DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER and PRESIDIO OF MONTEREY
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STUDENT MANAGEMENT, EDUCATION, TRAINING, AND ADMINISTRATION

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*This regulation supersedes DLIFLC Regulation 350-1, dated 1 January 2002

CHAPTER 1

GENERAL INFORMATION AND TERMS

1. Purpose. This regulation provides a central point of reference for student administration, management, and related material at the Defense Language Institute Foreign Language Center (DLIFLC).

2. Applicability. This regulation applies to all organizational elements, the faculty and staff of all schools, and all students attending DLIFLC.

3. Terms.

a. Academic Specialist. At least one per school. Responsible for in-school faculty development and course and test development.

b. Army Training Resource and Requirements System (ATRRS). The Army database of record for all DLIFLC education. All DLIFLC education is scheduled, enrolled, tracked, and funded through ATRRS.

c. Associate Dean (AD). One per school. Senior military officer in each school's chain of command. Supervises administrative, disciplinary, and logistical activities within the school in support of academic activities. Serves as dean in the dean's absence. Member of the Office of the Dean.

d. Associate Provost & Dean of Students (AP). Senior military officer in the Office of the Provost (OP). Responsible for academic programs and student administration for all basic program language schools.

e. Associate Vice Chancellor, Continuing Education (AVCCE). Senior military officer in the Office of the Vice Chancellor for Continuing Education. Responsible for academic programs and student administration for intermediate and advanced students. Throughout this regulation, the authority granted to the AP is also granted to AVCCE for his/her respective programs. In the absence of the AP, the AVCCE serves as AP, and vice-versa.

f. Branch. Found in multi-language departments of schools. Organization of teaching teams aligned under a department for management and educational purposes.

g. Branch Chief. Subordinate to a Department Chairperson, each Branch Chief provides leadership and management to enhance the quality of education within his/her branch.

h. Chancellor. Senior civilian academic official at DLIFLC. The Chancellor focuses on the external aspects of running DLIFLC and serves as the academic liaison to all customers and sources of funding.

i. Chief Military Language Instructor (CMLI). One per school. Appointed by the MLIMO. Senior enlisted member in each school. Non-Commissioned Officer-in-Charge (NCOIC) of all academic programs and student administration within the school. NCOIC of Military Language Instructors (MLIs) within each school. Member of the Office of the Dean.

j. Continuation Education (YA status). Academically disenrolled students may stay in a program as long as the school, the service unit, and the service program manager agree. Students in continuation education are enrolled in "YA" status and can only be enrolled in the class from which they were originally disenrolled.

k. Counseling (See Ch.7). Counseling, both formal and informal, is provided to students to help them correct academic deficiencies as well as to maintain proper order and discipline. Counseling is the joint responsibility of civilian and military faculty. It requires and reinforces close and timely coordination between schools and service units.

l. Course. One of several components of a language program. It consists of a group of lessons, units, or modules focused on one or more functional themes within a language program. For example, the Vietnamese 140 Course introduces cultural subjects on traditions, family, religion, values, beliefs, customs, and ethnic characteristics of the Vietnamese people. Each basic program consists of fifteen courses.

m. Cumulative Grade. The result of averaging all the grades students receive over a period of instruction.

n. Curriculum Development (CD). The CD Division supports DLIFLC resident and nonresident missions by developing and maintaining modern curricula built on state-of-the-art learning and teaching principles, and using an optimum combination of existing and emerging technologies.

o. Dean. One per school. Senior civilian educator responsible for his/her school. Member and senior leader within the Office of the Dean.

p. Dean's List. List, generated by the Registrar's Office (DAA), of students attaining a 3.65 GPA or higher each semester. DAA distributes the list to all service units and school deans for inclusion in the students' performance history.

q. Department. Top tier of school organization. The department chairperson reports directly to the dean. Each department is divided into teaching teams for management and educational purposes.

r. Department Chairperson. Supervisor of all teachers and Branch Chiefs (if applicable) within his/her department. Provides leadership and management to enhance the quality of education and manages teacher and student resources within the department.

s. Directorate of Academic Affairs (DAA). Responsible for administrative matters pertaining to resident education and educational development.

t. Disenrollment. Removal of a student from a language program for academic or administrative reasons. Schools and service units coordinate closely on disenrollment actions. Refer to Chapter 7 for further details.

u. End-of-Course Student Questionnaire (ESQ) and Interim Student Questionnaire (ISQ). Surveys completed by students to provide feedback to the schools, Office of the Dean, and instructors on course content and effectiveness. ESQs and ISQs also provide data on installation policies and garrison support facilities. The proponent is the Evaluation and Standardization Directorate.

v. Evaluation and Standardization (ES) Directorate. ES consists of three divisions. The Test Development and Standards Division develops the Defense Language Proficiency Tests (DLPTs) administered to DLIFLC students and operational linguists worldwide. The Proficiency Standards Division trains and certifies select DLIFLC faculty to serve as Oral Proficiency Interview (OPI) testers. It also schedules, administers, scores, and reports scores for all end-of-program proficiency and performance tests for resident students. The Research and Evaluation Division develops and administers ESQs/ISQs, coordinates evaluations of DLIFLC curricula and other language educational activities within the Defense Foreign Language Program (DFLP), and conducts applied research studies aimed at improving language teaching and learning processes in both resident and non-resident settings.

w. Executive Officer (XO). One per school. Military officer or civilian in each school responsible for all facilities and personnel support programs. Member of the Office of the Dean.

x. Faculty and Staff Development (FSD). The FSD Division develops and implements pre-service and in-service foreign language teacher education and leadership development programs to meet DLIFLC and Command Language Program requirements. The cornerstone of the pre-service program is the Instructor Certification Course (ICC). The ICC acquaints participants with principles and techniques of teaching for proficiency, skill integration, and Final Learning Objectives. It emphasizes language teachers' self-development through a cycle of lesson planning, teaching, and observation with feedback.

y. Final Course Grade. The grade each student receives at the end of each course. It is the weighted average of all grades each student receives during a given course, including the final exam.

z. Final Learning Objectives (FLOs). The skills and knowledge each student should possess at the end of his/her foreign language education program at DLIFLC (See Chapter 3). There are four groups of FLOs: Proficiency, Performance, Regional Studies, and Ancillary. In basic language programs, students are educated in all four FLO groups. Other DLIFLC programs focus primarily on proficiency FLOs.

aa. Immersion. Training, both in and out of the classroom, which provides students with the opportunity to function exclusively and continuously in the target language. The amount of time varies according to the stage of language learning. Schools will closely coordinate out-of-class immersion exercises with the appropriate service unit(s).

bb. Initial Entry Training (IET). Training presented to new enlistees with no prior military service. It is designed to produce disciplined, motivated, physically fit Soldiers ready to take their place in the Army in the field. This training includes BCT, OSUT, AIT, DLIFLC, and pre-basic training courses (FTU, DLIELC-ESL). Refer to TRADOC Reg 350-6 for further guidance.

cc. Interagency Language Roundtable (ILR) Scale. The ILR scale represents a geometric progression in communicative ability rather than a linear one. There are five levels, 1, 2, 3, 4, 5 with intermediate levels denoted by a "plus" (+). Progressing from Level 1 to Level 2 requires the acquisition of more skills than moving from Level 0 to Level 1, and progressing from Level 2 to Level 3 requires more time than moving from Level 1 to Level 2. A plus (+) level designation is close to the next higher level. For instance, a rating of Level 2+ would indicate that the individual can either perform most, but not all of the Level 3 communication tasks, or that the individual's performance of at least some of the Level 3 tasks is inconsistent. The ILR "L" and "R" proficiency levels characterize listening and reading comprehension in the language. Each of the "base levels" implies command of the previous base level's functions and accuracy. The "plus level" designation is assigned when proficiency substantially exceeds one base skill level but does not fully meet the criteria for the next base level. The plus-level descriptions are therefore supplementary to the base-level descriptions.

dd. Joint Language Training Exercise (JLTX). A scenario-based language exercise, normally conducted over the course of a single duty day, which tests students' academic and military skills in their respective target language. Schools and service units work together to maximize educational and military benefits to the students.

ee. Language Immersion Badges. Badges serve as visible reminders to students to converse in the target language. Each school's OD administers its badge program to reinforce speaking in the target language. Students wear their badges only on the grounds of their particular school. Each school defines its own boundaries. Students shall not wear badges to chow hall, the PX, and similar sites on post. Off-post or off-duty wear of badges is not authorized.

ff. Language Enhancement Accelerated Proficiency (LEAP). Initiatives at each school to improve proficiency in the target language, such as immersion experiences and language immersion badges.

gg. Military Language Instructor (MLI). Enlisted military personnel assigned to the schools to teach students and serve as role models and mentors. MLIs are integral members of teaching teams. They also act as student counselors, they coordinate as necessary with service units, and they assist the CMLI regarding student matters. Ideally, each teaching team will have an MLI assigned to it.

hh. Military Language Instructor Management Office (MLIMO): Composed of one Soldier and one Airman in the grade of E-9. The MLIMO is responsible for recruiting MLIs, MLI manning within the schools, and managing MLIs assigned to the schools.

ii. Minimum Successful Grade. A final grade of D is required to pass each individual course. The minimum cumulative grade point average (GPA) required to complete a language program is 2.0 (C). A grade of C or higher is required to pass each department test. Department test grades of C- or D are deficient grades; an F indicates a failing grade.

jj. Office of the Dean (OD). Refers to the Dean, AD, XO, and CMLI of each school.

kk. Office of the Provost (OP). Consists of the Provost, the Associate Provost & Dean of Students, and the Provost Sergeant Major (E-9 in the MLIMO).

ll. Oral Proficiency Interview (OPI). The speaking portion of the Defense Language Proficiency Test (DLPT). Note: Defense Threat Reduction Agency (DTRA) students do not take OPIs at the end of their course.

mm. Post-DLPT Enhancement. Additional tailored instruction given after program completion to students who do not meet minimum graduation requirements. Both the school and service unit must agree that the chance for success is high before a student is placed in a post-DLPT enhancement program. Students selected for post-DLPT enhancement get one additional chance to achieve the required DLPT results of L2/R2/S1+ or L2/R2/S2 if in Army MOS 97E, Interrogator. The Office of the Provost reserves final decision-making authority on providing post-DLPT enhancement training, based on school resources, the student's past performance and likelihood of success, and the needs of the service. If the service program manager (SPM) or his/her designated representative requests additional training, and resources are available to provide the training, DLIFLC will normally provide post-DLPT enhancement. Resources that may be used include regularly scheduled basic courses, refresher courses, special post-DLPT courses (providing instructors are available), and outsourced instruction. Students who have previously been recycled or score less than a 1+ in either listening or reading will not normally be considered for post-DLPT enhancement.

nn. Probation. An individual student academic status in which the school provides tailored instruction for a specific period of time, after which the student's probation status may be extended or ended or the student may be disenrolled. A student is placed on probation after failing to make appropriate progress while on special assistance status. Probation also informs the student that, unless there is significant improvement during the probation period, disenrollment is a possibility. Refer to Chapter 7 for further guidance.

oo. Proficiency Enhancement Plan (PEP). DLIFLC's plan to meet the higher proficiency requirements identified by the National Security Agency and other external customers.

pp. Program. The entire set of educational courses included in a language enrollment option, such as Basic, Intermediate, or Advanced. For example, the Basic Arabic program is 63 weeks long and consists of 15 courses.

qq. Provost (P). Senior civilian academic official involved with the day-to-day operation of the resident-language schools for basic student training, to include the Emerging Languages

Program. The Provost supervises all deans in the basic programs and shares with the Chancellor responsibility for the educational mission of the Institute.

rr. Quiz. An assessment created and graded by a teacher or teaching team. Examples include extemporaneous quizzes and in-class assignments. Quizzes may have a variety of formats, including constructed response, fill-in-the-blank, or multiple choice. Quiz grades may be included in determining the final course grade.

ss. Recycle. Return of a student to an earlier point within the same language program. Students are recycled to a point in the program no later than the onset of the problem that caused the recycle. Schools and service units coordinate on recycle actions. The goal of recycling is to save resources, enhance student proficiency, and provide the services with as many qualified foreign language specialists as possible. Recycles must be coordinated with the Directorate of Academic Affairs (DAA). Refer to Chapter 7 for further regulatory guidance.

tt. Registrar's Division: The Registrar's Division serves as the Provost's staff office on course credit and graduation issues, establishes and maintains student enrollment records, processes student actions (Form 716), maintains ATRRS and local student databases, certifies student eligibility for graduation and the Associate of Arts degree, processes student awards nominations, prepares all graduation and degree diplomas, certificates of completion and certificates of attendance, prepares award certificates, produces student transcripts as requested, and coordinates arrangements for centralized graduation ceremonies.

uu. Relanguage: A form of recycle whereby a student is transferred from one language in which he/she has already begun studies to a new language. The student will start the new language course at the beginning of the program unless a later entry is approved by the AP. A relanguage action is the decision of the service unit in coordination with the school.

vv. Relanguaging is appropriate when a student has shown some aptitude for language learning but is unable to learn the most difficult (Cat III and IV) languages, or when the services determine an unanticipated need for the new language.

ww. Restart. A form of recycle whereby a student returns to the beginning of the same language program in which he/she was originally enrolled. Teaching teams, MLIs, and ADs work together to determine if a restart is appropriate, then coordinate with the sponsoring unit/agency to implement a restart. Restarts are appropriate when students have had excessive absences for medical reasons. Restarts must be coordinated with the Directorate of Academic Affairs (DAA) and documented using DLIFLC Form 864.

xx. Scheduling Division. Reviews, analyzes, coordinates, schedules, and enrolls students in all types of DLIFLC classes/programs. Coordinates all translation and interpretation services, as well as all law enforcement agency training requests.

yy. Service Program Manager. The Service Program Manager is the foreign language program action officer who manages all the language requirements (current and future) for his/her service.

zz. Service Unit Commander. Commanders of the Army's 229th Military Intelligence (MI) Battalion (ATFL-MIB), the Air Force's 311th Training Squadron (311 TRS), the Navy's Center for Cryptology Detachment, Monterey (CCDM) and the Marine Corps' Marine Corps Detachment (MCD). Only personnel in these positions (or their designated representative) may perform actions specified for service unit commanders in this regulation.

aaa. Seventh Hour. A period set aside for special programs and assessment and normally associated with lunch break. Instruction offered during this period is mandatory for students on special assistance or probation and optional for all other students.

bbb. Soldierization. IET Soldiers come to DLIFLC directly from Basic Training. They arrive without having completed their initial Soldierization—the transition from civilian status to citizen-soldier imbued with the warrior ethos. Soldierization includes common skills training as well as instilling Army culture, mores, and values. It proceeds through phases as defined in TRADOC Regulation 350-6. DLIFLC embraces Soldierization (and equivalent training programs in the other service units), since DLIFLC students are military members first. Service units and schools work closely together to balance the requirements of Soldierization with the demands of language education.

ccc. Special Assistance. An individual student academic status that requires the teaching team to provide tailored instruction to that student, or possibly to a small group of students, for a specific period of time. A student may be placed on special assistance at any time when deemed necessary by the teaching team. See Chapter 7 for further regulatory guidance.

ddd. Split Section. Any time a section is divided into two or more groups of students to decrease the number of students per teacher in an effort to enhance the educational process.

eee. Student Leader. The highest-ranking military member of each class and section is appointed the student leader in writing by the appropriate MLI (or CMLI or AD). Student leaders assist faculty members to maintain classroom discipline and are responsible for the behavior and appearance of students in their class or section. They also act as a spokesperson for students and as a point of contact for military and academic authorities.

fff. Student Motivation and Retention Training (SMART). Student-centered learning program designed to help new basic program students succeed. It includes instruction in learning skills, styles, and strategies as well as grammar and cultural studies. The SMART director is a Senior NCO who reports to the AP and Provost.

ggg. Student Training Administrative Tracking System (STATS). Database used to record student daily attendance, daily grades (e.g., quizzes, tests, etc.), and formal counseling.

hhh. Tailored Instruction. Instruction specifically designed to enhance a student's education or correct a student's specific academic problem. Tailored instruction must be given to students whose academic status is "Special Assistance" or "Probation." It is recommended,

but not mandatory, for students whose academic status is not “Special Assistance” or “Probation,” but who are experiencing academic difficulties.

iii. Teaching Team (TT). A group of language teachers assigned to educate a specific group of students. The ideal TT is composed of six civilian teachers and one MLI. A TT of this size is normally responsible for educating three, ten-person student sections.

jjj. Team Leader. Member of a teaching team designated as the single point of contact for activities within the team.

kkk. Test. An evaluation instrument created at the department, school, or Institute level, given during a course or program of instruction. The term “examination” is sometimes also used. Tests may be constructed in a variety of formats, including constructed response, fill-in-the blank, or multiple choice. Tests should contain correctly-phrased, unambiguous questions. In the case of multiple choice tests, distractors must be appropriate and properly written. Answer keys and scoring procedures for all quizzes and tests must also be clear.

