



DLIFLC

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER



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DLIFLC

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

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Letter from the Provost

Welcome to the Defense Language Institute Foreign Language Center! Our diverse and committed faculty and staff are dedicated to providing you with a culturally-based foreign language education leveraging effective instructional methods, technology and authentic materials. You will enjoy team-based courses, which, although rigorous, are student-focused and emphasize lifelong learning.

In addition to our outstanding courses, DLIFLC offers a comprehensive academic, professional, and personal support structure. You will enjoy several student support and student academic support resources which allow the opportunity to engage with students and military professionals from different units and across the U.S. Whether you earn a certificate, diploma, or associate or bachelor's degree, DLIFLC will provide you with many opportunities to build your confidence in academic, military, and life skills. Your knowledge of the language and culture will serve as your "personal weapons system."

As such, I encourage you to take advantage of the numerous DLIFLC resources available to you. Thank you for your dedication to safeguarding the national security of the United States, and I look forward to seeing you here!

A handwritten signature in black ink that reads "Robert Savukinas".

Robert S. Savukinas, ED.D.
Provost DLIFLC

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Mission

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.

Vision

To generate and sustain warrior linguists throughout their military journey from apprentice to master.

Values

We hold ourselves and others accountable for the following values:

Commitment

We are committed to our students, employees, stakeholders, life-long learning and institutional excellence.

Adaptability

We promote flexibility and drive innovative change as individuals and as an institution.

Integrity

We expect personal and professional integrity.

Respect

We honor our cultural and social diversity by treating others with dignity and respect.

Accreditation

The Defense Language Institute Foreign Language Center is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, 331 J. Street, Suite 200, Sacramento, CA 95814, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, may be found at: www.accjc.org. DLIFLC's efforts to achieve academic excellence were formally recognized in 1979 when the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) granted it accreditation. This status was last reaffirmed in 2018. In October 2001, the U.S. House of Representatives approved DLIFLC's request for federal degree-granting authority. The ACCJC subsequently approved the requirements for the Associate of Arts degree in May 2002, and the Bachelor of Arts degree in March 2022. Academic degrees are based on the successful completion of DLIFLC Language Programs, plus the completion of additional general education coursework at other accredited institutions.

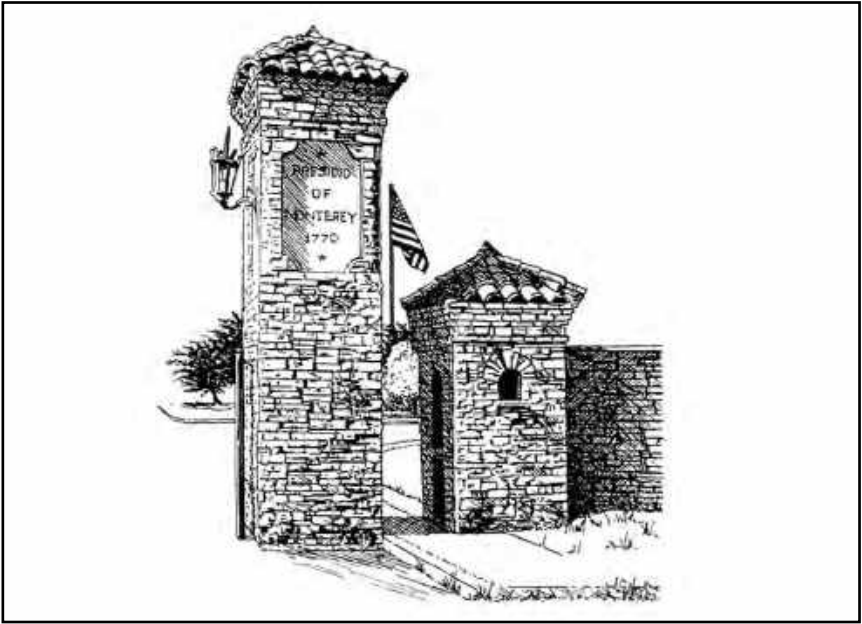
DLIFLC Board of Visitors

The DLIFLC Board of Visitors (BoV) is governed by the Federal Advisory Committee Act (FACA) of 1972, as amended, and is a subcommittee of the Army Education Advisory Committee (AEAC). The purpose of the BoV is to provide the Commandant, through the AEAC, with advice on matters related to the Institute's mission, specifically: academic policies, staff and faculty development, student success indicators, curricula, educational methodology and objectives, program effectiveness, instructional methods, research, and academic administration. Information about the BoV and current members can be found online at: www.dliflc.edu/about/board-of-visitors/. Questions regarding the BoV can be directed to BoV@dliflc.edu.





CHAPTER ONE:
INTRODUCTION
TO DLIFLC



HISTORY

The Original Presidio of Monterey

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

The Monterey Bay area was colonized by a small Spanish expedition that set out from Mexico in 1769. Captain Don Gaspar de Portola commanded the military component of this expedition, and Franciscan Father Junipero Serra oversaw the religious element. Portola officially took possession of Alta (Upper) California for Spain, and Serra celebrated a Thanksgiving mass, on June 3, 1770. The Monterey Presidio was one of four presidios and twenty-one missions established in Alta California by Spain, due to fear that other nations, particularly Russia, had designs upon her New World empire.

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

Fort Mervine

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

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

During its early history, this fortification took many unofficial names, including Fort Halleck and Fort Hill. In 1852, the redoubt was renamed the Monterey Ordnance Depot and used until 1856 as a military storehouse. From 1856 to the closing months of the Civil War, the fort was abandoned. After briefly reopening the post again in 1865, the Army then abandoned it a second time in 1866, although the U.S. Government "reserved" for possible future use a 140-acre military reservation surrounding the original redoubt.





The Modern Presidio of Monterey

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

In 1902, the name of the cantonment area was the Monterey Military Reservation. It was changed to Ord Barracks on July 13, 1903, and to the Presidio of Monterey (POM) on August 30, 1904. Various infantry regiments rotated to the Presidio of Monterey, including the 15th Infantry, 20th Infantry, 12th Infantry, and 8th Infantry with supporting cavalry elements. The Army School of Musketry, the forerunner of the Infantry School, operated at the Presidio of Monterey from 1907 to 1913. In 1917, the U.S. War Department purchased a nearby parcel of land (about 15,609 acres) for use as a training area. This reservation, later supplemented by additional acreage, became Fort Ord on August 15, 1940.

The 11th Cavalry Regiment was posted at the Presidio from 1919 to 1940, and the 2nd Battalion, 76th Field Artillery Regiment, from 1922 to 1941. During the summer months, Presidio soldiers organized and led Citizens’ Military Training Corps and Reserve Officer Training Corps camps in the local area. During the Great Depression, the Civilian Conservation Corps built the High Street gate, the concrete and stone review stand at Soldier Field, numerous retaining walls, walkways, curbs, and drainage works, as well as the stone basements of the 1902 barracks.

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

Military Intelligence Service Language School

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

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

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

Army Language School

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

Instructors, including native speakers of more than 30 languages and dialects, were recruited from all over the world. Russian became the largest language program, followed by Chinese, Korean, and German. After the Korean War (1950–53), the school developed a national reputation for excellence in foreign language education. ALS led the way with the audio-lingual method and the application of educational technology such as language laboratories.



Defense Language Institute

In the 1950s, the U.S. Air Force decided to meet its foreign language training requirements through contract programs at universities such as Yale, Cornell, Indiana, and Syracuse, while the U.S. Navy taught foreign languages at the Naval Intelligence School in Washington, D.C. To promote efficiency and economy, all the military language programs were consolidated in 1963 into the Defense Foreign Language Program. A new headquarters, the Defense Language Institute (DLI), was established in Washington, D.C., and the former Army Language School commandant, Colonel James L. Collins, Jr., became the Institute's first director. (Collins Hall is named in his honor). The Army Language School became the DLI West Coast Branch, and the foreign language department at the Naval Intelligence School became the DLI East Coast Branch. The contract programs were gradually phased out. DLI also took over the English Language School at Lackland Air Force Base, Texas, which became the DLI English Language Center (DLIELC).

During the peak of American involvement in Vietnam (1965–73), DLI increased the pace of language training. While regular language training continued unabated, more than 20,000 service personnel studied Vietnamese through DLI programs, many taking a special eight-week military adviser “survival” course. From 1966 to 1973, the Institute also operated a Vietnamese branch, employing contract instructors at Biggs Air Force Base near Fort Bliss, Texas (DLI Support Command, later renamed the DLI Southwest Branch). Dozens of DLI graduates gave their lives during the war. Four student dormitories today bear the names of graduates who died in that conflict: Chief Petty Officer Frank W. Bomar, Sergeant First Class Alfred H. Combs, Marine Gunnery Sergeant George P. Kendall, Jr., and Staff Sergeant Herbert Smith, Jr. In addition, there is an instruction hall named Cook Hall, in honor of Medal of Honor recipient Colonel Donald G. Cook. In 1974, the Institute's headquarters and all resident language training were consolidated at the West Coast Branch and renamed the Defense Language Institute Foreign Language Center (DLIFLC) (The Institute continues to operate a small contract foreign language training program in Washington, D.C.). With the advent of the All-Volunteer Forces and the opening of most specialties to women, the character of the student population underwent a gradual change. In 1973, the newly formed U.S. Army Training and Doctrine Command (TRADOC) assumed administrative control, and in 1976, all English language training operations were returned to the U.S. Air Force, which operates DLIELC to this day.

Since the end of the Vietnam War, the Institute has experienced an exciting period of growth and change. DLIFLC won academic accreditation in 1979, and in 1981 the position of Academic Dean (later called Provost) was reestablished. A joint-service General Officer Steering Committee was established in 1981 to advise on all aspects of the Defense Foreign Language Program. This function is now performed by the Defense Language and National Security Education Office. In the early 1980s, a rise in student input forced the Institute to open two temporary branches: a branch for Air Force enlisted students of Russian at Lackland Air Force Base, Texas (1981–1987), and another for Army enlisted students of Russian, German, Korean, and Spanish at the Presidio of San Francisco (1982–1988). The increase in student input also resulted in an extensive facilities expansion program on the Presidio. Support to command language programs worldwide grew, with greater availability of programs such as Gateway and Headstart.

Numerous academic changes were made under the Proficiency Enhancement Plan, now called PEP I, from 1985 to 2000 and PEP II, beginning in 2005: More instructors were recruited; new instructional materials and tests were written; a comprehensive academic master plan was developed; teaching methodology became proficiency-oriented; and team teaching was implemented. Under PEP, the average staffing ratio was increased to two instructors per ten-student section and with PEP II, with the need for higher proficiency, the staffing ratio was again increased. In the more difficult languages, the faculty to student ratio was increased



from 2:10 to 2:6, while in the easier languages, the faculty-student ratio was increased from 2:10 to 2:8. In October 2001, the U.S. Congress gave DLIFLC federal authority to grant an Associate of Arts in Foreign Language (AA/FL) degree. Since May 2002, DLIFLC has granted nearly 20,000 degrees.

Over the past several decades, the Institute has taken on challenging new missions, including support for arms control treaty verification, the War on Drugs, Operation Desert Storm, Operation Restore Hope, and Operation Noble Eagle. In response to the terrorist attacks of September 11, 2001, DLIFLC created the Emerging Language Task Force to serve as the Institute's quick-response language team for current and emerging needs for Operations Enduring Freedom and Iraqi Freedom, the Global War on Terrorism, and the ongoing operations in Iraq and Afghanistan. It supported the Afghanistan/Pakistan Hands program by developing and teaching language and culture in Dari, Pashto, and Urdu. More than thirty DLIFLC graduates lost their lives during the Global War on Terrorism: Vance Barracks is named to honor Staff Sergeant Gene Arden Vance, Jr. Gasiewicz Hall, the immersion facility at the Ord Military Community, is named for Sergeant Cari Anne Gasiewicz. Corpuz Hall, a main classroom building, is dedicated to the memory of Corporal Bernard Corpuz. Pyeatt Barracks is the Presidio's newest building dedicated to Marine Sgt. Lucas Pyeatt in 2019, who was killed in action Feb. 5, 2011 in Helmand Province, Afghanistan. After the fall of Afghanistan, the school also supported Operation Allies Welcome by sending skilled faculty and Military Language Instructors to interpret and translate in the languages of Dari and Pashto for refugees newly arrived in the United States.

In 2020, like other institutions faced by the social distancing challenges of the Covid-19 Pandemic, DLIFLC transitioned to 100 percent virtual education but did so, unlike many others, without missing a day of class.

Now, after 80 years, DLIFLC continues to evolve and expand its language course offerings to support a wide range of Defense Department operations. DLIFLC faculty currently trains more than 2,500 resident students in more than a dozen languages annually in Monterey and provides instruction and sustainment foreign language training for thousands more around the world through its extension, distance-learning, and online programs.

DLIFLC GOALS

DLIFLC's overall goal is to produce a Culturally Based Professional Military Linguist. In doing so, DLIFLC focuses its efforts across three Lines of Effort, namely, 1) Train and educate our students, 2) Build and sustain faculty, and 3) Improve and refine curriculum. As an outcome-based Institution, DLIFLC has multiple proficiency and performance goals associated with each of its instructional programs. The goals build on the minimum proficiency outcomes of beginning language programs. DLIFLC relies upon the U.S. Government Interagency Language Roundtable (ILR) as a standardized outcome rubric. Student foreign language proficiency is assessed through multiple means throughout the program of study. Upon conclusion of the program of study, students take the Defense Language Proficiency Test (DLPT). Subsequent programs and follow-on courses help the students attain advanced levels. ([See ILR Scales](#))

EDUCATIONAL PHILOSOPHY

DLIFLC meets its responsibility for providing quality foreign language instruction to selected military and government personnel by designing instructional programs that teach the precise language skills needed. These programs, through transformational learning principles, instruct students in the use of a foreign language so that they can perform successfully in their language assignment. Students learn to understand and interpret meaning and intent within the foreign language and culture including the value systems, behavioral patterns, institutions, geography, and political, economic, and social systems.

DLIFLC's main goal is to ensure that graduates meet the requirements of the agencies that have assigned them to foreign language study. Students must therefore be provided instructional programs that are responsive to the foreign language needs of a wide variety of military positions throughout the world and that focus on language use in real-world situations. The principle of job-relevant instruction as part of a broad set of global skills is central to curriculum development, implementation, and evaluation. Instruction uses a dynamic curriculum consisting of task-based, content-based, learner-centered, and diagnostically oriented instruction.

DLIFLC supports a variety of programs that assist DLIFLC staff and faculty in their professional growth and career advancement. DLIFLC strives to create a culture of reflective practice, where faculty, staff, and the leadership consider and assess their workplace performance, looking for opportunities for individual growth and improvement. This is achieved via internal research projects to identify successes and opportunities for development, focused training, and by cross-functional teams that encourage awareness and the sharing of information.





INSTRUCTION

DLIFLC has been at the forefront of foreign language education for more than 80 years. Education is culturally based, learner-centered and proficiency-oriented, employing authentic speech and materials. It continually reviews developments in the field of instructional methodology and incorporates features into its educational programs designed to produce professional linguists.

Teaching is accomplished within a framework of intensive practice and interaction in the target language as spoken by native, educated teachers. The student starts with selected texts and structured exercises to practice listening and reading comprehension and speaking, and then moves on to creative use of the language. Throughout the program, emphasis is placed on communicative competence in real-life situations, to include appropriate military terminology. DLIFLC's programs also stress cultural and geographical knowledge of the appropriate regions and countries. High-speed internet access is available to all faculty and students, and classrooms have interactive white boards and Internet connectivity. Faculty and students are issued MacBook Pro computers and iPads to enhance learning.

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

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

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

LEADERSHIP AND ADMINISTRATION

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

The Defense Language Steering Committee, established under DoD Directive 5160.41E and chaired by the DoD Senior Language Authority, recommends and coordinates language policy, identifies current and emerging language needs, identifies language training, education, personnel, and financial requirements, and serves as an advisory board to the USD P&R. DLIFLC's sister school, the Defense Language Institute English Language Center at Lackland Air Force Base, Texas teaches English primarily to allied forces. The executive agent for this school is the U.S. Air Force.

Administratively, DLIFLC reports to the U.S. Army's Intelligence Center of Excellence, while all Army training schools fall under the Army's Training and Doctrine Command. The Executive Agent for DLIFLC is the Director of Training at Headquarters Army G-3/5/7. DLIFLC receives its funding and personnel resourcing from the Executive Agent.

Commandant

The DLIFLC Commandant, a U.S. Army colonel, directs the operations of DLIFLC foreign language programs. The Commandant executes standardization, testing, research and development, and evaluation of foreign language training, education, and related services for language professionals and general purpose forces within the DoD. The DLIFLC Commandant advises DoD component heads on cost efficient and effective foreign language instruction to meet the foreign language needs of the force. The Commandant is responsible for the quality of the Defense Language Testing Program providing skilled linguists to the DoD components which, in addition to the Basic Course, involves follow on training delivered via Command Language Program Manager (CLPM) courses, instruction at the Language Training Detachments, or via online programs. This individual supervises the Chief of Staff, the DLI-Washington director, and Commander of the 229th Military Intelligence Battalion positions.



Col. James Kievit



Col. Jennifer Saraceno

Assistant Commandant

The Assistant Commandant, an Air Force colonel, directs day-to-day academic operations of DLIFLC and reports to the Commandant. The Assistant Commandant provides leadership and direction on behalf of the Commandant, to ensure DLIFLC achieves execution of standardization, testing, and research and development of foreign language training, education, and related services. The Assistant Commandant supervises the DLIFLC Provost, Testing Director, and the Center for Leadership Development Director. This individual is also the Commander of the U.S. Air Force's 517th Training Group and leads the 311th and 314th Training Squadrons on the Presidio of Monterey.

Chief of Staff

The Chief of Staff is a civilian position responsible for the overall administrative policy, practices, and procedures for the support mission of the Institute. The Chief of Staff reports to the Commandant. The Chief of Staff directly supervises the Safety Office, Protocol, the Public Affairs Office, the Military Historian, the Ombudsman, the Deputy Chief of Staff of Personnel and Logistics, the Deputy Chief of Staff of Operations and Planning, the Deputy Chief of Staff of Information Technology, and the Deputy Chief of Staff of Resource Management.



Mr. Steven Collins



Command Sgt. Maj. Ernesto Cruz

Command Sergeant Major

The DLIFLC Command Sergeant Major advises the DLIFLC commandant on all matters related to enlisted service members. The Command Sergeant Major supports the mission and vision of the Commandant and serves as the Senior Enlisted Leader at DLIFLC. The individual in this position ensures a positive climate in which staff, faculty and students can meet DLIFLC objectives. The Command Sergeant Major works with the Garrison Command Sergeant Major and other Senior Enlisted advisors from the four branches of the service and Coast Guard to take care of all service members.

Garrison Commander

The U.S. Army Garrison Commander, an Army Colonel, reports to a separate Army command, the Installation Management Command (IMCOM), and is responsible for providing professional base support services to all activities and personnel on the Presidio of Monterey and Ord Military Community. The Garrison consists of 1,314 acres at the Presidio and Ord Military Community and more than 400 personnel supporting over 47,000 active duty, joint service members and their families, reserve component units and retirees. The Garrison commander is responsible for infrastructure, facilities, utilities, as well as coordinating morale and welfare activities, religious support, equal employment opportunity, internal reviews, operations, plans, safety, logistics, privatized housing, and environmental compliance. The Garrison Commander also develops and maintains partnering initiatives with six local municipalities and working relationships with federal, state, and local officials.



Col. Varman Chhoeung

Military Service Units

229th Military Intelligence (MI) Battalion

The 229th Military Intelligence Battalion conducts operations to develop proficient and culturally cognizant soldier-linguists during their tour of duty at DLIFLC. The 229th Military Intelligence Battalion provides mission command for all U.S. Army students assigned or attached to DLIFLC. The battalion consists of Companies A, B, C, D, E, F and G. The 229th operates command and control over Headquarters and Headquarters Company (HHC), DLIFLC which consists of military-language instructors and brigade-level headquarters staff.



Marine Corps Detachment

The Marine Corps Detachment (MCD) at DLIFLC is the Marine Corps' primary language learning detachment. It falls under Marine Corps Training Command, located in Quantico, Virginia. The MCD oversees military training and foreign language instruction of more than 500 officers and enlisted Marines annually in addition to providing Regional Personnel and Administration Center services to several Marine units in central California.



Information Warfare Training Command (IWTC) Monterey

Information Warfare Training Command (IWTC) Monterey, as part of the Center for Information Warfare Training (CIWT), provides a continuum of foreign language training to Navy personnel, which prepares them to conduct information warfare across the full spectrum of military operations. IWTC Monterey is a 50-member tenant command at DLIFLC and the Presidio of Monterey. It oversees the administration, naval military training, and foreign language instruction of more than 900 initial entry and fleet sailors annually.



311th and 314th Training Squadrons

The 311th Training Squadron (311TRS) and 314th Training Squadron report to the 517th Training Group (517TRG) commanded by the DLIFLC Assistant Commandant. The 517TRG falls under the 17th Training Wing, located at Goodfellow AFB, San Angelo, Texas. 517TRG units handle all military training for nearly 1,000 Air Force language students at DLIFLC and administratively support an additional 1,000 Air Force personnel stationed on the Monterey Peninsula.



ACADEMIC LEADERSHIP

Provost

As the chief academic officer, the Provost, a civilian, is the senior language authority with responsibility for the resident and nonresident foreign language instructional programs for DLIFLC. The Provost develops administrative policies, provides leadership, advice and guidance on foreign language education for DLIFLC and represents the Institute on external academic councils and committees. The Provost is responsible for coordinating and liaising on academic matters with federal departments, such as the DoD, Department of State and the Department of Education, as well as with universities, professional organizations, and the broader Intelligence Community. The Provost manages expenditures of manpower and budget for the academic programs.



Dr. Robert Savukinas

Provost Sergeant Major

The DLIFLC Provost Sergeant Major is the senior enlisted advisor to the Provost and carries out policies and standards of academic performance, training, and conduct for enlisted personnel within the academic environment. The Provost Sergeant Major advises and initiates recommendations to the Dean of Students, Provost, Commandant and other staff in matters pertaining to enlisted trainee issues, school operations, language program development, academic policy, and execution of academic regulations. The Provost Sergeant Major also serves as the Military Language Instructor (MLI) program manager responsible for recruiting, mentorship, staffing and professional development of more than 100 multiservice MLIs assigned to the basic language programs.



Sgt. Maj. David Scott, Jr.

Dean of Students

The Dean of Students (DoS) for Undergraduate Education is held by a military officer who provides counsel and assistance to the Command Group and coordinates closely with the Provost and other institutional offices while also liaising among staff, schools, and military units on all student related matters. As required, the DoS coordinates on academic and administrative disenrollment actions or other unique student-related matters. Additionally, the office integrates best practices into all schools to achieve higher language proficiency across DLIFLC in accordance with the Commandant's directives and command guidance.



Lt. Col. Jorge Avila

Associate Provost for Undergraduate Education

The Associate Provost (AP) for Undergraduate Education Directorate (UGE) is the Chief Instructional Officer for the resident Basic Programs as well as the Intermediate, Advanced, and Conversion courses. The UGE AP is a key civilian leader who oversees eight language schools. Coordinating with the directorates of Language Proficiency Assessment, Continuing Education, and Educational Technology Development, the UGE AP develops, implements, and refines academic policies to enhance mission accomplishments.

Associate Provost for Educational Technology and Development

The Associate Provost for Educational Technology and Development (ETD) is a senior civilian who is responsible for educational technology development and integration and provides academic support for the directorates of Undergraduate Education, Continuing Education and DLI-Washington. The ETD AP oversees Faculty Development Support, Curriculum Development Support, Technology Integration, Language Technology Evaluation and Application and the Aiso Library. Coordinating with staff offices and academic senior leaders, the ETD AP manages these five divisions that design and deliver innovative and pedagogically-sound language learning products and academic services to ensure mission readiness.

Associate Provost for Continuing Education

The Associate Provost for Continuing Education (CE) is a senior civilian responsible for the Institute's nonresident post-basic foreign language instruction in support of DoD linguists stationed worldwide. The Associate Provost for CE oversees the development and implementation of nonresident, noncredit bearing distance learning and other continuing education services. The CE AP manages the design and development of language courses for post-basic language training programs and provides technical assistance in the automation of nonresident instructional materials. The CE AP supervises special programs and services including Language Training Detachments (LTDs) and translation and interpretation training. This individual oversees three divisions in the directorate: Distance Learning, Extension Programs, and Field Support.

Assistant Provost for Academic Support

The Assistant Provost for Academic Support (APAS) office provides administrative and academic support for the Provost Office. The APAS oversees the Directorate of Academic Administration and the Immersion Language Office.

Office of Standardization and Academic Excellence

The Office of Standardization and Academic Excellence (OSAE) office provides academic quality assurance and improvement through the identification, cross-communication, and standardization of best practices and innovations throughout DLIFLC in areas critical to mission success, as well as connects the Institute with innovative processes occurring elsewhere in the profession. OSAE focuses on administration, communication and shared governance, instruction and learning, academic support, and academic program management, fostering a climate of shared ownership, involvement, and responsibility for institutional outcomes. This office also oversees and publishes two academic journals: [Applied Language Learning](#) and [Dialog on Language Instruction](#).

Center for Leadership Development

The Center for Leadership Development (CLD) enhances DLIFLC's leadership capacity by providing context-specific training and development for current and future leaders to promote a highly engaged and positive workplace that effectively supports the DLIFLC mission. The institutional goal is to achieve higher student proficiency levels which requires innovative leadership skill sets to increase faculty collaboration and involvement in decision making.

Language Proficiency Assessment Directorate

The Director for Language Proficiency Assessment (LPAD) who reports to the Assistant Commandant, oversees the development, administration, sustainment, and assessment of standardized language proficiency tests. The LPAD director is responsible for ensuring that the Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview (OPI) adequately measure foreign language proficiency to meet the needs of DoD standards.



DIRECTORATES

There are three directorates within the Provost's organization, each under an Associate Provost, that contribute to the academic mission of the Institute: the Directorate of Undergraduate Education, the Directorate of Continuing Education, and the Directorate of Educational Technology and Development. Additionally, the office of the Assistant Provost for Academic Support reports to the Provost, while the Directorate of Testing falls under the Assistant Commandant.

Undergraduate Education Directorate

DLIFLC's eight language schools comprise the Undergraduate Education Directorate and teach the resident Basic Programs as well as the resident Intermediate, Advanced and Refresher programs. Each DLIFLC school is headed by a civilian dean who is responsible for planning and implementing assigned programs in foreign language education and curriculum development, implementing academic and administrative policy, and managing the school's annual manpower and budget allocations. An associate dean, who is a senior military officer, provides counsel and assistance to the dean, monitors student progress, and manages Military Language Instructors (MLIs) assigned to the school. MLIs are mostly DLIFLC graduates who serve as role models and motivate students, in addition to teaching in the classroom in support of the teaching teams. Each school consists of multiple departments led by a civilian chairperson who is responsible for the instructional program, manages the assigned instructors and staff, and oversees foreign language education. Teachers, organized into teams, are responsible for teaching classes, evaluating student performance, and developing and maintaining course materials.

