

GENERAL CATALOG 2019 – 2020



DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

WWW.DLIFLC.EDU



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

MISSION

Our mission is to provide the highest quality culturally based foreign language education, training and evaluation to enhance the national security of the United States; and, as an Associate of Arts Degree and certificate granting Institution, DLIFLC is wholly committed to student service member success.

VISION

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

ACCREDITATION

The Defense Language Institute Foreign Language Center is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. 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. Students who meet the graduation requirements for a DLIFLC diploma and fulfill the General Education requirements are awarded an Associate of Arts Degree from DLIFLC.

DLIFLC BOARD OF VISITORS

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

TABLE OF CONTENTS

| | |
|--|-----|
| Mission and Vision | ii |
| Accreditation and DLIFLC Board of Visitors | iii |

CHAPTER ONE: Introduction to DLIFLC

| | |
|---|----|
| History | 1 |
| DLIFLC Goals | 8 |
| Educational Philosophy and Purpose | 9 |
| Instruction..... | 10 |
| Leadership/Administration..... | 11 |
| Military Service Units..... | 13 |
| Academic Leadership..... | 14 |
| Directorates..... | 16 |
| Undergraduate Education Directorate | 16 |
| Directorate of Continuing Education..... | 17 |
| Directorate of Academic Support..... | 19 |
| Language Proficiency Assessment Directorate | 20 |
| Faculty and Staff | 22 |
| Students | 23 |
| Statement on Academic Freedom..... | 23 |
| Class Start Date/Academic Calendar..... | 23 |
| Daily Hours of Instruction | 24 |
| Legal Holidays..... | 24 |

CHAPTER TWO: Scope of Instruction

| | |
|--|----|
| Admission Requirements | 25 |
| Admission and Registration..... | 25 |
| Tuition, Fees, and Materials..... | 27 |
| Student Financial Aid..... | 27 |
| Student Learning Outcomes | 27 |
| Program Descriptions/Types of Programs | 28 |
| Reimbursable Noncredit/Noncertificate/Nondegree Programs ... | 32 |
| DLI-Washington Language Programs..... | 33 |
| DLIFLC Resident Programs | 34 |

TABLE OF CONTENTS

| | |
|---|-----------|
| Course Descriptions | 37 |
| Foreign Language Basic Program..... | 37 |
| Foreign Language Intermediate Program | 41 |
| DTRA Program Courses | 42 |
| Academic Credit | 44 |
| Associate of Arts Degree Requirements | 44 |
| Transfer General Education Requirements | 46 |
| Language Major Requirements | 47 |
| DLIFLC General Education Coursework..... | 48 |
| DLIFLC Diploma and Certificates | 49 |
| Linguist Certificate..... | 49 |
| Student Academic Recognition | 50 |
| Academic Awards General Eligibility | 50 |
| Honors, High Honors, and Highest Honors..... | 51 |
| Dean's List | 51 |
| Awards..... | 51 |
| Other Learning Resources | 55 |
| Policies Affecting Students | 55 |
| Academic Regulations and Student Administration..... | 55 |
| Nondiscrimination..... | 55 |
| Grading policy | 56 |
| Refund of Fees..... | 57 |
| Academic Integrity/Honesty | 57 |
| Sexual Harassment..... | 57 |
| Grievance and Complaint Procedures | 57 |
| Transcript Requests | 58 |
| American Council on Education (ACE) Credit | 59 |
| Language Skill Level Descriptions ILR Scales | 61 |
| ILR Skill Levels: Listening | 62 |
| ILR Skill Levels: Reading | 66 |
| ILR Skill Levels: Speaking..... | 70 |

TABLE OF CONTENTS

CHAPTER THREE: General Information

| | |
|---|----|
| Location | 77 |
| Facilities | 78 |
| DLIFLC Visiting Procedures | 79 |
| Orientation..... | 79 |
| Educational Opportunities | 80 |
| Advising | 80 |
| Administrative Support..... | 80 |
| Health Services | 81 |
| Army Community Service..... | 83 |
| Child and Youth Services | 83 |
| Sports and Fitness | 84 |
| The Hobson Student Activity Center | 84 |
| The Outdoor Recreation Equipment and Travel Center..... | 85 |
| Dining Facilities | 85 |
| Legal Services..... | 86 |
| Inspector General..... | 87 |
| Religious Services..... | 87 |
| Housing | 88 |
| Transportation | 88 |

CHAPTER ONE

Introduction to the Defense Language Institute Foreign Language Center



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 was in charge of the religious element. Portola officially took possession of Alta (Upper) California for Spain, and Serra celebrated a thanksgiving mass, on June 3, 1770. The Monterey presidio was one of four presidios and twenty-one missions established in Alta California by Spain, due to fear that other nations, particularly Russia, had designs upon her New World empire.

The original Presidio consisted of a square of adobe buildings near Lake El Estero in the vicinity of what is now downtown Monterey. The fort’s original church, the Royal Presidio Chapel, has remained in constant use since Serra established it in 1770 and is now the San Carlos Cathedral. The original Presidio was protected by a small 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 names, among which were Fort Halleck, Fort Savannah, Fort Hill, and the Monterey Redoubt. In 1852, the Monterey Redoubt was renamed the Monterey Ordnance Depot and used until 1856 as a military storehouse. From 1856 to the closing months of the Civil War, the fort, then called Ord Barracks, was abandoned. It was manned again in 1865, and abandoned a second time in 1866, although the U.S. Government "reserved" for possible future use a 140-acre military reservation surrounding the redoubt.



The Modern Presidio of Monterey

Near the end of the Philippine Insurrection in 1902, the Army recognized it needed additional forts, particularly on the West Coast. As possible sites were being surveyed, the Army “discovered” that it already owned a large area in Monterey that would be suitable for a military post. In



July 1902, the Army announced plans to build a cantonment area and station an infantry regiment at Monterey. The 15th Infantry Regiment, which had fought in China and the Philippines, arrived in Monterey in September 1902 and began building the cantonment area. The 1st Squadron, 9th Cavalry, “Buffalo Soldiers,” arrived shortly thereafter.

In 1902, the name of the cantonment area was the Monterey Military Reservation. It was changed to Ord Barracks on July 13, 1903, and to the Presidio of Monterey (POM) on August 30, 1904. Various infantry regiments rotated to the Presidio of Monterey, including the 15th Infantry (1902–1906), 20th Infantry (1906–1909), and 12th Infantry (1909–1917), with supporting cavalry and artillery elements. The Army School of Musketry, the forerunner of the Infantry School, operated at the Presidio of Monterey from 1907 to 1913. In 1917, the U.S. War Department purchased a nearby parcel of 15,609.5 acres of land, called the Gigling Reservation, for use as a training area. This post, supplemented by additional acreage, was renamed Fort Ord on 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 (CMTTC) and Reserve Officer Training Corps (ROTC) camps in the local area. During the Great Depression, the Civilian Conservation Corps (CCC) built the High Street gate, the concrete and stone review stand at Soldier Field, numerous retaining walls, walkways, curbs and drainage works, as well as the stone basements 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 on 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 academic buildings on the Presidio of Monterey are named for Nisei graduates who fell in action: George Nakamura, Frank Hachiya, and Y. "Terry" Mizutari. In addition, Nisei Hall is named in honor of all the Nisei Linguists, whose heroism is portrayed in the Institute's Yankee Samurai exhibit. The headquarters building and academic library bear the names of 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 number of faculty, students, and languages taught increased throughout the Cold War years.