CHAPTER 2

ENROLLMENTS, IN-PROCESSING, AND OUTPROCESSING

1. For new inputs, each student must be officially enrolled through the Scheduling Division before attending any class. Any student recycling into an on-going class will be enrolled via a DLIFLC Form 716 through the Directorate of Academic Affairs (DAA).

2. Service representatives will enroll each student with a valid reservation prior to the language class start date. Restarts must be identified prior to the start date of the new class. Once class has begun, all unfilled seats are filled at the discretion of DLIFLC. If ten or more seats remain unfilled on the start date, the class will be decremented by one section for each ten unfilled seats. Once a class is decremented, the section(s) will not be reinstated. A section cannot be saved or reinstated for "Space A" students alone.

3. Under no circumstances may an individual audit a DLIFLC language class.

4. Basic Program Enrollments.

a. Each student attending a DLIFLC basic program must meet minimum DLAB requirements. Only service program managers have the authority to grant DLAB waivers for basic program students. (Army Reg 611-6, Para 3.3, specifies that "Requests for waivers should include mitigating factors such as evidence of prior foreign language training or experience, especially in the language to be trained.") The waiver request must be in writing and received by the Scheduling Division prior to the start date of the class.

b. Recycles and restarts must be identified prior to the start date of the new class.

c. Students identified as "late enrollments" must be processed through the Scheduling Division prior to reporting to class.

d. CMLIs must contact the Scheduling Division if extra (unenrolled) students show up for class on registration day.

5. Intermediate and Advanced Program Enrollments. Each student attending an intermediate or advanced program must meet DLPT prerequisites prior to enrollment. No student will be sent to an intermediate or advanced program with a current DLPT score that does not meet applicable prerequisites.

a. The qualifying DLPT score must be within twelve months of the class start date.

b. Students with expired DLPT scores are tested upon arrival at DLIFLC and will not be enrolled into the Intermediate or Advanced class until course prerequisites have been met.

c. Students with DLPT scores below the prerequisite for enrollment may be placed in pre-enhancement status and enrolled in a code 41 class. Pre-enhancement students typically sit in the

intended Intermediate or Advanced course but are also offered special assistance and additional homework to help them improve. The length of the pre-enhancement may vary and is based on the recommendation of the school and service unit, but will typically coincide with the first semester of the course.

d. Upon completion of the pre-enhancement, the student is retested. If after pre-enhancement training the student meets the enrollment prerequisites for his or her intended course, the student is "late enrolled" by the Scheduling Division into the class. If the DLPT score is still below the minimum for enrollment after the pre-enhancement training, the service program manager in coordination with the service unit commander may request a waiver from the Commandant, DLIFLC. The Commandant reviews the documentation provided by the service program manager concerning the needs of the service, the impact on the student, and the potential impact on the rest of the class, and then renders his or her decision.

e. Students who exceed final course objectives prior to enrolling need a special waiver to attend. A student with a L3/R3/S2 can be interviewed by the school to see if he/she would benefit from attending the class. In some cases, the student may be enrolled in an Advanced class and assist the school in an MLI capacity, learning as they teach. All waivers must be cleared through the service program manager, Continuing Education, and the Office of the Provost.

6. Programmed Refresher Course (code 41). Students attending a refresher course must meet minimum DLPT prerequisites prior to enrollment.

a. The qualifying DLPT score must be within twelve months of the class start date.

b. Students with expired DLPT scores will be tested upon arrival at DLIFLC and will not be enrolled until course prerequisites have been met.

c. Students with a DLPT score below level 1 will be sent back to their unit. Waivers should only be considered under unusual circumstances and must be approved by the Commandant, DLIFLC.

d. Students with a DLPT score above level L2/R2/S1+ will be placed in an Intermediate program, if available. If an Intermediate program is not available, the school, service unit, and service program manager will determine the disposition of the student.

7. Space Available Enrollment. On the first day of class, unfilled seats revert to DLIFLC, Scheduling Division, for fill by space available or reimbursable students.

a. IAW Title 10, Section 202 and Title 37, Section 401 of the United States Code; AR 6-11-6, Army Linguist Management and AR 350-20 Management of Defense Foreign Language Program, foreign language education may be provided to an adult family member of a member of the United States Armed Forces on a space available basis. Space availability is determined by the Scheduling Division; no seat can be given up as "Space A" until all services have been

given the option to fill the seat. Space A language education is available only to service members with assignments to permanent duty outside the United States; the family member may enroll in the same language of the sponsor or the primary language of the country to which the service member is being assigned. Space A language education may also be provided to an adult family member of DLIFLC permanent party military personnel.

b. No family member may attend class unless he/she is enrolled through the DLIFLC Scheduling Division. Family members will not be officially enrolled in class without an enrollment form obtained from the Scheduling Division. Family members must also meet program prerequisites (minimum DLAB or DLPT scores) prior to enrollment. If they fail to meet program prerequisites, the service unit may request a waiver from the Commandant. Waived students should occupy service quota seats, not Space A seats. If a family member lacks an official DLAB score, the service member's service unit must request a test date/time from the Scheduling Division and provide the score to the school's OD prior to the class start date. CMLIs must contact the Scheduling Division immediately if any family member arrives for class on registration day without a reservation, who is not on the class roster, or who does not have a valid DLAB score.

c. Reimbursable students have priority over space available students.

d. Priority of training for Space A students is based on service needs, sponsor's in-country orders, and job-related necessity. Priority is given to family members of service members whose job requirements include extensive social contact with host country personnel. Family members of DLIFLC military staff personnel are considered last for Space A seats and must meet all entry prerequisites. All circumstances being equal, seats will be assigned on a first come/first served basis.

e. Space A students are full time students and will participate in all class activities to include oral and written examinations. They are subject to the same academic, attendance, and classroom disciplinary requirements as military students. If all program requirements are met, they will receive academic credit and a DLIFLC diploma. They will also participate in the graduation ceremony upon completion of the program.

f. Space A students are not eligible to be placed in "YA" continuation status.

8. The Office of the Dean (OD) will conduct student in-processing and orientation briefings in the school, beginning with the first day of a new class, to provide vital information to all students. This orientation briefing may not be delegated to a level below the OD.

9. The following is the minimum list of topics to be covered during in-processing. Schools may add topics to enhance the experience for the students. Some topics may require additional or repeated explanation to ensure understanding by all students.

a. Items addressed on the first day of class:

(1) Academic schedule, including the academic day, each semester, the entire program, breaks, holidays, leave, and absences.

(2) Institute, school, and service unit relationships, including both internal and external relationships and identification of key personnel.

(3) Student leader, section leader, and individual student roles and responsibilities.

(4) Relationships among students and student leaders, teaching teams, department chairpersons, and the OD.

(5) Safety, security, and emergency procedures.

b. Items addressed during the first full week of class:

(1) FLOs and their interrelationships.

(2) Educational concepts and methods.

(3) Testing program concepts, including end-of-program testing and grading of tests, quizzes, and homework.

(4) Academic status, including feedback, counseling, special assistance, probation, recycle, disenrollment procedures, and support available to students.

(5) Graduation criteria, including AA degrees, diplomas, certificates of completion, certificates of attendance, transcripts, and college credit.

10. Out-processing. After the DLPT and ESQ are complete, all hand-receipted items are turned in, and the classroom has been properly cleaned, students will be released from class for scheduled out-processing activities.

CHAPTER 3

FINAL LEARNING OBJECTIVES (FLOs)

1. DLIFLC curricula are designed to develop language skills and cultural knowledge that students need at their follow-on field assignments.

2. A large portion of each curriculum addresses Final Learning Objectives (FLOs). The National Security Agency and Defense Intelligence Agency, in coordination with the four military services, have defined the FLOs for DLIFLC students. The 33 FLOs listed in figure 3.1 for the basic programs are grouped into the four categories shown below. Other programs, such as the intermediate and advanced programs, are based on the FLOs described in this chapter, but will usually be at higher or more in-depth levels than FLOs in the basic programs.

a. PROFICIENCY: Traditional language skills of listening, reading, speaking, and writing. See Fig. 3.2 for a full description of each.

b. PERFORMANCE: Operational abilities each foreign language specialist needs to accomplish his/her mission. These performance FLOs can only be accomplished satisfactorily if the foreign language specialist is skilled in each of the proficiency FLOs.

c. REGIONAL (AREA) STUDIES: Knowledge of the culture, geography, people, politics, society, military, etc., of areas where the target language is used.

d. ANCILLARY: Miscellaneous abilities that foreign language specialists need to perform their duties (e.g., use of lexical aids and recognition of dialects).

3. Each basic program student is tested at the appropriate level of each of the four FLO groups at the end of each semester, and at other times throughout the course, as described in Figure 3.1. Students in other programs are tested on the proficiency FLOs.

FINAL LEARNING OBJECTIVES

Objectives	***Domain***		***Tasks, Goals, or Content Area***
Proficiency	Listening	1	ILR Level 2 (facts from routine conversations on familiar topics)
	Reading	2	ILR Level 2 (simple, authentic material on familiar topics)
	Speaking	3	ILR Level 2 (routine, limited conversations on common topics)
	Writing	4	ILR Level 1+ (simple, short notes on routine topics)
Performance	Speaking	1	Bio data interview
		2	Problem Solving (negotiate, determine, explain, resolve)
	Interpreting	3	Translate, at least in summary, English and target language interchanges
	Listening	4	Produce an English summary of a conversation
		5	Produce an English summary of a news broadcast
		6	Answer content questions about a conversation
		7	Answer content questions about a news broadcast
	Transcribing	8	Transcribe text in native script (for transliteration, see below)
		9	Handcopy (single pass) decontextualized numbers
		10	Handcopy (single pass) numbers in context
	Reading	11	Summarize a written target language text in clear, idiomatic English
		12	Answer content questions about a written target language text
		13	Read reasonably legible native handwriting
	Translating	14	Translate a target language text into idiomatic English
		15	Translate transcripts
		16	Translate an English text into target language
Regional Studies		1	Military & Security
		2	Economic & Political
	(Area Studies)	3	Scientific & Technological
		4	Cultural & Social
		5	Geography (Physical, Political, Economic)
Ancillary	Manner or Tenor	1	Level of style, cultural connotations, politeness forms
	Colloquial Usage	2	Exposed to greatest extent possible
	Accuracy	3	Understand language structure
	Text Processing	4	Know techniques
	Lexical Aids	5	Explicit introduction and practice required
	Transliteration	6	Practice transcription in transliteration
	Phonetics	7	Know commonly used military and civil systems
	Future Growth	8	Know how to become more proficient after graduation

Figure 3.1

4. Proficiency FLO Test Battery: The Defense Language Proficiency Test (DLPT).

a. Proficiency FLOs are tested by the DLPT.

b. Figure 3.2 shows proficiency levels, as described by the Interagency Language Roundtable (ILR). They characterize proficiency in the four language skills of listening, reading, speaking, and writing.

5. Performance FLO Test Battery**:** Ten tests. The tests focus on:

a. Summarizing conversations and broadcasts.

b. Answering questions about conversations and broadcasts.

c. Transcribing texts.

d. Transcribing numbers.

e. Reading content questions.

f. Reading native handwriting.

g. Translating from target language to English.

h. Translating from English to target language.

i. Eliciting biographical data.

j. Conducting two-way interpretations.

Each student must take all of the performance FLO exams prior to graduation. Requests to waive this requirement must be made by the service unit through the school OD to the Associate Provost & Dean of Students. Based on input from the service unit and the school, the AP makes the final decision on each waiver request.

NOTE: These tests will be incorporated into the final exams of each semester.

INTERAGENCY LANGUAGE ROUNDTABLE (ILR) SCALE

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

Figure 3.2

CHAPTER 4

ACADEMIC DAY

1. The normal duty day for permanent party civilian and military personnel is 0745 to 1645, including a break for lunch. The academic duty day for all students is 0755-1530. It is divided into six contact hours of instruction, one period of 30-45 minutes for special programs and assessment (known as "seventh hour"), and one hour for lunch. Each school is responsible for its respective students during this time. Students are required to be in class during the entire academic day.

2. Special Programs and Assessment.

a. The Institute reserves time during the academic day for teaching teams (TT) to provide extra help to students, including tailored instruction, voluntary enrichment, assessment testing, and any other activities the Office of the Dean (OD) deems appropriate.

b. Special programs/assessment during "seventh hour" are mandatory for students on special assistance or probation. On a space available basis, those pursuing or receiving voluntary enrichment may also receive tailored instruction during this period. On a weekly basis TTs, Department Chairpersons, and the OD will decide which students will participate in special programs. Faculty members will take advantage of small classes to provide instruction tailored to individual student needs.

c. Procedures.

(1) Weekly: TTs review the academic status of each student and identify to the chairperson any student in need of special programs during the following week.

(2) Each chairperson provides a list of students required to attend special programs to the OD for review and concurrence. Once approved by the OD, each student must be notified in writing using DLIFLC Form 864.

(3) Schools update STATS each Thursday by 1545 to notify service units of students required to attend special programs. The service units review these requirements in STATS and help enforce them.

d. Study Hall. The purpose of study hall sessions is to assist students' study efforts by providing access to faculty and academic facilities outside regular classroom hours. Schools provide classroom space and qualified teachers in, at a minimum, Arabic, Chinese, Korean, Russian, Spanish, Serbian/Croatian, and Persian-Farsi for at least two hours, two nights per week.

e. Service units decide which students are required to attend Study Hall. Students not required to attend are nevertheless encouraged to attend. Students conducting activities other than studying the target language will be formally counseled and sent back to their service unit.

3. Classroom Protocol for Visitors.

a. Visits by a student's chain of command are authorized at any time and are coordinated with the OD to minimize class disruptions. Visits by non-DLIFLC personnel must be coordinated through the OD. O6 or flag rank visits must be coordinated with the Protocol Office.

b. To minimize disruptions to learning, the OD plans for visits in advance. Classroom activities remain the top priority and continue as planned when visitors enter a classroom. Students and teachers should not come to attention, stand up, or in any way interrupt classroom activities for visitors.

c. The section leader should ensure that an extra seat is available (when space permits) for a visitor and that the classroom is presentable.

4. Responsibility for Student Accountability.

a. Service unit commanders are ultimately responsible for all military students under their command. This includes all students assigned to DLIFLC in PCS, TDY, or any other status. Schools are responsible for daily accountability reporting, including forwarding of DLIFLC Form 812, and timely forwarding of copies of counseling records, and other records of activities to students' commanders or supervisors as required.

b. Supervisors of non-military, federally employed students (e.g., FBI students) have the responsibility for administrative and punitive actions when any student fails to comply with regulations, procedures, or laws. Through the AP, the OD will keep the appropriate commander or supervisor informed of the status of every student in this category.

5. Student Attendance, Absence, and Leave Policy.

a. Class attendance is mandatory for all students, both military and civilian (including students attending on a space available basis). Ordinary leave is not authorized while in student status except during winter break and scheduled academic breaks. Emergency and convalescent leave approved by the appropriate service unit commander for military students or through the Office of the Provost by the sponsor of civilian students are the only other leaves authorized during any language program. Commanders should consult with the school OD regarding any leave other than during a scheduled academic break.

b. Service units must ensure that all students are present for the entire academic day, every day. When an absence is absolutely necessary, the student will request it using DLIFLC FORM 806, Academic Absence Accountability, using the process outlined in paragraph (e) below.

Military students will request the absence from their service unit; civilian students will request the absence from the Office of the Provost in coordination with the sponsoring agency.

c. If a large number of students need to miss class for service-related activities, the service unit must obtain approval from the AP. Service unit commanders should submit their requests in writing or via email at least two weeks in advance of the activity. The AP will forward approval to the schools (OD) as well as to the service units. Service unit commanders will forward names of the students missing class to the affected schools.

d. The OD will report questionable or unauthorized absences to the service unit for military students or to the AP for coordination with the sponsoring agency for civilian students for action as appropriate. For military personnel, an unauthorized absence is grounds for action under the Uniform Code of Military Justice (UCMJ) and administrative disenrollment from DLIFLC. For civilian students, an unauthorized absence is grounds for action by the sponsoring agency and administrative disenrollment from DLIFLC. Students will not be permitted to make up work (including tests) that occurred during an unauthorized absence. Students are not authorized to miss class to attend the graduation ceremony of another class.