Educational Technology and Development Directorate

The Faculty Development Support Division (FDSD) is composed of two related subdivisions who pursue separate missions while sharing a focus on faculty development and learner readiness:

Faculty Development (FD) trains and supports DLIFLC's multi-cultural resident and non-resident faculty by assessing professional development needs, adopting best practices, and designing and implementing an effective, customized foreign language teacher education program. FD also administers TRADOC-required certification programs, including the Common Faculty Development-Instructor Course, the Instructor Certification Course, the Post Basic Instructor Certification Program, and the Instructor Recertification Program.

Student Learning Services (SLS) provides support for new students navigating DLIFLC's Basic Course via its Introduction to Language Studies, which is a series of learning modules that build students' awareness of basic language typology, the role of culture in foreign language acquisition, learning strategies, potential challenges, and time management. Additional shorter workshops further support incoming students becoming self-regulated learners who can effectively optimize the use of cognition/metacognition and technology in their target language learning.

The Language Technology Evaluation and Application Division provides technical support to the ETD, CE and UGE directorates as well as DLIFLC leadership in matters related to the evaluation and application of language technology products and services. This division is tasked with integrating language technology into DLIFLC's curricula, and evaluating software programs to ensure that commercial language technologies align with DLIFLC priorities.

The Curriculum Support Division (CSD) is DILFLC's quality assurance organization for curriculum and assessment. The CSD sets principles, standards, and policies regarding development and implementation of instructional materials and assessment instruments. It provides training and guidance to support DLIFLC's language programs and makes recommendations for continued improvement and effective implementation of both the Army's and the Provost's academic standards.

The Aiso Library provides a wide variety of language resources in support of DLIFLC's students and faculty. Resources include foreign language books and e-books, journals and e-journals, DVDs and streaming video, software, and board games. Library resources supplement the curriculum and support development of students' listening, reading, and speaking proficiencies. The library website is a gateway to language resources, dissertations, and academic databases. An evolving collection of current professional literature focuses on education, language learning, language teaching, curriculum development, and related subjects. It supports research and other professional activities for DLIFLC faculty. Off-campus access to e-resources is available to authorized users 24/7. The library provides a variety of study spaces to accommodate individual and group study.

Directorate of Continuing Education

The Continuing Education Directorate (CE) consists of three divisions, each headed by a civilian dean: Distance Learning, Extension Programs, and Field Support. Its mission is to provide the highest caliber language instruction to the DoD language professional and other military customers, such as Special Operations personnel and Foreign Area Officers.

The Division of Distance Learning

The Division of Distance Learning provides foreign language familiarization, refresher, sustainment, and enhancement programs to field linguists and non-linguists via Mobile Training Teams (MTT), Broadband Language Training System (BLTS) and the Foreign Area Officer Language Program (FLP). DL also manages the resident Defense Threat Reduction Agency (DTRA) program.

Programs delivered via MTT, BLTS and FLP include sustainment courses (fewer than 30 hours), refresher courses (30-70 hours), and enhancement courses (70-160 hours) in 18 different languages. As part of the FAO Language Program (FLP), online interactive self-study language modules are being developed and published on Joint Knowledge Online (JKO) and Army Learning Management System (ALMS) annually. MTTs and virtual-MTTs (i.e., online MTTs) teach professional linguists who cannot go to the LTDs or come to Monterey for the Intermediate and Advanced courses. These courses range from 4-6 weeks and meet the annual requirements for Significant Language Training Events (SLTEs) for the linguists in the field. Occasionally, DL instructors teach basic pre-deployment survival and familiarization courses to non-linguists via MTT and virtual-MTT courses as well. Also, professional linguists are supported with refresher, sustainment, and enhancement courses under the umbrella of the BLTS program. These classes range in duration from four to 16 weeks according to the linguists' needs and training goals.

Extension Programs

Continuing Education's division of Extension Programs (EP) establishes and administers Language Training Detachments worldwide. These LTDs are staffed by DLIFLC language instructors who provide superior post-basic language instruction for language professionals at the intermediate and advanced levels. Extension Programs also offer 19-week intermediate and advanced language courses at locations in Hawaii, Maryland, Georgia, and Texas. Language professionals can earn up to 33 upper division college credits for their work. Currently, there are nine CONUS/OCONUS LTD locations which teach Modern Standard Arabic, Egyptian, Iraqi, Kurdish, Levantine, Yemeni, Moroccan, Chinese-Mandarin, Dari, French, Hebrew, Korean, Persian-Farsi, Pashto, Russian, Spanish, and Urdu.

Field Support Programs

Field Support (FS) programs offer training for Command Language Program Managers as well as distinct foreign language education programs through three types of FS Language Training Detachments (LTDs):

Special Operations Forces LTDs

The program offers initial acquisition, sustainment, and enhancement courses of varying lengths to serve members at various locations throughout the country requiring foreign language skills. Students come from the U.S. Special Operations Command and receive tailored instruction focusing on technical and tactical language skills as well as cultural proficiency.

PME/Liaison LTDs

This program provides technical oversight and advice to supported commands in their foreign language training programs and language training for Professional Military Education. The program supports semester-long foreign language courses to field grade officers at Maxwell Air Force Base, Alabama, and the Southern Command (SOUTHCOM).

GPF LTDs

The LTDs provide language familiarization to service members. Currently, the LTDs support USARAF and the AF Air Advisors.

Command Language Program

To aid Command Language Program Manager (CLPM) in administering unit language training programs, DLIFLC offers several CLPM certification courses in Monterey each year. The Command Language Program Management Office also provides training to units via Mobile Training Teams and can execute assist visits to CLPMs worldwide.



Defense Threat Reduction Agency Program

Distance Learning is responsible for the management of the Defense Threat Reduction Agency Russian Interpretation course that was established in 1996 as a result of the need of near native Russian speakers to serve as inspectors to monitor arms control treaties between the U.S. and Russia. Students who attend this 47-week course come into the program with high DLPT scores or in-depth knowledge of the language. DTRA interpreters regularly provide interpreting services during treaty negotiations, international military exercises, and high-level meetings between U.S. and Russian dignitaries at conferences and military-to-military training sessions.

Assistant Provost for Academic Support (APAS)

The Office of the Assistant Provost for Academic Support (APAS) office provides administrative and academic support for the Provost Office. The APAS oversees the Directorate of Academic Affairs and the Immersion Language Office.

The Directorate of Academic Affairs (DAA) serves as the Provost's advisor on academic support and training development resources. It provides academic reporting, programming and analysis to include the Faculty Pay System for the Faculty Personnel System. The directorate also ensures high quality, accurate and timely services related to DLIFLC language programs, registrar operations, the Associate of Arts and Bachelor of Arts degree programs. The directorate maintains plans and policies in support of resident training and training development management. It is also the functional proponent for student and faculty database records. The directorate manages the DLIFLC articulation agreements.

The Immersion Language Office conducts language immersion programs for Basic, Intermediate and Advanced course students. Immersions are conducted at stateside and overseas locations and provide cultural and language experiences to increase students' language proficiency.

The Language Proficiency Assessment Directorate

The Language Proficiency Assessment Directorate consists of six divisions: Test Review and Production, Test Analysis, Evaluation and Innovation, Proficiency Standards, Test Management, and Evaluation.

Test Review and Production Division

The Test Review and Production Division manages all aspects of production and maintenance of the Defense Language Proficiency Test (DLPT) administered to DLIFLC students and operational linguists worldwide. The work of the division includes monitoring test development, review, field testing, form building, and quality control for DLPT tests in listening and reading modalities. The goal of these tests is to assess the proficiency of those who have learned languages of strategic interest to the DoD. DLPTs are developed in multiple-choice format and constructed-response (short-answer) formats, depending on the size of the test-taker population. DLPTs target several proficiency ranges, from very low range (ILR 0+ to 1+) through lower range (ILR 1 to 3), to upper range (ILR 3+ to 4). High-volume languages will transition to the Computer Adaptive format (DLPT-CA) and no longer have different ranges, with Spanish having been the first to transition in 2019. The division also provides assistance in training DLIFLC faculty on the typology of listening and reading passages to promote a full understanding of the proficiency guidelines in support of the DLIFLC training mission.

Test Analysis Division

The Test Analysis Division is responsible for the psychometric analysis of tests and items, item and test calibration, and standard setting of the various language proficiency tests. The division sets minimum item-count-per-level requirements for new tests and ensures the consistency of reported scores. Overall, the division is responsible for ensuring that the tests developed and issued by DLIFLC meet validity and reliability standards.

Evaluation and Innovation Division

The Evaluation and Innovation Division conducts systematic evaluations of LPAD's high-stakes foreign language assessment development, delivery, maintenance and administration programs, processes, and products. These evaluations are anchored in currently accepted best practices within the fields of psychological and educational measurement and language assessment, conducted in collaboration with directorate partners, and emphasize the standardization of key processes and the production of required documentation while promoting innovation and efficiency.

Proficiency Standards Division

The Proficiency Standards Division trains and certifies selected DLIFLC faculty as oral proficiency interview (OPI) testers/raters in languages taught at the Institute. The OPI is a face-to-face conversational test in which the examinee speaks with testers for 20–45 minutes. The test gathers information about the examinee's speaking ability in the target language sufficient to match the examinee's speech sample on the Interagency Language Roundtable (ILR) Speaking Skill Level Descriptions. The Proficiency Standards Division has certified about 300 OPI testers/raters in all languages and dialects taught at DLIFLC. The division also provides orientation training for faculty in the ILR standards. The Proficiency Standards Division (PSD) ensures the appropriate interpretation, maintenance, and uniform implementation of the ILR standards in speaking across DLIFLC. In addition to managing an in-house cadre of testers, the division manages the quality and reliability of the OPI tests conducted by DLIFLC's contract testers who are responsible for 100% of the annual OPI test volume. Moreover, based on the general OPI trends, PSD recommends and

develops updates to the test in coordination and cooperation with other functional entities (e.g. psychometrics).

Test Management Division

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

Test Review and Education Division

The Test Review and Education Division provides quality assurance and quality control for all test items developed by and through DLIFLC by implementing a review process that ensures full adherence to the ILR reading and listening skill level descriptions. The division also trains DLIFLC faculty on the listening and reading ILR descriptors to provide them with a full understanding of the proficiency guidelines for the training mission of DLIFLC. The division provides assistance to NATO members' test development teams in test development and review under NATO STANAG guidelines, a derivative of the ILR scale, through testing workshops.

Evaluation Division

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





FACULTY AND STAFF

DLIFLC seeks to hire faculty who are proficient in their language and are skilled teachers. The job of producing military linguists requires an approach to language teaching that is different from that of high school or college level courses. There are more than 1,700 civilian teachers employed at DLIFLC, most of whom are native speakers of the language they teach. More than 83 percent of the faculty have graduate degrees. About 1,400 instructors are platform teachers while the remainder work in curriculum, faculty development, testing or administration. Represented instructor disciplines include Foreign Language, Second Language Acquisition, Education, Area Studies, and English. Individual faculty data, to include educational attainment, is available at the Faculty Personnel Office.

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

Because of DLIFLC's unique environment, the Institute provides in-house workshops and teacher certification courses, which allow instructors to improve teaching skills. DLIFLC encourages faculty to continue formal higher education at local universities that have partnered with the Institute.

Supplementing the civilian instructors are approximately 80 Military Language Instructors (MLIs), who are non-commissioned or petty officers of the four branches of the armed forces. MLIs augment the civilian teaching faculty and provide a military presence as mentors and teachers. They play a significant role in transitioning DLIFLC students from new recruits to confident military linguists.

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

STUDENTS

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

STATEMENT ON ACADEMIC FREEDOM

The Statement on Academic Freedom outlines the rights and responsibilities of the DLIFLC academic community to contribute to and protect academic freedom. In 2017, the Statement was formally reviewed and updated through DLIFLC's representative bodies. The statement may be found at www.dliflc.edu.

CLASS START DATE / ACADEMIC CALENDAR

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





DAILY HOURS OF INSTRUCTION

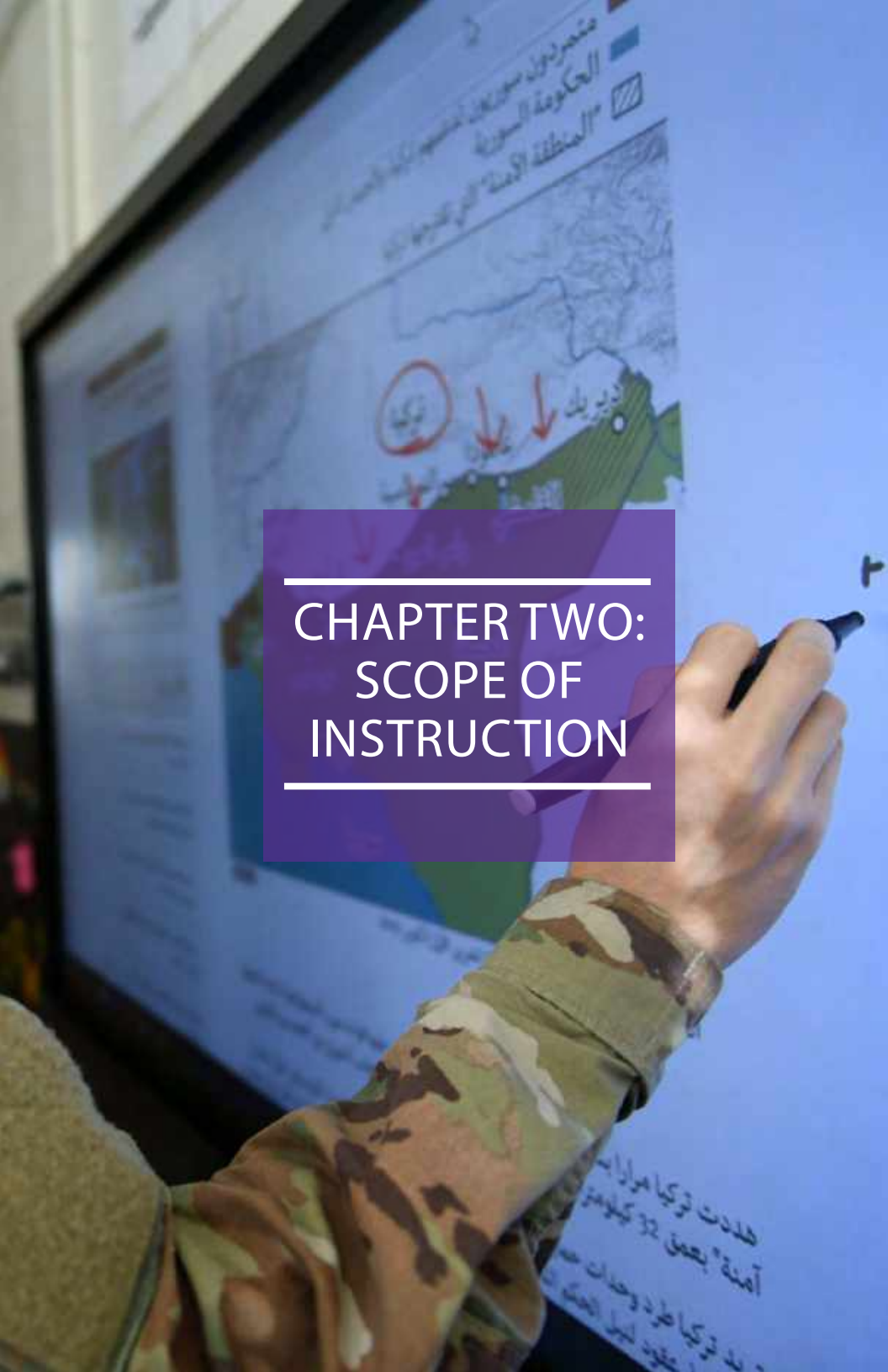
Enrolled students attend class full time. In general, instruction in classrooms and language laboratories is conducted six hours a day, five days a week. In addition, homework in varying amounts is assigned each day. The actual hours needed to complete assignments and homework may vary from language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

LEGAL HOLIDAYS

- New Year's Day, January 1
- Martin Luther King, Jr. Day, 3rd Monday in January
- Presidents' Day, 3rd Monday in February
- Memorial Day, Last Monday in May
- Juneteenth, June 19
- Independence Day, July 4
- Columbus Day, 2nd Monday in October
- Veterans Day, November 11
- Thanksgiving Day, 4th Thursday in November
- Christmas Day, December 25

Winter Break usually covers approximately ten training days (11 to 14 calendar days) and under TRADOC direction occurs at the end of December and beginning of January. Students who do not take leave during this period perform other duties as directed by their services or agencies.



A person wearing a camouflage uniform is pointing at a large digital screen displaying a map. The map shows a region with various colored areas and red arrows pointing downwards. The text on the screen is in Arabic. A purple semi-transparent box is overlaid on the center of the image, containing the chapter title.

CHAPTER TWO: SCOPE OF INSTRUCTION

هذه توكيا مرارا
أمية" بعض 32 كيلومتر
نظ توكيا طرف وحدات
لنظون ليل الحكمة

DEGREES, DIPLOMAS, AWARDS AND PROGRAMS

DLIFLC is perhaps the finest school of foreign language education in the world. Resident instruction in approximately 14 languages is provided at the Presidio of Monterey. The facilities at the Presidio of Monterey can accommodate approximately 3,500 students. Instruction is routinely provided under DLIFLC-supervised contractual arrangements in Washington, D.C. The Institute also provides non-resident instructional support in a variety of languages and dialects at more than a dozen locations around the world.

Associate of Arts Degree

Since DLIFLC is a regionally accredited institution, students may obtain an Associate of Arts (AA) Degree directly from the Institute. Since 2002, DLIFLC has awarded more than 19,000 AA degrees. The requirements for receiving an AA degree are found under [Associate of Arts Degree Requirements](#).

Bachelor of Arts Degree

As a regionally accredited institution, students may obtain a Bachelor of Arts (BA) Degree in Foreign Language issued from the Institute. A student may receive this bachelor degree from DLIFLC by satisfying the given requirements.

Bachelor of Arts in Russian, Minor in Translation and Interpretation

Students may obtain a BA in Russian with a Minor in Translation and Interpretation by successfully completing the Defense Threat Reduction Agency Program and by satisfying the given requirements.

DLIFLC Diploma Certificate

The DLIFLC Diploma Certificate is awarded to each student who completes all language program requirements as listed in the requirements section. Details are found in DLIFLC's Regulation 350-10.

Linguist Certificate

Students may receive a Linguist Certificate based upon test results from the DLPT exam administered at DLIFLC which is an end-of-program proficiency evaluation. Details are found in DLIFLC Regulation 350-10.



Awards

DLIFLC presents many awards, such as the Commandant Award, Provost Award, Command Sergeant Major Award, etc. to students who have demonstrated academic excellence, the highest standards of military/civil professionalism, and contributions to the local military/civilian community. Early graduates are also eligible for awards. Students who have been recycled in a language program are ineligible for academic awards.

OTHER LEARNING RESOURCES

There are many online and on-site independent study resources available to DLIFLC students to enhance their language proficiency outside of the classroom. Some of these resources can be found at the on-campus Aiso Library and online, such as the Global Language Online Support System (GLOSS), which can be accessed at www.dliflc.edu.



STUDENT LEARNING OUTCOMES

Associate of Arts in Foreign Language

Service members who graduate DLIFLC with an AA degree achieve a minimum functional and working proficiency in listening and reading (receptive skills) at the Advanced Low Level (2) and proficiency in speaking (productive skill) at the Intermediate High Level (1+) commensurate with the Interagency Language Roundtable level descriptions. Graduates have an understanding of the linguistic components and lexicon of the foreign language; a fundamental knowledge pertaining to the cultural institutions, patterns of behavior, history and geography of the culture(s) and how these affect values and traditions; and a demonstrated respect, understanding and sensitivity for the cultural norms and values, contributions, social issues, and political institutions of the region(s) studied. Graduates demonstrate problem solving skills and the ability to deal with knowledge gaps on the job through the application of their education, training, skills, and abilities in the foreign language. They have basic knowledge and awareness of security issues of the language region and have demonstrated the foundational skills of a military linguist, to include transcription, translation, and interpretation.

Service members who hold an AA 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 United States as global citizens through their civic responsibilities. At the AA degree level, graduates develop as global citizens through their educational and military experiences that promote awareness of and respect for complex cross-cultural interactions with individuals who have diverse religions, socio-economic backgrounds, and linguistic perspectives.

Bachelor of Arts in Foreign Language

Service members who graduate from DLIFLC with a BA degree 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 grammatical 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 complexity of cultural norms and values, contributions, social issues, and political institutions of the language's speakers. Graduates are capable of applying 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, socioeconomic backgrounds, and linguistic perspectives.

Bachelor of Arts in Russian

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 skills) 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 grammatical 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 of, 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 culture in 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 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 socioeconomic backgrounds, religions, and linguistic perspectives.

Minor in Translation and Interpretation (Russian)

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 by 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.

POLICIES AFFECTING STUDENTS

Academic Regulations and Student Administration

Policies pertaining to academic regulations and student administration and conduct are found in DLIFLC Regulation 350-10, maintained by the Office of the Dean of Students. In addition, military students are subject to regulations and policies as found in the Uniform Code of Military Justice (UCMJ), as well as Command Policies set by their respective unit commanders and chain-of-command. Command Policies from the Office of the Commandant are located on the internal DLIFLC SharePoint site at: <https://dliflc01.sharepoint.com/>

Non-Discrimination

Consistent with its mission, DLIFLC admits qualified students of any race, color, gender, and national and ethnic origin. DLIFLC does not discriminate because of race, color, gender, or national or ethnic origin in the administration of any of its educational policies, admissions policies, or other school-administered programs. This policy also applies to the hiring of faculty and staff.

Grading Policy

DLIFLC uses a letter grade system to track student academic performance. An effective grading system must satisfy several objectives. It must accurately reflect learning objectives and be clearly understood by teachers and students, provide feedback to each student, furnish information to other institutions, allow students to transfer credits from DLIFLC, generate meaningful assessment data for DLIFLC program evaluation, and compile summative information for each student's unit of assignment.

The grading system is standardized throughout the Institute to provide a common definition of achievement. Final course grades shown on transcripts are based on the weighted average of all grades on standardized tests, various assignments, and a final exam for each course.



DLIFLC assigns the following grades, including “plus” or “minus” designations as described in the table below.

- A (Superior)
- B (Above Average)
- C (Satisfactory)
- D (Deficient)
- F (Failing)
- W (Withdrawal)
- MW (Military Withdrawal)
- P (Pass – Passing grade is equivalent to C or better)
- NP (Not Passed)

DLIFLC uses the following numeric values to compute each student's grade point average (GPA) throughout the program, within courses, and for end-of-course grades:

GRADE	GPA RANGE	GPA
A	4.00-3.90	4.0
A-	3.89-3.70	3.7
B+	3.69-3.30	3.3
B	3.29-3.00	3.0
B-	2.99-2.70	2.7
C+	2.69-2.30	2.3
C	2.29-2.00	2.0
C-	1.99-1.70	1.7
D+	1.69-1.30	1.3
D	1.29-1.00	1.0
F	0	0

Details on grades and other academic policies are found in DLIFLC Regulation 350-10.

Refund of Fees

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

Academic Integrity/Honesty

The basic concept of academic integrity is to take credit only for one's own work and to give credit for work that is not one's own. It also means giving and accepting only authorized assistance when completing assignments and assessments. Academic misconduct includes, but is not limited to, cheating, plagiarism, fabrication, forgery and obstruction, theft or unauthorized sharing of instructional material or test material, unauthorized alteration of grades, multiple submission, misuse of intellectual property, complicity, and failing to report suspected academic misconduct. The command policy for academic integrity citing DLIFLC Regulations 350-10 and 611-1 and Army Regulations 350-1 and 12-15 supersedes all previous policies. Those who violate these policies may be subject to criminal, disciplinary or other adverse administrative action. DLIFLC Command Policy covers the detailed information regarding academic integrity.

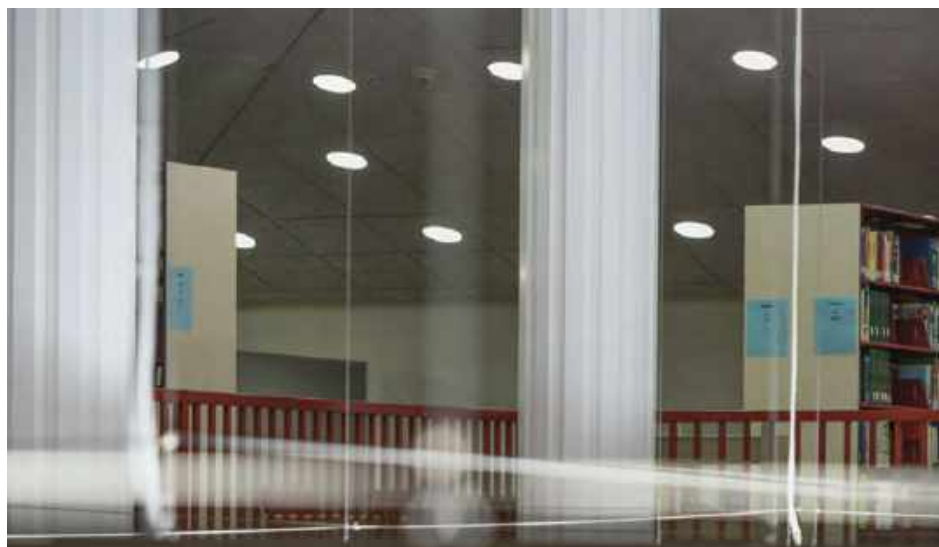
Sexual Harassment

DLIFLC requires all personnel, military and civilians, to take annual in-person Sexual Harassment/Assault Response and Prevention (SHARP) training. The training is available throughout the campus at various times during the year. The training is mandatory once per year. DLIFLC Command Policy, in accordance with the Code of Federal Regulations, states that all harassment allegations are taken seriously and investigated promptly.

Grievance and Complaint Procedures

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





PROGRAM DESCRIPTIONS / TYPES OF PROGRAMS

The primary objective of DLIFLC's educational programs is to teach the target language. The faculty conduct classes in the target language with native or near-native language proficiency, and the language is always taught within the cultural, political, socioeconomic, and military contexts of the country where it is spoken.

Most students attending DLIFLC are assigned to a Basic Program, but some will attend the Intermediate or Advanced courses. Teaching begins with carefully selected authentic materials and gradually moves toward creative use of the language in real-life situations. This progression is achieved through activities that emphasize listening, reading, and speaking skills. Student self-confidence increases by means of conversational activities such as role playing and coping with everyday situations. Students also learn to write in the target language. Intermediate and Advanced level courses provide maximum flexibility for both student and teacher. A variety of methodologies are employed to increase students' language proficiency.

Because of the intensity and depth of DLIFLC programs, the Institute develops its own instructional materials to target the needs of military students. Additionally, DLIFLC may offer specialized programs to meet needs identified by DoD and other agencies.

Basic Program: Code 01

Each Basic Program is an intensive program with 100-, 200-, and 300- level language courses. Each program is designed to take the student up to an ILR proficiency Level 2 in listening comprehension and reading comprehension, and a level 1+ speaking ability, with the ultimate goals of L2+, R2+, S1+. The writing ability acquired varies, depending on the target language. Prerequisite: Minimum Defense Language Aptitude Battery (DLAB) scores for specific languages (as specified under Admission Requirements). Students who successfully complete this course are eligible to apply for an AA degree.