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

Defense Language Institute

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

During the peak of American involvement in Vietnam (1965–73), the DLI 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 († 1970), Sergeant First Class Alfred H. Combs († 1965), Marine Gunnery Sergeant George P. Kendall, Jr. († 1968), and Staff Sergeant Herbert Smith, Jr. († 1965). In addition, there is an instruction hall named Cook Hall in honor of Medal of Honor recipient Colonel Donald G. Cook († 1967). In 1974, the Institute's headquarters and all resident language training were consolidated at the West Coast Branch and renamed the Defense Language Institute Foreign Language Center (DLIFLC). (The Institute continues to operate a small contract foreign language training program in Washington, D.C.) With the advent of the All-Volunteer Forces and the opening of most specialties to women, the character of the student population underwent a gradual change. In 1973, the newly formed U.S. Army Training and Doctrine Command (TRADOC) assumed administrative control, and, in 1976, all English language training operations were returned to the U.S. Air Force, which operates DLIELC to this day.

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

Numerous academic changes were made under the Proficiency Enhancement Plan, now called PEP I, from 1985 to 2000, and PEP II, beginning in 2005: more instructors were recruited; new instructional materials and tests were written; a comprehensive academic master plan was developed; teaching methodology became proficiency-oriented; and team teaching was implemented. Under PEP, the average staffing ratio was increased to two instructors per ten-student section, and under PEP II, with the need for higher proficiency, the staffing ratio was again increased. In the more difficult languages, the faculty-student ratio was increased from 2:10 to 2:6, and 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. DLIFLC began awarding associate degrees in May 2002 and, as of October 2018, has granted more than 15,000 associate degrees.

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

dedicated to the memory of Corporal Bernard Corpuz, who was killed in action in Afghanistan in 2006.

In addition to resident language instruction, DLIFLC teaches language and culture courses to students through Familiarization Mobile Training Teams as well as through its online HeadStart2 and Rapport programs. The school supports the Afghanistan/Pakistan (AF/PAK) Hands program by developing and teaching language and culture pre-deployment, in-country, and post-deployment courses in Dari, Pushtu-Afghan, and Urdu. The GPF and AF/PAK Hands language and culture programs build long-term relationships and inculcate trust with the people, governments, and militaries of Afghanistan and Pakistan.

Now, after more than 75 years, DLIFLC continues to evolve and expand its language course offerings to support a wide range of Defense Department operations. DLIFLC faculty currently train nearly 3,500 resident students in 16 languages and dialects annually in Monterey and provide instruction and sustainment foreign language training for thousands more around the world through DLIFLC's extension, distance-learning, and online programs.



DLIFLC GOALS

DLIFLC's overall goal is to produce professional military linguists whose education is culturally based. In doing so, DLIFLC focuses its efforts across three Lines of Effort: prepared student, trained and ready faculty, and improved and flexible 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) and Oral Proficiency Interview (OPI). Subsequent programs and follow-on courses help the students attain advanced levels. (See ILR Scales.) DLIFLC's overall goals are the following:

Evaluation: Develop and provide valid and reliable curriculum and assessment tools and procedures to evaluate and improve resident and nonresident language training.

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

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

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

Sustainment: Provide support to nonresident programs that remediate, sustain, and enhance foreign language proficiency.

Contingency Support:

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

Faculty: Hire new faculty members with native fluency and advanced degrees in a language-related discipline, complemented by teaching experience. Enhance faculty teaching methodology through participation in seminars, in-house workshops, and ongoing pursuit of formal education.



EDUCATIONAL PHILOSOPHY AND PURPOSE

DLIFLC meets its responsibility for providing quality foreign language instruction to selected military and government personnel by designing instructional programs that teach the precise language skills needed. These programs, through transformational learning principles, instruct students in the use of global language skills so that they can perform successfully in their language assignments. The programs enable students to develop the capacity to understand and interpret meaning and intent within a foreign language and culture, including the value systems, behavioral patterns, institutions, geography, and the political/economic/social systems of the areas where the target language is spoken. The programs also provide for professional growth and competence.

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. DLIFLC programs must meet high standards so that language skills can be developed for professional use in real-world situations. Individual opportunities for learning are provided for all students on an equal basis. DLIFLC recognizes the value of language instruction that provides education and training. The Institute operates under the concept of a systematic approach to instruction. 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.

In its attempt to attract and retain teachers of exceptional ability, to foster an environment of professional competence, and, above all, to provide instruction of the highest quality, DLIFLC supports a variety of programs that assist DLIFLC staff and faculty in their professional growth and career advancement. With the combination of prepared students, trained and ready faculty, and dynamic/improved and flexible curriculum, DLIFLC's main goal, in short, is to prepare a student to achieve 3/3 or more on the DLPT and be known as a professional military linguist with culturally based training. Toward this end, DLIFLC has placed significant emphasis on its faculty, curriculum, and student support services.





INSTRUCTION

DLIFLC has been at the forefront of foreign language education for more than 75 years. Education at DLIFLC is culturally based, learner-centered, and proficiency-oriented, employing authentic speech and materials. DLIFLC continually reviews developments in the field of instructional methodology and incorporates 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 SMART 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 in Foreign Language degrees to qualified graduates.

LEADERSHIP/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) (Personnel and Readiness). The Deputy Assistant Secretary of Defense, Force Education and Training 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 (Personnel and Readiness).

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

Commandant

The DLIFLC Commandant, a U.S. Army colonel, directs the operations of DLIFLC. The Commandant effects coordination among the elements of the Institute and exercises general supervision over all elements assigned or attached to DLIFLC.

The Commandant also develops and maintains partnering initiatives with six local municipalities and close working relationships with federal, state, and local officials.



Assistant Commandant

The Assistant Commandant, an Air Force colonel who commands the United States Air Force's 517th Training Group, assists the Commandant in leading DLIFLC. The Assistant Commandant supervises the Testing Director, the Provost, the DLI-Washington director, and the Center for Leadership Development director. The Assistant Commandant also provides the Commandant with recommendations related to DLIFLC programs and priorities.

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 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.

Command Sergeant Major

The DLIFLC Command Sergeant Major, a U.S. Army Command Sergeant Major, advises the DLIFLC Commandant on all matters related to enlisted service members. The Command Sergeant Major supports the mission and vision statement of the Commandant and serves as the Senior Enlisted Leader at DLIFLC. The Command Sergeant Major 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 the other Senior Enlisted Advisors from the four branches of service to take care of all service members.

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, and language program development and provides guidance on 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 basic language programs.

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 and for 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.

Center for Leadership Development

The institutional goal is achieving higher student proficiency levels, and this requires customized and innovative leadership skill sets to increase faculty collaboration and involvement in decision making. The Center for Leadership develops current and future DLIFLC leaders who are committed to promoting a highly engaged and positive workplace.

MILITARY SERVICE UNITS

229th Military Intelligence Battalion (MI BN)

The 229th MI BN partners with DLIFLC to enhance language training and develop proficient and culturally competent soldier-linguists. The 229th provides mission command for more than 800 U.S. Army students assigned or attached to DLIFLC. The battalion consists of Companies A, B, C, D, F (Initial Entry Training Soldiers), and E (battalion headquarters, permanent party staff, senior enlisted and officer students). The 229th also has administrative control over Headquarters and Headquarters Company, 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 the Marine Corps Training and Education Command, located in Quantico, Virginia. The MCD oversees the administration, military training, and foreign language instruction of more than 500 officers and enlisted Marines annually.