6. Academic Absence Accountability (DLIFLC Form 806).

a. Students who miss class must present a completed DLIFLC Form 806 (Figure 4-1) to the student section leader before returning to class. This includes absences due to sick call. The student leader will immediately refer students without a completed form to the school AD or his/her designated representative.

b. Procedures.

(1) Each student obtains DLIFLC Form 806 from his/her service unit or the Scheduling Division (schools may maintain forms on hand for the convenience of the students) in advance of the appointment requiring the student to miss class. When absences are due to unscheduled sick call appointments, the student must obtain DLIFLC Form 806 after the appointment, but before returning to class.

(2) Regardless of where the form is obtained, the process begins at the assigned service unit or with the AP for certain civilian students.

(3) The student fills out blocks 1, 2, and 3 and gives the form to the teaching team leader as far in advance of the absence as possible.

(4) The Teaching Team Leader signs block 4, makes any appropriate comments in block 4a, and returns the form to the student.

(5) The appropriate service unit commander, or designated representative, approves or disapproves the absence and signs block 5.

(6) A representative of the visited agency will enter the arrival time, departure time, and date and sign block 6.

(7) The student returns the form to the appropriate MLI who will verify that the student has followed this procedure, initial the 806, retain a copy of the 806 and authorize the section leader to admit the student to class.

c. Responsibilities.

(1) Students

(a) Make every effort to schedule all appointments while on casual status or outside scheduled class time.

(b) Obtain DLIFLC Form 806 in advance of appointments during scheduled class time.

(c) Inform the student section leader and teaching team leader of planned absences as far in advance as possible.

(d) Present DLIFLC Form 806 to appointment representative for annotation when arriving at and leaving the appointment.

(e) Present completed and signed DLIFLC Form 806 to the appropriate MLI and student section leader before returning to class.

(2) Student Leaders

(a) Annotate student's absence or presence in class on DLIFLC Form 812, Daily Student Accountability Report. Report any absence, not preceded by a DLIFLC Form 806, to the OD during the first break.

(b) Ensure all returning students have appropriate documentation and attach it to the DLIFLC Form 812.

(c) Immediately refer students returning to class without a complete and properly signed DLIFLC Form 806 to the AD or CMLI.

(d) Forward DLIFLC Form 812 along with copies of all DLIFLC Forms 806 to the OD daily.

(3) School

(a) The OD will coordinate with service units for all required actions regarding student absences.

(b) The OD will ensure all students, student leaders, and faculty members understand the attendance and absence policy.

(c) The OD will immediately notify the student's service unit of any unexcused student absence or failure to report for class, will note the absence on DLIFLC Form 806, and will forward all Forms 806 to the service units daily.

(d) The teaching team leader will sign the DLIFLC Form 806 in block 4 and annotate in the comments section (block 4a) if a significant activity, such as an exam, will be missed.

(e) The teaching team will provide students with advance class work and homework assignments for excused absences.

(4) Service Unit.

(a) Brief all students on unit-specific attendance and absence policies.

(b) Assist students in securing appointments outside of scheduled classroom time.

(c) Designate personnel within the unit who have approval authority to sign DLIFLC Form 806 and inform the schools. Students in the grade of E7 or above may sign as unit representative when designated in writing by the unit.

(d) Take appropriate disciplinary action for any student who fails to comply with the attendance policy of the Institute.

(e) Obtain approval from the AP for any planned service unit-related absences.

d. All other units on the Presidio of Monterey and Ord Military Community.

(a) Make every effort to schedule student appointments outside normal classroom hours.

(b) Annotate and sign the DLIFLC Form 806, Block 6, to verify student appointment information.

7. Daily Attendance Reports (DLIFLC Form 812).

a. Each school provides attendance reports for the preceding week to each service unit commander by the close of business each Tuesday.

b. Department chairpersons monitor reports daily.

c. Each school retains a copy of the attendance report on each student until the student completes the program or leaves the school for any reason. When a student graduates, the

attendance record may be destroyed. If a student is assigned to another school for any reason, the losing school will forward the attendance record to the gaining school.

8. Faculty and Staff Professional Development Days.

a. Conducted on training holidays (see chapter 5), faculty and staff professional development days serve to improve the quality of education programs at DLIFLC. Professional development focuses on enhancing and updating current skills, discussing the latest techniques in language education, and developing greater unit and team cohesion.

b. School deans, academic specialists, department chairpersons, and supervisors will strive to develop and schedule effective, innovative educational programs for their faculty and staff.

9. Out-Of-Class Educational Activities.

a. Out-of-class educational activities enhance the classroom experience by providing educational opportunities outside the Presidio of Monterey (POM) during a normally scheduled academic day. These “field trips” are designed to enhance the cultural knowledge and language skills of students in a non-classroom setting. The number and frequency of these activities will be determined by the OD, and may vary by class, teaching team, language and school as requirements, opportunities, and resources change. Examples of acceptable out-of-class educational opportunities include: visits to local restaurants serving food common to the countries in which the target language is spoken, visits to museums and historic sites with a tour guide or teacher using the target language, or any other activity that contributes to cultural and language learning. All out-of-class educational activities must begin and end on the Presidio of Monterey and take place during the normal academic duty day, 0755-1530. Exceptions must be coordinated with the students’ service units.

b. Responsibilities.

(1) Teaching Team leaders:

(a) Plan out-of-class activities that enhance student language skills and cultural knowledge.

(b) Submit requests for all out-of-class activities to the OD through the department chairperson using DLIFLC Form 717, Request for Out-of-Class Activities (figure 4.3).

(c) Submit all requests at least 14 academic days in advance of the planned activity to ensure adequate planning, proper scheduling, and sufficient time to coordinate with applicable service units. Additional time should be allowed for unusual requests.

(d) Ensure a minimum of one teacher per section is present during all phases of out-of-class activities.

(e) Provide a workday schedule for teachers not participating in out-of-class activities. Teachers who do not participate in the out-of-class activity are not excused from work.

(f) Ensure each student participating in the out-of-class activity receives a safety briefing prior to departure. Student accountability must be maintained throughout the activity. Topics included in figure 4.4 are the minimum to include in the safety briefing. Items specific to the planned activity are added to the briefing. Teaching team leaders may use student leaders for assistance in safety-related areas, but they remain ultimately responsible for the entire activity to ensure the safety and accountability of all students.

(g) Ensure all out-of-class activities begin and end on the POM. Students must be back at the POM by 1530 hours unless exceptions are approved by all applicable service unit commanders.

(h) Ensure appropriate supervised classroom activities are available to any student unable to participate in the out-of-class activity.

(i) Coordinate with the OD for transportation as necessary.

(2) Department Chairperson:

(a) Evaluate each request for out-of-class activities for appropriateness and state concurrence or non-concurrence to the OD.

(b) Provide feedback to team leaders on each non-concurrence to facilitate modifications to the request before submitting it to the OD for approval/disapproval.

(c) Forward requests to the OD for approval/disapproval.

(3) Office of the Dean:

(a) Evaluate each request for its appropriateness to language learning and approve or disapprove each request.

(b) Ensure all concerned service units are notified of approved out-of-class educational activities. Notification must be completed at least five academic days before the activity.

(c) Coordinate with applicable service units for approval of all out-of-class educational activities that start before 0755 or go beyond 1530 hours prior to granting approval of such requests.

(d) Coordinate attire and box lunch provision with concerned service units.

(e) Maintain all approved requests on file with the historical records for the class.

(f) Coordinate with the Installation Anti-Terrorism Force Protection Officer to ensure there are no known security threats in the area of proposed field trips.

(g) Inform the DLIFLC Installation Operations Center of any activities taking place outside the local area.

(4) Installation Anti-Terrorism Force Protection Officer:

(a) Maintain a current database of potential threats to DLIFLC personnel.

(b) Provide schools and service units with threat assessments for all proposed off-post activities.

(5) Service unit commanders:

(a) Approve or disapprove each request for their respective service personnel to attend out-of-class activities that start before 0755 hours or end after 1530 hours.

(b) Determine student attire for service personnel participating in out-of-class activities. Determination should consider the school's proposed attire, service criteria, and safety/security concerns.

(c) Approve or disapprove out-of-class activities for any service member on restriction or other forms of administrative punishment.

(d) Arrange for box lunches or reimbursement for missed meals for personnel not on separate rations, as necessary.

c. Policies and Procedures.

(1) Request/Approval. Each request must be made and approved using DLIFLC Form 717, Request for Out-of-Class Activities (figure 4.3). The request must include a description of the activity in the remarks section that details how the activity contributes to improving language skills and/or enhances cultural knowledge.

(2) Transportation. Team leaders must arrange for transportation through the OD at least two weeks prior to the scheduled trip. The Institute does not budget for transportation costs for out-of-class activities. Transportation options available for out-of-class activities are as follows:

(a) TMP Vehicles. Fifteen-passenger TMP vans can be scheduled through the Directorate of Logistics, but are subject to availability. The driver must have a valid state driver's license, possess an Army Defensive Improvement Program (ADIP) card, and a DD Form 1902, Certificate of Qualification.

(b) Government-Contracted Buses. Buses must be used for activities outside the Monterey Peninsula-Salinas area. The Directorate of Logistics will provide these buses when

funds are available. Schools should determine if funds are available for government-contracted buses before arranging for privately contracted buses.

(c) Privately-Funded Transportation.

(i) When government-contracted buses are unavailable, team leaders may schedule private buses or other transportation with the costs absorbed by the students and teachers participating in the activity. Because of the cost involved, any out-of-class activity using private transportation must be offered to each student on a voluntary basis.

(ii) Privately-Owned Vehicles (POVs). Per TRADOC Reg 350-6, POVs are not authorized for Bravo Company Soldiers. Use of POVs is permitted only for local trips within the Monterey Bay-Salinas area. Big Sur to the South, Santa Cruz to the North, and San Juan Bautista to the East define the local Monterey Bay-Salinas area for field trips. It is permissible to use POVs if there are enough student and teacher volunteers with vehicles to safely accommodate all students and teachers. Team leaders must make extra efforts with regard to accountability and safety briefings whenever POVs are used.

(3) Costs. All out-of-class activities that require students to pay for transportation, food, etc., must be offered to each student on a voluntary basis. Team leaders must make arrangements for alternate classroom activities for each student electing not to participate in the out-of-class activity.

(4) Alcohol. Consumption of alcohol is prohibited by any student, faculty or staff member, guest or any other person participating in the activity. To promote awareness and compliance with this policy, the statement, “NO ALCOHOL IS PERMITTED ON THESE ACTIVITIES” must be initialed by the team leader in the remarks section of the DLIFLC Form 717.

ACADEMIC ABSENCE ACCOUNTABILITY

Student: *Present this completed form to your section leader upon return to class.*

PRIVACY ACT STATEMENT: This information is solicited by the authority of USC 3012 and will be used to provide authority and accounting for periods of student absence from class. Disclosure of this information is mandatory.

1. _____
NAME RANK SSN SERVICE UNIT

2. _____
CLASS NUMBER SECTION

3. ABSENCE FROM CLASS REQUIRED FOR: _____
REASON

FROM _____ / _____ TO _____ / _____
TIME DATE TIME DATE

4. **Teaching Team Leader Notified**

_____ _____ / _____
SIGNATURE DATE TIME

4a. Teacher Team Leader Comments

_____

_____

_____

5. **Unit:** Commander / Supervisor Approve / Disapprove

_____ / _____ _____ / _____
SIGNATURE PHONE NUMBER DATE TIME

6. **Appointment:** _____ _____ _____
TIME ARRIVED TIME LEFT DATE

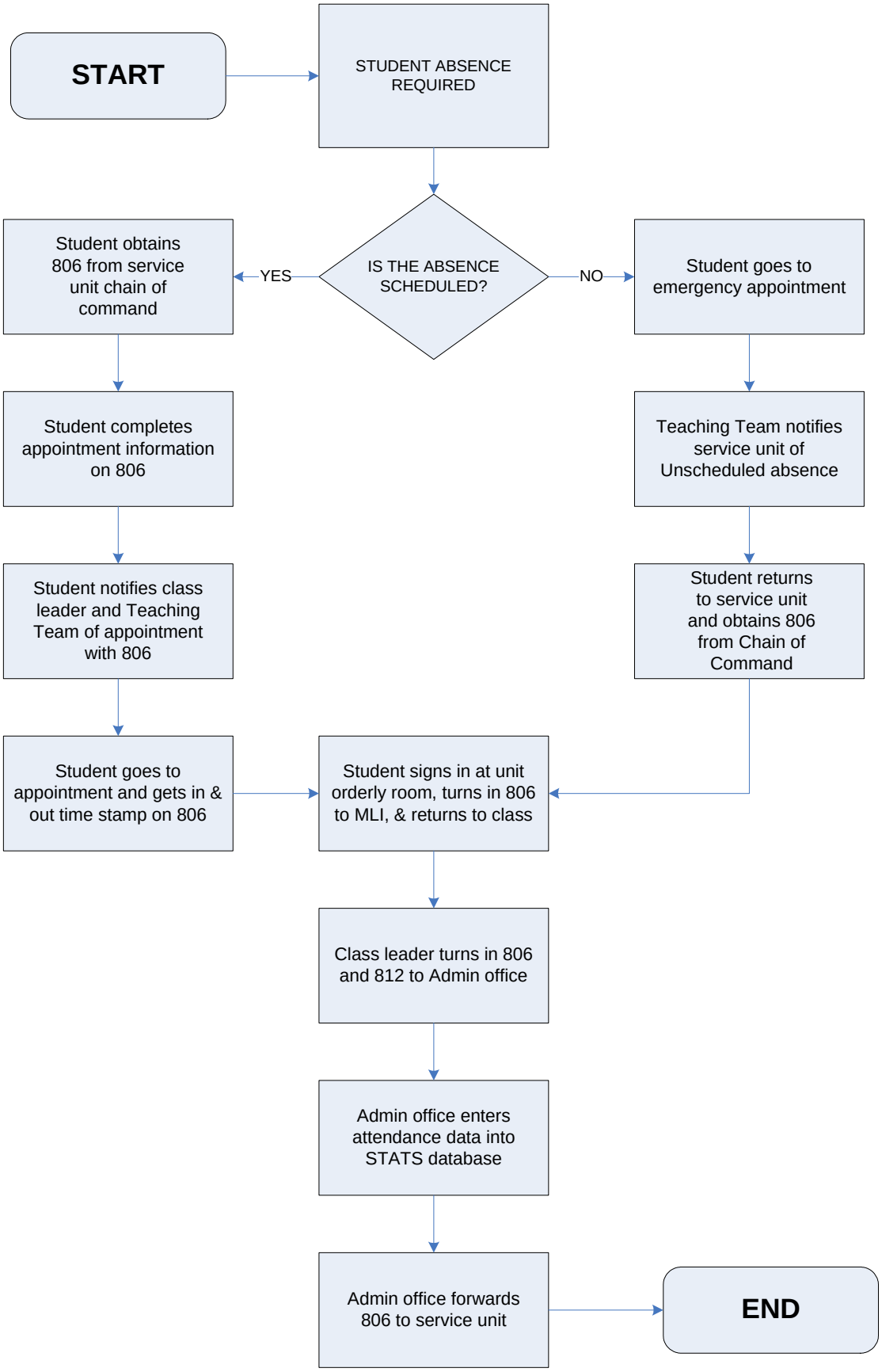
_____ _____
APPOINTMENT REPRESENTATIVE SIGNATURE PHONE NUMBER

7. **Section Leader: Verify the information below and return to the CMLI.**

_____ _____ _____
TIME STUDENT ARRIVED IN CLASS SECTION LEADER SIGNATURE DATE

DLIFLC FORM 806 Previous editions are obsolete
1 Jan 02

FIGURE 4.1


START
STUDENT ABSENCE REQUIRED
IS THE ABSENCE SCHEDULED?
YES
NO
Student obtains 806 from service unit chain of command
Student goes to emergency appointment
Student completes appointment information on 806
Teaching Team notifies service unit of Unscheduled absence
Student notifies class leader and Teaching Team of appointment with 806
Student returns to service unit and obtains 806 from Chain of Command
Student goes to appointment and gets in & out time stamp on 806
Student signs in at unit orderly room, turns in 806 to MLI, & returns to class
Class leader turns in 806 and 812 to Admin office
Admin office enters attendance data into STATS database
Admin office forwards 806 to service unit
END

DAILY STUDENT ABSENCE REPORT

Class _____ **Section** _____

Section Leader_____ **Date**_____

INSTRUCTIONS:

1. Each Section Leader fills out this form on daily absences of student(s) and sends to the OD. Each Section Leader ensures that all columns, especially each student's name and unit, are filled out correctly. Unit abbreviations "A" for A Co, etc., "AF" for Air Force, "M" for Marine Corps, and "N" for Navy.