Conversion (Cross-training) Program: Code 05

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

Intermediate Program: Code 06

A program with 300 and 400 level courses designed as continuing education for Basic Program graduates who have served in the field in a professional specialty. It is designed to advance the student's listening comprehension to ILR proficiency level 2+, reading comprehension to 2+, and speaking ability to level 2, and to develop the student's overall proficiency in writing. The instruction varies according to the student's initial competence and the difficulty of the language. Prerequisite: ILR proficiency Level 2 in listening comprehension and in one other skill in the language to be studied. The test must have been administered within 12 months of the start date of the Code 06 program. Since 06 Jan. 2020, students who successfully complete this course are eligible to apply for an AA degree, and may be eligible for a BA degree.

Advanced Program: Code 07

An advanced language program designed as continuing education for Basic and Intermediate Program graduates who have served in the field in a professional specialty. Most Advanced Programs are designed to advance the students' listening comprehension, reading

comprehension, and speaking ability to ILR Level 3, as well as to further develop the students' overall proficiency in speaking and writing. Instruction is based on authentic materials selected from current target language materials. Prerequisite: ILR proficiency Level 2+ in listening comprehension and in one other skill in the language to be studied. The test must have been administered within 12 months of the start date of the Code 07 program. Since 6 Jan. 2020, students who successfully complete this course are eligible to apply for an AA degree, and may be eligible for a BA degree.

Special Program: Code 09

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

Basic Special Projects: Code 15

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

Sustainment Program: Code 31

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

Basic Enhancement Program: Code 32

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

Refresher Program: Code 41

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

MOLINK Translator Program: Code 50 (DLI-Washington)

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

MOLINK Maintenance Program: Code 55 (DLI-Washington)

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

DTRA Russian Arms Control Speaking Proficiency: Code 71

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

Chinese-Mandarin Flagship Program: Code 08

The Chinese Language Flagship helps participants develop superior proficiency in Chinese and is composed of Boren scholars. The Program is conducted jointly with the Middlebury Institute of International Studies and lasts 36 weeks. The program is 18 credit hours.





DLIFLC RESIDENT LANGUAGE PROGRAMS

Program	Code	Training Weeks	Prerequisite(s)
ARABIC (Modern Standard)			
Basic	01AD	64	DLAB: 110
Intermediate	06AD	19	DLPT: L2/R or S2
Advanced	07AD	19	DLPT: L2+/R or S2+
Special Projects	15AD	64	DLAB: 110
Refresher	41AD	16	DLPT: L1/R or S1
ARABIC (Egyptian)			
Basic	01AE	64	DLAB: 110
Conversion (Arabic Modern Standard pre-requisite)	05AE	16	DLPT: L2/R or S2 (MSA)
ARABIC (Iraqi)			
Basic	01DG	64	DLAB: 110
Conversion (Arabic Modern Standard pre-requisite)	05DG	16	DLPT: L2/R or S2 (MSA)
Intermediate	06DG	19	DLPT: L2/R or S2
Advanced	07DG	19	DLPT: L2+/R or S2+
ARABIC (Levantine)			
Basic	01AP	64	DLAB: 110
Conversion (Arabic Modern Standard pre-requisite)	05AP	16	DLPT: L2/R or S2 (MSA)
Intermediate	06AP	19	DLPT: L2/R or S2
Advanced	07AP	19	DLPT: L2+/R or S2+
CHINESE-MANDARIN			
Basic	01CM	64	DLAB: 110
Intermediate	06CM	19	DLPT: L2/R or S2
Advanced	07CM	19	DLPT: L2+/R or S2+
Special Projects	15CM	64	DLAB: 110
Refresher	41CM	16	DLPT: L1/R or S1
Flagship	08CM	36	DLPT: L2/R or S2
FRENCH			
Basic	01FR	36	DLAB: 95
Intermediate	06FR	18	DLPT: L2/R or S2
Advanced	07FR	18	DLPT: L2+/R or S2+
Special Projects	15FR	36	DLAB: 95
Refresher	41FR	6	DLPT: L1/R or S1
Advanced	07TA	19	DLPT: L2+/R or S2+
Refresher	41TA	12	DLPT: L1/R or S1
INDONESIAN			
Basic	01JN	35	DLAB: 100
Refresher	41JN	9	DLPT: L1/R or S1

JAPANESE			
Basic	01JA	64	DLAB: 110
Special Projects	15JA	64	DLAB: 110
Refresher	41JA	16	DLPT: L1/R or S1
KOREAN			
Basic	01KP	64	DLAB: 110
Intermediate	06KP	19	DLPT: L2/R or S2
Advanced	07KP	19	DLPT: L2+/R or S2+
Special Projects	15KP	64	DLAB: 110
Refresher	41KP	16	DLPT: L1/R or S1
PASHTO-AFGHAN (Pashto)			
Basic	01PV	64	DLAB: 110
Intermediate	06PV	19	DLPT: L2/R or S2
Advanced	07PV	19	DLPT: L2+/R or S2+
Basic Refresher	41PV	12	DLPT: L1/R or S1
PERSIAN-FARSI			
Basic	01PF	48	DLAB: 105
Intermediate	06PF	19	DLPT: L2/R or S2
Advanced	07PF	19	DLPT: L2+/R or S2+
Refresher	41PF	12	DLPT: L1/R or S1
RUSSIAN			
Basic	01RU	48	DLAB: 105
Intermediate	06RU	19	DLPT: L2/R or S2
Advanced	07RU	19	DLPT: L2+/R or S2+
Special Projects	15RU	48	DLAB: 105
Refresher	41RU	12	DLPT: L1/R or S1
DTRA	71RU	47	DLPT: L2/R2
SPANISH			
Basic	01QB	36	DLAB: 95
Intermediate	06QB	18	DLPT: L2/R or S2
Advanced	07QB	18	DLPT: L2+/R or S2+
Special Projects	15QB	36	DLAB: 95
Refresher	41QB	6	DLPT: L1/R or S1
TAGALOG			
Basic	01TA	48	DLAB: 105
Intermediate	06TA	19	DLPT: L2/R or S2
Advanced	07TA	19	DLPT: L2+/R or S2+
Refresher	41TA	12	DLPT: L1/R or S1

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

Language Training Detachment (LTD): Series 300

This program is designed to provide one or more subject matter experts from the faculty and staff of DLIFLC who are trained to advise and support non-resident language programs, inside and outside the continental U.S. An LTD instructor is assigned to the field on a permanent change of station order with permanent change of assignment orders for a tour of duty as limited by the Joint Travel Regulation. The mission of an LTD is to provide stability and continuity for the establishment, management, and operation of large DoD language learning centers. LTDs are under the operational control of the local commander requesting the LTD or by the sponsoring agency. The Intermediate (06) and Advanced (07) courses when taught at the LTDs by a DLIFLC instructor may be eligible to earn college credits to apply for an AA or BA degree.

Broadband Language Training System (BLTS): Series 400

This program is based on a blended learning instructional approach. It offers synchronous, interactive instruction (two-way audio and video) to worldwide locations via web-based platforms. The asynchronous component of each course is conducted via the Institute's Learning Management System. Level, skill emphasis, content, and length of instruction (in increments of one hour) are determined for each iteration in detailed educational objectives specified by the CLPM of the requesting unit. Prerequisite: Skill level requirements vary and follow those established for resident programs in terms of language difficulty and instruction level. The preceding basic resident language codes identify the level and type of training.

On-site Training Program: Series 700

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

DLI-Washington Language Programs

DLI-Washington, a satellite office of the Institute, administers the Contract Foreign Language Training Program (CFLTP), by providing full-time resident instruction for military linguists in low enrollment languages, for all Defense Attaché System (DAS) personnel, and for other language training requirements that cannot be met through regularly scheduled courses at DLIFLC. The director of DLI-Washington, normally an Army lieutenant colonel, represents the DLIFLC Commandant in the National Capital Region. This individual acts as a liaison to DoD and other government agencies and academic organizations. In addition, DLI-Washington provides training and certification for presidential translators who serve the Moscow -Washington hotline, also known as MOLINK.



COURSE DESCRIPTIONS

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

Foreign Language Basic Program Descriptions

The following descriptions of DLIFLC's intensive language program courses may help college registrars assign credit and determine equivalencies for courses completed at DLIFLC. Courses 120, 140, 220, 240, 340 are general education courses (Critical Thinking, Humanities, Area Studies). See course descriptions below. Courses 120, 220, and 320 are DLIFLC Military Studies (MS) courses. Courses 140, 240, and 340 are DLIFLC Area Studies (AS) courses. Each "credit" corresponds to one "semester hour," which is a minimum of 16 contact hours of instruction. Students will earn 45 semester credits upon successful completion of the DLIFLC Basic Program.

Course descriptions apply to all languages. The acronym FL denotes Foreign Language courses. Use the student's two-letter language code to replace the FL when evaluating credits.

Basic Program Lower Division Courses

FL 101: Elementary Foreign Language I - 4 credits

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

FL 102: Elementary Foreign Language II - 4 credits

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

FL 110: Elementary Foreign Language Conversation - 3 credits

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

MS 120: Introduction to Job Related Skills in the Foreign Language - 2 credits

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

AS 140: Introduction to Foreign Language Culture - 2 credits

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

FL 201: Intermediate Foreign Language I - 4 credits

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

FL 202: Intermediate Foreign Language II - 4 credits

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

FL 210: Intermediate Foreign Language Conversation - 3 credits

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

MS 220: Introduction to Military Topics in the Foreign Language - 2 credits

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

AS 240: History and Geography of the Foreign Language Region - 2 credits

The student is presented with a detailed study of regional social institutions, history, and geography. The student pays attention to political, socioeconomic, and military aspects of the area(s) where the target language is spoken. This course may be used to partially meet Humanities (1 credit) and Area Studies (1 credit) of DLIFLC general education requirements. It is taken concurrently with FL 201 and FL 202.

Basic Program Upper Division Courses

FL 301: Advanced Foreign Language I - 4 credits

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

FL 302: Advanced Foreign Language II - 4 credits

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

FL 310: Advanced Foreign Language Conversation - 3 credits

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

MS 320: Comprehensive Military Topics in the Foreign Language - 2 credits

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

AS 340: Area and Intercultural Studies within the Foreign Language Region - 2 credits

The student builds on previous studies of cultural topics, focusing on educational systems, social institutions, group affiliations, and views of global issues. Using the target language exclusively, the student discusses political, socioeconomic, and military topics of the area(s) where the target language is spoken. This course may partially meet the Area Studies (2 credits) of DLIFLC General Education requirement. This course is taken concurrently with FL 301 and FL 302.



Foreign Language Intermediate Program Descriptions

The following descriptions of DLIFLC's Intermediate Program courses may help college registrars assign credit and determine equivalencies for studies completed at DLIFLC.

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

Intermediate Modern Standard Arabic (AD) Program

AD331 Arabic Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in Modern Standard Arabic media for aural comprehension; focus on developing comprehension of different speech, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Develop skills to identify dialectal differences by exposing students to comparative studies in the media. This course incorporates web-based resources.

AD332 Reading Comprehension A – 3 Credits

Extensive and intensive reading of selected texts of contemporary topics, including cultural, social, and political issues in the Arabic-speaking world. Develop skills to process concrete and abstract passages to include text and genre analysis. This course incorporates web-based resources.

AD333 Reading Comprehension B – 3 Credits | Prerequisite: AD332

Continuation of topics covered in AD332 with extensive and intensive reading of full-text selections of contemporary topics, including cultural, social, and political issues in the Arabic-speaking world. Develop skills to process concrete and abstract passages to include text and genre analysis. This course incorporates web-based resources.

AD334 Introduction to Advanced Grammar A – 3 Credits

Courses AD334 and AD335 are not prerequisites to courses AD434 or AD435. An introduction to advanced syntactical structures in Modern Standard Arabic grammar through practice and

authentic texts. Emphasis is on stylistics and discourse grammar through listening, reading, and speaking.

AD335 Introduction to Advanced Grammar B – 3 Credits | Prerequisite: AD334

Continuation of topics covered in AD334 on advanced syntactical structures in Modern Standard Arabic grammar. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

AD336 Conversation: Oral Production – 3 Credits

Introduction to higher-level oral production with an emphasis on discourse-length, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Progressive shift to more complex forms of social and professional interaction. This course incorporates web-based resources.

AD364 Introduction to Sociolinguistics – 1 Credit

An introduction to the basic concepts of applied linguistics from a descriptive stance. Students familiarize themselves with Arabic phonetics, syntax and morphology and use it to study language variation, languages in contact, and language as an identity marker in the Arabic-speaking world. This course incorporates web-based resources.

AD411 Introduction to Translation and Interpretation – 1 Credit

Course AD411 is not a prerequisite to course AD412. An introduction to the principles and techniques of translation and the three modes of bilingual-interpretation: consecutive, simultaneous, and sight-translation. Practice in translation and interpretation of sociopolitical, military and commercial texts and audios. This course incorporates web-based resources.

AD413 Introduction to Discourse Analysis – 1 Credit

Develop foundational skills to recognize verbal and written text stylistics. Analyze language by considering context and purpose; distinguish linguistic register (academic/vernacular), and recognize differences based on socioeconomic, generational, and gender factors as well as geographical language choices. This course incorporates web-based resources.

AD421 Introduction to Arabic Fiction and Non-Fiction – 3 Credits

Overview of select literary genres including non-fiction text and fiction short stories, and through different periods of Middle Eastern history. Texts vary, depending on the teacher. All readings are in Modern Standard Arabic. This course incorporates web-based resources.

AD423 Arabic Composition – 3 Credits

Course AD423 is not a prerequisite to AD424. A practicum that involves writing types and styles. Exploration of genres, including essays, journal writing, poetry, and storytelling. Grammar structure and critique will be part of the composition class. This course incorporates web-based resources.

AS483 Advanced Area Studies – Social Science A – 3 Credits

Geography (physical and political) and history of the Arabic-speaking world. Comparative studies of political, educational, and economic systems, to include banking and trade, in Middle Eastern countries and the United States. This course incorporates web-based resources.

MS485 Advanced Area Studies – Military, Science, Technology A – 3 Credits

Survey of military systems in Middle Eastern countries and their relations with the US military. The technological infrastructure of Middle Eastern countries: industry, agriculture, and transportation. Technological innovation and issues, including medical, bioengineering and environmental issues. This course incorporates web-based resources.

Intermediate Iraqi Arabic (DG) Program

DG331 Iraqi Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in Iraqi media for aural comprehension; focus on developing comprehension of different speech, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further develop skills to identify dialectal differences. This course incorporates web-based resources.

DG332 Reading Comprehension A – 3 Credits

Extensive and intensive reading of selected texts of contemporary topics, including cultural, social, and political issues covering the Arabic-speaking world. Skills development to process concrete and abstract passages to include text analysis and genre analysis. This course incorporates web-based resources.

DG333 Reading Comprehension B – 3 Credits | Prerequisite: DG332

Continuation of topics covered in DG332 with extensive and intensive reading of full-text selections of contemporary topics, including cultural, social, and political issues covering the Arabic-speaking world. Skills development to process concrete and abstract passages to include text analysis and genre analysis. This course incorporates web-based resources.

DG334 Introduction to Advanced Grammar A – 3 Credits

Courses DG334 and DG335 are not prerequisites to courses DG434 or DG435. An introduction to advanced syntactical structures in Iraqi Arabic grammar through practice and authentic texts. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

DG335 Introduction to Advanced Grammar B – 3 Credits | Prerequisite: DG334

Continuation of topics covered in DG334 on advanced syntactic structures in Iraqi Arabic grammar. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

DG336 Conversation: Oral Production – 3 Credits

Introduction to higher-level oral production with an emphasis on discourse-length, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Progressive shift to ever more complex forms of social and professional interaction. This course incorporates web-based resources.

DG364 Introduction to Sociolinguistics – 1 Credit

Introduction to the basic concepts of applied linguistics from a descriptive stance. Students familiarize themselves with Iraqi Arabic phonetics, syntax and morphology and use it to study language variation, languages in contact and language as an identity marker in the Arabic-speaking world. This course incorporates web-based resources.

DG411 Introduction to Translation and Interpretation – 1 Credit

Course DG411 is not a prerequisite for course DG412. An introduction to the principles and techniques of translation and the three modes of bilingual-interpretation: consecutive and simultaneous interpretation and sight-translation. Practice in translation and interpretation of socio-political, military and commercial texts and audios. This course incorporates web-based resources.



DG413 Introduction to Discourse Analysis – 1 Credit

Develop foundational skills in recognizing verbal and written text stylistics. Analyze language considering context and purpose; distinguish linguistic register (academic/ vernacular), and recognize differences based on socio-economic, generational, and gender factors as well as geographical language choices. This course incorporates web-based resources.

DG421 Iraqi Literature – 3 Credits

Overview of select literary genres including novels, short-stories, and theater through different periods of Iraqi history. Texts variable depending on the teacher. All readings in Iraqi Arabic. This course incorporates web-based resources.

AD423 Arabic Composition – 3 Credits

Course AD423 is not a prerequisite to DG424. Course practicum that involves writing types and styles. Exploration of genres including essays, journal writing, poetry, and storytelling. Grammatical structure and critique will be part of the composition class. This course incorporates web-based resources.

AS483 Advanced Area Studies – Social Science A – 3 Credits

Geography (physical and political) and history of the Arabic-speaking world. Comparative studies of political systems, educational systems, and economic systems, to include banking and trade, in Iraq, the United States and other Middle Eastern countries. This course incorporates web-based resources.

MS485 Advanced Area Studies – Military, Science, Technology A – 3 Credits

Survey of military systems in Iraq and other Middle Eastern countries and their relationships with the US military. The technological infrastructure of Iraq: industry, agriculture, and transportation. Technological innovation and issues, including medical, bioengineering and environmental issues. This course incorporates web-based resources.

Intermediate Levantine (AP) Program

AP331 Levantine Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in the media using Modern Standard Arabic and Levantine Dialect for aural comprehension; focus on developing comprehension of different speech, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further development of skills to identify dialectal differences. This course incorporates web-based resources.

AP332 Reading Comprehension A – 3 Credits

Extensive and intensive reading of selected texts of contemporary topics, including cultural, social, and political issues covering the Levantine speaking world. Development of skills in processing concrete and abstract passages that include text and genre analysis. This course incorporates web-based resources.

AP333 Reading Comprehension B – 3 Credits Prerequisite: AP332

Continuation of topics covered in AP332 with extensive and intensive reading of full-text selections of contemporary topics, including cultural, social, and political issues covering the Levantine-speaking world. Skills development in processing concrete and abstract passages that include text and genre analysis. This course incorporates web-based resources.

AP334 Introduction to Advanced Grammar A – 3 Credits

Courses AP334 and AP335 are not prerequisites for courses AP434 or AP435. An introduction to advanced syntactic structures in Levantine Dialect and Modern Standard Arabic grammar through practice and authentic texts. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

AP335 Introduction to Advanced Grammar B – 3 Credits | Prerequisite: AP334

Continuation of topics covered in AP334 on advanced syntactic structures in Levantine grammar. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

AP336 Conversation: Oral Production – 3 Credits

Introduction to higher-level oral production with an emphasis on discourse-length, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Progressive shift to more complex forms of social and professional interaction. This course incorporates web-based resources.

AP364 Introduction to Sociolinguistics – 1 Credit

Introduction to the basic concepts of applied linguistics from a descriptive stance. Students familiarize themselves with Levantine Dialect phonetics, syntax and morphology to study language variation, languages in contact, and language as an identity marker in the Levantine-speaking world. This course incorporates web-based resources.

AP411 Introduction to Translation and Interpretation – 1 Credit

Course AP411 is not a prerequisite to course AP412. An introduction to the principles and techniques of translation and the three modes of bilingual interpretation: consecutive, simultaneous, and sight translation. Practice in translation and interpretation of socio-political, military and commercial texts and audios. This course incorporates web-based resources.



AP413 Introduction to Discourse Analysis – 1 Credit

Develop foundational skills in recognizing verbal and written text stylistics. Analyze language considering context and purpose; distinguish linguistic register (academic/vernacular), and recognize differences based on socio-economic, generational, and gender factors as well as geographical language choices. This course incorporates web-based resources.

AP421 Levantine Arabic Literature – 3 Credits

Overview of select literary genres including novels, short-stories, and theater through different periods of history in Levantine countries. Texts variable depending on the teacher. All readings in Levantine and Modern Standard Arabic. This course incorporates web-based resources.

AD423 Arabic Composition – 3 Credits

Course AD423 is not a prerequisite to AD424. Course practicum that involves writing types and styles. Exploration of genres including essays, journal writing, poetry, and story-telling. Grammar structure and critique will be part of the composition class. This course incorporates web-based resources.

AS483 Advanced Area Studies – Social Science A – 3 Credits

Geography (physical and political) and history of the Levantine speaking world. Comparative studies of political systems, educational systems, and economic systems, to include banking and trade, in Levantine countries, other Middle Eastern countries, and the United States. This course incorporates web-based resources.

MS485 Advanced Area Studies – Military, Science, Technology A – 3 Credits

Survey of military systems in Levantine countries and their relationships with the U.S. military. The technological infrastructure of Levantine countries: industry, agriculture, and transportation. Technological innovation and issues, including medical, bioengineering and environmental issues. This course incorporates web-based resources.

Intermediate Chinese-Mandarin (CM) Program

CM331 Chinese Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in Chinese media for aural comprehension; focus on developing comprehension of different genres of speech, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further development of skills to identify differences caused by regional subcultures and geopolitics. This course incorporates web-based resources.

CM332 Reading Comprehension A – 3 Credits

Extensive and intensive reading of selected texts on contemporary topics, including cultural, social, and political issues covering the Chinese-speaking world. Development of reading skills for processing concrete and abstract passages, including text and genre analysis. This course incorporates web-based resources.

CM333 Reading Comprehension B – 3 Credits

Continuation of topics covered in CM332 with extensive and intensive reading of full-length text selections of contemporary topics, including cultural, social, and political issues covering the Chinese-speaking world. Development of reading skills for processing concrete and abstract passages, including text and genre analysis. This course incorporates web-based resources.

CM334 Introduction to Advanced Grammar A – 3 Credits

An introduction to advanced syntactic structures in Chinese grammar through practice and authentic texts. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

CM336 Conversation: Oral Production – 3 Credits

Introduction to higher-level oral production with an emphasis on discourse-length, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Progressive shift to ever more complex forms of social and professional interaction. This course incorporates web-based resources.

CM338 Chinese Seminar Topics - 3 Credits

Teacher-facilitated in-depth study of selected topics that focus on Chinese history, society, philosophies, economics, and politics. Besides engaging students in developing a deeper understanding of these topics, the course affords students the opportunity to apply knowledge generated in class to the analysis of their own culture through hands-on activities and in-class discussions.

CM364 Introduction to Sociolinguistics – 1 Credit

Introduction to the basic concepts of sociolinguistics. Students familiarize themselves with Chinese phonetics, syntax and writing styles to understand language variations shaped by geographical, social and political differences. This course incorporates web-based resources.

CM411 Introduction to Translation and Interpretation – 1 Credit

Course CM411 is not a prerequisite to course CM412. An introduction to the principles and techniques of translation and the three modes of bilingual-interpretation: consecutive and simultaneous interpretation, and sight-translation. Practice in translation and interpretation of socio-political, military and commercial texts and audios. This course incorporates web-based resources.



CM413 Introduction to Discourse Analysis – 1 Credit

Develop foundational skills in recognizing verbal and written text stylistics. Analyze language considering context and purpose; distinguish linguistic register (academic/vernacular), and recognize differences based on socio-economic, generational, and gender factors as well as geographical language choices. This course incorporates web-based resources.

CM421 Chinese Literature – 3 Credits

Overview of select literary genres including prose, essay, narrative writing, and poetry by prominent Chinese authors and poets. Texts vary depending on the teacher. All readings in Chinese. This course incorporates web-based resources.

CM423 Chinese Composition – 3 Credits

Course practicum that involves writing types and styles. Exploration of genres including essays, journal writing, storytelling, and commentaries. Grammar structure and critique will be part of the composition class. This course incorporates web-based resources.

AS483 Advanced Area Studies: Social Science A – 3 Credits

AS483 is not a pre-requisite to AS484. Geography, history and economy of the Chinese-speaking world. Comparative studies of political systems, educational systems, and economic systems, including issues related to population, housing, employment and trade, in mainland China, Taiwan, the United States and other countries. This course incorporates web-based resources.

MS485 Advanced Area Studies: Military, Science, and Technology A – 3 Credits

MA485 is not a pre-requisite to MA486. Survey of military systems and an in-depth study of scientific and technological development of China in the context of China's relationship with the U.S. and its neighboring countries. Topics include China's military structure and capability, scientific innovations and technological advances as well as health and environmental issues. This course incorporates web-based resources.

Intermediate Korean (KP) Program

KP331 Korean Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in Korean media for aural comprehension; focus on developing comprehension of varying speech, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further development of skills to identify dialectical differences. This course incorporates web-based resources.

KP332 Reading Comprehension – 3 Credits

Extensive and intensive content-based reading of progressively more challenging texts of contemporary topics, including cultural, social, and political issues in Korea. Comprehensive skills development to process concrete and abstract texts to include genre and discourse analysis. This course incorporates web-based resources.

KP334 Introduction to Advanced Grammar A– 3 Credits

An introduction to advanced investigation of the concepts of grammatical form and function through the analysis of authentic texts and practice. Emphasis on stylistics and discourse grammar through listening, reading, and speaking. This course also provides strategies targeting de-fossilization by analyzing and raising awareness of fossilized errors. This course incorporates web-based resources.

KP336 Conversation: Oral Production – 3 Credits

Introduction to higher-level oral communication with an emphasis on conversing in discourse-length utterances, using registers tailored to discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, discussions, and research-based presentations. Progressive shift to more complex forms of social and professional interaction. This course incorporates web-based resources.

KP337 Korean Commentary and Media Analysis B – 3 Credits

Continuation of topics covered in KP331. Exploration of contemporary topics in Korean media for aural comprehension; focus on developing comprehension of different speech, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further development skills to identify dialectical differences. This course incorporates web-based resources.

KP351 North Korean Studies – 3 Credits

Comparative studies on lexical, syntactic, and phonological differences between South Korean and North Korean language. Analysis of various types of evaluative modes of spoken and written authentic texts in North Korean dialect on multiple subjects, including its people, society, politics, international relations, economy, and/or culture.

KP392 Learner Development Seminar – 3 Credits

A series of multiple seminars that address barriers that adult learners often encounter when learning Korean as a second language. Discussion of various theories of language learning and learner strategies and development a personalized plan that promotes lifelong language learning habits. Provides in-depth and hands-on workshops and lectures by field experts on selected topics such as translation and interpretation, discourse analysis, higher level text analysis, and/or advanced discourse grammar.



KP421 Korean Literature: Classical and Modern – 3 Credits

Exploration of Korean literature by examining selected literary works in the form of short stories, essays, fiction, and/or poems with a focus on understanding Korean's sentiment, conceptualization, and culture; development of the ability to detect similes, metaphors, emotional overtones and implications; emphasis on understanding subtle aspects of morphological, semantic, syntactic choices of the writers. This course incorporates web-based resources.