Information Warfare Training Command (IWTC) Monterey

The Information Warfare Training Command (IWTC) is a foreign language learning site subordinate to the IWTC, Corry Station, Florida. 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 sailors annually.

311th and 314th Training Squadrons

The 311th Training Squadron and 314th Training Squadron report to the 517th Training Group commanded by the Assistant Commandant. The units handle all military training for over 1,300 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 Department of Defense, 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.

Associate Provost for Academic Support

The Associate Provost for Academic Support (APAS) provides administrative and academic support for the directorates of Undergraduate Education and Continuing Education. The APAS oversees Curriculum Support, Faculty Support, Student Learning Services, Academic Administration, Training Analysis, Immersion Language Office, Academic Publications, and the Aiso Library.

Associate Provost for Undergraduate Education

The Associate Provost (AP) for Undergraduate Education Directorate (UGE) is the Chief Instructional Officer for the Basic Program language programs. This senior civilian oversees eight language schools. Coordinating with the directorates of Language Proficiency Assessments, Academic Support, and Continuing Education, the UGE AP develops, implements, and refines academic policies to enhance mission accomplishments.

Dean of Students

The Dean of Students for Undergraduate Education is an O-5 military officer who is the liaison among staff, schools, and military units in all student matters. As Dean of Students, this officer develops and manages policies and regulations governing student academic assessments, and issues rulings on student relief and rebuttal actions. The Dean of Students serves as an assistant provost.

Standardization and Academic Excellence

Standardization and Academic Excellence (SAE) 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. SAE also connects the Institute with innovative processes occurring elsewhere in the profession. SAE 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.

Associate Provost for Continuing Education

The Associate Provost (AP) for Continuing Education (CE) is a senior civilian responsible for the Institute's resident and nonresident post-basic foreign language instruction in support of the Department of Defense linguists stationed worldwide. The Associate Provost for CE oversees resident Intermediate, Advanced, and Refresher Programs and 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 both resident and nonresident instructional materials. The CE AP supervises special programs and services, including Language Training Detachments (LTDs) and translation and interpretation training. The CE AP oversees four divisions in the directorate: Resident Education, Distance Learning, Extension Programs, and Field Support.

Director for Language Proficiency Assessment

The Director for Language Proficiency Assessment, reporting to the Assistant Commandant, oversees the development, administration, sustainment, and assessment of standardized language proficiency tests. The Director for Language Proficiency Assessment is responsible for ensuring that the Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview (OPI) adequately measure against the DoD standard.



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 Continuing Education, the Directorate of Undergraduate Education, and the Directorate of Academic Support. The Directorate of Testing is under the Assistant Commandant.

Undergraduate Education Directorate

DLIFLC's eight language schools comprise the Undergraduate Education Directorate and teach the resident Basic Programs. Each DLIFLC school is headed by a civilian dean who is responsible for planning and implementing assigned programs in foreign language education and curriculum development, implementing academic and administrative policy, and managing the school's annual manpower and budget allocations. An associate dean, who is a senior military officer, provides counsel and assistance to the dean, monitors student progress, and directs the school's Military Language Instructor (MLI) program. MLIs also teach in the classroom and are essential to successful language instruction. MLIs are role models who motivate students and support teaching teams, chairpersons, the associate dean, and the school dean in student actions. Each school consists of departments supervised by a civilian chairperson. The chairperson 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.

Directorate of Continuing Education

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

The School for Resident Education functions as a resident program and houses all post-basic language instruction taught at the Institute. The school currently teaches 19-weeklong Intermediate and Advanced programs, with an emphasis on critical post-basic language instruction leading to higher language proficiency levels. It also provides an advanced Russian speaking and interpreting program for the Defense Threat Reduction Agency military interpreters. Student enrollment for the resident program currently includes Modern Standard Arabic, Levantine Dialect, Egyptian Dialect, Iraqi Dialect, Chinese-Mandarin, Korean, Russian, Spanish, Pushtu-Afghan, and Persian-Farsi.

The School of Distance Learning provides foreign language familiarization, refresher, sustainment, enhancement, and conversion programs to field linguists and nonlinguists via Mobile Training Teams (MTTs) and Broadband Language Training System (BLTS).

MTTs teach post-basic courses to professional linguists stationed at CONUS and OCONUS locations; there are also MTTs for basic pre-deployment survival and familiarization courses (for nonlinguists being deployed to various regions in the world). Programs delivered via BLTS include sustainment courses (fewer than 30 hours), refresher courses (30–70 hours), and enhancement courses (70–160 hours) in 24 different languages. BLTS also includes support for the following:

- FPAK Hands Phase II & III training;
- Advanced Foreign Area Officer (FAO) skill enhancement online courses for lifelong learning.

The School of Distance Learning also houses two divisions engaged in the development of online learning products and instructional tools. Technology Integration is responsible for producing all online products that are available on the DLIFLC website (HeadStart2, Rapport, GLOSS, Online Diagnostic Assessment, Language Survival Kits, Cultural Orientation, and Countries in Perspective). The Language Technology Evaluation and Application Division develops cutting-edge online capabilities to assist students in specifically defined areas of production (automated pronunciation assessment, ILR text assessments, etc.).

The Extension Programs Division of the Directorate of Continuing Education establishes and administers Language Training Detachments (LTDs) worldwide by utilizing DLIFLC language teachers on location. The Extension Programs Division manages post-basic language instruction for Intermediate and Advanced language programs. The majority of programs are Significant Language Training Events (SLTEs) and last 160 hours. The Division also offers, at selected sites, longer courses that range from 19 to 23 weeks in duration. Additionally, some sites offer conversion courses lasting 10 weeks. Other sites offer upper-range courses geared toward native speakers. These courses can extend to 12 weeks in duration. Currently, there are eleven CONUS/OCONUS LTD sites with focus on Modern Standard Arabic and dialects (Egyptian, Iraqi, Kurdish, Levantine, Sudanese, Yemeni), Dari, Chinese-Mandarin, Hebrew, Korean, Persian-Farsi, Russian, Pushtu-Afghan, Urdu, and Spanish.

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

- **Special Operations Forces LTDs:** The program offers initial acquisition, sustainment, and enhancement courses of varying length 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 (PME). The program supports semester-long foreign language courses to field grade officers at Fort Leavenworth and Maxwell AFB.
- **AFPAK Hands LTD:** Initial acquisition, intermediate, and advanced language training for officers, NCOs, and civilians identified in the AFPAK Hands (APH) program. The program provides Pushtu-Afghan, Dari, and Urdu courses spanning multiple phases of instruction via contracted instructors at the Tampa LTD designed to get APH personnel to ILR Level 2 or higher on the two-skill OPI.



Directorate of Academic Support

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

The Curriculum and Faculty Support Organization provides train-the-trainer and certification to UGE faculty to ensure that curriculum for the Basic Programs is developed and implemented properly and that faculty meet the DLIFLC's Instructor Certification Course standards and other relevant training requirements.

The Student Learning Services certifies and supports faculty in conducting the one-weeklong student orientation course. Students are familiarized with learning strategies on how to successfully navigate through DLIFLC's Basic Course.

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

The Directorate of Academic Administration 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, and the Associate of Arts degree program. 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 Board of Visitors and articulation agreements.

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

The Academic Publications office publishes two DLIFLC academic journals: Applied Language Learning and Dialog on Language Instruction, both focusing on foreign language education and research. The journals allow DLIFLC's faculty and staff to share professional knowledge within the Institute and with professionals in academia.