2. "A" indicates absent for the entire period/hour; "L___" indicates number of minutes arrived late; "E___" indicates number of minutes left class period/hour early.

3. Unit	Name & Rank	(1)	(2)	(3)	(4)	(5)	(6)	(7)	REMARKS

4. Comments _____

_____

_____

Section Leader Signature/Rank_____ Date_____

DLIFLC Form 812
1 Jun 04

FIGURE 4.3

REQUEST FOR OUT-OF-CLASS ACTIVITIES

From	Date
THRU **DEPARTMENT CHAIRPERSON**	To **OD**

CLASS NUMBER Week of Instruction # of Students

TO VISIT (PLACE/PURPOSE)

DEPART (DATE/TIME) RETURN (DATE/TIME)

PROPOSED STUDENT ATTIRE

CIVILIAN _____ MILITARY UNIFORM _____

TEAM LEADER

PARTICIPATING TEACHERS:

CLASS LEADER

TRANSPORTATION

TMP VEHICLE ____ GOV'T CONTRACTED BUS ____

PRIVATE BUS ____ POV ____

ESTIMATED FINANCIAL COST TO STUDENT

REMARKS

DEPARTMENT CHAIRPERSON _____ CONCUR NONCONCUR

OD_____ APPROVE DISAPPROVE

REMARKS

Safety brief given by _____initials on _____ (date).

NO ALCOHOL IS PERMITTED ON THESE ACTIVITIES _____initials of Team Leader

DLIFLC Form 717, Replaces DLIFLC Form 717, 1 Sep 93 which is obsolete
15 Jan 97

FIGURE 4.4

SAFETY BRIEFING TOPICS

Team leaders who set up the out-of-class activity must ensure that students receive a safety briefing on the following topics (as applicable) before the activity begins.

- SAFETY
  - Do not use alcohol.
  - Use seat belts.
  - Rest before driving and periodically while enroute to destination.
  - Weather. Take appropriate measures for hot or cold weather.
  - Driving in California, e.g. fog, speed limits.

- SECURITY
  - Travel in groups.
  - Use the “Buddy” system.
  - Inform the Installation Operations Center telephonically when departing POM, upon arrival at destination, upon departure from destination, and upon return to POM.

FIGURE 4.5

CHAPTER 5

ACADEMIC BREAKS

1. The primary mission of students at DLIFLC is to master the Final Learning Objectives (FLO) of their designated ("target") language. Educational programs shall take full advantage of all authorized time available. The following list identifies the approved days when no formal language education is scheduled:

a. Federal Holidays. The public holidays shown below are established by law (5 USC 6103) and are found in Chapter 13, AR 630-5, Holidays. These holidays are observed except when military operations prevent observance. When the holiday falls on a Saturday, the preceding Friday is normally considered a holiday. When the holiday falls on a Sunday, the following Monday is normally considered a holiday.

(1) New Year's Day, 1 January.

(2) Martin Luther King Day, third Monday in January.

(3) Presidents' Day, third Monday in February.

(4) Memorial Day, last Monday in May.

(5) Independence Day, 4 July.

(6) Labor Day, first Monday in September.

(7) Columbus Day, second Monday in October.

(8) Veterans' Day, 11 November.

(9) Thanksgiving Day, fourth Thursday in November.

(10) Christmas Day, 25 December.

(11) Others, when directed by proper authority under law.

b. Training Holidays. Designated by the Commandant, training holidays are normally associated with select federal holidays.

c. DLIFLC Language Day. One day. Normally held in May.

d. Military Ceremonies. Change of Command Ceremonies for DLIFLC Command Group and service unit commanders (229th MI Battalion; 311th Training Squadron; Center for Cryptology Detachment, Monterey; and the Marine Corps Detachment) are conducted before or

after normal school hours. Students will not be released for ceremony practices without the approval of the AP, AC, or Commandant. Subject to the approval of the AP, students may be released from class one hour early to prepare for a ceremony, e.g., students may be released at 1430 to prepare for a ceremony at 1530. Students on special assistance or otherwise at risk should not be released early.

e. Winter Break. Each year DLIFLC students are given the opportunity to participate in a two-week winter break in late December/early January. Student leave during this period is at the discretion of the applicable service unit commander. Students will not make transportation arrangements of any kind that conflict or interfere with scheduled training up to the winter break start date/time. DLIFLC in coordination with HQ TRADOC will determine the appropriate dates each year. Students are encouraged to work on language development throughout the break. Schools may assign graded homework during winter break, but the level of difficulty (including time to complete) shall not exceed what is normally assigned to students during a standard weekend. Schools may also provide optional study materials to students, but “optional” materials are exactly that: they are neither required nor graded.

f. Academic Break. A one week break in the class schedule, for all language programs longer than 25 academic weeks, is authorized. Programs from 26 to 34 academic weeks in duration that include winter break shall not have an Academic Break. The Academic Break may not be taken in conjunction with the two-week winter break. Breaks must be taken during a four-day week associated with a three day federal holiday weekend. Exceptions to this policy must be approved by the Office of the Provost and will normally be granted only during the months of March through May. Use DLIFLC Form 711, Request for One-Week Academic Break (figure 5.1). Homework will not be assigned during the academic break; nevertheless, students are encouraged to hone their language skills.

2. Students are released to their service unit or sponsoring agency when they have time off from class (e.g., participating in winter break).

3. Military/civilian staff and faculty normally participate in professional development on days in which students are not in class.

4.

REQUEST FOR ONE WEEK ACADEMIC BREAK		1. Date
2. From: Team Leader	3. Thru: Department Chair	4. To: OD
5. Class Number	6. Starting Date of Class	
7. Proposed Break Week	8. Graduation Date	
9. Remarks		
10. Department Chairperson's Printed Name	11. Signature	
12. From: OD	13. Thru: Department Chair	14. To: TT Leader
15. ☐ REQUEST FOR ONE WEEK ACADEMIC BREAK IS APPROVED ☐ REQUEST FOR ONE WEEK ACADEMIC BREAK IS DISAPPROVED FOR THE FOLLOWING REASONS:		
16. OD Representative's Printed Name	17. Signature	
18. Units Assigned (circle for distribution) Co A Co B Co C Co D Co E Co F Co G NTTCD MCD 311th TRS Copy to: ATFL-OPP-S and ATFL-DAA-AR		

DLIFLC Form 711 Previous editions are obsolete
15 Jan 97

FIGURE 5.1

CHAPTER 6

GRADING

1. Grading Philosophy. An effective grading system must satisfy several objectives. It must accurately reflect learning objectives and be clearly understood by teachers and their students; provide feedback to each student; furnish information to other institutions, allowing students to transfer credits from DLIFLC; generate meaningful assessment data for DLIFLC program evaluation; and capture summative information for each student's unit of assignment.

2. The DLIFLC grading system does not attempt to accomplish all grading system objectives with a single set of data, but in some cases may use a single set of data to measure a specific objective. It correlates test or course grades to established end-of-program proficiency goals. It is also standardized across the Institute to provide a common definition of student attainment.

3. Grading System. DLIFLC assigns the following grades, including "plus" or "minus" designations (no A+, D-, F+ or F- grades are given):

A Superior
B Above average
C Satisfactory
D Deficient
F Failing

4. Grade Point Average (GPA): DLIFLC uses the following numeric values to compute each student's GPA throughout the program, within courses, and for end-of-course grades:

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

5. Guidance for Assigning Grades. To maintain a relationship among language programs, course grades, and end-of-program FLO goals, the grades assigned on tests are based on historical performance data and serve as sound predictors of student performance on end-of-program performance assessments.

a. Based on previous end-of-program results, criteria for a "C" grade are established for each test. These criteria are consistent across the Institute.

(1) Historical data show that individual tests vary in difficulty, and student grades fluctuate accordingly.

(2) To reflect these differences in test difficulty, the criteria required to receive a “C” grade are computed independently for each test or test component (e.g., Module 1 or Module 2, Listening or Reading).

b. Criteria for letter grades of each test must be determined before the test is administered.

c. The teaching team must ensure students are informed of the numerical or descriptive criteria for each grade on each test before the test is administered.

d. Impression grades, such as “classroom participation,” are not used to determine final course grades.

e. Final course grades shown on each student’s transcript are based on a weighted average of all grades on tests, quizzes, and homework, developed at or above the Chairperson/Branch level, and the final exam for each course. The weight of the final exam will be the same throughout the Institute. The weight of the other evaluation instruments will be determined at the school level.

f. Each basic program is divided into three semesters composed of five courses each (X01, X02, X10, X20 and X40, with X identifying the semester). An individual grade is given for each course. Each school must determine the end date of each semester for each program and inform the teachers, students, and Registrar’s Office of this date before the end of the first week of each semester.

g. Students must pass all tests with a grade of C (2.0) or better. A C- is considered a deficient grade. Failure to meet this standard will result in academic or administrative action (e.g., tailored instruction, special assistance, probation, recycle, or disenrollment) as outlined in Chapter 7.

h. Each recycled student receives additional grades for all parts of the program he/she repeats. The new grades replace previous grades, ensuring the student is rewarded for his/her demonstrated proficiency. Each recycled student retains the grades he/she received for all parts of the program not repeated.

6. Recording Grades. All letter grades, including the final exam grade, are converted into the appropriate numerical value, weighted, averaged, and then reconverted to a single letter grade for each course. For major tests, schools should maintain electronic files of student scores.

7. Reporting Grades.

a. Teaching Teams report all test, quiz, and homework grades and provide feedback to each student within five academic days after a test or quiz is administered or homework is turned in.

The school also makes all grades available on the Student Training Administrative Tracking System (STATS) within one academic day of the student feedback.

b. Schools report all course grades to the Registrar's Office, and enter the grades into STATS, within four academic days after the end of each semester. The grade report includes the following information: student name, social security number, class, course, completion date, and letter grade. Schools submit all grade reports electronically.

c. The Registrar's Office reports course grades to schools and service unit commanders for distribution to students within four academic days of receipt of all grades.

d. The Evaluation and Standardization (ES) Directorate administers end-of-program DLPTs (proficiency FLOs) for all language programs. ES also administers final exams that incorporate achievement in all other FLOs for most programs. In certain low enrollment languages, schools develop and administer final FLO tests. ES and the schools report scores for these tests to the Registrar's Office as soon as possible after test completion, but no later than five academic days before graduation.

e. The following procedures apply for schools and service units to request re-looks and/or retests for final score resolution of the Oral Proficiency Interviews (OPI):

(1) Re-look. The school dean, AD, Provost, AP, or service unit commander may request a re-look by ATFL-ESM, when the requesting official has a reason to believe the awarded score is in error. Requests must be made via e-mail or in writing.

(2) Retest. The commander of the individual involved (or the individual if he/she is not affiliated with a DLIFLC unit) and the AP/AVCCE are the only officials authorized to request a retest. Each case is fully investigated and the result of the investigation, including any further actions, is forwarded directly to the requesting official.

(3) Requests for a retest must be in writing. The request must include the individual's name, SSAN, class number, date of OPI, reason for the request, and any special circumstances that support the request.

8. Responsibilities.

a. Each school dean ensures:

(1) All school, department, branch, and team grading practices in his/her school conform to guidelines stated in this regulation.

(2) The OD reports all students' current grades to their service unit commanders weekly via STATS.

(3) All course grades are reported to the Registrar's Office and entered into STATS within four academic days after the end of each semester.

b. Department Chairpersons/Branch Chiefs ensure:

(1) All grading policies and procedures are explained to all military and civilian teachers. Each teacher must be able clearly to explain grading policies and procedures to all students.

(2) A synopsis of all grading policies, standards, and procedures is handed out to the students and clearly explained to them during the first week of class.

(3) All TT grading practices conform to Institute policies.

(4) All TTs report test, quiz, and homework grades to students within five duty days as established in this regulation.

(5) All teachers refer unresolved challenges or problems concerning student grades to (in order) the team leader, department chairperson, and OD for resolution.

c. Teaching Teams:

(1) Brief all students on policies, standards, and procedures for administering and grading tests, quizzes, and homework within the first week of each semester.

(2) Report all test, quiz, and homework grades to students within five academic days of completion.

(3) Answer all student questions and quickly resolve any student concerns regarding testing procedures, grading policies, or grading procedures.

(4) Refer all unresolved challenges or problems concerning student grades to (in order) the team leader, department chairperson, and OD for resolution.

d. Registrar's Office:

(1) Computes semester GPA for all students to determine eligibility for the Dean's List. A copy of the Dean's List will be provided to the appropriate school, all applicable service unit commanders, and the Office of the Provost. The Dean's List will be a "running list"; names of students who make the Dean's List will be published monthly until the next semester's list is computed. GPA for all students must be computed within two weeks of the end of each semester and distributed within a month of computation.

(2) Publishes end-of-course grade reports and provides them to the schools and respective service units for distribution to students.

(3) Publishes end-of-program DLPT test battery results for respective service units and schools.

(4) Maintains student enrollment records.

(5) Produces transcripts for every student; and an AA Degree, diploma, certificate of completion, or certificate of attendance, as applicable, for each student.

(6) Provide disenrollment statistics to service units on all language programs annually. Statistics will be published for each language program, by class, and include academic disenrollments, administrative disenrollments, and students who achieve less than L2/R2/S1+ on the DLPT/OPI.

CHAPTER 7

STUDENT ACADEMIC STATUS

1. Responsibilities.

a. Teaching Teams (TTs):

(1) Provide foreign language training. Ensure that instructional materials and teaching techniques/methods create an atmosphere conducive to mastering FLOs.

(2) Conduct formal counseling, as required by this regulation, and informal counseling, as needed, with each student regarding academic and disciplinary problems encountered during the program of study. Formal academic counseling includes an educational plan with tailored instruction as required to meet each student's specific needs.

(3) Provide the original of each student's progress report to the department chairperson and ensure all formal counseling information is available to the CMLI no later than the next duty day.

(4) Maintain proper documentation to support recommendations of special assistance, academic probation, recycle, or disenrollment.

(5) Maintain copies of student formal counseling, special assistance, probation, and recycle reports until the student graduates or leaves the school. If the student is placed in a different school, the TT transfers all records to the gaining school.

(6) Immediately provide all available information on suspected academic misconduct to the Associate Dean/OD.

b. Department Chairpersons:

(1) Assist TTs, when necessary, to ensure that academic recommendation packages clearly support the recommended action.

(2) Approve or disapprove each recommendation for special assistance, academic probation, recycle, or disenrollment submitted by TTs. If the chairperson disapproves the TT's recommendation, he/she will explain the rationale of the decision and provide guidance to the TT on the most effective way to proceed.

(3) Provide a copy of all approved academic actions to the OD no later than 0800 the next academic day.

(4) Coordinate administrative recommendations with the OD.

c. The Office of the Dean (OD):

(1) Reviews, monitors, and keeps records (grade and counseling reports) related to all student academic and disciplinary actions in the school. Some records may duplicate the TT's or chairperson's records, but also may include additional administrative information or actions taken with specific students.

(2) Conducts formal academic and disciplinary counseling to support TTs and chairpersons.

(3) Notifies the student's service unit of formal counselings NLT the next duty day.

(4) Approves or disapproves all recommendations to place a student on probation. For disapprovals, explains the rationale and provides guidance regarding the action.

(5) Coordinates with the appropriate service unit commander on all recycle and disenrollment decisions. If the recycle decision includes sending the student to a different school, the gaining school's OD must be included in the recycle decision.

(6) Approves or disapproves each recommendation for academic recycle. For disapprovals, explains the rationale and provides guidance to the chairperson regarding the action.

(7) Approves or disapproves each recommendation for academic disenrollment and (as needed) explains to the student the appeal process.

(8) Notifies the service units of approved academic disenrollment recommendations. Assists the TT and the chairperson in preparing, and subsequent administrative processing of, all disenrollment packages.

(9) As necessary, initiates administrative (including disciplinary) disenrollment packages and coordinates the same with the appropriate service unit for approval/disapproval decision.

(10) Prepares DLIFLC Form 716, Notice of Change in Student Status (figure 7.1), for all approved actions.

(11) Notifies (and meets with, as necessary) the Associate Provost & Dean of Students (AP) on any unresolved issues with service unit commanders.

(12) Hosts academic status (jeopardy) meetings with the service units at least twice a month, more often as necessary. Prior to the meeting, provides an academic jeopardy roster to each service unit. Meeting agendas will vary but should include topics and data such as recent counseling statements; most recent graded event and grade run; updated student GPAs; in-class performance issues (if any); pending or proposed recycles, restarts, or disenrollments; and status of planned immersions or out-of-class activities.