KP423 Korean Composition – 3 Credits

Practicum that examines writing genres and styles. Exploration of genres includes essays, journal writing, poetry, and storytelling. Grammatical structure and critique will be part of this class. This course incorporates web-based resources.

AS483 Advanced Area Studies – Social Science A – 3 Credits

Geography (physical and political) and history of Korea. Topics include nuances of social and cultural diversity, as well as political, economic, and educational systems in Korea and their connection to Korea's neighbors and other countries. This course incorporates research and writing papers, oral presentations and other relevant projects based on findings, using current resources from various media, including the internet.

MS485 Advanced Area Studies – Military, Science, Technology A – 3 Credits

Study of the Korean military, including North-South relations and Korean-United States relations. Topics include the technological infrastructure: industry, agriculture, and transportation and technological innovation and issues, including medical, bioengineering and environmental issues. This course incorporates research and writing papers, oral presentations and other creative products based on findings, using current resources from various media, including the internet.

Intermediate Pashto (PV) Program

PV331 Pashto Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in Pashto media for aural comprehension; focus on developing comprehension of variations in regional speech, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-areas knowledge and context to advance understanding. Further develop skills to identify dialectical differences. This course incorporates web-based resources.

PV332 Reading Comprehension A – 3 Credits

Extensive and intensive reading of selected texts on contemporary topics, including cultural, social, and political issues covering the Pashto-speaking regions in Afghanistan and Pakistan. Development of reading comprehension skills for processing concrete and abstract passages, including text and genre analysis. This course incorporates web-based resources.

PV333 Reading Comprehension B – 3 Credits | Prerequisite: PV332

Continuation of topics covered in PV332 with extensive and intensive reading of full-length text selections on contemporary topics, including cultural, social, and political issues in the Pashto-speaking regions in Afghanistan and Pakistan. Development of reading comprehension skills to process concrete and abstract passages, including text and genre analysis. This course incorporates web-based resources.

PV336 Conversation: Oral Production – 3 Credits

Introduction to higher-proficiency level oral production with an emphasis on linguistic discourse length, tailoring usage to appropriate discourse domain and audience, native-like pronunciation, accent reduction, and achieving accuracy in language structure, prosody, and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Progressive shift to more complex forms of social and professional interaction. This course incorporates web-based resources.

PV338 Pashto Seminar Topics – 3 Credits

Teacher-facilitated, in-depth study of selected topics focusing on history, philosophy, literature and arts. Besides engaging students in developing a deeper understanding of these topics, the course affords students the opportunity to apply knowledge generated in class to the analysis of their own culture through hands-on activities and in-class discussions.

PV339 Contemporary Culture through Media I – 2 Credits

Study of contemporary cultures with a focus on social, political, literary, and artistic life in the Pashto-speaking regions of Afghanistan and Pakistan and the diaspora through media (both print and electronic), including radio, television, social media, and cinema, from the 1970s to the present.

PV364 Introduction to Sociolinguistics – 1 Credit

The basic concepts of sociolinguistics. Students familiarize themselves with the Pashto language dialects and society; study of language variation, languages in society and language as an identity marker in the Pashto-speaking areas of Afghanistan and Pakistan. This course incorporates web-based resources.

PV366 Introduction to Advanced Grammar – 1 Credit

An introduction to advanced syntactical structures in Pashto grammar through practice and authentic texts. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.



PV411 Introduction to Translation and Interpretation – 1 Credit

An introduction to the principles and techniques of translation and interpretation, including consecutive and sight translation. Practice in translation and interpretation of sociopolitical, military and commercial texts and audios. This course incorporates web-based resources.

PV413 Introduction to Discourse Analysis – 1 Credit

Develop foundational skills to recognize verbal and written text stylistics. Analyze language considering context and purpose; introduction to linguistic register (academic/ vernacular), and recognition of differences based on socioeconomic, generational, and gender factors as well as geographical language choices. This course incorporates web-based resources.

PV421 Pashto Literature: Pashto Speaking Regions of Afghanistan and Pakistan (Upper and Lower Pakhtunkhwa) – 3 Credits

An overview of selected literary genres including novels, short stories, poetry and prose through different periods of Pashto literature (poetry from the 16th century to the present, and prose from the 20th century to the present). Texts vary depending on instructor and students' interests. All readings are in Pashto. This course incorporates web-based resources.

PV423 Pashto Composition – 3 Credits

A practicum in writing genres and styles. Exploration of genres includes essays, journal writing, poetry, and storytelling. Grammar structure and critique will be part of this class. This course incorporates web-based resources.

AS483 Advanced Area Studies – Social Science A – 3 Credits

Advanced study of geography (physical and political), history, social and political science, and economics of the Pashto-speaking regions of Afghanistan and Pakistan. Topics include historical personages, the cultural code of Pashtunwali, and the current political and judicial systems. This course incorporates web-based resources.

MS485 Advanced Area Studies – Military, Science, Technology A – 3 Credits

An in-depth study of Afghanistan, Pakistan and US military relations. Topics include the technological infrastructure of Pashto-speaking regions: industry, agriculture, transportation, and technological innovation and issues, including medical, bioengineering and environmental issues. This course incorporates web-based resources.

Intermediate Persian-Farsi (PF) Program

PF331 Persian Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in Persian media for aural comprehension; focus on developing comprehension of variations in regional speech contexts, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Skills development in the identification of dialectal differences. This course incorporates web-based resources.

PF332 Reading Comprehension A – 3 Credits

Extensive and intensive reading of selected texts on contemporary topics, including cultural, social, and political issues in Iran and the diaspora. Development of reading comprehension skills for processing of concrete and abstract passages, including text and genre analysis. This course incorporates web-based resources.

PF333 Reading Comprehension B – 3 Credits | Prerequisite: PF332

Continuation of topics covered in PF332 with extensive and intensive reading of full length text selections on contemporary topics, including cultural, social, and political issues in Iran and the diaspora. Development of reading comprehension skills for processing concrete and abstract passages, including text and genre analysis. This course incorporates web-based resources.

PF336 Conversation: Oral Production – 3 Credits

Introduction to higher proficiency level oral production with an emphasis on linguistic discourse length, tailoring usage to appropriate discourse domain and audience, native-like pronunciation accuracy, accent reduction, and achieving accuracy in language structure, prosody, and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Progressive shift to more complex forms of social and professional interaction. This course incorporates web-based resources.

PF338: Persian Seminar Topics – 3 Credits

Teacher-facilitated class study of selected foundational topics for Persian in professional settings. Guest lecturers will address applied economics, international law, and human rights, among other issues.

PF339 Contemporary Culture Through Media – 2 Credits

This course examines the way in which political and cultural manifestations have found articulation, particularly since the 1950s, in contemporary Iranian cinema, theater and television. Through readings, screenings, discussions, and analysis, students will develop an understanding of the media culture in Iran and the diaspora with a focus on social, political, literary, and artistic life.

PF364 Introduction to Sociolinguistics – 1 Credit

Course PF364 is not a prerequisite to course PF464. Introduction to the basic concepts of sociolinguistics. Students familiarize themselves with the Persian language, dialects, and society to study regional language variations, languages in society, and language as an identity marker. This course incorporates web-based resources.

PF366 Introduction to Advanced Grammar – 1 Credit

An introduction to advanced syntactical structures in Persian grammar through practice and authentic texts. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

PF411 Introduction to Translation and Interpretation – 1 Credit

Course PF411 is not a prerequisite to course PF412. An introduction to the principles and techniques of translation and interpretation, including consecutive and sight translation. Practice in translation and interpretation of sociopolitical, military and commercial texts and audios. This course incorporates web-based resources.

PF413 Introduction to Discourse Analysis – 1 Credit

Course PF413 is not a prerequisite to course PF414. Develop foundational skills in recognizing verbal and written text stylistics. Analysis of language considering context and purpose; introduction to linguistic register (academic/vernacular), and recognition of differences based on socioeconomic, generational, and gender factors as well as geographical language. This course incorporates web-based resources.

PF421 Introduction to Persian Literature: Classical and Modern – 3 Credits

An overview of select literary genres, including the prose and poetry of prominent Iranian authors and poets from classical to contemporary novels, short stories, and poems. Texts can vary depending on instructor and student interests. All readings are in Persian. This course incorporates web-based resources.

PF423 Persian Composition – 3 Credits

Course PF423 is not a prerequisite to PF424. The course is a practicum that involves writing genres and styles. Genres include essays, journal writing, poetry, and story telling. Grammar structure and critique will be part of this class. This course incorporates web-based resources.

AS483 Advanced Area Studies – Social Science A – 3 Credits

A research-based course lead by a faculty member. Advanced study of geography (physical and political), history, social and political science, and economics from Iran and the diaspora. This course incorporates web-based resources.

MS485 Advanced Area Studies – Military, Science, Technology A – 3 Credits

An in-depth study of the Iranian military and its relations with neighboring and other countries. Topics include the technological infrastructure: industry, agriculture, transportation, and technological innovation and issues, including medical, bioengineering and environmental issues. This course incorporates web-based resources.

Intermediate Russian (RU) Program

RU331 Russian Media Analysis A – 3 Credits

Exploration of contemporary topics in Russian media; focus on developing comprehension of various genres, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. This course incorporates web-based resources.

RU332 Reading Comprehension A – 3 Credits

Extensive and intensive reading of selected texts on contemporary topics, including cultural, social, and political issues relevant to present-day Russia and its neighbors. Skills development to process concrete and abstract passages to include text and genre analysis. This course incorporates web-based resources.

RU333 Reading Comprehension B – 3 Credits

Continuation of topics covered in RU332 with extensive and intensive reading of full-text selections of contemporary topics, including cultural, social, and political issues relevant to present-day Russia and its neighbors. Skills development to process concrete and abstract passages to include text and genre analysis. This course incorporates web-based resources.

RU334 Introduction to Advanced Grammar A – 3 Credits

No prerequisites. An introduction to advanced syntactic structures in Russian grammar through practice and authentic texts. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

RU335 Introduction to Advanced Grammar B – 3 Credits

Continuation of topics covered in RU334 on advanced syntactic structures in Russian grammar. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

RU336 Conversation: Oral Production – 3 Credits

Introduction to higher-level oral production with an emphasis on discourse-length, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Progressive shift to more complex forms of social and professional interaction. This course incorporates web-based resources.

RU337 Russian Media Analysis B – 3 Credits

Continuation of topics covered in RU331. Exploration of contemporary topics in Russian media for aural comprehension; focus on developing comprehension of different genres, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. This course incorporates web-based resources.

RU421 Russian Literature – 3 Credits

An overview of select literary genres, including novels, short stories, and plays in different Russian epochs, from the 19th century to the present. Texts vary, depending on the teacher. All readings are in Russian. This course incorporates web-based resources.

RU423 Russian Composition – 3 Credits

A course practicum that involves writing types and styles. Exploration of genres, including essays, journal writing, and storytelling. This course incorporates web-based resources.

AS483 Advanced Area Studies – Social Science A – 3 Credits

Geography (physical and political) and history of Russia and its neighbors. Comparative studies of political, educational, and economic systems, to include banking and trade, in the Russian Federation, the United States, and other Western countries. This course incorporates web-based resources.

MS485 Advanced Area Studies – Military, Science, Technology A – 3 Credits

Survey of military systems in the Russian Federation, and US/Russian military relations. The technological infrastructure of the Russian Federation: industry, transportation, science, and technology. Technological innovations and issues, including medical, bioengineering and environmental issues. This course incorporates web-based resources.





Intermediate Spanish (QB) Program

QB331 Spanish Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in Spanish media for aural comprehension; focus on developing comprehension of various speech patterns, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further development of skills to identify dialectal differences. This course incorporates web-based resources.

QB332 Reading Comprehension A – 3 Credits

Extensive and intensive reading of selected texts of contemporary topics, including cultural, social, and political issues in the Spanish-speaking world. Skills development to process concrete and abstract passages to include text and genre analysis. This course incorporates web-based resources.

QB333 Reading Comprehension B – 3 Credits | Prerequisite: QB332

Continuation of topics in QB332 with extensive and intensive reading of full-text selections of contemporary topics, including cultural, social, and political issues in the Spanish-speaking world. Skills development to process concrete and abstract passages to include text and genre analysis. This course incorporates web-based resources.

QB334 Introduction to Advanced Grammar A – 3 Credits

Courses QB334 and QB335 are not prerequisites to courses QB434 or QB435. An introduction to advanced syntactical structures in Spanish grammar in practice and authentic texts. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

QB335 Introduction to Advanced Grammar B – 3 Credits | Prerequisite: QB334

Continuation of topics in QB334 on advanced syntactic structures in Spanish grammar. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

QB336 Conversation: Oral Production – 3 Credits

Introduction to higher-level oral production with an emphasis on discourse-length, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Progressive shift to complex forms of social and professional interaction. This course incorporates web-based resources.

QB364 Introduction to Sociolinguistics – 1 Credit

Introduction to the basic concepts of applied linguistics from a descriptive stance. Students familiarize themselves with Spanish phonetics, syntax and morphology and use it to study language variation, languages in contact and language as an identity marker in the Spanish-speaking world. This course incorporates web-based resources.

QB 411 Introduction to Translation and Interpretation – 1 Credit

Course QB411 is not a prerequisite to course QB412. An introduction to the principles of translation and the three modes of bilingual-interpretation: consecutive, simultaneous, and sight-translation. Practice in translation and interpretation of sociopolitical, military and commercial texts and audios. This course incorporates web-based resources.

QB413 Introduction to Discourse Analysis – 1 Credit

Develop foundational skills in recognizing verbal and written text stylistics. Analyze language considering context and purpose; distinguish linguistic register (academic/ vernacular), and recognize differences based on socioeconomic, generational, and gender as well as geographical language. This course incorporates web-based resources.

QB421 Spanish Literature: Peninsular and Latin American – 3 Credits

An overview of select literary genres, including novels, short stories, and theater during various Peninsular and Latin American epochs, from the XV-century to the present. Texts vary, depending on the teacher. All readings are in Spanish. This course incorporates web-based resources.

QB423 Spanish Composition – 3 Credits

A practicum that involves writing types and styles. Exploration of genres including essays, journal writing, poetry, and storytelling. Grammar structure and critique will be part of the composition class. This course incorporates web-based resources.

AS483 Advanced Area Studies: Social Science A – 3 Credits

AS483 is not a prerequisite to AS484. Geography (physical and political) and history of the Spanish-speaking world. Comparative studies of political, educational, and economic systems that include banking and trade, in Latin America, the United States, and other Western countries. This course incorporates web-based resources.

MS485 Advanced Area Studies: Military, Science, Technology A – 3 Credits

MS485 is not a prerequisite to MS486. Survey of military systems in Latin America, and US/Latin American military relations. The technological infrastructure of Latin American countries: industry, agriculture, and transportation. Technological innovation and issues, including medical, bioengineering and environmental. This course incorporates web-based resources.



Foreign Language Advanced Program Course Descriptions

Advanced Modern Standard Arabic (AD) Program

AD412 Translation and Interpretation – 1 Credit

Principles and techniques of translation and the three modes of bilingual-interpretation: consecutive, simultaneous, and sight-translation. Practice in translation and interpretation of sociopolitical, military and commercial texts and audios. This course incorporates web-based resources.

AD414 Discourse Analysis – 1 Credit

Apply skills in recognizing verbal and written text stylistics. Analyze language by considering context and purpose, distinguish linguistic register (academic/ vernacular), and recognize differences based on socioeconomic, generational, and gender factors as well as geographical language choices. This course incorporates web-based resources.

AD422 Modern Arabic Literature – 3 Credits

Extensive reading of selected literary texts, including excerpts and/or novels of fiction and non-fiction relating to political and socioeconomic commentary by prominent Arab authors. All readings are in Modern Standard Arabic. Texts will vary depending on instructor and student interests. This course incorporates web-based resources.

AD424 Advanced Arabic Composition – 3 Credits

A practicum that involves writing types and styles. Application of various written genres, including research-based essays, journals and short stories. Grammatical structure and critiquing will be part of the composition class. This course incorporates web-based resources.

AD431 Advanced Arabic Commentary and Media Analysis – 3 Credits

An exploration of contemporary topics in Modern Standard Arabic media for aural comprehension; focus on deepening comprehension of situational and dialectal variations of the MSA language, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. A development of skills to identify dialectal differences. This course incorporates web-based resources.

AD432 Advanced Reading Comprehension A – 3 Credits

Extensive and intensive reading of progressively challenging texts of contemporary topics, including cultural, social, and political issues in the MSA-speaking world. A development of comprehensive skills, including text and genre analysis, to process concrete and abstract passages. This course incorporates web-based resources.

AD433 Advanced Reading Comprehension B – 3 Credits | Prerequisite: AD432

Continuation of topics covered in AD432 with extensive and intensive reading of progressively more challenging texts on contemporary topics, including cultural, social, and political issues in the Arabic speaking world. Development of comprehensive skills, including text and genre analysis, to process concrete and abstract passages. This course incorporates web-based resources.

AD434 Advanced Grammar – 3 Credits

An examination of advanced syntactic structures and stylistic discourse. Emphasis on difficult or subtle aspects of phonological, morphological, and syntactical structure and grammatical contrasts between English and Modern Standard Arabic. This course also provides strategies to reduce fossilized errors, with attention to heritage speakers. This course incorporates web-based resources.

AD435 Advanced Grammar B – 3 Credits | Prerequisite: AD434

Continuation of topics covered in AD434 on advanced syntactical structures in Arabic grammar. A more advanced look at a stylistics and discourse grammar. Emphasis on difficult or subtle aspects of phonological, morphological, and syntactic structure as well as strategies to reduce fossilized errors. This course incorporates web-based resources.

AD436 Advanced Conversation: Oral Production – 3 Credits

Emphasis on discourse-length, higher proficiency level oral production, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Exploration of complex forms of social and professional interaction. This course incorporates web-based resources.

AD464 Sociolinguistics – 1 Credit

Concepts of applied linguistics from a descriptive stance. Students apply knowledge acquired in the Introduction to Sociolinguistics course of Modern Standard Arabic phonetics, syntax and morphology to identify and experience language variation, languages in contact, and language as an identity marker in the Arabic-speaking world. This course incorporates web-based resources.

AS484 Advanced Area Studies – Social Science B – 3 Credits

Course AS483 is not a prerequisite for AS484. An in-depth study of the geography (physical and political), history and culture of Arabic-speaking countries. Topics include nuances of the social and cultural diversity as well as political, economic, and educational systems in Arabic-speaking countries and their connection to its neighbors and the United States. This course incorporates web-based resources.

MS486 Advanced Area Studies – Military, Science, Technology B – 3 Credits

Course MS485 is not a prerequisite for MS486. A research-based course military systems of the Middle East and their relations with neighboring countries. Topics focus on the scientific and technological capabilities of the Middle East, including innovations and issues related to medicine, artificial intelligence, and environment. This course incorporates web-based resources.

Advanced Iraqi Arabic (DG) Program

DG412 Translation and Interpretation – 1 Credit

Principles and techniques of translation and the three modes of bilingual-interpretation: consecutive and simultaneous interpretation, and sight-translation. Practice in translation and interpretation of socio-political, military and commercial texts and audios. This course incorporates web-based resources.

DG414 Discourse Analysis – 1 Credit

Apply skills in recognizing verbal and written text stylistics. Analyze language considering context and purpose, distinguish linguistic register (academic/ vernacular), and recognize differences based on socio-economic, generational, and gender factors as well as geographical language choices. This course incorporates web-based resources.

AD424 Advanced Arabic Composition – 3 Credits

Practicum that involves writing types and styles. Application of different written genres including research-based essays, journals and short stories. Grammatical structure and critiquing will be part of the composition class. This course incorporates web-based resources.

DG425 Advanced Iraqi Civilization– 3 Credits

Extensive reading of selected literary texts including excerpts and/or novels of fiction and non-fiction text relating to political and socio-economic commentary by prominent Iraqi authors. All readings are in Iraqi. Texts will vary depending on instructor and students' interests. This course incorporates web-based resources.

DG431 Advanced Iraqi Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in Iraqi media for aural comprehension; focus on deepening comprehension of situational and dialectal variations of the Arabic language, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further development of skills to identify dialectal differences. This course incorporates web-based resources.

DG432 Advanced Reading Comprehension A – 3 Credits

Extensive and intensive reading of progressively more challenging texts on contemporary topics, including cultural, social, and political issues in the Iraqi-speaking world. A development of comprehensive skills, including text analysis and genre analysis, to process concrete and abstract passages. This course incorporates web-based resources.

DG433 Advanced Reading Comprehension B – 3 Credits | Prerequisite: DG432

Continuation of topics covered in DG432 with extensive and intensive reading of progressively more challenging texts on contemporary topics, including cultural, social, and political issues in the Iraqi-speaking world. A development of comprehensive skills, including text analysis and genre analysis, to process concrete and abstract passages. This course incorporates web-based resources.

DG434 Advanced Grammar – 3 Credits

A more advanced examination of syntactic structures and stylistic discourse. Emphasis on difficult or subtle aspects of phonological, morphological, and syntactic structure and grammatical contrasts between English, Iraqi, and Modern Standard Arabic. This course also provides strategies to reduce fossilized errors, and special attention to heritage speakers. This course incorporates web-based resources.

DG435 Advanced Grammar B – 3 Credits | Prerequisite: DG434

Continuation of topics covered in DG434 on advanced syntactical structures in Iraqi Arabic grammar. A more advanced look at a stylistics and discourse grammar. Emphasis on difficult or subtle aspects of phonological, morphological, and syntactic structure as well as strategies to reduce fossilized errors. This course incorporates web-based resources.

DG436 Advanced Conversation: Oral Production – 3 Credits

Emphasis on discourse-length, higher proficiency level oral production, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Exploration of complex forms of social and professional interaction. This course incorporates web-based resources.

DG464 Sociolinguistics – 1 Credit

Concepts of applied linguistics from a descriptive stance. Students apply knowledge acquired in the Introduction to Sociolinguistics course of Iraqi Arabic phonetics, syntax and morphology to identify and experience language variation, languages in contact, and language as an identity marker in the Arabic-speaking world. This course incorporates web-based resources.

AS484 Advanced Area Studies – Social Science B – 3 Credits

Course AS483 is not a prerequisite for AS484. In depth study of the geography (physical and political), history and culture of Iraq. Topics include nuances of the social and cultural diversity as well as political, economic, and educational systems in Iraq and its connection to its neighbors and the United States. This course incorporates web-based resources.

MS486 Advanced Area Studies – Military, Science, Technology B – 3 Credits

Course MS485 is not a prerequisite for MS486. A research-based course on Iraq's military system and its relations with neighboring countries. Topics focus on the scientific and technological capabilities of Iraq, including innovations and issues related to medicine, artificial intelligence and environment. This course incorporates web-based resources.

Advanced Levantine (AP) Program

AP412 Translation and Interpretation – 1 Credit

Principles and techniques of translation and the three modes of bilingual-interpretation: consecutive and simultaneous interpretation and sight-translation. Students practice translation and interpretation of socio-political, military and commercial texts and audios. This course incorporates web-based resources.

AP414 Discourse Analysis – 1 Credit

Apply skills in recognizing verbal and written text stylistics. Analyze language considering context and purpose, distinguish linguistic register (academic/vernacular), and recognize differences based on socio-economic, generational, and gender factors as well as geographical language choices. This course incorporates web-based resources.

AP422 Modern Levantine Literature – 3 Credits

Extensive reading of selected literary texts including excerpts of novel and non-fiction texts relating to political and socioeconomic commentary from prominent Levantine authors. All readings are in Levantine. Texts will vary depending on instructor and students' interests. This course incorporates web-based resources.

AD424 Advanced Arabic Composition – 3 Credits

Practicum that includes writing types and styles. Application of different written genres including research-based essays, journals and short stories. Grammar structure and critiquing will be part of the class. This course incorporates web-based resources.

AP431 Advanced Levantine Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in Levantine media for aural comprehension; focus on deepening comprehension of situational and dialectal variations of the Levantine language, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further development of skills to identify dialectal differences. This course incorporates web-based resources.

AP432 Advanced Reading Comprehension A – 3 Credits

Extensive and intensive reading of progressively more challenging texts on contemporary topics, including cultural, social, and political issues in the Levantine-speaking world. Development of comprehensive skills, including text analysis and genre analysis, to process concrete and abstract passages. This course incorporates web-based resources.

AP433 Advanced Reading Comprehension B – 3 Credits | Prerequisite: AP432

Continuation of topics covered in AP432 with extensive and intensive reading of progressively more challenging texts on contemporary topics, including cultural, social, and political issues in the Levantine-speaking world. Development of comprehensive skills, including text analysis and genre analysis, to process concrete and abstract passages. This course incorporates web-based resources.

AP434 Advanced Grammar – 3 Credits

A more advanced examination of syntactical structures and stylistic discourse. Emphasis on difficult or subtle aspects of phonological, morphological, and syntactic structure and grammatical contrasts between English and Levantine. This course also provides strategies to reduce fossilized errors, and special attention to heritage speakers. This course incorporates web-based resources.

AP436 Advanced Conversation: Oral Production – 3 Credits

Emphasis on discourse-length, higher proficiency level oral production, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Exploration of complex forms of social and professional interaction. This course incorporates web-based resources.

AP435 Advanced Grammar B - 3 Credits

Continuation of topics covered in AP434 on advanced syntactical structures in Levantine Arabic grammar. A more advanced look at a stylistics and discourse grammar. Emphasis on difficult or subtle aspects of phonological, morphological, and syntactic structure as well as strategies to reduce fossilized errors. This course incorporates web-based resources.

AP464 Sociolinguistics – 1 Credit

Concepts of applied linguistics from a descriptive stance. Students apply knowledge acquired in the Introduction to Sociolinguistics course of Levantine Arabic phonetics, syntax and morphology to identify and experience language variation, languages in contact, and language as an identity marker in the Arabic-speaking world. This course incorporates web-based resources.

AS484 Advanced Area Studies – Social Science B – 3 Credits

Course AS483 is not a prerequisite for AS484. An in-depth study of the geography (physical and political), history and culture of the Levant. Topics include nuances of the social and cultural diversity as well as political, economic, and educational systems in Levantine countries and their connection to its neighbors and the United States. This course incorporates web-based resources.

MS486 Advanced Area Studies – Military, Science, Technology B – 3 Credits

Course is companion to MS485, which is not a prerequisite. A research-based course on the Levantine countries' military systems and their relations with neighboring countries. Topics focus on the scientific and technological capabilities of the Levantine countries, including innovations and issues related to medicine, artificial intelligence, and environment. This course incorporates web-based resources.

Advanced Chinese-Mandarin (CM) Program

CM412 Translation and Interpretation – 1 Credit

Principles and techniques of translation and the three modes of bilingual interpretation: consecutive and simultaneous interpretation and sight translation. Practice in translation and interpretation of socio-political, military, and commercial texts and audios. This course incorporates web-based resources.

CM414 Discourse Analysis – 1 Credit

Apply skills in recognizing verbal and written text stylistics. Analyze language while considering context and purpose, distinguish linguistic register (academic/ vernacular), and recognize differences based on socio-economic, generational, and gender factors as well as geographical language choices. This course incorporates web-based resources.

CM422 Advanced Chinese Literature – 3 Credits

Extensive reading of selected literary texts including prose, novel, and poetry by prominent Chinese authors and poets. All readings are in Chinese. Texts will vary depending on instructor and students' interests. This course incorporates web-based resources.