The Aiso Library provides a wide variety of language resources in support of DLIFLC's students and faculty. Resources include native language books and e-books, journals and e-journals, DVDs and streaming video, software, and board games. Library resources supplement the curriculum and enhance 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, etc. It also supports research and other professional activities of the DLIFLC faculty. Off-campus access to e-resources is available to authorized users 24/7. The Aiso Library provides a variety of study spaces to accommodate individual and group study.

Language Proficiency Assessment Directorate

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

The Test Production Division performs the development, field testing, and quality control for all Defense Language Proficiency Test (DLPT) batteries administered to DLIFLC students and operational linguists worldwide. DLPTs are developed in multiple-choice 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+ – 1+), through lower range (ILR 1 – 3), to upper range (ILR 3+ – 4). The goal of these tests is to assess the proficiency of those who have studied languages of strategic interest to the DoD. While DLIFLC target language experts develop some tests, contractors within the purview of the Test Production Division may develop others.

The Test Analysis and Design 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.

The Proficiency Standards Division trains and certifies selected DLIFLC faculty as Oral Proficiency Interview (OPI) testers 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 400 OPI testers in all languages and dialects taught at DLIFLC. The division also provides orientation training for faculty in the ILR standards. The Proficiency Standards Division ensures the appropriate interpretation, maintenance, and uniform implementation of the ILR standards in speaking at DLIFLC. In addition to managing the 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 80% of the annual OPI test volume.

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.

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.

The Evaluation Division develops and administers the Automated Interim/End-of-Course Student Questionnaires, a comprehensive evaluation system by which student feedback is gathered during and after DLIFLC language programs. This data is processed and analyzed to inform the command group and stakeholders of needed program improvements in all areas. The Evaluation Division coordinates and conducts evaluations of DLIFLC resident and nonresident curricula and of specially mandated DLIFLC program evaluations, and provides evaluation services in support of the Defense Foreign Language Program worldwide.



FACULTY AND STAFF

DLIFLC seeks to hire teachers who are proficient in their language and have skills suitable to transmit knowledge to others. 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 1,600 civilian teachers employed at DLIFLC, most of whom are native speakers of the language they teach. More than 98 percent of the faculty have at least a bachelor's degree, with 57 percent holding master's degrees and 16 percent holding doctorate degrees. Represented disciplines include Foreign Language, Second Language Acquisition, Education, Area Studies, and English. Individual faculty data, including educational attainment, is available at the Faculty Personnel Office. Approximately 475 civilian personnel work in base operations.

In addition to civilian teachers, there are over 350 military personnel who participate in or provide support for DLIFLC's academic activities. 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 instructors to continue formal higher education at local universities that have partnered with the Institute.

Supplementing the civilian instructors are approximately 100 Military Language Instructors (MLIs), who are noncommissioned 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/home/about/accreditation/.

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 for six hours a day, five days a week. In addition, homework in varying amounts is assigned daily. While assignments and homework may vary from language to language and class to class, service members can expect 2–3 hours of homework each day. In addition to foreign language education, each service also provides extra reading and listening materials to prepare students for future assignments.

LEGAL HOLIDAYS

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

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

CHAPTER TWO

Scope of Instruction



DLIFLC is perhaps the finest school of foreign language education in the world. Resident instruction in approximately 16 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. DLIFLC also provides nonresident instructional support in a variety of languages and dialects.

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 (Hebrew, Persian-Farsi, Russian, Tagalog, and Urdu)
- 110 for a Category IV language (Modern Standard Arabic, Arabic-Egyptian, Arabic-Iraqi, Arabic-Levantine, Chinese, Japanese, Korean, and Pushtu-Afghan).

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 Program Descriptions/Types of Programs.

Proficiency is measured by administration of the DLPT/OPI 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.

Student Financial Aid

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

STUDENT LEARNING OUTCOMES

Service members who graduate from DLIFLC with an associate 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 including transcription, translation, and interpretation.

Service members who hold an associate degree in foreign language 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 critical engagement with personal, cultural, moral, civic, and societal issues.

DLIFLC graduates represent the U.S. as global citizens through their civic responsibilities. At the AA 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.

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 region where the language is spoken.

Most students attending DLIFLC are assigned to a Basic Program, but some will attend the Intermediate or Advanced Programs. 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 is increased 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 programs provide maximum flexibility for both student and teacher. Various 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. DLIFLC may offer specialized programs to meet needs identified by the DoD or 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 and reading comprehension, and to a level 1+ speaking ability, with the ultimate goals of L2+, R2+, S2. The writing ability acquired varies, depending on the target language. Prerequisite: Minimum Defense Language Aptitude Battery (DLAB) score (as specified under Admission Requirements). Students who successfully complete this course are eligible to apply for the associate degree.

Basic Conversational Program

Code 02 (Japanese Only)

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

Conversion (Cross-Training) Program

Code 05

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

Intermediate Program

Code 06

A program with 300-level courses designed as continuing education for Basic Program graduates who have served in the field in a professional specialty. It is designed to advance the student's ILR proficiency to Level 2+ in listening and reading comprehension 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 and in one other skill in the language to be studied on a test administered within 12 months prior to the start of the Code 06 program. Students who successfully complete this course are eligible to apply for the associate degree. However, students who did not complete the Basic Program must complete a Critical Thinking course. Additional electives may also be required.

Advanced Program

Code 07

An Advanced Program designed as continuing education for Intermediate Program graduates who have served in the field in a professional specialty. Most Advanced Programs provide a general review of the Intermediate Program and are designed to advance the student's listening and reading comprehension to ILR Level 3 and speaking to ILR Level 2, as well as to further develop the student's overall proficiency in speaking and writing. Instruction is based on authentic materials. Prerequisite: ILR proficiency Level 2+ in listening comprehension and in one other skill in the language to be studied. A test must be administered within 12 months prior to the start of the Code 07 program. Since 1 November 2011, students who have completed the program have been eligible to receive ACE credits.

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 the target language with an ILR goal of 1/1 in Listening and Speaking.

Basic Special Projects

Code 15

A program designed to develop listening and reading comprehension to ILR Level 2 and speaking to ILR Level 1+, with emphasis on educational, geopolitical, and socioeconomic 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. The course content is narrow in scope and 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/OPI 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/OPI skill level of 1+ in two of the three modalities on a test administered within 12 months prior to the start of a Code 31 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/OPI scores are not expected to increase, but students' linguistic skills should. Prerequisites: Students must have successfully completed a formal language course and received a DLPT/OPI score of 2 in two of the three skills tested.

A program designed to reestablish language proficiency levels in listening, reading, and speaking for personnel whose proficiency levels have recently dropped below L2/R2/S1+ by 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/OPI skill level of at least Level 1 in Listening, Reading, and Speaking on tests 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.

DTRA Russian Arms Control Speaking Proficiency

A specialized program with 300-level courses 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, interpretation and translation, and knowledge of current treaties. Prerequisite: an ILR proficiency Level 2 in Russian Listening and Reading skills. The test must have been administered within 12 months prior to the start of a Code 71 program.



REIMBURSABLE, NONCREDIT, NONCERTIFICATE, NONDEGREE PROGRAMS

Language Training Detachment (LTD)

Series 300

This program is designed to provide one or more subject matter experts from the faculty of DLIFLC who are trained to advise and support nonresident language programs, inside and outside the continental U.S. An LTD instructor is assigned to the field on permanent change of assignment orders for a tour of duty as limited by the Joint Travel Regulations. The mission of an LTD is to provide stability and continuity in 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.