(13) Immediately notifies the appropriate service unit commander of allegations of academic misconduct.

d. The appropriate service unit commander (or his/her designated representative):

(1) Ensures all students, regardless of rank or specialty, establish and maintain productive study habits throughout the program of instruction.

(2) Works with each school to identify potential academic or administrative (including disciplinary) problems as early as possible. Supports each school's counseling efforts to ensure students receive timely and effective assistance.

(3) Establishes and maintains materials, procedures, and programs within each unit to assist each student's foreign language education.

(4) Coordinates with the OD(s) on all recycle and disenrollment matters. Coordinates all restarts with the OD(s) and Scheduling Division prior to the start date of the new class.

(5) Initiates recommendations to the OD for any administrative recycle of students and coordinates administrative and academic recycles with the school(s) in question.

(6) Provides administrative support to each student in the preparation of any appeal of academic disenrollment actions.

(7) Concurs or nonconcurs with OD recommendations for the academic disenrollment of any student who has not received mandatory SA or probation, but who is recommended for academic disenrollment based on exceptional circumstances.

(8) Is responsible for all actions for administrative actions, to include disciplinary actions. Requests the OD initiate DLIFLC Form 716 for administrative disenrollment. Notifies the student promptly of administrative actions/disenrollment.

(9) Notifies (and meets with, as necessary) the AP on unresolved issues.

(10) Coordinates with the Scheduling Division, the OD, and AP all requests to place a disenrolled student into "YA" continuation status. (Service Program Manager approval is needed for "YA" requests.)

(11) Determines language change eligibility for each student disenrolled from a language program. In this process, the commander should consider recommendations from both losing and gaining schools.

(12) Coordinates with the Scheduling Division the enrollment of any student changing to a new language program.

(13) Coordinates with the OD any special educational requirements.

(14) In accordance with applicable service directives, investigates disciplinary infractions (to include allegations of academic misconduct) and takes appropriate action.

(15) Coordinates, when appropriate, with the Reserve Forces Advisor.

(16) Attends academic status meetings hosted by the school.

e. The Associate Provost & Dean of Students (AP):

(1) Serves as final authority for adjudication of all routine student academic actions.

(2) Coordinates unusual or precedent setting cases with the DLIFLC Command Group.

f. The Commandant:

(1) Serves as final authority for adjudication of unusual or precedent setting academic and administrative (including disciplinary) disenrollment actions.

(2) Reviews, at his/her discretion or as requested, any disenrollment action for approval/disapproval. Any student may request, through the appropriate chain of command, to present his/her appeal directly to the Commandant. If disenrollment is upheld, the appropriate service unit commander will proceed with reassignment processing. If disenrollment is reversed, the case will be returned to the appropriate chain of command for action.

(3) Disenrolls, at his/her discretion, any student for action(s) that undermine sound military order and discipline (e.g., academic misconduct, fraternization, excessive administrative/disciplinary problems, etc.).

g. Registrar's Office:

(1) After the school and service unit concur on a student action, the Registrar enters all appropriate information from the completed DLIFLC Form 716 into the DLIFLC Student Database and the Army Training Requirements and Resources System (ATRRS).

(2) Works with schools and service units to resolve any issues in completing the DLIFLC Form 716.

2. Counseling. Counseling is an essential element of the educational process. It is the joint responsibility of civilian and military faculty. It requires and reinforces close communication and timely coordination between schools and service units.

a. Informal Counseling. Informal counseling comprises the bulk of day-to-day verbal feedback between faculty and students. It ensures that students are aware of and address both minor problem areas in learning the target language and in maintaining proper classroom decorum and discipline. Teaching teams use informal verbal counseling to address minor issues requiring minor remediation. No formal documentation is required.

b. Formal Counseling. Formal counseling addresses serious issues, including cases where informal counseling has failed to yield results. The teaching team must document all formal counseling, to include diagnosis of the issue, recommended corrective action, time frame in which the corrective action must be completed, and consequences of failure to perform to expected standards. Student leaders are not authorized to perform formal counseling. Use DLIFLC Form 864 (figure 7.2) to document all formal counseling. Formal counseling may be academic, disciplinary, or a combination of the two. The school shall clearly indicate the nature of the student's problem(s). In cases involving disciplinary infractions, the appropriate service unit commander makes the final determination as to the action to be taken and follows up with the appropriate OD.

Under the following circumstances, students shall be formally counseled immediately:

(1) Any significant change in academic standing (e.g., a failing grade on a unit test), even if the change does not result in special assistance.

(2) Placement on or removal from special assistance. Use DLIFLC Form 852, Record of Special Assistance/Probation (figure 7.3).

(3) Placement on or removal from probation. Use DLIFLC Form 852.

(4) Recommendation for recycle or disenrollment. Use DLIFLC Form 838, Recommendation for Recycle or Disenrollment (figure 7.4).

(5) Missing more than 15 hours of the 30-hour academic week. Whenever possible the unit and school will coordinate missed class time in advance and will continue coordination throughout the absence.

c. Routine Formal Counseling. At least once per month, a member of the teaching team (TT) must formally counsel each student. Use DLIFLC Form 864, Periodic Assessment Report (figure 7.2), to provide a written progress report. The TT member should identify known problem areas (if any) and provide suggested remedial direction to the student. The TT forwards a copy of each written report to the department chairperson, who maintains copies of his/her TT reports. The OD notifies the appropriate service unit within one duty day of the routine counseling session, enters the information into STATS, and provides documentation (hard copy and/or email) to the unit within three duty days.

d. Formal Disciplinary Counseling. Students shall be formally counseled immediately for:

(1) Significant disciplinary problems, including repeated failures to complete and/or turn in homework assignments, being unprepared for class, or any other violation of established disciplinary standards, whether academic or military.

(2) Counseling will include the possible consequences of the behavior, such as disenrollment, adverse Academic Evaluation Reports (AER), or disciplinary action under UCMJ. The student signs Form 864 to acknowledge the counseling and to affirm that he/she understands the recommended corrective actions. The student may make comments in the space provided on the form and/or on a separate attachment included for the record. If the student refuses to sign the form, the TT will document on the form the student's refusal to sign. The TT provides a copy of the completed Form 864 to the OD as soon as possible; the OD then enters the information in STATS and notifies the appropriate service unit commander, providing documentation (hardcopy) by the next duty day.

3. Immediate Removal of Students from Class. In cases of dangerous or disruptive behavior, the OD is authorized to remove students immediately from class. The OD will then contact the service unit and coordinate appropriate action.

4. Special Assistance (SA).

a. The TT recommends, and the chairperson approves, special assistance for any student. Furthermore, any student may request special assistance at any time. Resources permitting, student requests are normally granted. If any member of a TT recommends a student for special assistance, all other members of the TT, including the MLI, are notified.

b. A student is put on SA for any of the following reasons:

(1) Substantial missed instructional hours as a result of excused absences, if the TT determines these absences may result in substandard academic performance. Substantial hours are defined as at least 25% or more of instructional hours over the period of a week or more.

(2) A pattern of performance that has resulted in, or is indicative of, failure to meet academic requirements.

(3) A pattern of declining academic performance, even though minimum academic requirements are being met.

(4) The student requests it and resources permit.

c. Special assistance is normally the first remedial action for any academic deficiency. Ten academic sessions of SA and at least one graded event are required to assess the student's progress. SA may be extended indefinitely.

d. SA status:

(1) Must be documented on DLIFLC Form 852, Record of Special Assistance/Probation (figure 7.3). The teaching team notes the student's academic deficiency, the instruction tailored to address the deficiency, length of special assistance, and any other specific conditions.

(2) Must be reported by the OD to the appropriate service unit within one duty day of the counseling session and entered into STATS. All documents must be forwarded to the appropriate service unit within three academic days for subsequent action.

e. SA is conducted at a ratio of five students or fewer per teacher. Exceptions are approved by the department chairperson.

f. SA addresses a specific student's academic deficiencies. It shall not be used as a generic homework period.

5. Probation. Probation is a status assigned to students experiencing serious academic difficulties. The teaching team recommends probation and the OD approves it. Before being placed on probation, a student will receive special assistance for at least ten sessions (including a graded event).

a. The OD places a student on probation under either of the following circumstances:

(1) The student receives a grade of C- or below in the same skill area on two or more consecutive tests; or

(2) A pattern of sub-standard academic performance has resulted in failure to meet graduation requirements. Sub-standard performance on quizzes, oral evaluations, and/or tests may illustrate such a pattern.

b. Procedure for placing a student on probation:

(1) The TT documents the recommendation to place a student on probation using DLIFLC Form 852. The TT notes the academic deficiency, the tailored instruction proposed to address the deficiency, anticipated length of probation, and any other specific conditions.

(2) The TT forwards the form to the department chairperson for review. If the chairperson concurs, he/she sends the form to the OD for approval. If approved, the TT gives the form to the student placing him/her on probation and obtains the student's signature acknowledging receipt of the form and his/her understanding of the recommended corrective actions and conditions of probation.

(3) The student signs the DLIFLC Form 852 to acknowledge probationary status and conditions of the probation. If the student refuses to sign, the TT documents the student's refusal on the form. The chairperson provides a copy of DLIFLC Form 852 to the OD by 0800 on the next duty day. The OD notifies the appropriate service unit within one duty day of the student's

placement on probation, ensures the information is entered into STATS, and provides copies of all relevant documents to the unit within three academic days.

c. Probation must include a minimum of ten academic sessions of tailored instruction. If at the end of the probationary period the student fails to meet the criteria outlined in his/her DLIFLC Form 852, the TT recommends either continued probation, recycle, or disenrollment from the program. Disenrollment is recommended when the student has already completed twenty special assistance/probationary sessions and/or three graded events while on SA and/or probation, and yet still fails to meet stated academic criteria.

d. Tailored instruction for probation is conducted at a ratio of three students or fewer per teacher.

e. No student may have more than two different probationary periods as a member of a specific class. If he/she fails to raise his/her grades to satisfactory levels during the second probation, the TT will recommend either recycle or disenrollment.

6. Recycles. Any student may be recycled within any educational program either for academic or administrative reasons. Recycles are reserved for students who demonstrate potential for success if given an additional chance.

a. The TT shall submit an assessment of the student's potential, which is then reviewed by the OD and service unit. Based on the student's academic needs and availability of classroom space, the student is recycled to the academic day in the program most conducive to his/her success. This may include day one, in effect, restarting the program. If the recycle decision places a student in a different school, the OD of the gaining school must be included in the decision-making process. For the purpose of recycles, the languages that are divided between schools are treated as one language program and the student recycled to the class that makes the most sense academically, regardless of the school in which this places the student. The OD(s) will make every effort to recycle the student to a point in the program at or before the point at which the student began to experience academic difficulty. The school and service unit both have the authority to recommend recycle action, but only the service unit commander can approve the action due to its impact on service training timelines.

b. A student may be recycled repeatedly as long as the school and service unit agree he/she is both deserving and has strong potential to succeed.

a. A recycle should be considered under any of the following circumstances:

(1) A pattern of declining academic performance, even though minimum academic requirements are being met.

(2) A pattern of performance that has resulted in, or is indicative of, failure to meet academic requirements.

(3) A series of excused absences from the classroom that have resulted in too many lost instructional hours. The OD, consulting with the teaching team and department chairperson, will determine how many "lost" hours constitute "too many," a determination that varies with the abilities and motivation of each student.

(4) The failure (final grade of "F") of any of the primary language courses in the program (FL 101, 102, 110, 201, 202, 210, 301, 302, or 310). ***Any student who fails a primary language course and is not recycled will not receive a DLIFLC diploma upon completion of the program***.

b. Recycle Procedures.

(1) A student will normally receive a minimum of one probationary period consisting of at least ten academic sessions of tailored instruction before a recycle recommendation for academic grounds is made.

(2) The TT documents recycle recommendations on DLIFLC Form 838, Recommendation for Recycle or Disenrollment (figure 7.4).

(3) All members of the TT, including the MLI, sign the Form 838, stating whether they concur, concur with exception, or do not concur with the recommendation. The TT then forwards it, along with all supporting documentation, to the department chairperson.

(4) The department chairperson reviews the recommendation for recycle and concurs or nonconcurs. If the chairperson concurs, he/she forwards the package to the OD for approval/disapproval. If the chairperson does not concur, he/she returns the package to the teaching team with specific guidance on the course of action for the student.

(5) The OD coordinates the package with the appropriate service unit. Service units must respond to the school within three academic days on all recycle recommendations. (No response from the service unit after three academic days indicates agreement with the school's recommendation in cases involving recycles for academic reasons.) If the service unit commander approves the recommendation, the OD completes DLIFLC Form 716 and notifies the student of the decision. of the commander does not approve, the OD retains the student in his/her current class or proceeds with academic disenrollment actions.

(6) Any student recycled for academic reasons is immediately placed on Special Assistance in the new class. The student remains on Special Assistance in the new class for: Category I and II languages – no fewer than ten academic days and until the student demonstrates proficiency commensurate with his/her peers; Category III and IV languages – no fewer than twenty academic days and until the student demonstrates proficiency commensurate with his/her peers.

(7) The gaining TT is equally responsible for the success of recycled students as for the success of students already enrolled in their sections. The gaining TT receives additional credit for recycled students who successfully complete the program. For example, a TT that begins with eight students in a section, has two students recycled in, and graduates all ten successfully will have a success rate for that section of 125 percent.

(8) Recycle to a new class or less than one-week-old class, i.e. Restart, requires a seat reservation coordinated with the Scheduling Division, the local service unit commander, and the appropriate service's quota manager.

(9) If the number of students to be recycled exceeds the number of available student spaces, priority for recycle will be based on each student's academic record and potential, matched with the needs of the sponsoring service or agency. If students from more than one service or agency are involved, the OD will establish the order of priority in consultation with the AP. If students of only one service are involved, the commander of those students will determine the priority for recycle in coordination with the OD.

(10) Any student recommended for recycle remains in his/her current class until the recycle process is complete. The student and TT must continue all educational activities.

c. Denial of Recycle: A student may be denied the opportunity to recycle due to lack of space in a class matching the student's learning needs; inability to change a student's reporting date for his/her follow on assignment; lack of potential and/or previous recycle failures; or needs of the sponsoring service or agency. If the OD disagrees with a service unit commander's request for a recycle action, either party may choose to elevate the issue to the AP, who will make the final determination.

7. Disenrollment. Students may be disenrolled from an educational program for academic or administrative (including disciplinary) reasons. The OD is the approving authority for academic disenrollment. The appropriate service unit commander is the approving authority for administrative disenrollment.

a. Academic Disenrollment. Before the TT recommends disenrollment for academic reasons, a student will normally receive at least one special assistance period followed by one probationary period.

(1) The TT documents each recommendation for academic disenrollment on DLIFLC Form 838, Recommendation for Recycle or Disenrollment. This action reflects a team consensus, but any individual within the student's academic hierarchy may initiate the Form 838. All members of the TT, including the MLI, must sign the Form 838, stating whether they concur, concur with exception, or do not concur with the recommendation. The TT forwards the recommendation and all supporting documentation to the department chairperson. Supporting documentation must include all counseling, special assistance, probationary and tailored instruction records (DLIFLC Forms 852 and 864), grades, and other relevant educational records.

(2) The department chairperson reviews each disenrollment package and concurs or nonconcurs. If the chairperson concurs, he/she forwards the package to the OD no later than 0800 the next academic day. If the chairperson does not concur, he/she returns the package to the TT with the rationale and recommendation for the best course of action for the student.

(3) The OD reviews each approved recommendation for academic disenrollment within three duty days and either:

(a) Disapproves the recommendation and returns the package to the department chairperson with instructions to provide special assistance, continued probation, or start recycle actions, or;

(b) Approves the recommendation, immediately notifies (in writing) the student and the appropriate service unit commander of the academic disenrollment action, and informs the student of the appeal process. The student is advised to contact his/her service unit for service-unique appeal procedures.

(4) Academic disenrollment from any program—prior to completing standard SA and/or probationary periods—may be considered for special cases or to accommodate exceptions not covered in this regulation.

(a) Catastrophic Academic Failure (Applies **only** to the first four unit tests during the first semester). If a student fails (grade of "D" or lower in both Listening and Reading) two academic unit tests consecutively and otherwise demonstrates a significant lack of aptitude for foreign language study, the OD may request an immediate academic disenrollment. In such cases, the appropriate service unit commander must concur with the school for the action to be carried out. If the OD and service unit commander cannot reach a consensus, either party may choose to elevate the issue to the AP, who will make the final determination.