CM424 Advanced Chinese Composition – 3 Credits

Practicum that involves writing types and styles. Application of different written genres including research-based essays, journals and short stories. Grammar structure and critiquing will be part of the composition class. This course incorporates web-based resources.

CM431 Advanced Chinese Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in Chinese media for aural comprehension; focus on deepening comprehension of situational and dialectal variations of the Chinese language, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further develop skills to identify dialectal differences. This course incorporates web-based resources.

CM432 Advanced Reading Comprehension A – 3 Credits

Extensive and intensive reading of progressively more challenging texts on contemporary topics, including cultural, social, and political issues in the Chinese-speaking world. Development of comprehensive skills, including text analysis and genre analysis, to process concrete and abstract passages. This course incorporates web-based resources.

CM433 Advanced Reading Comprehension B – 3 Credits | Prerequisite: CM432

Continuation of topics covered in CM432 with extensive and intensive reading of progressively more challenging texts on contemporary topics, including cultural, social, and political issues in the Chinese-speaking world. Development of comprehensive skills, including text analysis and genre analysis, to process concrete and abstract passages. This course incorporates web-based resources.

CM434 Advanced Grammar A – 3 Credits

A more advanced examination of syntactic structures and stylistic discourse. Emphasis on difficult or subtle aspects of phonological, morphological, and

syntactic structure and grammatical contrasts between English and Chinese. This course also provides strategies to reduce fossilized errors, and special attention to heritage speakers. This course incorporates web-based resources.

CM436 Advanced Conversation: Oral Production – 3 Credits

Emphasis on discourse-length, higher proficiency level oral production, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization, and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Exploration of complex forms of social and professional interaction. This course incorporates web-based resources.

CM438 Chinese Seminar Topics – 3 Credits

Project-based in-depth study of selected topics with a focus on Chinese history, philosophies, literature and arts. Besides engaging students in developing a deeper understanding of these topics, the course affords students the opportunity of applying knowledge generated in class to develop a cultural project through teachers' facilitation and extensive guided research.

CM464 Sociolinguistics – 1 Credit

Concepts of applied linguistics from a descriptive stance. Students apply knowledge acquired in the Introduction to Sociolinguistics course of Chinese language, dialects, and society to identify and experience language variations, languages in contact and language as an identity marker in the Chinese speaking world. This course incorporates web-based resources.

AS484 Advanced Area Studies – Social Science B – 3 Credits

Course AS483 is not a prerequisite for AS484. In depth study of the geography (physical and political), history and culture of China. Topics include nuances of the social and cultural diversity, as well as political, economic, and educational systems in China and their connection to its neighbors and the United States. This course incorporates web-based resources.

MS486 Advanced Area Studies – Military, Science, Technology B – 3 Credits

Course MS485 is not a prerequisite for MS486. A research-based course on the Chinese military system and its relations with neighboring countries. Topics focus on the scientific and technological capabilities of China, including innovations and issues related to medicine, artificial intelligence, and the environment. This course incorporates web-based resources.

Advanced Korean (KP) Program

KP422 Advanced Korean Literature: Classical and Modern – 3 Credits

In-depth exploration of Korean literature by examining selected literary works in the form of short stories, essays, fiction, and/or poems with a focus on understanding the Korean people's sentiment, conceptualization, and culture; apply skills to detect similes, metaphors, emotional overtones and implications; emphasis on understanding subtle aspects of morphological, semantic, syntactic choices of the writers. This course incorporates web-based resources.

KP424 Advanced Korean Composition – 3 Credits

Practicum that involves writing types and genres. Application of varying written genres, including research-based essays, journal writing, poetry, and storytelling. Grammatical structure and critiquing will be part of the composition class. This course incorporates web-based resources.

KP431 Advanced Korean Commentary and Media Analysis A – 3 Credits

In-depth exploration of contemporary topics in Korean media for aural comprehension; focus on the ability to detect emotional overtones and implications in higher-level discourse that deals with concrete as well as abstract topics. Use of real-world knowledge and context to advance understanding. Further development of skills to identify dialectical differences. This course incorporates web-based resources.

KP432 Advanced Reading Comprehension – 3 Credits

In-depth study of extensive and intensive content-based reading of progressively more challenging texts of contemporary topics, including cultural, social, and political issues in Korea. Comprehensive skills development to process concrete and abstract texts to include discourse and genre analysis. This course incorporates web-based resources.

KP434 Advanced Grammar – 3 Credits

Advanced syntactic structures in Korean grammar. A more advanced look at a stylistics and discourse grammar. Emphasis on difficult or subtle aspects of phonological, morphological, and syntactic structure and grammatical contrasts between English and Korean. This course also provides strategies targeting defossilization by analyzing and raising awareness of fossilized errors. This course incorporates web-based resources.

KP436 Advanced Conversation: Oral Production – 3 Credits

Emphasis on discourse-length, higher-level oral production, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization, and aesthetic structuring of oral production. Students engage in speeches, debates, discussions, and research-based presentations. Exploration of complex forms of social and professional interaction. This course incorporates web-based resources.

KP437 Advanced Korean Media Analysis – 3 Credits

Continuation of topics covered in KP431 with an in-depth exploration of contemporary topics in Korean media for aural comprehension; focus on the ability to detect emotional overtones and implications in higher-level discourse dealing with concrete as well as abstract topics. Use of real-world contextual knowledge

to advance understanding. Further development of skills to identify dialectical differences. This course incorporates web-based resources.

KP393 Advanced Learner Development Seminar – 3 Credits

A series of multiple advanced-level seminars that address barriers that adult learners often encounter when learning Korean as a second language. Discuss various theories of language learning and learner strategies and develop a personalized plan that promotes lifelong language learning habits. Provides in-depth and hands-on workshops and lectures by field experts on selected topics such as translation and interpretation, discourse analysis, higher level text analysis, and/or advanced discourse grammar.

KP451 Advanced North Korean Studies – 3 Credits

In-depth studies on lexical, syntactic, and phonological differences between South Korean and North Korean language. Analysis of various types of evaluative modes in spoken and written authentic texts in the North Korean dialect on multiple subjects, including its people, society, politics, international relations, economy, and/or culture.

AS484 Advanced Area Studies: Social Science B – 3 Credits

In depth study of the geography (physical and political) and history of Korea. Topics include nuances of the social and cultural diversity as well as political, economic, and educational systems in Korea and their connection to its neighbors and other countries. This course incorporates research and writing papers, oral presentations and other creative products based on findings, using current resources from various media, including the internet.

MS486 Advanced Area Studies – Military, Science, Technology B – 3 Credits

In-depth study of the Korean military system, including North-South relations and Korean-United States relations. Topics include the technological infrastructure: industry, agriculture, and transportation and technological innovation and issues, including medical, bioengineering and environmental issues. This course incorporates research and writing papers, oral presentations and other creative products based on findings, using current resources from various media, including the internet.

Advanced Pashto (PV) Program

PV412 Translation and Interpretation – 1 Credit

Course PV411 is not a prerequisite of PV412. Principles and techniques of consecutive and sight translation. Practice in translation and interpretation of sociopolitical, military and commercial texts and audios. This course incorporates web-based resources.

PV414 Discourse Analysis – 1 Credit

Apply skills in recognizing verbal and written text stylistics. Analyze language considering context and purpose; distinguish linguistic register (academic/ vernacular), and recognize differences based on socioeconomic, generational, and gender factors as well as geographical language choices. This course incorporates web-based resources.

PV422 Advanced Literature: Pashto Speaking Regions of Afghanistan and Pakistan (Upper and Lower Pakhtunkhwa) – 3 Credits

Extensive reading of select literary genres, including novels, short stories, poetry and prose from different periods of Pashto literature (poetry from the 16th century to the present, and prose from the 20th century to the present). Texts vary depending on instructor and students' interests. All readings are in Pashto. This course incorporates web-based resources.

PV424 Advanced Pashto Composition – 3 Credits

Practicum that involves writing genres and styles. Application of different written genres, including research-based essays, journal writing, poetry, and storytelling. Grammar structure and critiquing will be part of this class. This course incorporates web-based resources.

PV431 Advanced Pashto Commentary and Media Analysis – 3 Credits

Exploration of contemporary topics in Pashto media for aural comprehension; focus on deepening comprehension of situational and dialectal variations of the Pashto-speaking areas in Afghanistan and Pakistan, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further develop skills to identify dialectal differences. This course incorporates web-based resources.

PV432 Advanced Reading Comprehension A – 3 Credits

Extensive and intensive reading of progressively challenging texts on contemporary topics, including cultural, social, and political issues covering the Pashto-speaking areas in Afghanistan and Pakistan. Development of reading comprehension skills for processing concrete and abstract passages, including text and genre analysis. This course incorporates web-based resources.

PV433 Advanced Reading Comprehension B – 3 Credits | Prerequisite: PV432

Continuation of topics covered in PV432 with extensive and intensive reading of progressively more challenging texts on contemporary topics, including cultural, social, and political issues covering the Pashto-speaking regions in Afghanistan and Pakistan. Development of reading comprehension skills for processing concrete and abstract passages, including text and genre analysis. This course incorporates web-based resources.

PV436 Advanced Conversation: Oral Production – 3 Credits

Emphasis on discourse-length, higher proficiency level oral production, tailoring usage to appropriate discourse domain, native-like pronunciation, accent reduction, and achieving accuracy in language structure, prosody, and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Exploration of complex forms of social and professional interaction. This course incorporates web-based resources.

PV438 Pashto Seminar Topics – 3 Credits

A project-based, in-depth study of selected topics focusing on history, philosophies, literature and arts. In addition to engaging students in developing a deeper understanding of these topics, the course affords students the opportunity of applying knowledge generated in class to develop a cultural project through extensive guided research.

PV439 Contemporary Culture Through Media II – 2 Credits

A research-based course of contemporary cultures with a focus on student-led critical study of social, political, literary, and artistic life in the Pashto-speaking regions of Afghanistan, Pakistan, and the diaspora through media (both print and electronic), including radio, television, social media, and cinema, from the 1970s to the present.

PV464 Sociolinguistics – 1 Credit

Concepts of applied linguistics from a descriptive stance. Students apply knowledge of Pashto phonetics, syntax and morphology to identify and experience language variation, languages in society and language as an identity marker in the Pashto-speaking areas of Afghanistan and Pakistan. This course incorporates web-based resources.

PV466 Advanced Grammar – 1 Credit

Advanced examination of syntactical structures, stylistics and discourse. Emphasis on difficult or subtle aspects of phonological, morphological, and syntactical structure and grammatical differences between English and Pashto. This course also provides strategies to reduce fossilized errors and special attention to heritage speakers. This course incorporates web-based resources.

AS484 Advanced Area Studies – Social Science B – 3 Credits

Course AS483 is not a prerequisite for AS484. In-depth study of the geography (physical and political) and history of the Pashto-speaking areas of Afghanistan and Pakistan. Topics include the nuances of social and cultural diversity as well as political, economic, and educational systems in Afghanistan and Pakistan. This course incorporates web-based resources.

MS486 Advanced Area Studies – Military, Science, Technology B – 3 Credits

Course MS485 is not a prerequisite for course MS486. A research-based course on the military systems in Afghanistan, Pakistan and their relation with the US military. Topics include the technological infrastructure: industry, agriculture, and transportation, technological innovation and issues, including medical, and environmental issues. This course incorporates web-based resources.

Advanced Persian Farsi (PF) Program

PF349 Contemporary Culture Through Cinema and Theater – 2 Credits

Study of contemporary cultures with a focus on social and political life in Iran and the diaspora through Iranian cinema and theater from the 1950s to the present. Through readings and screenings, students explore the full spectrum of human behavior in Persian culture. Examples include comparative exploration of Filmfarsi and Iranian New Wave, and various genres of theater, including Siahbazi and Kheimeshab Bazi.

PF412 Translation and Interpretation – 1 Credit

Course PV411 is not a prerequisite to course PV412. Principles and techniques of translation and bilingual interpretation: consecutive and sight translation. Practice in translation and interpretation of socio-political, military, and commercial texts and audios. This course incorporates web-based resources.

PF414 Discourse Analysis – 1 Credit

Apply skills in recognizing verbal and written text stylistics. Analyze language considering context and purpose; distinguish linguistic register (academic/ vernacular), and recognize differences based on socio-economic, generational, and gender factors as well as geographical language choices. This course incorporates web-based resources.

PF422 Advanced Persian Literature: Classical and Modern – 3 Credits

Extensive reading of selected literary texts, including prose and poetry by prominent Iranian authors and poets from classical to contemporary novels, short stories, and poems. All readings in Persian. Texts may vary, depending on instructor and students' interests. This course incorporates web-based resources.

PF424 Advanced Persian Composition – 3 Credits

Practicum that involves writing types and genres. Application of different written genres including research-based essays, journal writing, poetry, and storytelling. Grammatical structure and critiquing will be part of the composition class. This course incorporates web-based resources.

PF431 Advanced Persian Commentary and Media Analysis – 3 Credits

Course PF331 is not a prerequisite to course PF431. Exploration of contemporary topics in Persian media for aural comprehension; focus on deepening comprehension of situational and dialectal variations of the Persian language, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further develop skills to identify dialectal differences. This course incorporates web-based resources.

PF432 Advanced Reading Comprehension A – 3 Credits

Extensive and intensive reading of progressively more challenging texts on contemporary topics, including cultural, social, and political issues in Iran and the diaspora. Development of reading comprehension skills for processing of concrete and abstract passages, including text and genre analysis. This course incorporates web-based resources.

PF433 Advanced Reading Comprehension B – 3 Credits | Prerequisite: PF432

Continuation of topics covered in PF432 with extensive and intensive reading of progressively more challenging texts on contemporary topics, including cultural, social, and political issues in Iran and the diaspora. Development of reading comprehension skills for processing of concrete and abstract passages, including text and genre analysis. This course incorporates web-based resources.

PF436 Advanced Conversation: Oral Production – 3 Credits

Emphasis on discourse-length, higher-proficiency level oral production, tailoring usage to appropriate discourse domain, native-like pronunciation accuracy, accent reduction, and accuracy in language structure, prosody, and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Exploration of complex forms of social and professional interaction. This course incorporates web-based resources.

PF438 Persian Seminar Topics – 3 Credits

Discussion-based course with student-facilitated sessions covering advanced topics for Persian in professional settings. Course includes invited speakers on specialized topics, to include applied economics, international law, and human rights, among others.

PF464 Sociolinguistics – 1 Credit

Concepts of sociolinguistics. Students apply knowledge acquired in the Introduction to Sociolinguistics course of the Persian language, dialects, and society to identify and experience language variations, languages in contact, and language as an identity marker in Iran and the diaspora. This course incorporates web-based resources.

PF466 Advanced Grammar – 1 Credit

An advanced look at syntactical structures, stylistics and discourse. Emphasis on difficult or subtle aspects of phonological, morphological, and syntactic structure and grammatical contrasts between English and Persian. This course also provides strategies to reduce fossilized errors and special attention to heritage speakers. This course incorporates web-based resources.

AS484 Advanced Area Studies – Social Science B – 3 Credits

Course AS483 is not a prerequisite for AS484. Research-based course lead by a faculty member. In depth study of the geography (physical and political) and history of Iran. Topics include nuances of social and cultural diversity as well as the political, economic, and educational systems in Iran and their connection to its neighbors and other countries. This course incorporates web-based resources.

MS486 Advanced Area Studies – Military, Science, Technology B – 3 Credits

Course MS485 is not a prerequisite for course MS486. A research-based course on the Iranian military and its relations with neighboring and other countries. Topics include the technological infrastructure: industry, agriculture, transportation, and technological innovation and issues, including medical, bioengineering and environmental issues. This course incorporates web-based resources.

Advanced Russian (RU) Program

RU422 Advanced Russian Literature – 3 Credits

Extensive reading of selected literary texts from various Russian epochs, from the 19th - century to the present. Class-led discussions and presentations. This course incorporates web-based resources. Texts vary, depending on the teacher.

RU424 Advanced Russian Composition – 3 Credits

Practicum that involves writing types and genres. Application of various written formats, including research-based essays, journal writing, and storytelling. This course incorporates web-based resources.

RU431 Advanced Russian Media Analysis – 3 Credits

Exploration of contemporary topics in Russian media; focus on deepening comprehension of situational variations, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. This course incorporates web-based resources.

RU432 Advanced Reading Comprehension A – 3 Credits

Extensive and intensive reading of progressively challenging texts of contemporary topics, including cultural, social, and political issues relevant to present-day Russia and its neighbors. Comprehensive skills development to process concrete and abstract passages to include text and genre analysis. This course incorporates web-based resources.

RU433 Advanced Reading Comprehension B – 3 Credits

Continuation of topics covered in RU432 with extensive and intensive reading of progressively challenging texts of contemporary topics, including cultural, social, and political issues relevant to present-day Russia and its neighbors. Comprehensive skills development to process concrete and abstract passages to include text and genre analysis. This course incorporates web-based resources.

RU434 Advanced Grammar A – 3 Credits

Advanced syntactic structures in Russian grammar. Issues in stylistics and functional discourse grammar. Emphasis on difficult and/or subtle aspects of phonological, morphological, and syntactic structure and grammatical contrasts between English and Russian. This course also provides strategies targeted to reduce fossilized errors. This course incorporates web-based resources.

RU435 Advanced Grammar B – 3 Credits

Continuation of topics covered in RU434 on advanced syntactic structures in Russian grammar. Issues in stylistics and functional discourse grammar. Emphasis on difficult and/or subtle aspects of phonological, morphological, and syntactic structure as well as strategies to reduce fossilized errors. This course incorporates web-based resources.

RU436 Advanced Conversation: Oral Production – 3 Credits

Emphasis on discourse-length, higher-level oral production, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Exploration of complex forms of social and professional interaction. This course incorporates web-based resources.

RU437 Advanced Russian Media Analysis – 3 Credits

A continuation of topics covered in RU431. Exploration of contemporary topics in Russian media; focus on deepening comprehension of situational variations, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. This course incorporates web-based resources.

AS484 Advanced Area Studies – Social Science B – 3 Credits

An in-depth study of the geography (physical and political) and history of Russia and its neighbors to include discussion of significant landmarks, social and cultural diversity as well as political, economic, and educational systems in the Russian Federation. This course incorporates web-based resources.

MS486 Advanced Area Studies – Military, Science, Technology B – 3 Credits

A research-based course on the military systems in the Russian Federation, and US/Russian military relations. The technological infrastructure of the Russian Federation: industry, transportation, science, and technology. Technological innovations and issues, including medical, bioengineering and environmental



Advanced Spanish (QB) Program

QB412 Translation and Interpretation – 1 Credit

Principles and techniques of translation and the three modes of bilingual interpretation: consecutive and simultaneous interpretation and sight-translation. Practice in translation and interpretation of sociopolitical, military and commercial texts and audios. This course incorporates web-based resources.

QB414 Discourse Analysis – 1 Credit

Apply skills in recognizing verbal and written text stylistics. Analyze language by considering context and purpose; distinguish linguistic register (academic/vernacular), and recognize differences based on socioeconomic, generational, and gender factors as well as geographical language. This course incorporates web-based resources.

QB422 Advanced Literature: Peninsular and Latin American – 3 Credits

Extensive reading of selected literary texts from the different periods of Peninsular and Latin American epochs, from the 15th century to the present. Class-led discussion and presentation. This course incorporates web-based resources. Choice of texts may vary by teacher.

QB424 Advanced Spanish Composition – 3 Credits

Practicum in writing types and styles. Application of different written genres, including research-based essays, journal writing, poetry, and storytelling. Grammar structure and critiquing will be part of the composition class. This course incorporates web-based resources.

QB431 Advanced Spanish Commentary and Media Analysis – 3 Credits

An exploration of contemporary topics in Spanish media for aural comprehension; focus on deepening comprehension of situational and dialectical variations of the Spanish-speaking world, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. Further development of skills to identify dialectical differences. This course incorporates web-based resources.

QB432 Advanced Reading Comprehension A – 3 Credits

Extensive and intensive reading of progressively challenging texts of contemporary topics, including cultural, social, and political issues in the Spanish-speaking world. Comprehensive skills development to process concrete and abstract passages to include text analysis and genre analysis. This course incorporates web-based resources.

QB433 Advanced Reading Comprehension B – 3 Credits | Prerequisite: QB432

Continuation of topics covered in QB432 with extensive and intensive reading of progressively challenging texts of contemporary topics, including cultural, social, and political issues covering the Spanish-speaking world. Comprehensive skills development to process concrete and abstract passages to include text analysis and genre analysis. This course incorporates web-based resources.

QB434 Advanced Grammar A – 3 Credits

Advanced syntactical structures in Spanish grammar. An advanced look at stylistics and discourse grammar. Emphasis on difficult or subtle aspects of phonological, morphological, and syntactical structure and grammatical contrasts between English and Spanish. This course also provides strategies to reduce fossilized errors and attention to heritage speakers. This course incorporates web-based resources.

QB435 Advanced Grammar B – 3 Credits | Prerequisite: QB434

A continuation of topics covered in QB434 on advanced syntactical structures in Spanish grammar. An advanced look at stylistics and discourse grammar. Emphasis on difficult or subtle aspects of phonological, morphological, and syntactical structure as well as strategies to reduce fossilized errors. This course incorporates web-based resources.

QB436 Advanced Conversation: Oral Production – 3 Credits

Emphasis on discourse-length, higher-level oral production, tailoring usage to appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Exploration of complex forms of social and professional interaction. This course incorporates web-based resources.

QB464 Sociolinguistics – 1 Credit | Prerequisite: QB364

Concepts of applied linguistics from a descriptive stance. Students apply knowledge acquired in the Introduction to Sociolinguistics course of Spanish phonetics, syntax and morphology to identify and experience language variation, languages in contact and language as an identity marker in the Spanish speaking world. This course incorporates web-based resources.

AS484 Advanced Area Studies – Social Science B – 3 Credits

Course QB483 is not a prerequisite for QB484. In-depth study of the geography (physical and political) and history of the Spanish-speaking world to include discussion of significant landmarks, the nuances of the social and cultural diversity as well as the political, economic, and educational systems in Latin America, and their connection to the United States. This course incorporates web-based resources.

MS486 Advanced Area Studies – Military, Science, Technology B – 3 Credits

Course MS485 is not a prerequisite for course MS486. Research-based course on the military systems in Latin America, and U.S./Latin American military relations. The technological infrastructure of Latin American countries: industry, agriculture, and transportation. Technological innovation and issues, including medical, bioengineering and environmental issues. This course incorporates web-based resources.



DTRA Program Courses

RU233 Introduction to Advanced Grammar – 5 Credits

No prerequisites. An introduction to advanced syntactic structures in Russian grammar using practice and authentic texts. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

RU266 Speech Conventions – 2 Credits

Use of equivalent speech conventions phrases used in Russian culture in formal and formal situations, social encounters and various settings. Emphasis on formal interpersonal and presentation modes.

RU311 Introduction to Interpretation – 3 Credits

An introduction to the principles and techniques of interpretation and basic skills needed for effective bilingual consecutive interpreting. Extensive note-taking and note-reading in a bilingual context. Prerequisite: At least 300-level proficiency in a second language. This is a prerequisite course for: RU411, RU412, and RU413.

RU312 Introduction to Translation – 2 Credits

An introduction to the principles, methodology, and techniques of translation. Student awareness of the translation process and the criteria for evaluating translations. Basic techniques and procedures used in bilingual translation of non-fiction texts. Prerequisite: At least 300-level proficiency in a second language. This is a prerequisite course for: RU411, RU413.

RU315 English Grammar and Interpretation – 2 Credits

Knowledge of basic English structures and core vocabulary in conjunction with the Interpretation and Translation courses. Development of skills in exercising lexical and structural control and building confidence while interpreting.

RU316 Round Table and Debate – 4 Credits

Students acquire skills in conducting both prepared and spontaneous discussions on various topics. In addition, they build upon existing and newly gained sociolinguistic competencies pertaining to the subject. Critical thinking skills are used in conducting research, and finding and evaluating sources of relevant and convincing information. Skills are acquired to effectively present evidence and arguments and speak persuasively. The focus of this course is the development of public speaking skills.

RU317 Russia Through Media – 4 Credits

This course is an intensive study of the culture, history and geography of Russia and the Soviet Union since the end of WWII; it encompasses an in-depth analysis of present-day political institutions, economics and popular culture. Students continue to develop background knowledge and greater language proficiency. The course is conducted in Russian.

RU318 Russian and World Politics Through Media Coverage – 3 Credits

Focus on Russian and world news coverage. Russian stylistics and discourse grammar in context with an emphasis on listening and speaking skills. Students work with Internet materials, radio broadcasts, and TV shows. In addition, the course focuses on the values and attitudes, customs and traditions, and the social structures of Russia. The course is conducted in Russian.

RU319 Stylistics – 1 Credit

Introduction to different styles, genre and registers and developing skills in tailoring to diverse audiences. Students increase their proficiency through dialogues, role play, group discussions, formal presentations.

RU322 Russian Reading Comprehension A – 3 Credits

Extensive and intensive reading of selected texts on contemporary topics, including cultural, social, and political issues relevant to the present-day Russia, its near abroad, and major world powers. Skills development to process concrete and abstract passages to include text and genre analysis. This course incorporates web-based resources.

RU323 Russian Reading Comprehension B – 3 Credits | Prerequisite: RU322

Continuation of topics covered in RU322 with extensive and intensive reading of full-text selections of contemporary topics, including cultural, social, and political issues relevant to the present-day Russia, its near abroad, and major world powers. Skills development to process concrete and abstract passages to include text and genre analysis. Critical reading, analysis, and discussion of topics pertinent to the Russian society at large. This course incorporates web-based resources.

RU324 Advanced Grammar A – 4 Credits | Prerequisite: RU233

Continuation of topics covered in RU33 on advanced syntactic structures in Russian grammar. Development of knowledge and application of complex syntax structures. Emphasis on stylistics and discourse grammar through listening, reading, and speaking.

RU326 Conversation: Oral Production A – 5 Credits

Introduction to higher-level oral production with an emphasis on discourse-length speech, tailoring usage to an appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Shift to more complex forms of social and professional interaction. This course incorporates web-based resources.

RU27 Conversation: Oral Production B – 5 Credits

Continuation and increasing to higher-level oral production with an emphasis on discourse-length speech, tailoring usage to an appropriate discourse domain, polishing pronunciation, and achieving accuracy in language structure, individualization and aesthetic structuring of oral production. Improvement of oral language skills, emphasizing correct and diversified use of language and addressing individual structural difficulties. Progressing to more complex forms of social and professional interaction. This course incorporates web-based resources.

RU330 Russian Media Analysis – 3 Credits

Exploration of contemporary topics in Russian media; focus on developing comprehension of different genres, including technical discussions within specialized fields, hypothetical speech and supported opinions; use of real-world knowledge and context to advance understanding. This course incorporates web-based resources. The course is conducted in Russian.

RU411 Consecutive Interpretation A – 5 Credits

This is the first course in a sequence of two: RU411 and RU413. Developing principles and techniques of interpretation and basic skills needed for effective bilingual consecutive interpreting and their practical application.

RU412 Translation – 4 Credits

This is the first course in a sequence of two: RU412 and RU414. Practical application of the principles, methodology, and techniques of translation. Emphasis on improving linguistic skills; strategies for translation of advanced texts primarily from media sources.