Broadband Language Training System (BLTS)

Series 400

This program uses 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 Sakai 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 Command Language Program Managers 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

A program delivered to locations by a Mobile Training Team. Level, skill emphasis, content, and length of instruction (in increments of one day) are determined for each iteration in detailed educational objectives specified by the Command Language Program Managers of the requesting unit. Prerequisite: Skill level requirements vary and follow those established for resident programs with regard to 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. Representing the DLIFLC Commandant in the National Capital Region, and acting as liaison to DoD and other government agencies and academic organizations, DLI-Washington has been responsible for administering many high-visibility programs, such as AFPAK Hands. In addition, DLI-Washington provides training and certification for presidential translators who serve the Washington-Moscow Direct Communications Link (MOLINK).

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

The guided self-study for MOLINK translator program enables graduates to maintain the proficiency necessary for the Moscow-Washington Direct Communication Link program.

DLIFLC RESIDENT PROGRAMS

| Program | Code | Training Weeks | Prerequisite(s) |
|--|------|----------------|------------------------|
| ARABIC (Modern Standard) | | | |
| Basic | 01AD | 64 | DLAB: 110 |
| Intermediate | 06AD | 19 | DLPT: L/R2 or S2 |
| Advanced | 07AD | 19 | DLPT: L/R2+ or S2+ |
| Special Projects | 15AD | 64 | DLAB: 110 |
| Refresher | 41AD | 16 | DLPT: L/R1 or S1 |
| ARABIC (Egyptian) | | | |
| Basic | 01AE | 64 | DLAB: 110 |
| Conversion (Arabic Modern Standard prerequisite) | 05AE | 16 | DLPT: L/R2 or S2 (MSA) |
| ARABIC (Iraqi) | | | |
| Basic | 01DG | 64 | DLAB: 110 |
| Conversion (Arabic Modern Standard prerequisite) | 05DG | 16 | DLPT: L/R2 or S2 (MSA) |
| Intermediate | 06DG | 19 | DLPT: L/R2 or S2 |
| Advanced | 07DG | 19 | DLPT: L/R2+ or S2+ |
| ARABIC (Levantine) | | | |
| Basic | 01AP | 64 | DLAB: 110 |
| Conversion (Arabic Modern Standard prerequisite) | 05AP | 16 | DLPT: L/R2 or S2 (MSA) |
| Intermediate | 06AP | 19 | DLPT: L/R2 or S2 |
| Advanced | 07AP | 19 | DLPT: L/R2+ or S2+ |
| CHINESE-MANDARIN | | | |
| Basic | 01CM | 64 | DLAB: 110 |
| Intermediate | 06CM | 19 | DLPT: L/R2 or S2 |
| Advanced | 07CM | 19 | DLPT: L/R2+ or S2+ |
| Special Projects | 15CM | 64 | DLAB: 110 |
| Refresher | 41CM | 16 | DLPT: L/R1 or S1 |

DLIFLC RESIDENT PROGRAMS *continued*

| Program | Code | Training Weeks | Prerequisite(s) |
|----------------------|------|----------------|--------------------|
| FRENCH | | | |
| Basic | 01FR | 36 | DLAB: 95 |
| Intermediate | 06FR | 18 | DLPT: L/R2 or S2 |
| Advanced | 07FR | 18 | DLPT: L/R2+ or S2+ |
| Special Projects | 15FR | 36 | DLAB: 95 |
| Refresher | 41FR | 6 | DLPT: L/R1 or S1 |
| HEBREW | | | |
| Basic | 01HE | 48 | DLAB: 105 |
| Intermediate | 06HE | 19 | DLPT: L/R2 or S2 |
| Advanced | 07HE | 19 | DLPT: L/R2+ or S2+ |
| Refresher | 41HE | 12 | DLPT: L/R1 or S1 |
| INDONESIAN | | | |
| Basic | 01JN | 35 | DLAB: 100 |
| Refresher | 41JN | 9 | DLPT: L/R1 or S1 |
| JAPANESE | | | |
| Basic | 01JA | 64 | DLAB: 110 |
| Special Projects | 15JA | 64 | DLAB: 110 |
| Refresher | 41JA | 16 | DLPT: L/R1 or S1 |
| KOREAN | | | |
| Basic | 01KP | 64 | DLAB: 110 |
| Intermediate | 06KP | 19 | DLPT: L/R2 or S2 |
| Advanced | 07KP | 19 | DLPT: L/R2+ or S2+ |
| Special Projects | 15KP | 64 | DLAB: 110 |
| Refresher | 41KP | 16 | DLPT: L/R1 or S1 |
| PERSIAN-FARSI | | | |
| Basic | 01PF | 48 | DLAB: 105 |
| Intermediate | 06PF | 19 | DLPT: L/R2 or S2 |
| Advanced | 07PF | 19 | DLPT: L/R2+ or S2+ |
| Refresher | 41PF | 12 | DLPT: L/R1 or S1 |

DLIFLC RESIDENT PROGRAMS *continued*

| Program | Code | Training Weeks | Prerequisite(s) |
|-------------------------------|------|----------------|--------------------|
| PUSHTU-AFGHAN (Pashto) | | | |
| Basic | 01PV | 64 | DLAB: 110 |
| Intermediate | 06PV | 19 | DLPT: L/R2 or S2 |
| Advanced | 07PV | 19 | DLPT: L/R2+ or S2+ |
| Basic Refresher | 41PV | 12 | DLPT: L/R1 or S1 |
| RUSSIAN | | | |
| Basic | 01RU | 48 | DLAB: 105 |
| Intermediate | 06RU | 19 | DLPT: L/R2 or S2 |
| Advanced | 07RU | 19 | DLPT: L/R2+ or S2+ |
| Special Projects | 15RU | 48 | DLAB: 105 |
| Refresher | 41RU | 12 | DLPT: L/R1 or S1 |
| DTRA | 71RU | 47 | DLPT: L/R2 |
| SPANISH | | | |
| Basic | 01QB | 36 | DLAB: 95 |
| Intermediate | 06QB | 18 | DLPT: L/R2 or S2 |
| Advanced | 07QB | 18 | DLPT: L/R2+ or S2+ |
| Special Projects | 15QB | 36 | DLAB: 95 |
| Refresher | 41QB | 6 | DLPT: L/R1 or S1 |
| TAGALOG | | | |
| Basic | 01TA | 48 | DLAB: 105 |
| Intermediate | 06TA | 19 | DLPT: L/R2 or S2 |
| Advanced | 07TA | 19 | DLPT: L/R2+ or S2+ |
| Refresher | 41TA | 12 | DLPT: L/R1 or S1 |
| URDU | | | |
| Basic | 01UR | 48 | DLAB: 105 |

COURSE DESCRIPTIONS

DLIFLC, as an accredited institution of post-secondary education, has assigned academic credit in semester units for successful completion of coursework in its resident programs 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 and Intermediate Programs.

Foreign Language Basic Program

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 DLIFLC 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. FL denotes Foreign Language courses. Use the two-letter language code within the student's class number found on the transcript to replace the FL when evaluating credits. See the DLIFLC Resident Programs list on pages 34–36 for language codes.

Basic Program Lower Division Courses

FL 101 4 credits

Elementary Foreign Language I

The student acquires the fundamental elements of the language, using a multiple-skills approach that includes in-class participation 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 4 credits

Elementary Foreign Language II

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 3 credits Elementary Foreign Language Conversation

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

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

The student learns how to use the target language as a military linguist through an introduction to specific job-related skills. The course also emphasizes critical thinking skills, such as logical thought, evaluation, and 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 2 credits Introduction to Foreign Language Culture

The student is introduced to the culture of the nation(s) and area(s) where the target language is spoken. 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 4 credits Intermediate Foreign Language I

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

FL 202 4 credits Intermediate Foreign Language II

Using a multiple-skills approach that includes in-class participation 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 Final Learning Objectives (FLOs) are integrated into the curriculum. The target language is used almost exclusively. Proficiency continues to be stressed.

