely feedback.

d. End of Course Student Questionnaires (ESQ). You will be asked to complete this in-depth questionnaire near the end of your training. The ESQ is the Institute's formalized feedback procedure to gather your comments and suggestions.

e. Student Advisory Council. Class representatives can bring problems and concerns to the Office of the Dean (OD) monthly.

3. Feedback is for the purposes of improving instruction, administrative procedures, and your school, or complimenting the areas or teachers that deserve accolades. To work best, it will help if you provide complete feedback. Suggestions on how to improve a deficiency are just as important as calling the deficiency to our attention. Compliments should mention the teacher, the particular class, and what made the instruction worthy of your praise.



Academic Code Of Conduct

1. Honesty and integrity are expected of all people associated with the Institute whether military or civilian, student or staff.
2. Academic misconduct includes but is not limited to cheating, forgery, plagiarism, fabrication, theft of instructional material or tests, alteration of grades, or failing to report suspected misconduct.
3. Students are responsible to ensure they avoid any form of academic misconduct. Academic misconduct will result in disenrollment from the program and could lead to punishment under the UCMJ.
4. Students are not allowed to use any reference materials during tests, unless specifically authorized. Each student must ensure that his/her immediate work area is clear of any such materials. If the test is outside of the regular classroom, students are not allowed to bring any subject related materials to tests, unless specifically authorized. Bringing them, unless specifically authorized, may be construed as cheating.
5. All tests, written or oral, are **FOR OFFICIAL USE ONLY (FOUO)**. The unauthorized discussion or possession of any part of any test by a student is a violation of Article 92 of the Uniform Code of Military Justice.



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6. Report suspected academic misconduct immediately. Anyone suspected of academic misconduct will report to the Office of the Dean (OD). The AD must be notified! The OD will ensure an investigation is initiated. The service unit investigates disciplinary infractions and takes appropriate action based on findings.

Academic misconduct, regardless of form, is not accepted.

Student Relationships

Non-professional relationship: Any personal interaction between individuals that is not necessary to the performance of their official duties, or part of an officially sanctioned athletic or social function. Non-professional relationships between the following personnel are prohibited:

1. Initial Entry Training (IET) students and Service equivalents.

a. May not form non-professional relationships with any officer, noncommissioned officer, or school staff member in their language class or unit.

b. May not form non-professional relationships with any permanent party civilian or military staff member.

c. May not have Officer or NCO visitors to their barracks room, without the authorization of their company, unit, or higher command authority.



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d. May not visit the barracks room or home of an Officer or NCO without the authorization of their company, unit, or higher command authority.

e. Personnel in the grade of E-3 and below may not form non-professional relationships with personnel of greatly superior rank or grade (more than two grades) unless exceptional circumstances apply. If military members believe exceptional circumstances apply, they must bring it to the attention of their unit chain of command immediately.

2. Enlisted Careerists.

E-1 through E-4 careerist and other service equivalents: All of the restrictions cited in 1 above apply, excluding letters b, c, and d.

3. Officer/NCO Students.

a. May not form non-professional relationships with IET students and other service equivalents in their language class or unit.

b. May not form non-professional relationships with school staff in their language school, or classroom/unit chain of command.

c. May not have IET visitors to their quarters without the authorization of their company, unit, or higher command authority.

d. DLIFLC and POM staff members (military/civilian) who are involved in training or evaluation activities may not form non-professional relationships with DLIFLC and POM students.



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Note: This policy is punitive in nature. Violations of this policy may subject military members to punishment under the Uniform Code of Military Justice or other appropriate administrative action. Civilian personnel are subject to disciplinary action under applicable personnel regulations.

Sexual Harassment

Sexual harassment is defined as (1) influencing, offering to influence, or threatening the career, pay, or job of another person in exchange for sexual favors; or (2) deliberate or repeated offensive comments, gestures or physical contact of a sexual nature in a work or duty-related environment.

Sexual harassment is unacceptable behavior. The Institute will not tolerate it.

Review this policy in full at your Service unit's administration section. Each Service's policy may vary slightly.

Final Words Of Advice

To successfully complete your target language program, you must take personal responsibility for learning. Study and work hard daily -- starting the very first day and throughout the entire program. Good Luck



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Presidio of Monterey Map





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Ord Military Community Map





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Salinas Area Map





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California Central Coast Map