RU413 Consecutive Interpretation B – 4 Credits

This is the second course in a sequence of two: RU411 and RU413. Emphasis on improving practical techniques of interpretation; addressing current issues and intensive practice in real-life, job-related situations.

RU414 Military Translation – 2 Credits

This course addresses students' specified needs in the development of job-related skills and techniques in the field of military translation. This course is based on military-specific materials covering a variety of related topics.

RU420 Russian Literature – 2 Credits

Survey of 19th century Russian literature (Pushkin, Lermontov, Gogol, Tolstoy, Dostoyevsky, Chekhov) and major works of the 20th century (Belyi, Pasternak, Bulgakov, Yesenin and others) in their cultural, political, and social context with analysis and discussion.

RU425 Advanced Grammar B – 2 Credits | Prerequisite: RU233, RU324

Continuation of topics covered in RU324 on advanced syntactic structures in Russian grammar. Gaining greater command of complex grammatical and syntactical structures and improving competence in the application of critical language structures.

RU426 Advanced Russian Vocabulary – 4 Credits

Based on a topical approach, in-context introduction and reinforcement of vocabulary, including low and high frequency words and word combinations, set, stereotyped, and idiomatic expressions and contextual meaning. Main focus is on increasing vocabulary.

RU428 Conversation: Oral Production C – 4 Credits

Attaining and fine-tuning higher-level oral production skills with an emphasis on discourse-length speech, tailoring usage to appropriate discourse domain, and achieving accuracy in low- frequency language structures, individualization and aesthetic structuring of oral production. Students engage in speeches, debates, and research-based presentations. Use of discourse practices to participate effectively in discussions of professional topics and situations outside of the course. This course incorporates web-based resources.

AS487 Advanced Area Studies – Geography – 2 Credits

Physical and political geography of Russia and the former Soviet Union republics: government structure, political, educational, and economic systems of the Russian Federation. Subject matter materials focus on analysis, discussion and application of critical thinking skills. This course incorporates web-based resources.

AS488 Advanced Area Studies – History – 4 Credits

An integrated study of history of Russia and the Soviet Union, their political institutions and economy. In addition, the course focuses on the values and attitudes, customs and traditions, and the social structures in Russia. At the same time, students continue to develop greater language proficiency. This course incorporates web-based resources.

MS487 Treaties and Agreements A – 2 Credits

Students learn terms and structures of bilateral arms control treaties and agreements with the ultimate goal of developing skills in interpreting and translating treaties and agreements. In addition, students develop functional proficiency in the procedures of treaty and/or agreement preparation, signing and ratification, as well as working with inspection teams.

MS488 Treaties and Agreements B – 3 Credits

Students learn terms and structures of additional bilateral arms control treaties and agreements with the ultimate goal of developing solid skills in interpreting and translating of these particular treaties and agreements. In addition, students develop functional proficiency in the procedures of treaty and/or agreement preparation, signing, ratification as well as working with inspection teams.



MOLINK Program Description & Courses

Certificate in Russian Translation in National Security Contexts

Graduates who receive a Certificate in Russian Translation in National Security Contexts complete a rigorous course sequence focused on the methods and techniques of Russian-to-English translation for professional purposes. Upon completion of the certificate, students are able to translate quickly and accurately on a wide range of military, political, and historical topics. Graduates demonstrate particular knowledge of the rules of translation for official documents, including treaties and agreements, as well as proficiency with specialized vocabularies and stylistic forms associated with texts on military studies, foreign affairs, and Russian history and current events. In addition, they demonstrate the capability to translate complex texts on diverse subjects under time pressure.

Graduate Eligibility

Students who complete the required coursework and earn a 2.0 GPA or higher are eligible for the Certificate in Russian Translation in National Security Contexts. Graduates must complete an additional board examination to be fully qualified as a MOLINK Presidential Translator. Students who both 1) receive the certificate and 2) successfully pass the board examination are eligible to participate in an additional work credit course coordinated in conjunction with the MOLINK instructors.

RU501 Russian Translation in National Security Contexts I: Treaties & Military Studies – 4 Credits

This is a 3-week course with 60 hours of instruction, focused on the translation of military-themed texts from Russian to English. It is comprised of 3 interconnected units: 1) Treaties & Documents, 2) Theoretical Military Issues, and 3) Practical Military Issues. It is a required component of the Russian Translation in National Security Contexts certificate. Each unit develops professional-level skills in translation while addressing a specific topic in Russian military studies and the specialized vocabularies and stylistic forms associated with that topic.

RU502 Russian Translation in National Security Contexts II: International Relations – 4 Credits

This is a 3-week course with 60 hours of instruction, focused on the translation of foreign policy-themed texts from Russian to English. It is comprised of 3 interconnected units: 1) Relations with Europe & NATO, 2) Russia in the United Nations, the World Trade Organization & the Eurasian Economic Union, and 3) Russia's Spheres of Interest. It is a required component of the Russian Translation in National Security Contexts certificate. Each unit develops professional-level skills in translation while addressing a specific topic in Russia's foreign relations and the specialized vocabularies and stylistic forms associated with that topic.

RU503 Russian Translation in National Security Contexts III: Historical & Contemporary Issues – 5 Credits

This is a 4-week course with 80 hours of instruction, focused on the translation of texts on Russian history and current events from Russian to English. It is comprised of 4 interconnected units: 1) The Challenge of Corruption, 2) Historical Perspectives, 3) Contemporary Domestic Issues, and 4) MOLINK. It is a required component of the Russian Translation in National Security Contexts certificate. Each unit develops professional-level skills in translation while addressing a specific topic in Russian

history and current events and the specialized vocabularies and stylistic forms associated with that topic.

WC501, 502, 503 Russian Translation in National Security Contexts IV: Work Credit – 1 – 3 Credits

This course is a variable-length work-credit program focused on developing skills related to translation from Russian to English. It is an optional component of the Russian Translation in National Security Contexts certificate and can be taken up to 3 times for credit. Course instruction is carried out on a one-on-one basis.

World Religions Program

Religions in a Global Society is an introduction to the academic study of the world’s major religious traditions found within our global society. This required course for 01 Basic Program students provides them with the ability to explore diverse practices and central religious beliefs within a culture. In this, the student will recognize how major religious traditions impact the operational environment, regional economics, and the social and political sphere. As part of the general education coursework, this class cultivates critical thinking skills, research techniques, and the ability to analyze current and historical trends in world religions. Religions in a Global Society is an eight-hour collaborative learning course, which is taught in four modules and delivered over a student’s three semesters at DLIFLC.

The following DLIFLC courses satisfy DLIFLC General Education requirements:

English Language Communication and Critical Thinking	
MS120 – 2 Credits MS220 – 1 Credit	RU316
Arts and Humanities	
AS140 – 1 Credit AS240 – 1 Credit AS340 – 1 Credit	AD421, AD422, AP421, AP422, CM421, CM422 DG421, DG422, KP421, KP422, PF421, PF422, PV421, PV422, QB421, QB422, RU420, RU421, RU422, RU487
Social Sciences	
AS140 – 1 Credit AS240 – 1 Credit AS340 – 1 Credit	AS483, AS484, MS485, MS486 RU317, RU318, RU488

ADMISSION REQUIREMENTS

Admission and Registration

Admission to DLIFLC is limited to members of the armed forces (either in the active forces or reserve components), civilian employees of the DoD or other federal agencies, and, in certain cases, adult family members of military students. Each student must be sponsored by the service or employing agency, and that agency determines which foreign language the individual will study. Generally, before a student is selected for a language program, a specific vacancy requiring foreign language skills must exist, which the student will fill upon graduation. Requests or registration applications for language instruction must be submitted to the appropriate sponsor in accordance with the service's or agency's own regulations. DLIFLC does not participate in this process. Applicable service policies require that each candidate for the Basic Program be a high school graduate and have taken the Defense Language Aptitude Battery (DLAB). For admission to a Basic Program, the following minimum DLAB scores are required:

- 95 for a Category I language (French and Spanish)
- 100 for a Category II language (Indonesian)
- 105 for a Category III language (Persian Farsi, Russian and Tagalog)
- 110 for a Category IV language (Modern Standard Arabic, Arabic-Egyptian, Arabic-Iraqi, Arabic-Levantine, Chinese, Japanese, Korean, and Pashto).

The DLAB may be administered at any military installation having a test control officer.

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

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

TUITION, FEES, AND MATERIALS

DLIFLC is a Department of Defense (DoD) school established for teaching foreign languages to armed forces personnel. All required costs are paid by DLIFLC from mission funds or by the sponsoring agency on a reimbursable basis.

FINANCIAL AID

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



ASSOCIATE OF ARTS DEGREE REQUIREMENTS

Because DLIFLC is a regionally accredited institution, students may obtain an Associate of Arts (AA) Degree issued from the Institute. Since 2002, DLIFLC has awarded more than 18,000 AA Degrees. A student may receive an AA Degree from DLIFLC by satisfying the following requirements:

Degree Requirements for AA degree:

The following are required prior to the issuance of an AA degree:

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

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

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

D. **Credits:** To satisfy the credit requirement for the AA degree, the student must complete a minimum of 60 semester credits of college-level work. This credit is obtained through 45 credits of DLIFLC coursework (including nine credits of DLIFLC General Education and 15 transfer General Education semester credits. Quarter credits may be substituted for semester credits through a conversion process where 1.5 quarter credits equal 1.0 semester credit.

Intermediate students must earn the minimum ACE recommended credit by achieving 2+/2+/2 or higher on the DLPT/OPI. Students must also complete an additional three semester-credit course in Critical Thinking, depending on the number of ACE credits earned from the DLPT/OPI, plus an additional transfer of elective credits to achieve a total of 60 semester credits. Intermediate students who have previously completed the Basic Level course have fulfilled the Critical Thinking requirement.

E. **Transfer of General Education Credits:** DLIFLC does not teach all of the required General Education courses a student needs to receive an AA Degree. To satisfy the

General Education requirements, students must transfer 15 semester credits—three semester credits for each of the five general education requirements listed below. Transferred General Education requirements may be fulfilled by coursework from other accredited institutions, Advanced Placement (3 or higher) and International Baccalaureate passing scores (at higher levels 5, 6 or 7), CLEP or DANTES exams (the minimum ACE Recommended passing score required), or by military training accredited by the Academic Council on Education (ACE). ACT and SAT scores are not transferable for General Education credit. Contact the AA Degree office if you have questions about transferable credits. Waivers for the AA Degree General Education requirements are not permitted. See the AA Degree Plan for further details.

F. Transfer Grades: All transfer courses submitted for the AA Degree must have a final grade of “C” (2.0) or higher. Graduate level coursework is not transferable. Grades for transfer courses will not be included on DLIFLC transcripts and will not affect the student’s cumulative GPA earned at DLIFLC.

Transfer General Education Requirement Semester Credits

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

1. English, 3 Credits

Courses in written composition and literature studies at the college level may be considered for transfer. All courses must be taught in the English language. Courses not taught in an English Department must be listed as an excepted writing intensive course for that school’s general education writing requirement.

2. Mathematics, 3 Credits

Courses include college level math courses such as College Algebra, College Mathematics, Pre-calculus, Calculus etc. Courses such as math for liberal arts, math in society, quantitative methods, and statistics for the sciences may also be accepted.

3. Natural/Physical Science, 3 Credits

Science under the natural or physical science category includes courses such as Biology, Chemistry, Natural Science, Astronomy, Physical Geology, and Physics. An additional lab credit is optional for the AA Degree.

4. Social Science, 3 Credits

Courses in this category range from U.S. History to American Government as well as behavioral sciences such as Psychology and Sociology.

5. Physical Education, 3 Credits

All military members, including prior service members, have automatically completed the physical education requirement through military service. Applicable courses must teach appreciation and understanding of the physical skills and health knowledge essential for mental and physical well-being.

Language Major Requirements

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

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

DLIFLC CORE CURRICULUM COURSEWORK / GENERAL EDUCATION AREAS

DLIFLC Basic Program Courses in the Major

Lower Division:

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

Upper Division Courses in the Major:

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

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

DLIFLC General Education Coursework-

The following DLIFLC Basic Program courses satisfy DLIFLC General Education courses for a total of nine semester credits:

Critical Thinking (3 credits)

Lower Division:

MS 120. Introduction to Job Related Skills in the Foreign Language	2 credits
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Upper Division:

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

Lower Division:

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

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

Area Studies (3 credits)

Lower Division:

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

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



DLIFLC DIPLOMA CERTIFICATE

The DLIFLC Diploma is awarded to each student who completes all language program requirements as listed in DLIFLC Regulation 350-10, Chapter 6. Diploma requirements include the completion of all courses with a grade of “D” or higher; a cumulative grade point average of 2.0 or higher; and scores on the DLPT of L2/R2/S1+ or higher for the Basic Program, L2+/R2+/2 for the Intermediate Program, and L3/R3/S2 for the Advanced Program.

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

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

LINGUIST CERTIFICATE

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

BACHELOR OF ARTS IN FOREIGN LANGUAGE DEGREE REQUIREMENTS

As a regionally accredited institution, students may obtain a Bachelor of Arts (BA) Degree in Foreign Language issued from the Institute. A student may receive this bachelor degree from DLIFLC by satisfying the following requirements.

A. Eligibility: Applicants must be active members of the U.S. Military on Active Duty, Reserve, National Guard upon completion of degree requirements, which includes having applied for and submitted the application, 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. (IRR and contractor status are ineligible). Students may continue to complete the transferable General Education requirements for the bachelor’s degree after they have completed language studies at DLIFLC; however, they must still be members of the United States Armed Forces. Students who are no longer enrolled at DLIFLC must provide a copy of their most recent Leave and Earnings Statement (LES) reflecting their ETS/EAS date or a copy of their military ID card to the DLIFLC Degree Office to prove their eligibility. (See the BA Degree Plan for regulations regarding copying of military ID card.) Civilians who attend the DLIFLC Intermediate or Advanced courses at joint DLIFLC/NCS locations may be eligible for the BA in Foreign Language and should contact the DLIFLC Degree Office for additional information.

B. Students must complete the resident DLIFLC Basic program and have completed an eligible DLIFLC Intermediate or Advanced language program with a class start date after 1 January 2020.

C. GPA: A cumulative grade point average of a "C" (2.0) or higher is required for DLIFLC coursework. Final cumulative DLIFLC semester grades below a D are not acceptable.

D. Credits: To satisfy the credit requirement for the bachelor's degree, the student must complete a minimum of 120 semester credits of college-level work. This credit is obtained through 78 credits of DLIFLC coursework (including 19 credits of DLIFLC General Education), 28 transferable General Education semester credits, and 14 transferable elective semester credits. Quarter credits may be substituted for semester credits through a conversion process where 1.5 quarter credits equal 1.0 semester credit.

E. Transfer of General Education Credits: DLIFLC does not teach all the required General Education courses a student needs to receive a bachelor's degree. To satisfy the General Education requirements, students must transfer in 28 semester credits for the General Education requirements listed. Transferred General Education requirements may be fulfilled by coursework from other accredited institutions, Advanced Placement (3 or higher) and International Baccalaureate passing scores (at Higher Level 5, 6, or 7), CLEP or DANTEs exams (the minimum ACE Recommended passing score required), or by military training accredited by the Academic Council on Education (ACE). ACT and SAT scores are not transferable for General Education credit. Contact the DLIFLC Degree Office if you have questions about transferable credits. Waivers for the BA Degree General Education requirements are not permitted. See the BA Degree Plan for further details.

F. Transfer Grades: All transfer courses submitted for the bachelor's degree must have a final grade of "C" (2.0) or higher. Graduate level coursework is not transferable. Grades for transfer courses will not be included on DLIFLC transcripts and will not affect the student's cumulative GPA earned at DLIFLC.



Transfer General Education Requirements

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

1. English Composition, 3 Credits

Courses in written composition and literature studies at the college level may be considered for transfer. All courses must be taught in the English language. A course not taught in an English Department must be listed as a writing-intensive course for that school's general education writing requirement.

2. English, 3 Credits

Courses include composition-type courses, literature, poetry, creative writing, journalism, prose/fiction, technical and business writing.

3. Mathematics, 3 Credits

Courses include college-level math courses, such as college algebra, college mathematics, pre-calculus, calculus, etc. Courses such as math for liberal arts, math in society, quantitative methods, and statistics for the sciences may also be accepted.

4. Art, 3 Credits

Courses include art, art history, cinema, dance, music, music theory, theater, photography, and acting.

5. Natural/Physical Science, 3 Credits

Science courses in the natural or physical science category include courses such as Biology, Chemistry, Natural Science, Astronomy, Physical Geology, and Physics. An additional lab credit is optional for the associate's degree.

6. Life Science, 3 Credits

Courses include Human Anatomy, Physical Anthropology, Microbiology, Botany, Biology, Neuroscience, and Zoology.

7. Science Lab, 1 Credit

One (1) credit unit is required in either natural/physical or life science.

8. Social Science, 3 Credits

Courses in this category range from U.S. History to American Government, as well as behavioral science courses, such as Psychology and Sociology.

9. Government/Political Science, 3 Credits

Courses include Political Science, International Relations, Law, the U.S. Constitution, political systems, or government.

Concentration Areas

Program Summary

Units Awarded from DLIFLC	78
Total Transfer Units	42
Transfer General Education Units	25
GE Waived (PE)	3
Total Transfer Electives	14
DLIFLC General Education Units	19
DLIFLC Total Upper Division Units	48
DLIFLC Total General Education Upper Division Units	12
DLIFLC Upper Division Major Units	36
Total Major Units	59
Total Units for Graduation	120



Arabic Advanced Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English – Elective	LD	Transfer	3
Written English Communication	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Arabic	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Arabic	UD	MS320	1
Arabic Area / Cultural Studies	UD	AS340	2
Adv. Area Studies: Social Science B	UD	AS484	3
Adv. Military Science and Technology B	UD	MS486	3
Required: 3 Units From			
Modern Arabic Literature	UD	AD422	3
Modern Levantine Literature	UD	AP422	3
Advanced Iraqi Civilization	UD	DG425	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14



Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Arabic I	LD	FL101	4
Elementary Arabic II	LD	FL102	4
Elementary Arabic Conversation	LD	FL110	3
Intermediate Arabic I	LD	FL201	4
Intermediate Arabic II	LD	FL202	4
Intermediate Arabic Conversation	LD	FL210	3
Intro. to Military Topics in Arabic	LD	MS220	1
Adv. Arabic I	UD	FL301	4
Adv. Arabic II	UD	FL302	4
Adv. Arabic Conversation	UD	FL310	3
Comprehensive Military Topics in Arabic	UD	MS320	1
Adv. Arabic Composition	UD	AD424	3
Adv. Commentary and Media Analysis	UD	AD431, DG431, or AP431	3
Adv. Reading Comprehension A	UD	AD432, DG432, or AP432	3
Adv. Grammar A	UD	AD434, DG434, or AP434	3
Adv. Conversation: Oral Production	UD	AD436, DG436, or AP436	3
Required: 3 Units From			
Translation & Interpretation	UD	AD412, DG412, or AP412	1
Discourse Analysis	UD	AD414, DG414, or AP414	1
Sociolinguistics	UD	DG464	1
Dialect Variation in Use	UD	AD465 or AP465	1
Required: 6 Units From			
Study Abroad	UD	AD491	6
Advanced Reading Comprehension B	UD	AD433, DG433, or AP433	3
Advanced Grammar B	UD	DG435	3
Seminar Topics	UD	AD438 or AP438	3

Arabic Intermediate Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English – Elective	LD	Transfer	3
Written English Communication	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Arabic	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Arabic	UD	MS320	1
Arabic Area / Cultural Studies	UD	AS340	2
Adv. Area Studies: Social Science A	UD	AS483	3
Adv. Military Science and Technology A	UD	MS485	3
Required: 3 Units From			
Intro. to Arabic Fiction and Non-Fiction	UD	AS421	3
Levantine Arabic Literature	UD	AP421	3
Iraqi Literature	UD	DG421	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14



Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Arabic I	LD	FL101	4
Elementary Arabic II	LD	FL102	4
Elementary Arabic Conversation	LD	FL110	3
Intermediate Arabic I	LD	FL201	4
Intermediate Arabic II	LD	FL202	4
Intermediate Arabic Conversation	LD	FL210	3
Intro. to Military Topics in Arabic	LD	MS220	1
Adv. Arabic I	UD	FL301	4
Adv. Arabic II	UD	FL302	4
Adv. Arabic Conversation	UD	FL310	3
Comprehensive Military Topics in Arabic	UD	MS320	1
Commentary and Media Analysis	UD	AD331, DG331, or AP331	3
Reading Comprehension A	UD	AD332, DG332, or AP332	3
Intro to Adv. Grammar A	UD	AD334, DG334, or AP334	3
Conversation: Oral Production	UD	AD336, DG336, or AP336	3
Intro. to Sociolinguistics	UD	AD364, DG364, or AP364	1
Intro to Translation & Interpretation	UD	AD411, DG411, or AP411	1
Intro. to Discourse Analysis	UD	AD413, DG413, or AP413	1
Arabic Composition	UD	AD423	3
Required: 6 Units From			
Study Abroad	UD	AD491	6
Advanced Reading Comprehension B	UD	AD333, DG333, or AP333	3
Intro. to Advanced Grammar B	UD	AD335, DG435, or AP335	3

Chinese Mandarin Advanced Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Chinese	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Chinese	UD	MS320	1
Chinese Area / Cultural Studies	UD	AS340	2
Adv. Chinese Literature	UD	CM422	3
Adv. Area Studies: Social Science A	UD	AS484	3
Adv. Military Science and Technology B	UD	MS486	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14



Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Chinese I	LD	FL101	4
Elementary Chinese II	LD	FL102	4
Elementary Chinese Conversation	LD	FL110	3
Intermediate Chinese I	LD	FL201	4
Intermediate Chinese II	LD	FL202	4
Intermediate Chinese Conversation	LD	FL210	3
Intro. to Military Topics in Chinese	LD	MS320	1
Adv. Chinese I	UD	FL301	4
Adv. Chinese II	UD	FL302	4
Adv. Chinese Conversation	UD	FL310	3
Comprehensive Military Topics in Chinese	UD	MS320	1
Translation & Interpretation	UD	CM412	1
Discourse Analysis	UD	CM414	1
Adv. Chinese Composition	UD	CM424	3
Adv. Chinese Commentary and Media Analysis	UD	CM431	3
Adv. Reading Comprehension A	UD	CM432	3
Adv. Grammar A	UD	CM434	3
Adv. Conversation: Oral Production	UD	CM436	3
Sociolinguistics	UD	CM464	1
Required: 6 Units From			
Study Abroad	UD	CM491	6
Advanced Reading Comprehension B	UD	CM433	3
Chinese Seminar Topics	UD	CM438	3



Chinese Mandarin Intermediate Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Chinese	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Chinese	UD	MS320	1
Chinese Area / Cultural Studies	UD	AS340	2
Chinese Literature	UD	CM421	3
Adv. Area Studies: Social Science A	UD	AS483	3
Adv. Military Science and Technology B	UD	MS485	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14



Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Chinese I	LD	FL101	4
Elementary Chinese II	LD	FL102	4
Elementary Chinese Conversation	LD	FL110	3
Intermediate Chinese I	LD	FL201	4
Intermediate Chinese II	LD	FL202	4
Intermediate Chinese Conversation	LD	FL210	3
Intro. to Military Topics in Chinese	LD	MS220	1
Adv. Chinese I	UD	FL301	4
Adv. Chinese II	UD	FL302	4
Adv. Chinese Conversation	UD	FL310	3
Comprehensive Military Topics in Chinese	UD	MS320	1
Chinese Commentary and Media Analysis	UD	CM331	3
Reading Comprehension A	UD	CM332	3
Intro. to Adv. Grammar A	UD	CM334	3
Conversation: Oral Production	UD	CM336	3
Intro. to Sociolinguistics	UD	CM364	1
Intro. to Translation & Interpretation	UD	CM411	1
Intro. to Discourse Analysis	UD	CM413	1
Chinese Composition	UD	CM423	3
Required: 6 Units From			
Study Abroad	UD	CM491	6
Reading Comprehension B	UD	CM333	3
Chinese Seminar Topics	UD	CM338	3

Korean Advanced Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Korean	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Korean	UD	MS320	1
Korean Area / Cultural Studies	UD	AS340	2
Adv. Korean Literature: Classical and Modern	UD	KP422	3
Adv. Area Studies: Social Science B	UD	AS484	3
Adv. Military Science and Technology B	UD	MS486	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14



Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Korean I	LD	FL101	4
Elementary Korean II	LD	FL102	4
Elementary Korean Conversation	LD	FL110	3
Intermediate Korean I	LD	FL201	4
Intermediate Korean II	LD	FL202	4
Intermediate Korean Conversation	LD	FL210	3
Intro. to Military Topics in Korean	LD	MS220	1
Adv. Korean I	UD	FL301	4
Adv. Korean II	UD	FL302	4
Adv. Korean Conversation	UD	FL310	3
Comprehensive Military Topics in Korean	UD	MS320	1
Advanced Learner Development Seminar	UD	KP393	3
Adv. Korean Commentary and Media Analysis	UD	KP431	3
Adv. Reading Comprehension	UD	KP432	3
Adv. Grammar	UD	KP434	3
Adv. Conversation: Oral Production	UD	KP436	3
Advanced North Korean Studies	UD	KP451	3
Required: 6 Units From			
Study Abroad	UD	KP491	6
Advanced Korean Composition	UD	KP424	3
Advanced Korean Media Analysis	UD	KP437	3

Korean Intermediate Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Korean	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Korean	UD	MS320	1
Korean Area / Cultural Studies	UD	AS340	2
Korean Literature: Classical and Modern	UD	KP422	3
Adv. Area Studies: Social Science A	UD	AS484	3
Adv. Military Science and Technology A	UD	MS486	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14

Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Korean I	LD	FL101	4
Elementary Korean II	LD	FL102	4
Elementary Korean Conversation	LD	FL110	3
Intermediate Korean I	LD	FL201	4
Intermediate Korean II	LD	FL202	4
Intermediate Korean Conversation	LD	FL210	3
Intro. to Military Topics in Korean	LD	MS220	1
Adv. Korean I	UD	FL301	4
Adv. Korean II	UD	FL302	4
Adv. Korean Conversation	UD	FL310	3
Comprehensive Military Topics in Korean	UD	MS320	1
Korean Commentary and Media Analysis A	UD	KP331	3
Reading Comprehension	UD	KP332	3
Intro. to Adv. Grammar A	UD	KP334	3
Conversation: Oral Production	UD	KP336	3
North Korean Studies	UD	KP351	3
Learner Development Seminar	UD	KP392	3
Required: 6 Units From			
Study Abroad	UD	KP491	6

Persian Farsi Advanced Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Korean	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Korean	UD	MS320	1
Persian Area/Cultural Studies	UD	AS340	2
Adv. Persian Literature Classical & Modern	UD	PF422	3
Adv. Area Studies: Social Science B	UD	AS484	3
Adv. Military Science and Technology B	UD	MS486	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14

Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Persian I	LD	FL101	4
Elementary Persian II	LD	FL102	4
Elementary Persian Conversation	LD	FL110	3
Intermediate Persian I	LD	FL201	4
Intermediate Persian II	LD	FL202	4
Intermediate Persian Conversation	LD	FL210	3
Intro. to Military Topics in Persian	LD	MS220	1
Adv. Persian I	UD	FL301	4
Adv. Persian II	UD	FL302	4
Adv. Persian Conversation	UD	FL310	3
Comprehensive Military Topics in Persian	UD	MS320	1
Adv. Persian Composition	UD	PF424	3
Adv. Persian Commentary and Media Analysis	UD	PF431	3
Adv. Reading Comprehension A	UD	PF432	3
Adv. Grammar	UD	PF466	1
Adv. Conversation: Oral Production	UD	PF436	3
Contemporary Culture through Cinema & Theater	UD	PF349	2
Translation & Interpretation	UD	PF412	1
Discourse Analysis	UD	PF414	1
Sociolinguistics	UD	PF464	1
Required: 6 Units From			
Study Abroad	UD	PF491	6
Reading Comprehension B	UD	PF433	3
Persian Seminar Topics	UD	PF438	3

Persian Farsi Intermediate Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Persian	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Persian	UD	MS320	1
Persian Area / Cultural Studies	UD	AS340	2
Intro. to Persian Literature: Classical & Modern	UD	PF421	3
Adv. Area Studies: Social Science A	UD	AS483	3
Adv. Military Science and Technology A	UD	MS485	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14



Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Persian I	LD	FL101	4
Elementary Persian II	LD	FL102	4
Elementary Persian Conversation	LD	FL110	3
Intermediate Persian I	LD	FL201	4
Intermediate Persian II	LD	FL202	4
Intermediate Persian Conversation	LD	FL210	3
Intro. to Military Topics in Persian	LD	MS220	1
Adv. Persian I	UD	FL301	4
Adv. Persian II	UD	FL302	4
Adv. Persian Conversation	UD	FL310	3
Comprehensive Military Topics in Persian	UD	MS320	1
Persian Commentary and Media Analysis	UD	PF331	3
Reading Comprehension A	UD	PF332	3
Conversation: Oral Production	UD	PF336	3
Contemporary Culture through Media	UD	PF339	2
Intro. to Sociolinguistics	UD	PF364	1
Intro. to Adv. Grammar	UD	PF366	1
Intro. to Translation & Interpretation	UD	PF411	1
Intro. to Discourse Analysis	UD	PF413	1
Persian Composition	UD	PF423	3
Required: 6 Units From			
Study Abroad	UD	PF491	6
Reading Comprehension B	UD	PF333	3
Persian Seminar Topics	UD	PF338	3

Pashto Advanced Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Pashto	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Pashto	UD	MS320	1
Pashto Area / Cultural Studies	UD	AS340	2
Adv. Pashto Literature: Classical and Modern	UD	PV422	3
Adv. Area Studies: Social Science B	UD	AS484	3
Adv. Military Science and Technology B	UD	MS486	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14

Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Pashto I	LD	FL101	4
Elementary Pashto II	LD	FL102	4
Elementary Pashto Conversation	LD	FL110	3
Intermediate Pashto I	LD	FL201	4
Intermediate Pashto II	LD	FL202	4
Intermediate Pashto Conversation	LD	FL210	3
Intro. to Military Topics in Pashto	LD	MS220	1
Adv. Pashto I	UD	FL301	4
Adv. Pashto II	UD	FL302	4
Adv. Pashto Conversation	UD	FL310	3
Comprehensive Military Topics in Pashto	UD	MS320	1
Translation & Interpretation	UD	PV412	1
Discourse Analysis	UD	PV414	1
Adv. Pashto Composition	UD	PV424	3
Adv. Pashto Commentary and Media Analysis	UD	PV431	3
Adv. Reading Comprehension A	UD	PV432	3
Adv. Conversation: Oral Production	UD	PV436	3
Contemporary Culture through Media II	UD	PV439	2
Sociolinguistics	UD	PV464	1
Adv. Grammar	UD	PV466	1
Required: 6 Units From			
Study Abroad	UD	PV491	6
Advanced Reading Comprehension B	UD	PV433	3
Pashto Seminar Topics II	UD	PV438	3

Pashto Intermediate Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Pashto	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Pashto	UD	MS320	1
Pashto Area / Cultural Studies	UD	AS340	2
Pashto Literature	UD	PV421	3
Adv. Area Studies: Social Science A	UD	AS483	3
Adv. Military Science and Technology A	UD	MS485	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14

Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Pashto I	LD	FL101	4
Elementary Pashto II	LD	FL102	4
Elementary Pashto Conversation	LD	FL110	3
Intermediate Pashto I	LD	FL201	4
Intermediate Pashto II	LD	FL202	4
Intermediate Pashto Conversation	LD	FL210	3
Intro. to Military Topics in Pashto	LD	MS220	1
Adv. Pashto I	UD	FL301	4
Adv. Pashto II	UD	FL302	4
Adv. Pashto Conversation	UD	FL310	3
Comprehensive Military Topics in Pashto	UD	MS320	1
Pashto Commentary and Media Analysis	UD	PV331	3
Reading Comprehension A	UD	PV332	3
Conversation: Oral Production	UD	PV336	3
Contemporary Culture through Media I	UD	PV339	2
Intro. to Sociolinguistics	UD	PV364	1
Intro. to Adv. Grammar	UD	PV366	1
Intro. to Translation & Interpretation	UD	PV411	1
Intro. to Discourse Analysis	UD	PV413	1
Pashto Composition	UD	PV423	3
Required: 6 Units From			
Study Abroad	UD	PV491	6
Reading Comprehension B	UD	PV333	3
Pashto Seminar Topics I	UD	PV338	3

Spanish Advanced Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Spanish	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Spanish	UD	MS320	1
Spanish Area / Cultural Studies	UD	AS340	2
Adv. Literature: Peninsular & Latin American	UD	QB422	3
Adv. Area Studies: Social Science B	UD	AS484	3
Adv. Military Science and Technology B	UD	MS486	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14



Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Spanish I	LD	FL101	4
Elementary Spanish II	LD	FL102	4
Elementary Spanish Conversation	LD	FL110	3
Intermediate Spanish I	LD	FL201	4
Intermediate Spanish II	LD	FL202	4
Intermediate Spanish Conversation	LD	FL210	3
Intro. to Military Topics in Spanish	LD	MS220	1
Adv. Spanish I	UD	FL301	4
Adv. Spanish II	UD	FL302	4
Adv. Spanish Conversation	UD	FL310	3
Comprehensive Military Topics in Spanish	UD	MS320	1
Adv. Spanish Composition	UD	QB424	3
Adv. Spanish Commentary and Media Analysis	UD	QB431	3
Adv. Reading Comprehension A	UD	QB432	3
Adv. Grammar A	UD	QB434	3
Adv. Conversation: Oral Production	UD	QB436	3
Translation & Interpretation	UD	QB412	1
Discourse Analysis	UD	QB414	1
Sociolinguistics	UD	QB464	1
Required: 6 Units From			
Study Abroad	UD	QB491	6
Advanced Reading Comprehension B	UD	QB433	3
Advanced Grammar B	UD	QB435	3

Spanish Intermediate Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Spanish	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Spanish	UD	MS320	1
Spanish Area / Cultural Studies	UD	AS340	2
Spanish Literature: Peninsular & Latin American	UD	QB421	3
Adv. Area Studies: Social Science A	UD	AS483	3
Adv. Military Science and Technology A	UD	MS485	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14



Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Spanish I	LD	FL101	4
Elementary Spanish II	LD	FL102	4
Elementary Spanish Conversation	LD	FL110	3
Intermediate Spanish I	LD	FL201	4
Intermediate Spanish II	LD	FL202	4
Intermediate Spanish Conversation	LD	FL210	3
Intro. to Military Topics in Spanish	LD	MS220	1
Adv. Spanish I	UD	FL301	4
Adv. Spanish II	UD	FL302	4
Adv. Spanish Conversation	UD	FL310	3
Comprehensive Military Topics in Spanish	UD	MS320	1
Spanish Commentary and Media Analysis	UD	QB331	3
Reading Comprehension A	UD	QB332	3
Intro. to Adv. Grammar A	UD	QB334	3
Conversation: Oral Production	UD	QB336	3
Intro. to Sociolinguistics	UD	QB364	1
Intro. to Translation & Interpretation	UD	QB411	1
Intro. to Discourse Analysis	UD	QB413	1
Spanish Composition	UD	QB423	3
Required: 6 Units From			
Study Abroad	UD	QB491	6
Advanced Reading Comprehension B	UD	QB333	3
Advanced Grammar B	UD	QB335	3

Russian Advanced Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Russian	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Russian	UD	MS320	1
Russian Area / Cultural Studies	UD	AS340	2
Adv. Russian Literature	UD	RU422	3
Adv. Area Studies: Social Science B	UD	AS484	3
Adv. Military Science and Technology B	UD	MS486	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14

Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Russian I	LD	FL101	4
Elementary Russian II	LD	FL102	4
Elementary Russian Conversation	LD	FL110	3
Intermediate Russian I	LD	FL201	4
Intermediate Russian II	LD	FL202	4
Intermediate Russian Conversation	LD	FL210	3
Intro. to Military Topics in Russian	LD	MS220	1
Adv. Russian I	UD	FL301	4
Adv. Russian II	UD	FL302	4
Adv. Russian Conversation	UD	FL310	3
Comprehensive Military Topics in Russian	UD	MS320	1
Adv. Russian Composition	UD	RU424	3
Adv. Russian Media Analysis	UD	RU431	3
Adv. Reading Comprehension A	UD	RU432	3
Adv. Grammar A	UD	RU434	3
Advanced Grammar B	UD	RU435	1
Adv. Conversation: Oral Production	UD	RU436	3
Required: 6 Units From			
Study Abroad	UD	RU491	6
Advanced Reading Comprehension B	UD	RU433	3
Advanced Russian Media Analysis	UD	RU437	3

Russian Intermediate Degree Plan

General Education Requirements - 47 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science - Elective	LD	Transfer	3
Government, Political Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Introduction to Job Related Skills	LD	MS120	2
Intro. to Target Language Culture	LD	AS140	2
Intro. to Military Topics in Russian	LD	MS220	1
History and Geography of the Region	LD	AS240	2
Comprehensive Military Topics in Russian	UD	MS320	1
Russian Area / Cultural Studies	UD	AS340	2
Russian Literature	UD	RU421	3
Adv. Area Studies: Social Science A	UD	AS483	3
Adv. Military Science and Technology A	UD	MS485	3
Elective Course Requirement - 14 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			14

Major Degree Requirements - 59 Units

Requirement	Course Level	Course Number	Units
Elementary Russian I	LD	FL101	4
Elementary Russian II	LD	FL102	4
Elementary Russian Conversation	LD	FL110	3
Intermediate Russian I	LD	FL201	4
Intermediate Russian II	LD	FL202	4
Intermediate Russian Conversation	LD	FL210	3
Intro. to Military Topics in Russian	LD	MS220	1
Adv. Russian I	UD	FL301	4
Adv. Russian II	UD	FL302	4
Adv. Russian Conversation	UD	FL310	3
Comprehensive Military Topics in Russian	UD	MS320	1
Russian Media Analysis A	UD	RU331	3
Reading Comprehension A	UD	RU332	3
Intro. to Advanced Grammar A	UD	RU334	3
Intro. to Adv. Grammar B	UD	RU335	3
Conversation: Oral Production	UD	RU336	3
Russian Composition	UD	RU423	3
Required: 6 Units From			
Study Abroad	UD	RU491	6
Reading Comprehension B	UD	RU333	3
Russian Media Analysis B	UD	RU337	3

BACHELOR OF ARTS IN RUSSIAN LANGUAGE DEGREE REQUIREMENTS

As a regionally accredited institution, students may obtain a Bachelor of Arts (BA) Degree in Russian, with a Minor in Translation and Interpretation issued from the Institute. A student may receive this degree from DLIFLC by satisfying the following requirements:

A. **Eligibility:** Applicants must be active members of the U.S. Military on Active Duty, Reserve, and National Guard upon completion of degree requirements, which includes having applied for and submitted the application, 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. (IRR and contractor status are ineligible). Students may continue to complete the transferable General Education requirements for the bachelor's degree after they have completed language studies at DLIFLC; however, they must still be members of the United States Armed Forces. Students who are no longer enrolled at DLIFLC must provide a copy of their most recent Leave and Earnings Statement (LES), reflecting their ETS/EAS date or a copy of their military ID card to the DLIFLC Degree Office to prove eligibility. (See the BA Degree Plan for regulations about copying military ID cards.)

B. Students must complete the resident Defense Threat Reduction Agency (DTRA) program with a class start date after 1 January 2020.

C. **GPA:** A cumulative grade point average of a "C" (2.0) or higher is required for DLIFLC coursework. Final cumulative DLIFLC semester grades below a D are not acceptable.

D. **Credits:** To satisfy the credit requirement for the bachelor's degree, the student must complete a minimum of 120 semester credits of college-level work. This credit is obtained through 87 credits of DLIFLC coursework (including 19 credits of DLIFLC General Education), 25 transferable General Education semester credits, and 8 transferable elective semester credits. Quarter credits may be substituted for semester credits through a conversion process whereby 1.5 quarter credits equal 1.0 semester credit.

E. **Transfer of General Education Credits:** DLIFLC does not teach all the required General Education courses a student needs to receive a bachelor's degree. To satisfy the General Education requirements, students must transfer (to DLIFLC) 25 semester credits for the General Education requirements listed. Transferred General Education requirements may be fulfilled by coursework from other accredited institutions, Advanced Placement (3 or higher) and International Baccalaureate passing scores (at Higher Level 5, 6, or 7), CLEP or DANTES exams (the minimum ACE Recommended passing score required), or by military training accredited by the Academic Council on Education (ACE). ACT and SAT scores are not transferable for General Education credit. Contact the DLIFLC Degree Office if you have questions about transferable credits. Waivers for the Russian BA Degree General Education requirements are not permitted. See the Russian BA Degree Plan for further details.

F. **Transfer Grades:** All transfer courses submitted for the bachelor's degree must have a final grade of "C" (2.0) or higher. Graduate level coursework is not transferable. Grades for transfer courses will not be included on DLIFLC transcripts and will not affect a cumulative GPA earned at DLIFLC.

Major: 59 credits (Completion of the resident Basic plus an Intermediate or Advanced Program satisfy all major requirements).

Transfer General Education Requirements

All DLIFLC courses counted toward the major must be earned in residence at DLIFLC, Monterey, California. Students must achieve a minimum cumulative grade point average (GPA) of "C" (2.0) or higher and no end-of-course grades below a "D" (1.0). The major requirements are met upon satisfactory completion of the resident Defense Threat Reduction Agency (DTRA) program with a class start date after 1 January 2020.

1. English Composition, 3 Credits

Courses in written composition and literary studies at the college level may be considered for transfer. All courses must be taught in the English language. A course not taught in an English Department must be listed as a writing-intensive course for that school's general education writing requirement.

2. English, 3 Credits

Courses include composition-type courses, literature, poetry, creative writing, journalism, prose/fiction, technical and business writing.

3. Mathematics, 3 Credits

Courses include college-level math courses, such as college algebra, college mathematics, pre-calculus, calculus, etc. Courses such as math for liberal arts, math in society, quantitative methods, and statistics for the sciences may also be accepted.

4. Art, 3 Credits

Courses include art, art history, cinema, dance, music, music theory, theater, photography, and acting.

5. Natural/Physical Science, 3 Credits

Science courses in the natural or physical science category include Biology, Chemistry, Natural Science, Astronomy, Physical Geology, and Physics. An additional lab credit is optional for the associate degree.

6. Life Science, 3 Credits

Courses include Human Anatomy, Physical Anthropology, Microbiology, Botany, Biology, Neuroscience, and Zoology.

7. Science Lab, 1 Credit

One (1) credit unit required in either Natural/Physical or Life Science.

8. Social Science, 3 Credits

Courses range from U.S. History to American Government, as well as behavioral science courses, such as Psychology and Sociology.

9. Physical Education, 3 Credits

All military members, including those with prior service, have completed the physical education requirement through military service.

10. Physical Education, 3 Credits

All military members, including those with prior service, have completed the physical education requirement through military service.

Major: 48 credits (Completion of the DTRA Program satisfies all major requirements).

Minor: 20 credits (Completion of the DTRA Program satisfies all minor requirements).

DTRA Degree Plan

General Education Requirements - 44 Units

Requirement	Course Level	Course Number	Units
English	LD	Transfer	3
English Composition	LD	Transfer	3
Mathematics	LD	Transfer	3
Humanities - Art	LD	Transfer	3
Social, Behavioral Science	LD	Transfer	3
Physical, Life Science, with lab	LD	Transfer	6+1
Physical Education	LD	Transfer	3
Round Table & Debate	UD	RU316	4
Russia Through Media	UD	RU317	4
Russian and World Politics Through Media Coverage	UD	RU318	3
Russian Literature	UD	RU420	2
Advanced Area Studies - Geography	UD	AS487	2
Advanced Area Studies - History	UD	AS488	4
Elective Course Requirement - 8 Units			
Transfer LD or UD elective courses from regionally accredited programs, credit by examination, or ACE reviewed military training and education programs.			8

BA in Russian with Translation and Interpretation Minor Program Summary

Requirement	Units
Units Awarded from DLIFLC	87
Total Transfer Units	33
Transfer General Education Units	25
Total Transfer Elective Units	8
DLIFLC General Education Units	19
DLIFLC Total General Education Upper Division Units	19
DLIFLC Total Lower Division Major Units	7
DLIFLC Total Upper Division Major Units	41
Total Major Units	48
Total Minor Units	20
Total Units for Graduation	120

Major Degree Requirements - 48 Units

Requirement	Course Level	Course Number	Units
Introduction to Advanced Grammar	LD	RU233	5
Speech Conventions	LD	RU266	2
Introduction to Interpretation	UD	RU311	3
Introduction to Translation	UD	RU312	2
English Grammar and Interpretation	UD	RU315	2
Stylistics	UD	RU319	1
Russian Reading Comprehension A	UD	RU322	3
Russian Reading Comprehension B	UD	RU323	3
Advanced Grammar A	UD	RU324	4
Conversation: Oral Production A	UD	RU326	5
Conversation: Oral Production B	UD	RU327	5
Russian Media Analysis	UD	RU330	3
Advanced Grammar B	UD	RU425	2
Advanced Russian Vocabulary	UD	RU426	4
Conversation: Oral Production C	UD	RU428	4

Minor Degree Requirements - 20 Units

Requirement	Course Level	Course Number	Units
Consecutive Interpretation A	UD	RU411	5
Translation	UD	RU412	4
Consecutive Interpretation B	UD	RU413	4
Military Translation	UD	RU414	2
Treaties and Agreements A	UD	MS487	2
Treaties and Agreements B	UD	MS488	3



AWARDS

Academic Awards General Eligibility

Academic: Unless otherwise stated, minimum DLPT scores of 2/2/1+ and a minimum GPA of 3.5 are required for all candidates for any award. When only two-skill testing is available, minimum scores of 2/2 and a GPA of 3.5 are required of all candidates for awards. When only one skill is tested, a minimum score of 2 is required. Criteria for each award can be found in the DLIFLC Regulation 350-10.

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

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

Academic Awards Board: The board consists of experienced NCOs from each U.S. military branch. It is charged with the selection of students for academic awards based on school nomination with unit concurrence, eligibility, and student merit. Students will compete for all awards for which they are eligible; however, a given student may receive only one award. If no student meets the criteria, the Academic Awards Board may choose not to select a recipient.

Honors, High Honors, and Highest Honors

Each graduating student who exceeds standards is eligible for special recognition. This recognition is highlighted in the graduation program, announced during the graduation ceremony, and appears on the diploma and transcript. To receive these honors, a student must meet all requirements for the DLIFLC diploma and meet the following criteria:

		DLPT Requirements		
	GPA	Basic Course (01 and 15)	Intermediate (06/71)	Advanced (07)
Honors	3.2	2+/2+/1+	3/3/2	3+/3/2+ or 3/3+/2+
High Honors	3.5	3/2+/2 or 2+/3/1+	3+/3/2 or 3/3+/2	3+/3+/2+
Highest Honors	3.8	3/3/2	3+/3+/2+	3+/4/3 or 4/3+/3

Dean's List

Students maintaining a Semester GPA of 3.6 or higher at the end of each semester in any Basic (01/15) Program are eligible for placement on the Dean's List. Selection will be based solely on official GPAs released by Academic Affairs.

Commandant's Award

The highest award presented at any language course graduation. One Commandant's Award per language category (I, II, III, or IV) may be presented per graduation day, with all eligible nominees in each language category competing with each other for that graduation day's award, regardless of the number of graduation ceremonies. When more than one language class graduates, only one Commandant's Award per language category may be presented. If 60 or more students graduate in a single language category, two Commandant's Awards may be presented. The Commandant's Award is accompanied by a Joint Service Achievement Medal.

Eligibility: Military (U.S. or international) or Federal civilian graduates of a Basic, Intermediate, Advanced or DTRA (01, 15, 06, 07, 71) program.

Academic Criteria: 3.7 GPA. 2+/2+/2 DLPT/OPI for Basic courses; 3 in one skill of DLPT and 2 in OPI for Intermediate courses; 3+ in one skill for DLPT and 2 in OPI for Advanced courses.

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

Provost's Award

This may be presented at any language course graduation. One Provost's Award per language category (I, II, III, and IV) may be presented per graduation day, with all eligible nominees in each language category competing with each other for that graduation day's award, regardless of the number of graduation ceremonies. When there is more than one graduation ceremony, only one Provost's Award per language category may be presented. If 60 or more students graduate in a language category, two Provost's awards may be presented.

Eligibility: Military (U.S. or international), sponsored students, or Federal civilian graduates of a language (01, 15, 06, 07, 71 DTRA) program.

Academic Criteria: 3.7 GPA. 2+/2+/2 DLPT/OPI scores for Basic course; 3 or higher in one skill of DLPT and 2 or higher in the OPI for Intermediate courses; 3+ or higher in one skill of DLPT and 2 or higher in the OPI for Advanced Course.

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



Command Sergeant Major's (CSM) Award

This may be presented at any graduation. When there is more than one graduation ceremony, only one CSM Award per language category is presented. Emphasis is on demonstrated leadership abilities and contributions. CE and UGE student are not considered to be part of the same language category for this award.

Eligibility: U.S. military Non-commissioned Officers (NCO) and Petty Officers (PO) from any service in the pay grades of E4 thru E7, graduating from a basic (01/15), Intermediate (06/71) or Advanced (07) program. **Academic Criteria:** 3.5 GPA. 2+/2+/2 DLPT/OPI or higher for Basic courses; 3 or higher in one skill of DLPT and 2 or higher in the OPI for Intermediate courses; 3+ or higher in one skill of DLPT and 2 or higher in the OPI for an Advanced course.

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

Maxwell D. Taylor Award

Presented by the Associate Dean of the school with a brief description of the award's significance.

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

Academic Criteria: 3.5 GPA and 2+/2+/2 DLPT/OPI scores or higher.

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

DLI Alumni Association Student Achievement Award

DLI Alumni Association Student Achievement Award is awarded at any Basic course graduation on the day with the most students graduating each month. Only one award is presented, regardless of the number of students and language categories.

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

Academic Criteria: 3.5 GPA and 2+/2+/2 DLPT/OPI scores or higher.

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

Martin J. Kellogg Award

Eligibility: Military (U.S. or international), sponsored students, or Federal civilian graduates of a Basic (01/15) program. Academic Criteria: 3.5 GPA and 2+/2+/2 DLPT/OPI scores or higher. Selection Criteria: High academic achievement in language education and documented, dedicated efforts toward gaining a deeper understanding of the applicable foreign culture.

The Kiwanis Award (Quarterly)

Eligibility: Military (U.S. or international), sponsored students, or Federal civilian graduates of a Basic (01/15) program. Academic Criteria: 3.5 GPA and 2+/2+/2 DLPT/OPI scores or higher. Selection Criteria: High academic achievement in language education and documented, dedicated effort toward gaining a deeper understanding of the applicable foreign culture.

The International Language and Culture Foundation (ILCF) Award for Excellence in the Study of Languages and Culture

The ILCF may be presented at any Basic course graduation when neither the Kellogg Award nor the Kiwanis Award is presented. Only one award is presented, regardless of the number of students and language categories.

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

Academic Criteria: 3.5 GPA and 2+/2+/2 DLPT/OPI scores or higher.

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



ACADEMIC CREDIT

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

TRANSCRIPT REQUESTS

The DLIFLC Registrar's Office maintains the records of student achievement from all resident programs administered by DLIFLC and its predecessors and branches from 1947 to the present. These include the following:

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

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

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

AMERICAN COUNCIL ON EDUCATION (ACE) CREDIT

The ACE Credit by Examination Program (ACE Credit Recommendations) allows military personnel to obtain academic credit based on their performance on the DLPT and OPI. These credits are recommended by the ACE and apply to DLPT versions III, IV and 5. The number of credits recommended varies depending on the test scores. The ACE credit recommendation documentation is prepared by the DLIFLC Registrar's Office in accordance with AR 621-5 Army Continuing Education System. It is important to remember that courses and credits transferred from DLIFLC to other academic institutions are discretionary. Each institution follows its own policies and procedures in establishing the equivalents for courses completed elsewhere. Therefore, it is at the discretion of the receiving institution to accept all, some, or none of the credit recommendations.

Qualifications and Eligibility

The DLPT/OPI must have been taken on or after 1 October 1990 to qualify for ACE college credit recommendations. Credit recommendations are only available for some languages tested with a DLPT III, DLPT IV format after 1 October 1990 or DLPT5 after 1 July 2005. DLPTs taken prior to web-based testing must have been documented by the Test Control Officers by mailing the original answer sheet to DLIFLC. DLPTs and OPIs taken after web-based testing was fielded, must be verifiable in the DMDC DLPT Reporting application. DLPTs and OPIs must be valid in accordance with the AR 11-6 and DA Pam 11-8. Not all languages and test versions are ACE credit recommended. ACE conducts reviews of DLPTs and OPIs periodically, and changes may apply to the number of credit recommendations and languages after each review. A full list of eligible languages, test versions, skills tested and dates, can be found on the ACE website at: <http://www2.acenet.edu/credit/?fuseaction=browse.getOrganizationDetail&FICE=190163>.

DLPT/OPI ACE credit recommendation program is intended for U.S. military personnel who require a language to perform their military duties. Civilians, faculty, contractors, and staff are not eligible to receive ACE credit recommendations for their DLPT performance, which also includes performance on the OPI. DLPTs/OPIs taken through other government agencies may not be available to DLIFLC.

Requesting ACE Credit Recommendations for DLPT/OPI

Applicants must go to the DLIFLC website: <http://dliflc.edu/administration/registrar/dlpt-ace/> and complete a Form 420, Request for DLPT/OPI ACE credit, for each language. The form is fillable and can be submitted through the secure AMRDEC SAFE website (<https://safe.amrdec.army.mil>) to the DLIFLC Registrar's Office at transcripts@dliflc.nps.navy.mil. The form may also be mailed to:

DLIFLC, ATFL-ASD-DA (REGISTRAR)
597 Lawton Rd., Bldg. 634, Rm. 4
Presidio of Monterey, CA 93944

The American Council on Education (ACE) Credit for DLIFLC Resident Programs

The ACE credit recommendations are also available to students who successfully completed the DLIFLC Resident Advanced Language Programs (07) after 01 November 2011 and Conversion Language Programs (05) after October 2018.