(b) Confirmed cases of academic disenrollment due to catastrophic failure will not count against the Team Success Index (TSI).

(5) Due to the needs of the service, a service unit may request that a student remain in class after being academically disenrolled. These requests are coordinated with the service program manager and the affected OD and approved by the AP. The AP notifies the Scheduling Division, which enrolls the student in "YA" continuation status. The student participates in all educational activities and takes all tests but receives only a Certificate of Attendance, regardless of his/her DLPT scores. The student receives academic credit for all portions of the program completed prior to his/her academic disenrollment. A student may only be enrolled in "YA" status in the class from which he/she was academically disenrolled.

b. Administrative (including Disciplinary) Disenrollment.

(1) Upon a service unit commander's decision to disenroll a student for administrative reasons, he/she will immediately notify the appropriate OD, which will prepare the DLIFLC Form 716.

(2) Recommendations for administrative (including disciplinary) disenrollment initiated by the school may come from the TT, chairperson, or OD and follow the school's chain of command through the OD to the appropriate service unit commander. The service unit must respond to the OD within five academic days of receipt of the student's package. After reviewing the school's recommendation, the service unit commander either disapproves the recommendation and returns the package to the OD, with the commander's rationale attached, or approves the recommendation and requests the OD to notify the student, in writing, of the administrative disenrollment action.

(3) If a service unit commander disapproves a school's recommendation for administrative disenrollment, the school OD may submit the entire package to the AP for his/her review. If the AP upholds the service unit commander's decision, the student remains in class. If the AP overrules the service unit commander, the student is administratively disenrolled. The AP reserves the right to take the following actions before rendering his/her decision:

(a) The AP may request additional information from the service unit, the school, FAO proponent, or any other appropriate office.

(b) The AP may meet with the student involved. The service unit, school, and MLIMO shall each provide a representative.

(c) After interviewing the student and consulting with representatives present at the meeting, the AP will inform the service unit commander and OD of the final ruling within one working day.

(4) If a student has completed all course requirements but is disenrolled for disciplinary reasons prior to graduation, he/she is ineligible for a diploma or Certificate of Completion.

(5) Any student recommended for disenrollment by the school remains in his/her current language program until the disenrollment process (including any service specific appeal process) is complete. The student and TT will continue all educational activities.

c. At the discretion of the sponsoring service unit or agency, students disenrolled for academic reasons, or for administrative reasons other than disciplinary, may be considered for placement in another language program. If approved, the service unit will request that the losing school initiate a new Form 716 to place the student in the gaining school and/or program. The losing school will forward the Form 716 to DAA, and DAA will update STATS.

(1) If a student is immediately enrolled in a different language program, the OD must annotate the DLIFLC Form 716 used for the disenrollment action. The student's GPA

throughout the second language program will only reflect grades received during the second program.

(2) If a student is not immediately enrolled in a different language program, only one DLIFLC Form 716 is required at the time of disenrollment. If a student is later enrolled in a different language program, no change is made to the original DLIFLC Form 716. To enroll the student in the new program, the gaining OD initiates a new Form 716.

(3) Students disenrolled for disciplinary reasons shall not be enrolled in another language program at DLIFLC.

8. Student Appeals. Any student disenrolled may appeal the action. Until the appeal process is complete, the student remains in his/her current language program and completes all academic activities, assignments, and graded exercises.

a. Academic Disenrollment Appeals. Within one academic day of receiving notification of disenrollment, the student indicates his/her intent to appeal by appropriately endorsing the notification. If the OD is the notifying agency, the OD forwards the disenrollment package to the student's service unit commander within one academic day. Students are allowed to examine the documentation supporting the disenrollment action. They may also submit a statement of rebuttal, along with other relevant documents, to challenge the proposed action. The student must give his/her written statement of rebuttal to the service unit commander no later than two academic days after the student initially endorsed the notification expressing his/her intent to appeal. The appropriate service unit commander and OD review all appeal documents submitted by the student. If the OD and service unit commander agree that disenrollment is appropriate, the OD initiates DLIFLC Form 716 and the student is disenrolled.

b. If the OD and service unit commander agree that disenrollment is inappropriate, the disenrollment action is reversed and the student remains in class. In either case, the OD notifies the student of the decision. If the OD and service unit commander cannot reach a consensus, the AP makes the final determination and promptly notifies the service unit commander and OD, who notifies the student.

c. Administrative Disenrollment Appeals. Students may appeal administrative disenrollment through service-specific channels within their respective chain of command.

9. Academic Misconduct. Academic misconduct includes, but is not limited to, cheating, forgery, plagiarism, fabrication, theft of instructional material or tests, alteration of grades, or failing to report suspected misconduct.

a. When a student is suspected of academic misconduct, the TT or any other individual(s) observing the alleged misconduct immediately provide(s) all available information to the OD.

(1) The OD immediately notifies the student’s service unit commander, provides the service unit with all available information, and directs the student to report to his/her service unit.

(2) Academic misconduct is a disciplinary issue. The student's service unit, with the full cooperation of the school, completes an assessment, inquiry, or investigation (as appropriate). Based on the findings, the service unit takes appropriate administrative and/or disciplinary action(s). Pending the results of an investigation, students remain in class unless otherwise academically or administratively disenrolled.

(3) If investigations prove lengthy, service unit commanders are authorized to place students on administrative hold, pending the results of the investigation.

b. Academic misconduct, when confirmed, results in immediate administrative disenrollment.

NOTICE OF CHANGE IN STUDENT STATUS

1. Initiating School _____ Control Number _____ Date _____

Authorizing Official: Name_____Signature _____

2. Thru _____ 229th MI BN (Army students)

_____ CCD, Monterey (Navy)

_____ 311 TRS (Air Force students)

_____ MCD (Marine Corps students)

TO ATFL-DAA-AR

3. Student Information

a. Name _____ b. SSN_____

c. Service & Pay Grade _____ d. Unit_____

e. Losing Class _____ f. Student Stop Date _____

g. Week of Training _____ h. GPA _____

i. New Class/Team _____ j. Student Start Date _____

4. Academic

_____ (ZA) Inadequate Ability

_____ (LA) Turn Back/Ahead Same Program
(circle) New Class _____

_____ (KA) Language Change
New School _____

6. Medical

_____ (HJ) Medical Hold

5. Administrative

____ (ZK) Disciplinary

____ (ZS) Loss of Security Clearance

____ (LZ) Turn Back/Ahead Same Program
(circle) New Class _____

____ (KZ) Language Change
New School _____

____ (HZ) Administrative Hold

____ Other (Must Specify Code)

7. Early Graduation - Copy must be forwarded to ATFL-ESM

Original Graduation Date _____ New Graduation Date_____

FLO Test Results:
DLPT Type _____
DLPT Listen _____ Date _____
DLPT Read _____ Date _____
DLPT Speak _____ Date _____

Subskills: 1._____ 6._____
2._____ 7._____
3._____ 8._____
4._____ 9._____
5._____ 10._____

8. Remarks (Use Reserve Side if Necessary)

9. FOR SERVICE ADMIN USE ONLY

Received
_____

10. FOR ATFL-DAA-AR USE ONLY

	Date	Initials
Received	_____	_____
ATRRS	_____	_____
Copies Filed	_____	_____
Returned	_____	_____

DLIFLC Form 716 (1 July 2004) Previous editions are obsolete

FIGURE 7.1

Courses Comprising The Foreign Language Basic Program

Completion Date	CRS #	Courses	*Grade
	FL 101	Elementary FL I	
	FL 102	Elementary FL II	
	FL 110	Elementary FL Conversation	
	FL 120	Introduction to Job Related Skills in the FL	
	FL 140	Introduction to FL Culture	
	FL 201	Intermediate FL I	
	FL 202	Intermediate FL II	
	FL 210	Intermediate FL Conversation	
	FL 220	Introduction to Military Topics in the FL	
	FL 240	History and Geography of the FL Region	
	FL 301	Advanced FL I	
	FL 302	Advanced FL II	
	FL 310	Advanced FL Conversation	
	FL 320	Comprehensive Military Topics in the FL	
	FL 340	Area and Intercultural Studies within the FL Region	

* If a student does not complete a course once started, a “W” will be placed in the appropriate grade column

8. Remarks (continued)

DLIFLC Form 716 (Reverse)
1 July 2004

Figure 7-1

PERIODIC ASSESSMENT REPORT

NAME	RANK	SERVICE	CLASS #	WEEK #	DATE

LISTENING (most recent grade)	READING (most recent grade)	SPEAKING (most recent grade)
CURRENT PERFORMANCE (Circle) Exceeds Standards Meets Standards Below Standards *	CURRENT PERFORMANCE (Circle) Exceeds Standards Meets Standards Below Standards *	CURRENT PERFORMANCE (Circle) Exceeds Standards Meets Standards Below Standards *
ATTITUDE Motivated Not Motivated *	HOMEWORK Satisfactory Unsatisfactory *	NON-ACADEMIC DISTRACTIONS Yes * No

INSTRUCTOR COMMENTS (Asterisk (*) circled items require explanation)

This is ACADEMIC FEEDBACK FORMAL COUNSELING (circle)

STUDENT COMMENTS (Rebuttal to instructor’s comments)

TEACHER SIGNATURE/DATE	STUDENT SIGNATURE/DATE

DLIFLC Form 864 Previous editions are obsolete
15 Jan 97

Figure 7.2

RECORD OF SPECIAL ASSISTANCE/PROBATION

NAME:		CLASS/SECTION:
RANK:	SERVICE:	UNIT:

You are being placed on SPECIAL ASSISTANCE PROBATION (circle)

A: Academic Areas Needing Improvement:

B: Tailored Instruction Plan (Outline):

Name & Position of Initiator	Signature	Date

C: Condition of Special Assistance/Probation:

Dates: From_____ to _____

I understand the above Deficiencies, Plan, and/or Special Assistance/Probationary Status.

_____

Student Signature/Date

Team Leader/Supervisor/Chairperson	Signature	Date

DLIFLC Form 852 (15 Jan 97) Previous editions are obsolete

Figure 7.3

RECORD OF TAILORED INSTRUCTION

Student:				Class/Section:
Date	Time From:	To:	Teacher Notes	Student's Initials

Additional Comments:

Team leader/Supervisor/Chairperson	Date

DLIFLC Form 852 (Reverse)
15 Jan 97

Figure 7.3

RECOMMENDATION FOR RECYCLE OR DISENROLLMENT

STUDENT NAME (LAST, FIRST, MIDDLE INITIAL)	RANK	DATE

CLASS/SECTION	SSN
SERVICE	UNIT

RECOMMENDATION

DISENROLLMENT: ACADEMIC

DISENROLLMENT: ADMINISTRATIVE

RECYCLE

OTHER EXPLAIN:

JUSTIFICATION

ENCLOSURES: DLIFLC FORM 864 OTHER (LIST):

DLIFLC FORM 852

MINIMUM PASSING GRADES: LISTENING _____ READING _____ SPEAKING _____

TT COMMENTS:

TT REPRESENTATIVE NAME	SIGNATURE	DATE

TEACHING TEAM MEMBER COMMENTS

C	CWE	NC	C	CWE	NC
TEACHER			TEACHER		
C	CWE	NC	C	CWE	NC
TEACHER			TEACHER		
C	CWE	NC	C	CWE	NC
TEACHER			TEACHER		

DLIFLC Form 838 Previous editions are obsolete
15 Jan 97

Figure 7.4

TEACHING TEAM LEADER COMMENTS (REQUIRED)		
CONCUR	CONCUR WITH EXCEPTION	NONCONCUR
NAME	SIGNATURE	DATE
CHAIRPERSON COMMENTS (REQUIRED)		
CONCUR	CONCUR WITH EXCEPTION	NONCONCUR
NAME	SIGNATURE	DATE
ADDITIONAL REMARKS:		

DLIFLC Form 838 (Reverse) Previous editions are obsolete
15 Jan 97

Figure 7.4

CHAPTER 8

GRADUATION CRITERIA

1. Diploma. A DLIFLC Diploma is awarded for successful completion of all requirements in programs that have a predetermined end-of-program proficiency requirement in Listening, Reading, and Speaking. This includes all Basic, Intermediate, and Advanced programs. Students who complete other types of programs will receive certificates of attendance. To receive a DLIFLC Diploma, each student must:

a. Pass all DLIFLC language courses with a grade of "D" or higher (does not apply to advanced programs).

(1) Any student who fails (receives a final course grade of "F") any primary language course (X01, X02, or X10) must be considered for recycle.

(2) Any student who fails (receives a final course grade of "F") a secondary language course (X20 or X40), and is not recycled, may receive remedial education in the failed course and may be given special projects or additional examinations to raise the grade in the failed course.

b. Maintain a cumulative grade point average (GPA) of 2.0 or higher (on a 4.0 scale) on all DLIFLC language courses.

c. Achieve the following results on the DLPT/OPI:

(1) Basic programs. Level 2 or higher in listening and reading, level 1+ or higher in speaking.

(2) Intermediate programs. Level 2+ or higher in listening and reading, level 2 or higher in speaking.

(3) Advanced programs. Level 3 or higher in listening and reading, level 2 or higher in speaking.

d. Students enrolled in recently added Basic Programs, such as those administered by the Emerging Languages Program, are eligible for diplomas when two-skill testing is available. ES certifies the availability of two-skill testing and notifies DAA (Registrar's Division). When two-skill testing is available, students who score a minimum of 2 in Listening and/or Reading and 1+ or higher in Speaking (if OPI testing is available) shall be eligible for diplomas, to compete for student awards, and (if otherwise qualified) to petition for the Associate of Arts degree.

e. Only the Commandant may waive any of the criteria toward the award of the DLIFLC Diploma. Waivers will be considered on a case-by-case basis.

(1) Request for a waiver for any diploma criterion must originate with the applicable service unit.

(2) Each waiver request must include justification accompanied by the student's records and any information that substantiates the request.

(3) Each waiver request must be submitted to the Commandant no later than three academic days prior to graduation.

2. Certificate of Completion. A Certificate of Completion is given to any student who completes a Basic, Intermediate, or Advanced program but does not meet all of the criteria for a diploma as outlined in paragraph 1. b and c above.

3. Certificate of Attendance. A Certificate of Attendance is given to any student who completes a language program other than the Basic, Intermediate, or Advanced programs, or by request, to any student who completes any portion of a DLIFLC Basic, Intermediate, or Advanced program but does not qualify for either a diploma or Certificate of Completion.

4. Associate of Arts (AA) Degree in Foreign Language. Any student who meets all of the criteria for a DLIFLC Diploma, outlined in Para 8-1a, b, c and d; and fulfills the requisite general education requirements at an accredited institution is awarded the AA Degree.

5. Linguist Certificate.

a. In Basic programs, DLIFLC certifies the student's ability in the language studied at four levels: Novice, Basic, Intermediate, and Advanced. Linguist Certificates are awarded based on DLPT/OPI results in the skills of listening (L), reading (R), and speaking (S).

b. The following are the minimum requirements, in terms of proficiency levels, for each level of certification:

CERTIFICATE	PROFICIENCY LEVEL IN L, R, AND S
Advanced	LRS 3
Intermediate	LRS 2+
Basic	LRS 2
Novice	LRS 1+ or below

6. Student Recognition. 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 plus meet the following criteria:

a. Basic Program.

Honors	2/2/2 with at least 2+ in any two skills
High Honors	2+/2+/2+
Highest Honors	2+/2+/2+ with at least 3 in any two skills

b. Intermediate and Advanced Programs. To graduate with distinction in these programs, a student must meet all requirements for the DLIFLC diploma plus exceed the requirement in at least one skill area of the DLPT/OPI.

7. Early Departures.

a. Any service or agency that directs a student to depart DLIFLC before his/her scheduled graduation date must immediately notify the Registrar's Office and the school of the student's new departure date by initiating a DLIFLC Form 716, Notice of Change in Student Status (figure 7.1).

b. Any basic language program student directed by his/her service or sponsoring agency to depart DLIFLC before the scheduled graduation date may be awarded a Diploma or Certificate of Completion if the student fulfills the requirements as outlined in Para 8-1. and 2. (Accelerated third semester students may at the discretion of the OD and teaching team take only the final exam for each 300 series course. Courses "passed" with a final exam grade of "C" or higher will receive a "Pass" grade instead of a letter grade. This grade does not affect the student's GPA.)

c. Any student who must leave in the final semester and is unable to complete the graduation requirements for any course receives a "Military Withdrawal (MW)" on the official transcript for any final semester courses not completed.

d. Any Basic language program student accelerated through the first semester by the school may be awarded a Diploma or Certificate of Completion if the student fulfills the requirements as outlined in Para 8-1. and 2., as long as the student passes the final examination for each course in the first semester with a grade of "C" or higher. (Accelerated students who pass the final exam receive a "Pass" for each course instead of a letter grade. This grade does not affect the student's GPA.)

e. Students withdrawn from a Basic language program prior to completing the second semester receive a Certificate of Attendance and their transcript reflects all completed courses.