FL 210 3 credits Intermediate Foreign Language Conversation

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

MS 220 2 credits

Introduction to Military Topics in the Foreign Language

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

AS 240 2 credits

History and Geography of the Foreign Language Region

The student is presented with a detailed study of regional social institutions, history, and geography. The course covers political, socioeconomic, and military aspects of the area(s) where the target language is spoken. This course may be used to partially meet the 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 4 credits **Advanced Foreign Language I**

Continued 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 4 credits **Advanced Foreign Language II**

Using a multiple-skills approach that includes in-class participation and daily homework, the student continues to refine the skills learned in FL 301. 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 3 credits **Advanced Foreign Language Conversation**

Continued development of communication skills, with a focus on conversational strategies in novel situations. The student 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 2 credits **Comprehensive Military Topics in the Foreign Language**

The student uses simulations and authentic materials to learn how to navigate 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 2 credits **Area and Intercultural Studies within the Foreign Language Region**

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 course covers 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 the DLIFLC General Education requirement. This course is taken concurrently with FL 301 and FL 302.

Foreign Language Intermediate Program

The following descriptions of DLIFLC's Intermediate intensive language program courses and DTRA program courses may help college registrars assign credit and determine equivalencies for studies completed at DLIFLC. Intermediate foreign language courses have been taught at DLIFLC since the 1970s. DTRA courses have been taught since 1990.

The prerequisite for all Intermediate Programs is based on 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 and DTRA courses are upper division.

FL 361 3 credits Intermediate Listening Comprehension

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

FL 362 3 credits Intermediate Reading Comprehension

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

FL 363 3 credits Intermediate Conversation: Oral Production

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

FL 371 3 credits Intermediate Grammar

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

AS 381 3 credits Intermediate Area Studies – Social Science

The course focuses on the culture, society, economics, politics, and geography (physical, political, and economic) of the region(s) associated with the foreign language. The student conducts research and presents findings using current sources taken from web and print based media.

MS 382 3 credits Intermediate Area Studies – Military, Science, and Technology

The course focuses on the military forces, security measures, science, and technology in the regions(s) associated with the target language. The student conducts research and presents findings by using authentic materials derived from web and print-based media.

Defense Threat Reduction Agency (DTRA) Program Courses

FL 366 3 credits DTRA Conversation: Oral Production

This part of the DTRA Interpreting Program develops, reinforces, and improves speaking skills. The main task is to teach students to produce unprepared combinational speaking, impromptu speaking on a variety of topics, and spontaneously initiated dynamic speaking. Upon completion, students will be able to participate in formal and informal conversations. They should possess the vocabulary and skills to express themselves and elicit information from native speakers and have a functional understanding of sociocultural norms, nuances, and idiomatic speech.

FL 367 5 credits DTRA Interpreting and Translation

The course focuses on the methods and techniques of interpretation and translation. Upon completion, students will be able to interpret and translate in various environments on various topics in compliance with sociocultural norms, and they will be familiar with interpreter's code of conduct, diplomatic interpretation, and the rules for translating official documents.

FL 368 3 credits DTRA Speech and Debate

This course improves public speaking and debate skills. Students will learn the techniques of public speaking and will be evaluated in several formats. The course teaches the principles of effective argumentation, including reasoning, evidence, backing, and rebuttal. Using higher order thinking skills, students will participate in several debates, by which they will demonstrate the necessary skills.

This course develops grammatical concepts and syntactical elements to enable refinement of communication skills with an emphasis on DTRA treaty language and grammar issues that the student needs to understand to carry out DTRA duties.

The course focuses on developing sociocultural competence, including comprehension of sociolinguistic and cultural references, emotional undertones, and implications. Listening comprehension skills are checked at the end of each trimester by means of achievement and proficiency tests. The course will also increase the ability to understand nonstandard dialect or slang. Upon completion, students will understand most of the content and intent of a variety of forms and styles of speech, both in a professional environment and in general conversation.

This course teaches reading strategies and develops metacognitive skills. Reading comprehension skills are checked at the end of each trimester by means of achievement and proficiency tests. Materials develop sociocultural competence and critical thinking. Students will be exposed to a variety of styles and forms found in professional writing and demonstrate the ability to read, understand, and appreciate technical and literary texts that include cultural references, complex structure, slang, and idioms.

This course focuses on Russian society, geography, and history, and on the former Soviet Union. Emphasis is on DTRA treaty issues needed to understand future DTRA duties.

Taught by the DLIFLC DTRA Liaison. The course is an intensive study of arms-control treaties and agreements currently in effect between the U.S. and Russia. It also includes language tasks performed for inspections, escort and monitoring mission, under arms-control treaties and agreements.

ACADEMIC CREDIT

Students may receive regional academic credit for resident Basic, Intermediate, and DTRA programs at DLIFLC. Students may also receive education credit recommendations from the American Council on Education (ACE) for resident Advanced Programs, Conversion Programs, and for Defense Language Proficiency Test (DLPT) and Oral Proficiency Interview (OPI) scores.

Degree-granting colleges and universities reserve the right to apply only partially, to recompute, or to accept completely, any credits transferred from DLIFLC or ACE.

ASSOCIATE OF ARTS DEGREE REQUIREMENTS

As a regionally accredited institution, students may obtain an Associate of Arts (AA) Degree issued from the Institute. Since 2002, DLIFLC has awarded more than 14,000 associate degrees. A student may receive an associate degree from DLIFLC by satisfying the following requirements.

- 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 transferable General Education requirements for the associate degree after they have completed their language studies at DLIFLC; however, they must still be a member or a dependent of a member of the United States Armed Forces or still be employed by the U.S. Federal Government to receive the associate 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 the 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/OPI 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) and Oral Proficiency Interview (OPI) 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/OPI score of L2+/R2+/S2.

D. Credits: To satisfy the credit requirement for the associate degree, the student must complete a minimum of 63 semester credits of college-level work. This credit is obtained through 45 credits of DLIFLC coursework (including nine credits of DLIFLC General Education) and 18 transferable General Education semester credits. Quarter credits may be substituted for semester credits through a conversion process whereby 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.

Intermediate students must also complete an additional three-semester credit course in Critical Thinking and, depending on the number of ACE credits earned from the DLPT/OPI, additional transfer elective credits, to achieve 63 semester credits.

Intermediate students who have previously completed the Basic Program have fulfilled the Critical Thinking requirement.

E. Transfer of General Education Credits: DLIFLC does not teach all the required General Education courses a student needs to receive an associate degree. To satisfy the General Education requirements, students must transfer (to DLIFLC) 18 semester credits—three semester credits for each of the six 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 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 associate 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.



(Photo courtesy of CSU Office of the Chancellor)

Transfer General Education Requirements

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. 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. 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 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 degree.

4. 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.

5. Technology (Computers), 3 Credits

Applicable courses must teach hands-on use of computers. Courses fulfilling this requirement include the use of desktop or laptop computers, word processing techniques, databases and spreadsheets,

cybersecurity, computer programming, and networking. (Computer hardware and maintenance courses, as well as most electronics courses, are not acceptable.) This requirement must be fulfilled within five years of the conferral of the associate degree.

6. 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.