The DLIFLC Registrar's Office provides program management for the ACE Credit Program. A full list of eligible programs and the number of ACE credit recommendations can be found on the ACE website at: <http://www2.acenet.edu/credit/?fuseaction=browse.getOrganizationDetail&FICE=190163>.

Requesting ACE Credit Recommendations for DLIFLC Resident Programs

Applicants must go to the DLIFLC website: <http://dliflc.edu/administration/registrar/dlpt-ace/> and complete a Form 220. The form is fillable and can be submitted through the secure AMRDEC SAFE website (<https://safe.amrdec.army.mil>) to the DLIFLC Registrar's Office at transcripts@dliflc.nps.navy.mil. The form may also be mailed to:

DLIFLC, ATFL-ASD-DA (REGISTRAR)
597 Lawton Rd. Bldg. 634, Rm. 4
Presidio of Monterey, CA 93944

LANGUAGE SKILL LEVEL DESCRIPTIONS

According to the Interagency Language Roundtable Scales (www.govtillr.org)

Descriptions of Proficiency Levels

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

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

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details. Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect. "Well-educated" in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language. These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance which are of insufficient generality to be included here.

Interagency Language Roundtable Language Skill Level Descriptions - Reading

Unless otherwise specified, the term "native reader" refers to native readers of a standard dialect.

In the following descriptions, a standard set of text-types is associated with each level. The text-type is generally characterized in each descriptive statement. The word "read," in the context of these proficiency descriptions, means that the person at a given skill level can thoroughly understand the communicative intent in the text-types described. In the usual case the reader could be expected to make a full representation, thorough summary, or translation of the text into English.

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

R-0: Reading 0 (No Proficiency)

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all.

R-0+: Reading 0+ (Memorized Proficiency)

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose.

R-1: Reading 1 (Elementary Proficiency)

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency

structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts.

R-1+: Reading 1+ (Elementary Proficiency, Plus)

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

R-2: Reading 2 (Limited Working Proficiency)

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

R-2+: Reading 2+ (Limited Working Proficiency, Plus)

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

intentionally disguised meaning.

R-3: Reading 3 (General Professional Proficiency)

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

R-3+: Reading 3+ (General Professional Proficiency, Plus)

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

R-4: Reading 4 (Advanced Professional Proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader.

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent.

R-5: Reading 5 (Functionally Native Proficiency)

Reading proficiency is functionally equivalent to that of the well-educated native reader.

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

Interagency Language Roundtable Language Skill Level Descriptions – Listening

Unless otherwise specified, the term “native listener” refers to native speakers and listeners of a standard dialect.

Listening 0 (No Proficiency)

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

Listening 0+ (Memorized Proficiency)

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

Listening 1 (Elementary Proficiency)

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate’s native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

Listening 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with

more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

Listening 2 (Limited Working Proficiency)

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

Listening 2+ (Limited Working Proficiency, Plus)

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

Listening 3 (General Professional Proficiency)

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

Listening 3+ (General Professional Proficiency, Plus)

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. Can discern some

relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

Listening 4 (Advanced Professional Proficiency)

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

Listening 4+ (Advanced Professional Proficiency, Plus)

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

Listening 5 (Functionally Native Proficiency)

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

Interagency Language Roundtable Language Skill Level Descriptions - Speaking

The following proficiency level descriptions characterize spoken language use. Each of the six "base levels" (coded 00, 10, 20, 30, 40, and 50) implies control of any previous "base levels" functions and accuracy. The "plus level" designation (coded 06, 16, 26, etc.) will be assigned when proficiency substantially exceeds one base skill level and does not fully meet the criteria for the next "base level." The "plus level" descriptions are therefore supplementary to the "base level" descriptions. A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively. Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details. Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect. "Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education; however, in cultures where formal higher education

is common, the language-use abilities of persons who have had such education is considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

Speaking 0 (No Proficiency)

Unable to function in the spoken language. Oral production is limited to occasional isolated words. Has essentially no communicative ability. (Has been coded L-0 in some nonautomated applications. [Data Code 0])

Speaking 0+ (Memorized Proficiency)

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

Examples: The individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functors (linking words, markers and the like) are omitted, confused or distorted. An individual can usually differentiate most significant sounds when produced in isolation but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with people used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty. (Has been coded S-0+ in some nonautomated applications.) [Data Code 06]

Speaking 1 (Elementary Proficiency)

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

Examples: Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. He/she might give information about business hours, explain routine procedures in a limited way, and state in a simple manner what actions will be taken. He/she is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise. (Has been coded S-1 in some nonautomated applications.) [Data Code 10]

Speaking 1+ (Elementary Proficiency, Plus)

Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions

of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances.

Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection. While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public. (Has been coded S-1+ in some nonautomated applications.) [Data Code 16]

Speaking 2 (Limited Working Proficiency)

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

Examples: While these interactions will vary widely from individual to individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology, passive constructions, word order, and embedding. (Has been coded S-2 in some nonautomated applications.) [Data Code 20]

Speaking 2+ (Limited Working Proficiency, Plus)

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

or inaccurate phrasing of ideas, mistaken time, space and person references, or to be in some way inappropriate, if not strictly incorrect.

Examples: Typically, the individual can participate in most social, formal, and informal interactions, but limitations in range of contexts, types of tasks or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls but cannot always easily produce general vocabulary. Discourse is often incohesive. (Has been coded S-2+ in some nonautomated applications.) [Data Code 26]

Speaking 3 (General Professional Proficiency)

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

Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures. (Has been coded S-3 in some nonautomated applications.) [Data Code 30]

Speaking 3+ (General Professional Proficiency, Plus)

Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort or errors which limit the range of language-use tasks that can be reliably performed. Typically there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including low- and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily, accurately and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low frequency and highly complex structures. (Has been coded S-3+ in some nonautomated applications.) [Data Code 36]

Speaking 4 (Advanced Professional Proficiency)

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

Examples: Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of interpersonal official, semi-official and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks and settings). Can play an effective role among native speakers in such contexts as conferences, lectures and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Understands and reliably produces shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction. (Has been coded S-4 in some nonautomated applications.) [Data Code 40]

Speaking 4+ (Advanced Professional Proficiency, Plus)

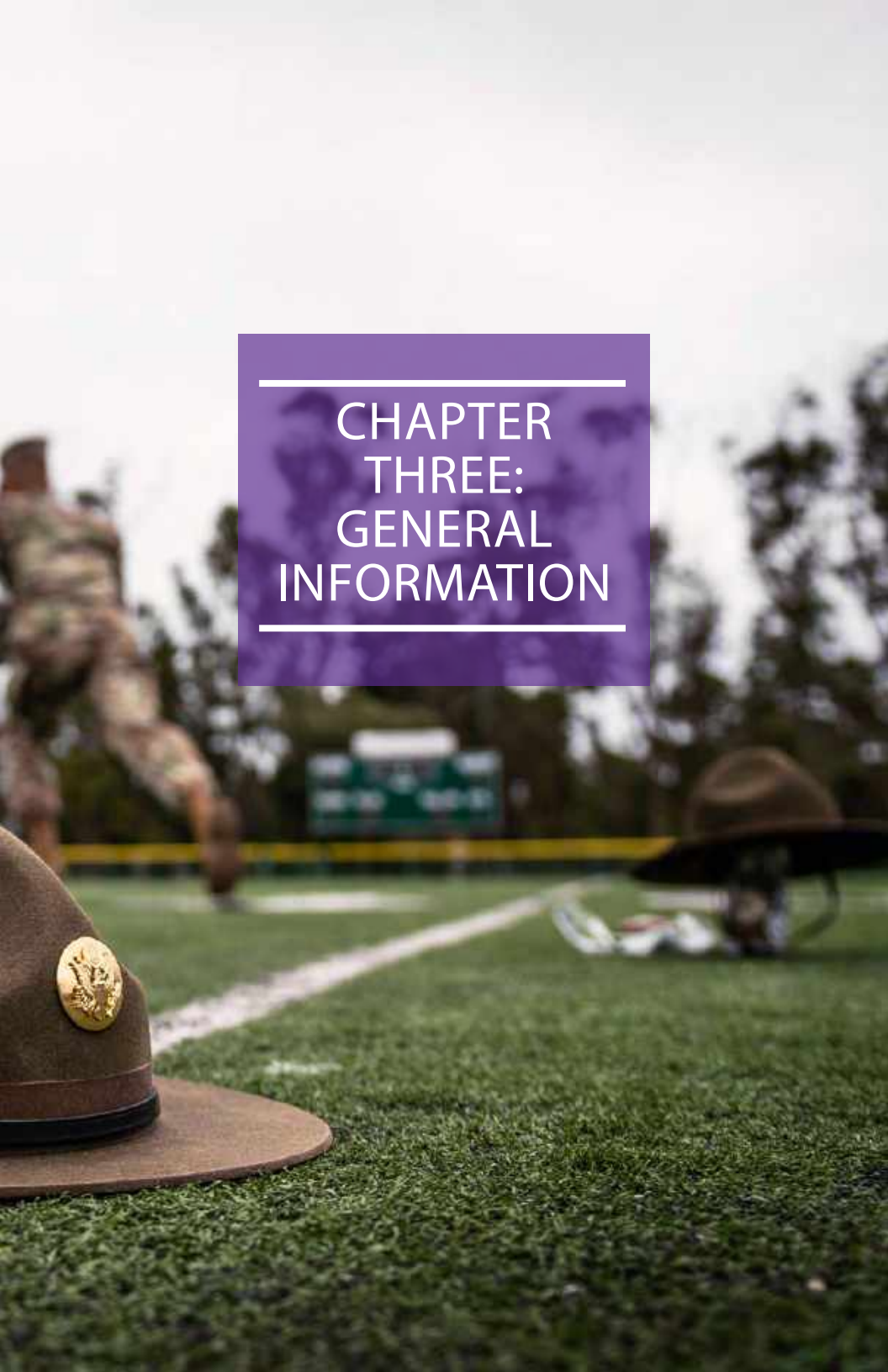
Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native.

Examples: The individual organizes discourse well, employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge; however, cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional nonnative slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, cultural reference or there may be an occasional failure to interact in a totally native manner. (Has been coded S-4+ in some nonautomated applications.) [Data Code 46]

Speaking 5 (Functionally Native Proficiency)

Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect. (Has been coded S-5 in some nonautomated applications.) [Data Code 50]



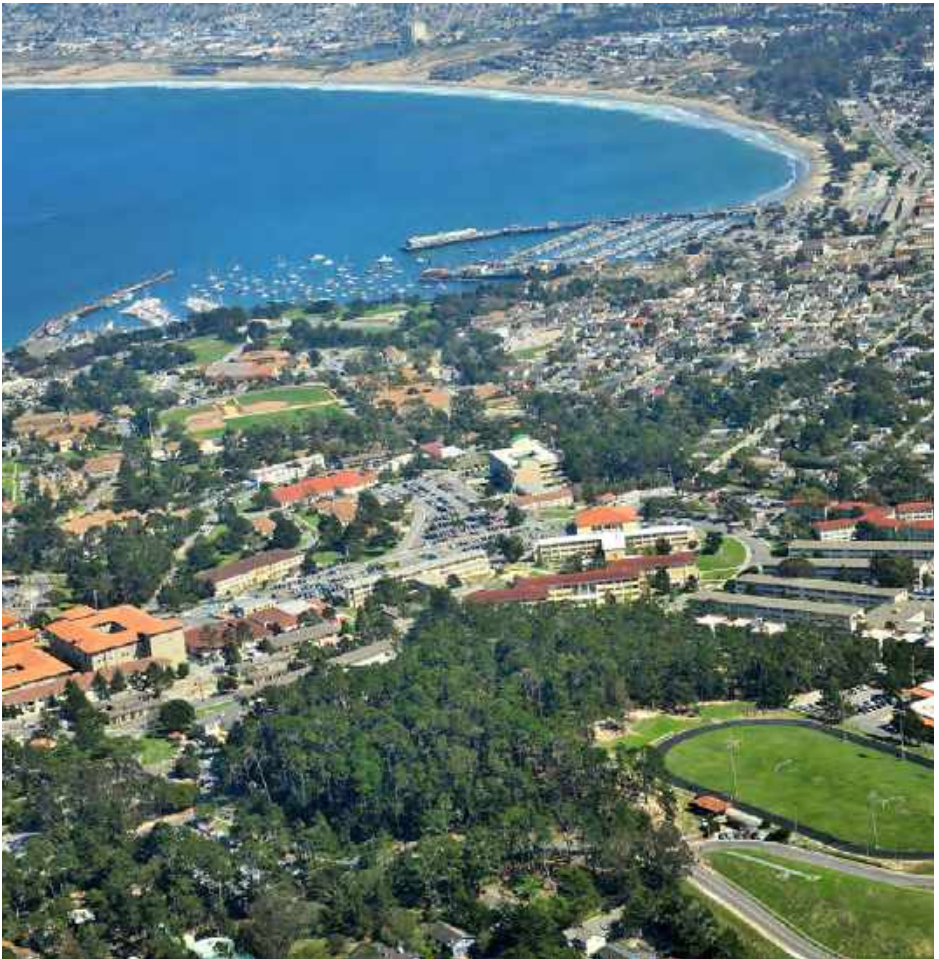


CHAPTER
THREE:
GENERAL
INFORMATION

LOCATION

DLIFLC is located on the Presidio of Monterey, overlooking the city of Monterey, California, on which a Spanish fort was originally established in 1770. Monterey is approximately 130 miles south of San Francisco and 350 miles north of Los Angeles. The Presidio of Monterey commands a stunning view of Monterey Bay, the hub of the fishing industry on California's Central Coast. Cultivated fields to the north produce artichokes, and in the Salinas Valley to the east, lettuce grows in abundance. The Pacific Coast south of Monterey to Big Sur and beyond offers a display of nature in rugged and pristine magnificence. Residential communities in the immediate vicinity include Pacific Grove, Pebble Beach, and Carmel.

Educational institutions in and around Monterey include California State University Monterey Bay, Monterey Peninsula College, the Middlebury Institute of International Studies, the Naval Postgraduate School, and Brandman University. The Monterey Bay enjoys a mild climate dominated by fresh ocean breezes and sporadic fog. Rainfall is rare from April to October, and snow is almost unheard of. Temperatures seldom rise above 75 degrees. In the hottest season, coastal temperatures are frequently moderated by cooling banks of fog from the Pacific.



FACILITIES

The Army's foreign language school began its instructional mission at the historic Presidio of Monterey in 1946 and became known as the Defense Language Institute Foreign Language Center in 1974. The lower portion of the Presidio is registered as a historic district. Several buildings in the district were built in the early 1900's, but still function as instructional and administrative facilities. DLIFLC's 730+ foreign language classrooms have wireless internet access and whiteboard technology that allow the instructional use of current authentic target language materials. Students are issued laptops to enhance classroom instruction and provide as-needed access to learning materials.

As the largest tenant on the U.S. Army Garrison Presidio of Monterey, DLIFLC provides input on space requirements to the Presidio's Area Development Plan, which prioritizes projects to build or renovate facilities to instruct, house, and support the Institute's foreign language educational programs. Master plan initiatives resulted in the construction of new instructional buildings, dormitories, and support facilities—such as the Price Fitness Center and the Hobson Recreation Center. Facilities supporting resident students at the Presidio of Monterey include more than twenty dormitories, two dining facilities, the Aiso Library, and multiple coffee shops.



DLIFLC VISITING PROCEDURES

Access to the Presidio of Monterey is restricted to those with proper DoD identification or visitors who have made advanced coordination with the appropriate office, including the media. Those who wish to visit DLIFLC and POM should contact the appropriate office at their earliest opportunity, e.g., official foreign visits require a 45-day lead time.

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

For further information or questions regarding access, contact the Visitors Center at 831-242-4222.

Official Visits

Official visitors to the school should contact the Protocol Office at 831-242-5302, and visit the institute website to submit a request to engage with DLIFLC leadership:

<https://www.dliflc.edu/administration/protocol/visitor-authorization-request-2/>

Media Visits

All media requesting to visit DLIFLC/Presidio should contact the Public Affairs Office at 831-242-5555.



ORIENTATION

New students receive two orientation briefings after arriving for foreign language training. The Joint Service In-Processing Brief is conducted every Tuesday and Wednesday to provide a one-stop in-processing station to ensure military members in-process with installation- and community-level agencies. Additional in-processing takes place in the respective language schools conducted by civilian and Military Language Instructors.

EDUCATIONAL OPPORTUNITIES

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

ADVISING

Academic advising is available from members of the faculty, Military Language Instructors (MLIs), and cadre members of the respective services. The Directorate of Academic Affairs provides advice to students who want to gain their Associate of Art degree in a foreign language. Personal advising is provided by various specialists such as military training advisors, chaplains, and mental health technicians. In addition, military career counseling is available by service to help students plan for future career paths.

ADMINISTRATIVE SUPPORT

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



HEALTH SERVICES

The California Medical Detachment (CAL MED) provides comprehensive ambulatory healthcare to active duty military personnel of all services and their dependents. Information is available on the CAL MED website at www.calmed.amedd.army.mil. The Presidio of Monterey Army Health Clinic (POMAHC), which serves the active duty population, is at 473 Cabrillo St, building 422. Services at this location include primary care and behavioral health, nutrition care, radiology, laboratory, optometry, and pharmacy services. The MG Gourley VA-DOD Clinic, which serves dependent adults and children, is at 201 9th St, 3rd Floor, Marina, CA. The Physical Therapy clinic is at Bldg. 454 corner of Kit Carson and Cabrillo.

Medical Readiness Services

All Medical Readiness services are conducted at building 422 during normal business hours and can be scheduled in advance by calling the main appointment line at 866-957-2256.

Appointments on Non-class Days

The POMAHC is open during normal business hours for patient care on most DLI/POM training holidays for students who prefer not to miss class time for routine medical care. The clinic also offers acute care during those days. It is closed on federal holidays and weekends.

Sick Call

The POMAHC does feature minor sick call services Monday through Friday from, 0700-0800. Same day appointments are available for acute care, and patients are encouraged to schedule a same day appointment by calling 866-957-2256. The call center opens at 0700 hours for booking appointments.

After Hours/Emergency Care

For life-threatening services (or for service members with urgent medical needs after hours) proceed directly to the emergency room or dial 911. The nurse advice line is available 24 hours/day, 7 days per week by calling 1-800-874-2273 (option 1).

Family Member Care

Dependent family members are seen for primary care at the MG Gourley VA-DOD Clinic. Within the clinic, CAL MED has both a Family Medicine and Pediatric department. Book appointments at 866-957-2256.

Dental

Routine dental care (e.g., exams, cleanings, fillings, crowns, etc.) is provided to Active Duty Service Members at the Presidio of Monterey Dental Clinic in building 423, CPL Evans Road, (831-242-5612). Business hours are 0700 – 1600, Monday through Friday. It is closed on weekends and Federal holidays but open on most DLIFLC training holidays. When necessary, for dental care that is not routine, off-post referrals are necessary.

Annual Dental Exams

All service members must have a yearly dental exam. Exams are combined with cleaning appointments, whenever possible. Annual exam/cleaning appointments are generally made for students by the clinic Dental Readiness Coordinator about two weeks in advance and disseminated through the chain of command. If we have your correct e-mail address on file, you will also receive an e-mail reminder notice. If you have a conflict with your exam appointment time, contact the clinic at 831-242-5612 for rescheduling.

Appointments on Non-class Days

The dental clinic is open during normal business hours for patient care on most training holidays for students who prefer not to miss attending class.

Dental Sick Call

A dentist is available for walk-ins with acute dental conditions from 0710 to 0830 hours, Monday – Friday, except on Federal Holidays.

After Hours Dental Emergencies

A dentist is on-call after normal business hours to see active duty service members experiencing dental emergencies (e.g., excessive bleeding, post-tooth extraction, fever greater than 1010 F, swelling due to oral infection, excessive pain, or trauma-induced damage). Call the DLI/POM staff duty at 831-242-6912 for access.

Family Member Dental Care

All Service Members are encouraged to ensure dependents are enrolled in the TRICARE Family Member Dental Program administered by United Concordia (UCCI). Enrollment is maintained when transferring in from another duty station to include overseas. Visit www.uccitdp.com for more information and to locate a UCCI network-affiliated dentist on the Monterey Peninsula. UCCI customer service representatives are available at 844-653-4061 for assistance from 1800 hours (Eastern Time) Sunday, through 2200 hours (Eastern Time) Friday, except on holidays.

ARMY COMMUNITY SERVICES

Army Community Service (ACS), located on the Ord Military Community, is the primary resource agency for developing, coordinating, and delivering social services that contribute to the morale and welfare of military families. ACS provides information and assistance to active duty and retired personnel, their family members, and others in resolving personal problems beyond the scope of their resources. All branches of the military, including students and staff, are eligible for ACS services. These services include Family Advocacy, Relocation Information, Army Family Team Building classes, Newcomer Orientation, Employment Assistance, Exceptional Family Member Program, Army Volunteer Corp., Loan Closet, Army Emergency Relief, and personal financial management and budget counseling. Please visit their website at: <https://www.armymwr.com/programs-and-services/personal-assistance>

CHILD AND YOUTH SERVICES

The Monterey Road Child Development Center (MRCDC) and the Porter Youth Center (PYC), both located on the Ord Military Community, offer excellent childcare services to military families and DoD civilians. The MRCDC provides cooked meals for the children, ranging from breakfast to lunch. The MRCDC offers full-day and part-day childcare for children up to age five, while the PYC provides before- and after-school care for children from kindergarten through high school, full-day care during school breaks, sports programs, instructional classes, and teen and middle school programs. Its staff interacts with children in activities such as dramatics, crafts, and music. Child, Youth, and School Services maintain a School Liaison Office as the link between military families and the local schools. It supports children in their transition to new schools and appraises parents of the educational options available. Please visit their website for more information: <https://presidio.armymwr.com/programs/mrcdc>

SPORTS AND FITNESS

Athletic activities represent a significant element in the life of the Monterey Military community. Price Fitness Center, located on the Presidio of Monterey, maintains various athletic fields available to students for a number of competitive sports, as well as physical training and conditioning programs. Flag football, softball, basketball, soccer, racquetball, weightlifting, tennis, and fitness classes are among the activities offered. Intramural leagues include co-ed soccer, flag football, volleyball, and softball, as well as men's and women's basketball. Sports and fitness information is available at <https://presidio.armymwr.com>.

THE HOBSON RECREATION CENTER

The Hobson Recreation Center offers a variety of recreational activities and support facilities, including three music rooms, billiards, horseshoes, shuffle board, free wireless internet and assorted gaming units. The center also allows the checkout of movies, video games, musical instruments, and board games. Within the scope of these activities, the center also houses the Better Opportunities for Single Service Members (BOSS) program, which allow students to volunteer, plan large-scale, special events, and gain leadership skills. Meetings are held twice a month at the center. Information is available at <https://presidio.armymwr.com>.

OUTDOOR RECREATION AND TRAVEL CENTER

The Outdoor Recreation Center, located on the Presidio of Monterey, in Price Fitness Center offers service members, retirees, DoD civilians and their families vehicle rentals and vehicle, RV and container storage. Information is available at <https://presidio.armymwr.com>.

DINING FACILITIES

There are currently two dining facilities, Belas Hall and Chay Hall, and a fast food Grab & Go facility (co-located with Chay Hall) on the Presidio of Monterey. Service members, family members, military retirees, DoD civilians, DoD contractors and other authorized personnel may dine at both facilities, whether they are meal card holders, non-meal card holders or receive basic allowance for subsistence (BAS). All personnel with proper identification are authorized to purchase breakfast, lunch and dinner meals at the Belas and Chay Hall dining facilities, as well as the Grab & Go facility, in accordance with posted civilian dining hours.

LEGAL SERVICES

The Office of the Staff Judge Advocate (OSJA) provides legal advice to the Commandant, the Garrison Commander, and their staffs, as well as legal services to authorized DoD personnel and their family members. The offices of the SJA are located in building 275 on the Presidio of Monterey.

The Criminal Law Division supervises the administration of military justice and prosecutes criminal offenses that occur on federal property.

The Administrative and Civil Law Division manages the Command Ethics Program and advises the Command on a wide range of civil and administrative law issues, to include labor law, immigration law, contract law, fiscal law, Freedom of Information Act/Privacy Act, intellectual property law, intergovernmental support agreement, National security/operational law and environmental law.

The Claims and Civil Law Branch processes claims on behalf of and against the United States, including Article 139 claims, tort claims and affirmative property claims. Additionally, this branch provides legal support for FOIA actions, the Financial Disclosure Program, contracting, and other Civil Law matters.

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

The Trial Defense Service provides counsel for active-duty soldiers who are suspects in pending investigations or facing adverse disciplinary action, to include administrative reprimands, administrative separations, non-judicial punishment, and courts-martial. Service members seeking the assistance of the Trial Defense Service should report directly to the Legal Assistance Office. Hours of operations 0800-1600 Mon-Fri. For appointments call Legal Assistance at (831) 242-6387.

INSPECTOR GENERAL

The mission of the Office of the Inspector General (IG) is to support and assist the DLIFLC and POM Commandant in improving the state of the command. The IG serves as an extension of the eyes, ears, voice, and conscience of the Commandant, and provides assistance to all service members, families, civilians, and retirees to resolve problems. The IG conducts inspections to identify systemic problems, determination of root causes, possible solutions, and assignment of responsibilities for problem resolution. The IG develops an annual inspection plan focused on critical areas impacting the local command, and conducts Staff Assistance Visits (SAVs) at DLIFLC Language Training Detachments (LTDs) around the world. The IG provides assistance and conducts teaching and training on policies and regulations. The IG also conducts informal and formal investigations into allegations of ethical wrongdoing and deviation from regulatory standards.

RELIGIOUS SERVICES

The Presidio of Monterey Chaplains and Religious Affairs Specialists maintain active religious programs for members of various faiths and denominations. The POM Chapel is available to all faith and is located on Stillwell Ave., across from Soldier Field. Adjacent to this building is the Chapel Annex (or Religious Support Office), which serves all faiths and provides worship and fellowship space for all service members, civilians, and veterans. Programs and activities include Roman Catholic, Muslim, Protestant, and Jesus Christ of Latter Day Saints worship services, single soldier ministries, Bible studies, and family ministry. In addition, at the Chapel Annex, the Family Life Chaplain offers counseling services. Also, religious education classes such as Bible studies, Roman Catholic religious education classes, Catholic Women of the Chapel (CWOC), and Protestant Women of the Chapel (PWOC) are available. For information, call the Religious Support Office at 831-242-5405.

HOUSING

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

TRANSPORTATION

The Transportation Office assists in movement of household goods, passenger services for official travel, passports for official travel, an on-post shuttle bus, and the government-leased vehicle fleet. For information regarding Household Goods Shipment and Storage, contact the Personal Property office at 831-242-6803. For official travel and passport information, please contact the Naval Postgraduate School at (831) 656-1843.

The Transportation Office address on the Presidio is
1712 Pvt. Bolio Rd., Bldg. 517, Room B,
Presidio of Monterey, CA 93944





Defense Language Institute
ATTN: DLIFLC Degree Office
597 Lawton Road, Bldg. 634, Room 11
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