(1) Any student who must leave before completing the second semester may elect to take the final examination for any or all second semester courses with the approval of the OD.

(2) The student receives a "pass" grade for each course in which the final exam is passed and a "MW" for all other courses.

f. Each OD will adjust education and testing schedules as needed to aid each student to complete program requirements and receive diplomas.

g. Each school dean verifies that each student has successfully met all academic requirements to receive the DLIFLC Diploma or Certificate of Completion.

8. Responsibilities.

a. Service unit commanders. Provide the appropriate school with the necessary documentation to complete DLIFLC Form 716, Change in Student Status, for any student who must depart before completing the regularly scheduled program.

b. ODs. Provide the Registrar's Office:

(1) Grades for all courses completed as soon as possible, but not later than 1300, seven academic days before graduation.

(2) Change-of-status documentation (normally DLIFLC Form 716) for any student who departs before the end of the program.

(3) An updated class roster prior to the graduation pre-brief, at least 10 academic days prior to graduation.

c. Evaluation and Standardization (ES) Directorate, Language Testing and Management Division.

(1) Coordinates delivery of all DLPT results with the Registrar's Office as soon as they become available, but not later than 1300 hours, five academic days before the graduation ceremony.

(2) Schedules Oral Proficiency Interviews (OPI) for DLIFLC testers and resident students, including students from the DLIFLC, Washington Office.

(3) Coordinates testers with appropriate department chairpersons and resident students through the appropriate school OD.

d. Registrar's Office:

(1) Provides a quarterly schedule of graduations to schools, units, and staff elements by memorandum one month prior to the end of each quarter.

(2) Provides finalized class rosters of all students scheduled to graduate to ES not later than six weeks before graduation.

(3) Provides schools, units, and staff elements a monthly schedule of graduations one week prior to the end of each month.

(4) Provides class rosters of all graduating students to the appropriate class leaders for verification not later than thirty days before graduation.

(5) Prepares the appropriate graduation documents, degrees and awards for each student, based on the criteria in this chapter.

(6) Prepares and maintains a record of student transcripts based on approved credit criteria.

(7) Provides records of academic credit based on certified DLPT III or IV test results, at the graduate's request, under the "Credit by Exam" provisions of the most recent *Guide to the Evaluation of Educational Experience in the Armed Services*.

e. Director, DLIFLC, Washington Office. The following pertains to students educated through the Washington Office.

(1) Issues appropriate documents to students who complete language programs under the office's purview. DLI-W issues Certificates of Completion to its graduates.

(2) Provides the Registrar's Office with updates on student data pertaining to program completion and DLPT or equivalent scores to be used for statistical, historical, and student transcript purposes.

(3) Coordinates with ES requirements for oral proficiency testing.

9. Post-DLPT Education Program.

a. The service program manager or his/her designee may request post-DLPT education for a student who received at least a 1+/1+/1 on the DLPT/OPI. The service program manager or his/her designee will forward a request to the Scheduling Division. The service unit will work with the school to determine the level of training and additional time required. Once the request is made, the student graduates with his/her class, remains at DLIFLC for post-DLPT education, and is enrolled by the Scheduling Division in a special class (code 41). Before a student is enrolled in any post-DLPT education program, the following criteria must be satisfied:

(1) Service requirements can accommodate the additional time the student must spend at DLIFLC for post-DLPT instruction. The service program manager must extend the student at DLIFLC.

(2) The school has the resources available to accomplish the additional instruction. If the originating school lacks the necessary resources, training will be denied. In cases where two or more schools provide basic language instruction in the student's target language and the non-originating school is both willing and able to accept the student, post-DLPT may be authorized.

(3) Both the school and service unit must agree that the probability of success for the student is high with the additional instruction. If either party disagrees, they may choose to elevate the issue to the AP, who will cast the deciding vote.

b. The service unit and school work together to determine the specific learning objectives necessary for each student to achieve the proficiency requirements. As the objectives are developed, all parties must keep in mind that ES is only authorized to re-administer a DLPT after the student has completed a "special educational event" as defined in AR611-6, and only once within a six-month period.

c. The TT recommends how much additional time is needed for the student to achieve the learning objectives and may either: 1) Place a student in an on-going class that is due to graduate soon (accounting for the necessary additional instruction); or 2) Develop a tailored program of study focused on the learning areas necessary to meet the required L2/R2/S1+ on the DLPT/OPI. The school coordinates with the service unit to determine which option is needed to meet the required L2/R2/S1+ on the DLPT/OPI.

d. When the program is complete, the service unit submits a request to ES for the student to be tested only on the specific learning objectives agreed upon by the school and service unit. Each student in a post-DLPT education program is allowed to retake the DLPT/OPI only once. Students seeking to raise their DLPT scores in Listening and/or Reading will take <u>both</u> Listening and Reading portions of the DLPT (but see (f) below for FAOs). However, students seeking only to raise their OPI score are required only to repeat the OPI.

e. If the student retakes any part of the DLPT, his/her new score may be used to meet the graduation criteria outlined in this chapter and he/she may receive a DLIFLC diploma if all other criteria have been met. The latest DLPT scores will be reported to the gaining unit.

f. Foreign Area Officers (FAOs) enrolled in post-DLPT often lack sufficient time to meet the "significant training event" criterion of at least six weeks/150 hours of training. In such cases, the FAO program office or the appropriate service unit commander may request a "re-test" from ES. FAOs will only retest in the skill or skills in which they previously failed to meet standard.

g. Upon notification that a student has been approved for enrollment into Special Class (code 41), the Scheduling Division notifies the Registrar's Office of this action NLT two days after the student starts the program. Three working days prior to the proposed start date of the post DLPT education, the Scheduling Division requires the following information for class scheduling and enrollment:

(1) Rank/Paygrade
(2) Student name
(3) Student SSAN
(4) Service unit
(5) MOS/AFSPC

(6) Student DLPT scores and date of test
(7) Graduating Class
(8) Graduation Date
(9) Post DLPT Start Date
(10) Post DLPT End Date
(11) Length of Training
(12) Testing Requirements
(13) Separation Date

Requests for post-DLPT training not received three working days prior to the requested start date may be delayed by one week.

h. Five working days prior to program completion, the school provides a program completion grade to the Registrar's Office. Once all requirements have been met, the Registrar provides the student with a Certificate of Attendance for the 41 program. The student will also receive a diploma for the original Basic language program if the DLPT/OPI scores are L2/R2/S1+ or higher, together with an updated Linguist Certificate (if different from the certificate earned with the student's original class).

i. DLPT/OPI testing should be completed during the final week of scheduled activity. If upon completion of the post-DLPT education, the student still does not meet graduation requirements, the student is ineligible for additional DLPT/OPI testing until six months have passed.

CHAPTER 9

GRADUATIONS

1. All students successfully completing a resident language program are entitled to a suitable graduation ceremony.

a. The OP in coordination with the Command Group will determine whether to hold a consolidated graduation. Consolidated graduations normally take place only when large classes from three or more schools graduate on the same date.

b. When there is no consolidated graduation, each school will conduct a suitable graduation ceremony for all students successfully completing a resident language program in the school.

2. Uniform Requirements. The uniform for military faculty, staff, and students participating in the graduation ceremony is:

Army: Class A
Marine Corps: Service Dress A (Dress Blues Optional)
Navy: Winter: Service Dress Blues; Summer: Summer Whites E-7 and above; Service Dress Whites E-6 and below
Air Force: Service Dress
Civilians: Coat and Tie or equivalent

Females participating in the graduation ceremony will wear slacks and low-quarter (lace-up) shoes.

3. Responsibilities.

a. Chief, Registrar's Division.

(1) Certifies each student's eligibility for graduation.

(2) Prepares and makes available all awards, diplomas, certificates of completion, certificates of attendance, linguist certificates, and transcripts at least one academic day before the graduation ceremony.

(3) Publishes a "Projected Schedule of Graduations" once a quarter, deconflicting all Basic, Intermediate, and Advanced program graduations.

b. Office of the Provost (OP)

(1) Conducts awards boards and announces award winners for all graduations.

(2) For consolidated graduations:

(a) Designates an individual as POC for outside agencies to coordinate all matters relating to the graduation ceremony.

(b) Receives graduation program input from the schools and prepares the graduation program.

(c) Coordinates setup, execution and recovery operations for the graduation ceremony.

(d) Coordinates garrison support (parking, transportation, traffic control, etc.)

(e) Ensures each graduation ceremony includes the following: the National Anthem; individual introduction of VIPs (Commandant, Assistant Commandant, Garrison Commander, Provost/AP, Flag Officers, DLIFLC Command Sergeant Major); introduction of service unit commanders and senior enlisted personnel as a group; guest speaker presentation; student speaker(s) presentation; and presentation of diplomas, certificates and awards.

(f) Prior to the ceremony, conducts a rehearsal attended by all graduating students. The rehearsal will include: sequence of events, seating arrangements, awards presentation instructions, and uniform requirements.

c. Office of the Dean.

(1) For all graduations:

(a) Notifies the Registrar's Division of the graduation schedule at least 30 days before graduation.

(b) Submits completed DLIFLC Form 106, Recommendation for Award (figure 10.1) for each student eligible for an award, to the Registrar's Division, at least 10 academic days before graduation. Forwards a copy of each DLIFLC Form 106 to the appropriate service unit. DLIFLC Forms 106 include a cover memorandum indicating each student by name, rank, class, and graduation date.

(c) Submits third semester grades to the Registrar's Division NLT 1200 hours, five academic days before graduation.

(2) For consolidated graduations:

(a) Designates an individual as POC for the Office of the Provost to coordinate all matters relating to the graduation ceremony.

(b) Prepares input to the graduation program and script.

(3) For school graduations:

(a) Designates an individual as POC for outside agencies to coordinate all matters relating to the graduation ceremony.

(b) Prepares the graduation program.

(c) Coordinates setup, execution and recovery operations for the graduation ceremony. Ceremonies must be deconflicted with other schools.

(d) Ensures each graduation ceremony includes the following: the National Anthem; individual introduction of VIPs (Commandant, Assistant Commandant, Garrison Commander, Provost/AP, Flag Officers, DLIFLC Command Sergeant Major); introduction of service unit commanders and senior enlisted personnel as a group; guest speaker presentation; student speaker(s) presentation; and presentation of diplomas, certificates and awards.

d. Service units.

(1) Ensure students do not have out-processing appointments, household goods pick-ups, or unit requirements that preclude them from attending the graduation ceremony or graduation-related activities.

(2) Ensure that DLIFLC Forms 106, Section II are completed and forwarded to the MLIMO at least five duty days prior to graduation.

e. School Graduation POC.

(1) For all graduations:

(a) Obtains class rosters from the Registrar's Division at least three weeks before the scheduled graduation.

(b) Ensures each student writes his or her current rank on the roster and initials the roster, verifying his/her name is correct.

(c) Returns completed class rosters to the Registrar's Division at least nine academic days before graduation.

(2) For school graduations:

(a) Coordinates, organizes, and arranges the graduation ceremony as directed by the Dean.

(b) Ensures staff, faculty, and graduating students are aware of all responsibilities as participants in the graduation ceremony.

(c) As required by the Dean, conducts a pre-briefing for all graduating class leaders before the ceremony. Recommended pre-graduation briefing topics include: sequence of events, seating arrangements, awards presentation instructions, and uniform requirements.

(d) Conducts a rehearsal for all graduating students NLT 48 hours prior to the ceremony.

f. Public Affairs Office. Provides support for the Registrar's Division and school deans, as required, to distribute local and hometown news releases for all graduations.

g. ES, Director, Language and Test Management Division.

(1) Coordinates with each OD to ensure all testing requirements are complete NLT 1100 hours five academic days before graduation.

(2) Provides all test results to the Registrar's Division as soon as possible, but NLT 1300 hours five academic days before graduation.

h. Audio-Visual Management Office. Provides photographic and audio support, as requested, for all graduations.

CHAPTER 10

ACADEMIC AWARDS

1. The academic awards program applies to students in resident language programs conducted at DLIFLC. Awards are presented to students who demonstrate academic excellence (defined by meeting or exceeding all published DLIFLC standards for GPA and DLPT/OPI), consistently high interest in foreign language study, the highest standards of military/civil professionalism, and contributions to the local military/civilian community. The Academic Awards Board is encouraged to distribute academic awards to as many eligible students as possible. Normally, no student should receive more than one award. The Academic Awards Board may also choose not to give an award if no student meets the criteria. Early graduates are eligible for awards. Recommendations for early graduates are submitted at the time of the student's departure, but he/she is considered with the other nominees when the class graduates. The Registrar's Division arranges for the delivery of awards.

2. Responsibilities.

a. Associate Provost/Dean of Students (AP):

(1) Is responsible for the academic awards program.

(2) Is the final approval authority for all academic awards.

b. MLI Management Office (MLIMO):

(1) Convenes an academic awards board before each graduation. The board consists of the SEA or his/her designee of each of the service units and the Provost Sergeant Major or his/her designee.

(2) Forwards board results to AP for final approval.

(3) Forwards approved names to the Registrar's Division.

c. Registrar's Division:

(1) Forwards Recommendations for Academic Awards and final student GPAs to the MLIMO.

(2) Prepares awards for presentation.

d. OD:

(1) Completes and forwards DLIFLC Forms 106 to the Academic Records Division, service units, and MLIMO.

(2) Forwards final grades to Academic Records Division.

(3) Publishes names of award winners in graduation programs.

e. Service unit commanders:

(1) Complete and forward DLIFLC Forms 106 to the MLIMO.

(2) Provide a senior enlisted representative to participate on each Academic Awards Board.

3. Procedures.

a. Each OD ensures DLIFLC Forms 106 are complete for each eligible student and forwards a copy to the Academic Records Division, MLIMO, and applicable service unit at least ten academic days before graduation.

b. Registrar's Division forwards recommendations to the MLIMO at least five academic days before graduation.

c. Each service unit commander ensures DLIFLC Forms 106 are completed and forwarded to the MLIMO NLT two days before the board meets.

d. Registrar's Division forwards final student GPAs and DLPT/OPI scores to the MLIMO at least one academic day before the board meets.

e. A senior enlisted representative from each service unit meets with the MLIMO to conduct an Academic Awards Board on the Friday before each graduation.

f. Immediately after the board meets, the MLIMO forwards a memorandum approved by the AP to the Registrar's Division with the names of all award winners. The MLIMO provides copies to the appropriate schools and service units.

g. Each OD requests the names of the award winners from the Academic Records Division.

4. Precedence and Criteria. The following is a list of end-of-program awards and corresponding criteria. The board will determine the recipients of all awards (except Donor/Faculty Book Awards) for all graduations.

a. General Criteria. Minimum scores of 2/2/2 <u>and</u> a minimum GPA of 3.3 are required for all candidates for any award.

(1) Academic: Unless otherwise stated academic criteria include a 3.7 GPA or DLPT with Honors (2+ or higher in two modalities, 2 or higher in the third) (See Chapter 8, Paragraph 5) and a consistent, positive attitude toward learning the target language.

(2) 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.

(3) 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, 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.

(4) There is no requirement to present any award at a graduation. If no one meets the criteria the board may choose not to select a recipient.

b. COMMANDANT'S AWARD. Presented by language category on every graduation day. When there is more than one language graduating, only one Commandant's Award per language category is presented. The commandant's award is accompanied by an AAM. If sixty or more students graduate in a single language category, two Commandant's awards may be presented.

(1) Eligibility: Military (U.S. or international) or Federal civilian graduate of a Basic (01) program.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors."

(3) Selection Criteria: Language proficiency, consistently high interest in foreign language study, and strong leadership contributions within the military unit, academic classroom and local community.

c. PROVOST'S AWARD. Presented by language category on every graduation day. When there is more than one graduation ceremony, only one Provost's Award per language category is presented. If sixty or more students graduate in a language category, two Provost's awards may be presented.

(1) Eligibility: Military (U.S. or international) or Federal civilian graduate of a Basic (01) program.

(2) Minimum Final GPA: Must be in the top five percent of the class **AND** obtain DLPT scores that qualify the student to graduate with "Honors."

d. THE COMMAND SERGEANT MAJOR'S AWARD. May be presented at any graduation. Only one award is presented regardless of the number of students and language categories.