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 Topic in the Foreign Language..... | 1 credit |

Upper Division Courses:

| | |
|--|-----------|
| 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 |
| MS 220 Introduction to Military Topics in the Foreign Language..... | 1 credit |

Humanities (3 credits)

Lower Division:

| | |
|--|----------|
| AS 140 Introduction to Foreign Language Culture | 1 credit |
| AS 240 History and Geography of the Foreign Language Region | 1 credit |

Upper Division:

| | |
|--|----------|
| AS 340 Area and Intercultural Studies within the Foreign Language Region..... | 1 credit |
|--|----------|

Area Studies (3 credits)

Lower Division:

| | |
|--|----------|
| AS 140 Introduction to Foreign Language Culture | 1 credit |
| AS 240 History and Geography of the Foreign Language Region | 1 credit |

Upper Division:

| | |
|--|----------|
| AS 340 Area and Intercultural Studies within the Foreign Language Region..... | 1 credit |
|--|----------|





DLIFLC DIPLOMA AND CERTIFICATES

A DLIFLC Diploma is awarded to students who complete 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/OPI 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.

Students who complete the program, but do not meet all the diploma criteria, receive a Certificate of Completion. A student who attends any portion of any program, but does not complete the program, may receive a Certificate of Attendance. Diplomas are not awarded in refresher or sustainment language programs.

Students may graduate early for agency-directed reasons, such as a specific requirement to report to an assignment earlier than anticipated. To qualify for a diploma as an early graduate, a student must complete all coursework on an accelerated schedule and meet the stated goal of the program on the DLPT/OPI. 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 military language instructor, or at the student’s service unit.

Linguist Certificate

Only test results from a DLPT/OPI administered at DLIFLC, as an end-of-program proficiency evaluation, may 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 linguist certificates: Novice, Basic, Intermediate, or Advanced. Each level of certification reflects specific minimum proficiency levels in the three skills. DLIFLC Regulation 350-10 contains the definitions related to applicable programs.



STUDENT ACADEMIC RECOGNITION

Academic Awards General Eligibility

Academic: Unless otherwise stated, minimum DLPT/OPI 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 criteria below:

DLPT/OPI 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.

Awards

Commandant's Award

The highest award presented at any language program 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 (01, 15), Intermediate (06), Advanced (07), or DTRA (71) program.

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

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 award may be presented at any language program 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 Basic (01/15), Intermediate (06), Advanced (07), or DTRA (71) program.

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

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 award 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 Noncommissioned 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: 3.7 GPA. 2+/2+/2 DLPT/OPI or higher for Basic Programs; 3 or higher in one skill of DLPT and 2 or higher in the OPI for Intermediate Programs; 3+ or higher in one skill of DLPT and 2 or higher in the OPI for Advanced Programs.

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.

The following periodic awards may be presented at any Basic Program graduation. Awards are subject to approval and availability of the award sponsors. Only one award is presented, regardless of the number of students and language categories. The academic criteria for these awards are 3.7 GPA and 2/2/2 DLPT/OPI scores, with at least 2+ in any two skills.

Maxwell D. Taylor Award

Presented by the Academic 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: 3.7 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 he 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.

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

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

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

DLI Alumni Association Student Achievement Award

The DLI Alumni Association Student Achievement Award is awarded each month at a Basic Program graduation at which the highest number of students graduate. Only one award is presented, regardless of the number of students and language categories.

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

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

Martin J. Kellogg Award

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

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

Kiwanis Award (Quarterly)

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

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

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

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

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

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





OTHER LEARNING RESOURCES

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

POLICIES AFFECTING STUDENTS

Academic Regulations and Student Administration

Policies pertaining to academic regulations and student administration and conduct are found in DLIFLC's Regulation 350-10, maintained by the Office of the Dean of Students. In addition, military students are subject to regulations and policies 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 2016 SharePoint site, under Command. Garrison Command Policies are found at www.monterey.army.mil/leadership/command_policy.html.

Nondiscrimination

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. More information may be found in Equal Opportunity Army Regulation 600-20 and Equal Employment Opportunity 690-12.

Grading Policy

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

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, refund of fees is not applicable to the institution.

Academic Integrity/Honesty

The basic concept of academic integrity is to take credit only for one's own work and to accurately credit 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 submissions; 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 civilian, to take annual in-person and online Sexual Harassment/Assault Response and Prevention (SHARP) training. The training is available throughout the campus at various times during the fiscal year. The training is required every fiscal 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 the Inspector General's Office.

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.

Transcripts for courses taken prior to 1990 are provided for the locations listed below.

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

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

For DLIFLC to prepare a transcript (course grades), an applicant must submit a signed request with the applicant's name, social security number, 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.



THE AMERICAN COUNCIL ON EDUCATION (ACE) CREDIT FOR DEFENSE LANGUAGE PROFICIENCY TEST (DLPT) AND ORAL PROFICIENCY INTERVIEW (OPI)

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 (ACES). It is important to remember that acceptance of 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 available only for some languages tested with DLPT III or 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 who mailed 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 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 at www.dliflc.edu/administration/registrar/transcripts-records/ and complete a Form 420, Request for DLPT/OPI ACE credit for each language. The form is fillable and should 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), Bldg. 634 Room 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 1 November 2011 and Conversion Language Programs (05) after 1 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 www2.acenet.edu/credit/?fuseaction=browse.getOrganizationDetail&FICE=190163.

Requesting ACE Credit Recommendations for DLIFLC Resident Programs

Applicants must go to the DLIFLC website at www.dliflc.edu/administration/registrar/transcripts-records/ and complete a Form 220. The form is fillable and should 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), Bldg. 634 Room 4, Presidio of Monterey CA 93944.





LANGUAGE SKILL LEVEL DESCRIPTIONS ACCORDING TO THE INTERAGENCY LANGUAGE ROUNDTABLE SCALES

(www.govtilr.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 but 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 the person 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 ability of someone who has 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—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 need. 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 nonnative 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 and at a rate slower than normal, with frequent repetitions or paraphrasing (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. Vocabulary comprehension is 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. Understands only 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 so 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 nontechnical 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 nonstandard dialects. Has difficulty in understanding extreme dialect and slang, and 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 Code 50]

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.

Reading 0 (No Proficiency): No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. [Data Code 00]

Reading 0+ (Memorized Proficiency): Recognizes 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 preceding are often interpreted inaccurately. Unable to read connected prose. [Data Code 06]

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

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

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

Reading 2+ (Limited Working Proficiency, Plus): Sufficient comprehension to understand most factual material in nontechnical 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 be read thoroughly only by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

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

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

Reading 4 (Advanced Professional Proficiency): Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

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

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 nonspecialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. [Data Code 50]

Interagency Language Roundtable Language Skill Level Descriptions—Speaking

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

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 00])

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 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.) [DataCode 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, 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 nonroutine 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 either in range of contexts, types of tasks, or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often in cohesive. (Has been coded S-2+ in some nonautomated applications.) [DataCode 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, with some noticeable imperfections, but 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.) [DataCode 30]

Speaking 3+ (General Professional Proficiency, Plus): The individual 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 sociolinguistic/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.) [DataCode 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 in performing any task requiring language, but the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability, and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as 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, semiofficial and nonprofessional 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.) [DataCode 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. Employs functional rhetorical speech devices, native cultural references, and understanding. Effectively applies a native speaker's social and circumstantial knowledge but cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional nonnative slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, and cultural reference or there may be an occasional failure to interact in a totally native manner. (Has been coded S-4+ in some nonautomated applications.) [DataCode 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. Pronunciations typically consistent with that of well-educated native speakers of a nonstigmatized 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 the 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

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

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

DLIFLC VISITING PROCEDURES

Access to the Presidio of Monterey is restricted to those with proper Department of Defense credentials or identification or visits that have been arranged with prior coordination (this includes visits by media organizations). Potential visitors should contact the appropriate office at the earliest opportunity. Official foreign visits require 45-day advance notice.

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.

Command Policy #17: Installation Access Procedure for Visitors

POM Form 7: Installation Access Application (U.S. Citizens)

POM Form 7-1: Installation Access Application (Non-U.S. Citizens)

Email completed forms to: usarmy.pom.106-sig-bde.list.pres-installationaccess@mail.mil

Official Visits: Official visitors to the school should contact the Protocol Office at 831-242-5302.

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

DLI Alumni Members: Alumni should contact the president of the DLI Alumni Association in advance at www.dli-alumni.org.

ORIENTATION

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



EDUCATIONAL OPPORTUNITIES

The Presidio of Monterey Education Center's mission is to provide professional educational services to support the personal and professional development goals of Presidio of Monterey community members. The Education Center serves as a clearinghouse for programs that exist to facilitate the self-improvement efforts of the military student with unique needs. Programs range from high school completion to graduate degrees offered locally and online. The Education Center's professional staff provides educational and career counseling and testing services. Guidance is offered on local and distance learning college programs, eArmyU and GoArmyEd, degree assessments, tuition assistance, VA benefits, financial aid programs, earning credit for military experience, academic and vocational testing, and career advancement. It is also the liaison between military students and local colleges, which include the California State University Monterey Bay, Monterey Peninsula College, Brandman University, Middlebury Institute of International Studies, and other institutions. The Education Center may be reached at 831-242-5325. Navy students should contact the Navy College Program for education services assistance at www.navycollege.navy.mil, 877-838-1659 or VEC@navy.mil.

ADVISING

Academic advising is available from members of the faculty and from military language instructors. Personal advising is provided by various specialists such as military training advisors, chaplains, and mental health technicians. In addition, military career counseling is available through each 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 BN 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. Contact information may be found through the DLIFLC Directory at www.monterey.army.mil/About/inc/STAFF_DIRECTORY.pdf found on the Contact Us page of the DLIFLC website.



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 in the Price Fitness Center.

Medical Readiness Services: The Medical Readiness Center, in building 267, conducts periodic health assessments (PHAs), medical in-processing, physical and aural exams, immunizations, and wellness exams. To make an appointment, call 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 not feature traditional sick call. 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 situations (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 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. Schedule appointments at 866-957-2256.

DENTAL: Routine dental care (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 to 1600, Monday through Friday. It is closed on weekends and federal holidays but open on most DLIFLC training holidays. Off-post referrals are made for some specialty care and when access to routine care extends past 21 calendar days.

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. Appointment reminders are sent by email. 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 normal business hours for patient care on most training holidays.

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 101°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 family members 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 0800 to 2200 hours (EST), Monday through Friday, and from 1800 to 2200 hours (EST) on Sunday, except on holidays.



ARMY COMMUNITY SERVICE

Army Community Service (ACS), located on the Ord Military Community, is the primary resource agency for developing, coordinating, and delivering social services that contribute to the morale and welfare of military families. ACS provides information and assistance to active duty and retired personnel, their family members, and others in resolving personal problems beyond the scope of their resources. All branches of the military, including students and staff, are eligible for ACS services. These services include: Family Advocacy, Sexual Harassment/Assault Response and Prevention, Relocation Information, Army Family Team Building classes, Newcomer Orientation, Employment Assistance, Exceptional Family Member Assistance, Army Volunteer Corp., Loan Closet, Army Emergency Relief, an emergency food voucher program, and personal financial management and budget counseling. ACS may be contacted at 831-242-7652.

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. Contact the Child, Youth, and School services division at 831-242-5454.



SPORTS AND FITNESS

Athletic activities represent a significant element in the life of the Monterey community. Price Fitness Center, located on the Presidio of Monterey, maintains various athletic fields available to students for a number of competitive sports, as well as 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 www.mwrmonterey.com.

THE HOBSON STUDENT ACTIVITY CENTER

The Hobson Student Activity Center offers a variety of recreational activities and support facilities, including three music rooms, table tennis, billiards, air hockey, horseshoes, shuffleboard, free wireless internet and assorted gaming units. The center also allows the checkout of movies, video games, musical instruments, and board games. Within the scope of these activities, the center also houses the Better Opportunities for Single Service Members (BOSS) program, which allows 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 www.mwrmonterey.com.



THE OUTDOOR RECREATION EQUIPMENT AND TRAVEL CENTER

The Outdoor Recreation Equipment and Travel Center, located on the lower Presidio of Monterey, offers travel and adventure opportunities for single service members and families with children. It rents equipment and provides lessons for many outdoor activities, including snowboarding, skiing, hiking, camping, surfing, and cycling. Discount tickets are available for entertainment and theme parks in California. There is also an RV storage facility on the Ord Military Community. Outdoor Recreation can be found at www.mwrmonterey.com.

DINING FACILITIES

There are currently two dining facilities and a fast-food kiosk on the Presidio of Monterey. Military personnel may dine at all three facilities, whether they are meal card holders or non-meal card holders receiving Basic Allowance Subsistence. Dependents of military service members in transient status may eat at Belas Hall during working hours and at Combs Hall when Belas Hall is closed. Family members must be accompanied by their sponsor and have identification cards in their possession. DoD civilians with proper identification are authorized to purchase lunch at Belas Hall 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 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, including labor law, immigration law, contract law, fiscal law, Freedom of Information Act/Privacy Act, copyright law, and environmental law.

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

The Legal Assistance Office provides a wide range of legal services to active duty military members, retirees, and their family members, including 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, including administrative reprimands, administrative separations, nonjudicial punishment, and courts-martial. Service members seeking the assistance of the Trial Defense Service should report directly to the Legal Assistance Office. Contact information can be found at www.monterey.army.mil/Legal/legal_main.html.



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. Find more information at www.monterey.army.mil/Inspector_General/ig.html.



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 DoD Personnel and is located on Stilwell Road, across from Soldier Field. Adjacent to this building is the Chapel Annex (or Religious Support Office), which provides additional worship and fellowship space. Programs and activities include Church of Jesus Christ of Latter-day Saints, Muslim, Protestant, and Roman Catholic worship services, single soldier ministries, religious studies/education, and faith-based couples' communication workshops. Also, at the Ord Military Community, 4280 Gen. Jim Moore Blvd. in Seaside, the Family Life Center offers counseling services and religious education classes, such as mid-week religious studies, and education, fellowship groups, and classes. For information, call the Religious Support Office at 831-242-5233 or the Family Life Center at 831-242-7620.

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 www.housing.army.mil/Default.aspx, e-mail pres.DPW-Housing@conus.army.mil, or call 831-242-7979. All inbound military personnel are required to visit the HSO to in-process, and will receive 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, call 831-242-5330. For official travel, call 831-242-6848. For passport assistance, contact the NPS Passport Office at 831-656-2151. For information regarding government-owned vehicles or the “white” bus fleet, call 831-242-7791 or 831-242-7785. For information regarding the Monterey Salinas Transit (MST) buses, call 831-242-7495.





DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

DLIFLC & PRESIDIO OF MONTEREY
1759 LEWIS ROAD
MONTEREY, CA 93944
(831) 242-5000
WWW.DLIFLC.EDU