(1) Eligibility: Military member from any service in the pay grade of E5, E6, or E7 graduating from a basic (01) program.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors." (See Chapter 8, Paragraph 5)

(3) Selection Criteria: Academic achievement and military performance. The graduate selected for this award must epitomize the highest NCO/PO ideals and values, and display strong leadership contributions within the academic classroom, the military unit, and the local community.

e. MAXWELL D. TAYLOR AWARD. Presented on the day with the most students graduating each month. Only one award is presented regardless of the number of students and language categories.

(1) Eligibility: Military member from any service in the pay grade of E-4 and below graduating from a Basic (01) program.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors."

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

f. MARTIN J. KELLOGG AWARD. Presented on the day with the most students graduating each month. Only one award is presented regardless of the number of students and language categories.

(1) Eligibility: Military (U.S. or international) or Federal civilian graduate of a Basic (01) program.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors."

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

g. THE ASSOCIATION OF THE UNITED STATES ARMY (AUSA) GENERAL "VINEGAR JOE" STILWELL AWARD. Presented on the day with the most students graduating each month. Only one award is presented regardless of the number of students and language categories.

(1) Eligibility: U.S. military graduate of a Basic (01) program.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors."

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

h. THE INTERNATIONAL LANGUAGE AND CULTURE FOUNDATION AWARD FOR EXCELLENCE IN THE STUDY OF LANGUAGES AND CULTURE. Presented at designated graduations 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.

(1) Eligibility: Military (U.S. or international) or Federal civilian graduate of a Basic (01) program.

(2) Minimum Final GPA: 3.7 OR DLPT scores that qualify the student to graduate with "Honors."

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

i. THE KIWANIS AWARD. Presented on the day with the most students graduating each quarter. Only one award is presented regardless of the number of students and language categories.

(1) Eligibility: U.S. military graduate of a Basic (01) program.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors." (See Chapter 8, Paragraph 5)

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

j. CERTIFICATES OF ACHIEVEMENT. Presented at any graduation ceremony.

(1) Eligibility: Graduates of Basic programs who are international students, federal civilian, or family members of military or federal civilians and all graduates of Intermediate and Advanced programs.

(2) Minimum Final GPA: 3.7 **OR** DLPT scores that qualify the student to graduate with "Honors."

k. DONOR/FACULTY BOOK AWARDS. May be presented by the faculty of each school. For centralized graduation ceremonies, presentations will occur before the ceremony. The names of the recipients will be printed in the program and announced during the ceremony. For smaller, school-specific graduations, the Dean determines presentation procedures. Each school defines its own criteria for these awards.

l. HONOR ROLL. Students maintaining a GPA of 3.65 or higher at the end of each semester in any Basic Program are eligible for placement on the Dean's List.

RECOMMENDATION FOR ACADEMIC AWARD

TO: DAA - AR	THRU:	FROM:	
NAME (LAST, FIRST, MI)	SSN	RANK	UNIT
CLASS NUMBER	PROJECTED GPA: FINAL GPA:	DLPT RESULTS (L/R/S)	

SECTION I - LANGUAGE DEPARTMENT EVALUATION (SPECIFY ACHIEVEMENTS OR CONTRIBUTIONS THE STUDENT MADE EITHER ACADEMICALLY AND/OR DURING OUT OF CLASS ACTIVITIES. EXAMPLES INCLUDE: VOLUNTEER TUTOR, LANGUAGE DAY PARTICIPANT, EXCEPTIONAL LAB WORK PERFORMANCE, ETC.)

SECTION II - UNIT COMMANDER EVALUATION (SPECIFY ACHIEVEMENTS OR CONTRIBUTIONS THE STUDENT HAS MADE WITHIN THE UNIT AND/OR COMMUNITY. EXAMPLES INCLUDE: COLOR GUARD AT ARMY BIRTHDAY BALL, SPECIAL OLYMPICS, BIG BROTHER PROGRAM, ETC.)

DEPARTMENT CHAIRPERSON (NAME / EXT)	UNIT COMMANDER (NAME / EXT)
SIGNATURE / DATE	SIGNATURE / DATE

DLIFLC Form 106 (July 2004) Previous editions are obsolete

Figure 10.1

CHAPTER 11

TRANSCRIPTS & PETITIONING FOR DIPLOMA/AA DEGREE

1. This chapter applies to everyone who attends a resident foreign language program at DLIFLC. It also applies to requests for transcripts of academic work completed through DLIFLC contract administered by the DLIFLC Washington Office.

2. Grades on transcripts.

a. To comply with standard academic practices, DLIFLC transcripts include an overall grade point average (GPA).

b. When computing a GPA, each grade is weighted according to the number of semester hours assigned to the course for which the grade was assigned.

3. All transcripts are annotated with any academic recognition a student earns in accordance with the graduation criteria in Chapters 8 and 10 of this regulation.

4. Responsibilities and procedures.

a. Individuals requesting transcripts either complete a DLIFLC Form 220, Request for Official Transcript of Academic Record, or write a letter with all relevant information and forward to:

Commandant
Defense Language Institute Foreign Language Center and
Presidio of Monterey
Attn: Registrar's Division (Transcripts)
Presidio of Monterey, CA 93944-5006

b. The Registrar's Division:

(1) Responds to all requests within 10 working days of receipt IAW Army Regulation 621-5, Army Continuing Education System (ACES).

(2) Uses the DLIFLC "Official Transcript" format for any student graduating from a DLIFLC resident program using the following system for credit assignment:

(a) The DLIFLC semester credit system is used on all transcripts for any student entering a Basic (01) program after 30 September 1990 and for any student entering an Intermediate program (06) after 16 January 1998.

(b) The American Council on Education (ACE) semester-credit recommendation is used on all transcripts for any student who entered a Basic (01) program before 1 October 1990 and on all transcripts for any other DLIFLC program evaluated by ACE.

(3) Uses the transcript for contract language programs for those students receiving DLIFLC contract language education administered by the DLIFLC, Washington Office. The following system for credit assignment will be used on the transcript for contract language programs:

(a) For contract language programs conducted by the Foreign Service Institute (FSI) between January 1959 and December 1986 and evaluated by ACE, transcripts provide the ACE credit recommendation.

(b) For all contract language programs not evaluated by ACE, there is not a direct credit recommendation on the transcript. The transcript provides a statement that programs of similar length and like difficulty taught by resident DLIFLC faculty during that time period are recommended for "X" semester hours of credit.

(4) Provides a grade and number of semester hours on transcripts for each course the student has completed.

(5) Ensures all transcripts reflect the grading, graduation, and credit recommendation policies in effect at the time the student entered a program of instruction at DLIFLC.

(6) Issues DLPT Score Reports for credit award purposes through the American Council on Education (ACE) under the "Credit by Exam" provisions of the most recent *Guide to the Evaluation of Educational Experience in the Armed Services*.

(7) Acts as the POC for all matters concerning DLIFLC AA Degrees.

5. Petitioning for Diplomas and/or AA Degrees. DLIFLC alumni who are active duty service members or reservists are authorized to use post-graduation DLPT scores to petition for diplomas and/or AA degrees.

a. If a student fails to achieve L2/R2/S1+ at DLIFLC, but subsequently exceeds the minimum scores on the DLPT, he or she may petition ATFL-DAA-R. Once a student has met all requisite DLI general education requirements and ES has received the original answer sheet with the required minimum DLPT scores, ATFL-DAA-R shall award a diploma and/or AA degree, as appropriate.

b. Telephonic OPIs may be required for students who wish to re-test in Speaking. Resources permitting, ES shall review these requests and approve or disapprove them on a case-by-case basis. ES may ask students to provide evidence of their preparation to justify a request for a new OPI.

CHAPTER 12

STUDENT FEEDBACK

1. DLIFLC solicits feedback from students during language programs, at the conclusion of language programs, and during follow-on assignments. Feedback, used effectively, enables the institute to improve teaching, curriculum, testing, support, and quality of life for students and teachers. As a minimum, DLIFLC seeks feedback on a routine basis as outlined in this chapter.

2. Types of Feedback.

a. Interim Student Feedback (ISF). Using forms and procedures established in each school, the OD provides each student the opportunity to give feedback on all aspects of the language program. The OD uses appropriate feedback to improve internal issues and coordinate with the appropriate agencies or individuals on external issues. All students are encouraged to participate in the process.

b. Sensing Sessions. In a meeting format, the OD gives each class the opportunity to comment on positive and negative aspects of the language program. The information is passed immediately to the teaching teams. All students must attend scheduled sensing sessions and are strongly encouraged to participate.

c. Student Leader Meetings. In a meeting format, the OD and student leaders exchange information on student management and administrative issues.

d. Interim Student Questionnaire (ISQ). Using an electronic format, ES provides all DLIFLC resident students the opportunity to provide feedback to the Institute, garrison, and service units. Students give their opinions about educational programs, teachers, quality of life, or any other relevant subject. The ISQ is given to students in Category 3 and 4 basic programs.

e. End of Program Student Questionnaire (ESQ). The ESQ addresses the same questions as the ISQ from the perspective of the student who has completed the program. The ESQ is required for each student at the completion of any basic program.

f. Feedforward – Feedback System.

(1) Cryptologic Language Skills Assessments. As part of the DLIFLC Feedforward – Feedback system, the Institute works with the Goodfellow Technical Center (GTC) to obtain feedback from Advanced Individual Training (AIT) instructors upon completion of Cryptologic AIT by graduates of DLIFLC language programs. This feedback is designed to provide DLIFLC with the GTC instructors' assessment of DLIFLC graduates' preparation for follow-on training.

(2) Cryptologic Advanced Individual Training Survey (CAITS). As part of the DLIFLC Feedforward – Feedback system, the Institute works with the GTC to obtain feedback from DLIFLC graduates upon completion of the Cryptologic AIT. This feedback is designed to

provide DLIFLC with each DLIFLC graduate's assessment of his or her preparation for follow-on training.

3. Timing of Feedback.

a. Monthly. Each school conducts student leader meetings at least once per month.

b. End of Semester 1. Each school conducts an initial sensing feedback (ISF) or sensing session for each language program at the end of the first semester or upon completion of one third of the program.

c. End of Semester 2. For category 1 and 2 languages, each school conducts an ISF or a sensing session for each language program at the end of the second semester or upon completion of two-thirds of the program. For category 3 and 4 languages, ES conducts ISQ at the end of the second semester.

d. Program Completion. ES conducts ESQ following the completion of all language programs. The ESQ is given to each student after the program is complete and before the graduation ceremony.

e. Completion of Cryptologic AIT. Each DLIFLC graduate completes the CAITS and each AIT instructor completes the CLSA.

4. Responsibilities.

a. Each school.

(1) Develops, schedules, conducts, and responds when necessary to student leader meetings, sensing sessions, and ISF.

(2) Coordinates with ES to schedule all students for ISQ and ESQ.

(3) Ensures all students report to the specified location for the ISQ and ESQ.

5. ES.

(1) Develops, schedules, and conducts ISQ and ESQ.

(2) Coordinates with the service units, upon service unit request, to determine which students may require waivers from the ESQ due to early departure or other military commitments.

(3) Includes by-service ESQ attendance rates to the Command Group as part of periodic ESQ reports.

(4) Enables GTC and other field units, either directly or through ES, to administer surveys to DLIFLC graduates and return completed surveys to ES.

(5) Per Command Group guidance, provides data collected from ISQ, ESQ, and other sources to the Chancellor/Provost organization, Institute Command Group, and appropriate Garrison organizations.

6. Service Units.

(1) Ensure all students report to the designated location at the appointed time to complete the ESQ.

(2) Report to ES the name of any student who requires rescheduling of, or waiver from, the ESQ.

CHAPTER 13

EXCEPTIONS AND SUPPLEMENTS

1. Exceptions. The Associate Provost & Dean of Students (in coordination with other organizations as necessary) is the approval authority for all exceptions to policy outlined in this regulation.

2. Supplements. DLIFLC organizations may supplement this regulation with supportive policies and procedures. Supplements may not be used to circumvent the intent of the basic guidance provided in this regulation. Proposed supplements must be approved by the AP.

3. The following DLIFLC regulations and memos are obsolete as they were superseded by a previous version of this regulation dated 15 Jan 97:

Memo 350-10, Academic Breaks and Other Training Days, 1 Dec 88
Reg 351-4, Student Academic Status, 16 May 94
Reg 351-5, Out-of-class Training Activities, 20 Dec 93
Reg 351-9, Schools/Formal Graduations, 1 Aug 95
Reg 351-10, Grading 15 Aug 95
Reg 351-11-1, Awarding of Diplomas and Linguist Certification, 1 Jul 93
Reg 351-11-2, Student Academic Awards Program, 1 Dec 92
Memo 351-13, Transcripts, 1 Jul 95
Reg 616-1, Handbook for Student Leaders, 15 Nov 90
Memo 630-5, Student Personnel Absence Policy, 1 Sep 87
Memo for Student Leaders, undated
Memo, The Seven Hour Academic Day
Memo, Classroom Protocol with Visitors, 27 Oct 93
Memo, Classroom Visits, 23 Feb 94
Memo, DLIFLC Academic Vision, 12 Jan 94
Memo, Final Learning Objectives
Memo, Area Studies Activities, 11 May 94
Command Policy 12-94, Student Days off from training, 28 Sep 95

4. Changes. The basic regulation dated 1 Jan 02 is replaced by this regulation dated 1 Jul 04. DLIFLC Reg 350-7, “Space Available Foreign Language Training for Family Members,” 1 April 1994, is obsolete and superseded by this regulation.

5. The proponent for this regulation reviews it annually for currency and validity.

The proponent of this Regulation is the Associate Provost & Dean of Students. Please send comments and suggested improvements to the Associate Provost & Dean of Students, 1759 Lewis Rd, Suite 238 Monterey, CA 93944-3229

FOR THE COMMANDANT:

OFFICIAL:
ROBERT W. SMITH, JR
CPT, AG
Adjutant General

Winnie Chambliss
Director, Information
Management

DISTRIBUTION: G

ANNEX A

Academic Disenrollment and Recycle Checklist

This checklist provides guidance for schools to follow when academically disenrolling or recycling students.

Student Name _____ Rank _____ Service _____

Class Number _____ /Section _____ /Dept _____

Package should include all applicable forms/documentation. Compile documentation in the following order:

838 ensure all applicable signature blocks signed
852 ensure all applicable signature blocks signed
ensure inclusive dates for period of SA/Probation
ensure documentation exists for SA/Probation extensions (i.e. Counseling statement)
Record(s) of Tailored Instruction as needed (Records of Tailored Instruction are the back side of the 852)
861s/Memorandums/etc. in chronological order (latest date on top)
864s Academic Profiles (latest date on top/must be conducted every month of instruction)
Initial counseling should contain academic assessment of study habits and corrective action
Complete Grade Run (Highlight as needed to show deficiency)

Special Assistance:
Date on _____
Chairperson Review _____
OD (CMLI//AD/Dean) Review _____
Date/Time Unit Notified _____/_____ by Whom _____
Date Special Assistance paperwork sent _____

1st Probation:
Date initiated _____
Approved by Chairperson _____
Approved by OD _____
Interview with AD/CMLI (as necessary) _____
Date/Time Unit Notified _____/_____ by Whom _____
Date Probation Package sent _____

2nd Probation:

Date initiated _____
Approved by Chairperson _____
Approved by OD(Dean/AD/CMLI) _____
Date/Time Unit Notified _____/_____ by Whom _____
Date Probation Package sent _____

Recycle/Disenrollment Recommendation:

Approved Chairperson/MLI _____
Approved by OD _____
Interview/Disenrollment statement (conducted by OD)
Date/Time Unit Notified _____/_____ by Whom _____
Date Package sent _____
Date of concurrence by unit _____
Written response received from unit _____
716 accomplished and distributed

Post DLPT (EOT) Sample Request Letter

Date

From: ***Unit***

To: Office of the Assistant Commandant, Scheduling Division
(ATFL-AC-S), DLIFLC, Presidio of Monterey, CA 93944-5006

Subj: REQUEST FOR END OF TRAINING

1. Request End of Training (EOT) in ***language*** for ***Candidate's Name*** to begin training on ***Start date.***

2. The following is a list of the information which your office requested:

Rank/Paygrade:
Name:
SSN:
Service:
MOS:
DLPT Level: / /
DLPT Converted Score: / /
DLPT Date:
Graduating Class:
Graduation Date:
EOT Start Date (Mon):
EOT End Date (Fri):
Length of Training:
Testing Requirements:
Separation Date:

3. Appreciate your assistance in processing this request for EOT. This action has been coordinated with ***School POC.*** Any questions or concerns should be addressed to: ***Unit POC information.***

//s//
Signature Block