



Department of
Higher Education



DLIFLC
DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER



Defense Language Institute Foreign Language Center & The Ohio Department of Higher Education Ohio Credit Alignment Project:

*Recommendations for DLI-FLC courses and Defense Language
Proficiency Tests (DLPTs)*



Prepared by

The Ohio Department of Higher Education

March 2019

Thank you

The Ohio Department of Higher Education would like to thank the Midwest Higher Education Compact, the Multi-State Collaborative on Military Credit, and the Lumina Foundation for providing grant funds that were used for this project.



Introduction

The mission of the Defense Language Institute Foreign Language Center (DLIFLC) “is to provide the highest-quality, culturally based foreign language education, training, and evaluation to enhance the national security of the United States; and, as an Associate of Arts degree and certificate granting Institution, DLIFLC is wholly committed to student service member success” (<http://www.dliflc.edu/home/about/mission-vision/>). The DLIFLC is regionally accredited by the Accrediting Commission for Community Colleges, Western Association of Schools and Colleges. Military and government students who attend DLIFLC are typically required to attain a DLIFLC diploma for their language area, but have the opportunity to attain an Associate of Arts degree as well. However, DLIFLC does not teach general education courses and thus requires those courses to be completed elsewhere and transferred to DLIFLC (Appendix A). Ohio has been steadily working for several years so students can earn college credit for their military training, experience, and coursework. Ohio wants to determine the most appropriate credit alignment from DLIFLC basic coursework as well as the potential of the DLIFLC AA degree being utilized in baccalaureate programs within the state.

Research

To understand this project, research was needed to determine whether there was a relationship between common standards utilized by the DLIFLC and Ohio’s public colleges and universities. The DLIFLC falls under the jurisdiction of the Department of Defense, which utilizes the Interagency Language Roundtable (ILR) language proficiency scale. Ohio’s public colleges and universities typically use standards developed by the American Council on the Teaching of Foreign Languages (ACTFL). Therefore, comparing these two standards was the first step in this project. It is useful to note that the original ACTFL standards adopted in 1986 were patterned on the ILR scale. It was also discovered that in 2015, ACTFL had created a crosswalk document that incorporates ILR levels alongside ACTFL levels titled “Oral Proficiency Levels in the Workplace” (Appendix B). This was significant in assisting faculty members with little knowledge of ILR standards to understand this project.

Next, the DLIFLC provided foreign language basic program syllabi to the Ohio Department of Higher Education (ODHE). This would be used by faculty members to help with course-to-course alignment within the state. Each basic program syllabi from DLIFLC covers approximately 45 semester hours of coursework needed to complete the basic level of the program. DLIFLC provided both 2017 and 2018 versions of the basic program syllabi.

DLIFLC also provided information regarding the Defense Language Proficiency Tests (DLPTs). The DLPT tests use the ILR levels for their scoring structure. Both the basic program coursework and the DLPTs have also been evaluated by the American Council on Education (ACE) and their credit recommendations appear in “The National Guide” found at the following link: <http://www2.acenet.edu/credit>. However, ACE’s recommendations were too broad to be unequivocally accepted as direct course equivalencies in foreign language areas across Ohio’s public colleges and universities.

Lastly, DLIFLC has created an extensive webpage with resources devoted to both coursework and DLPT exams. There are many examples of material used in classwork as well as thousands of online lessons in dozens of foreign languages. DLIFLC has also created video examples of ILR scores so one can more easily understand what proficiency level can be expected at each ILR score level.

Methodology

To understand the work undertaken by Ohio, it is important to understand the statewide transfer guarantees that exist in Ohio. Ohio has various statewide transfer guarantees, but for the purposes of this project the focus will be on Transfer Assurance Guides (TAGs) and Military Transfer Assurance Guides (MTAGs). TAGs are entry courses for a degree or major that have been pre-identified for transfer. Once courses have been pre-identified, faculty panels are established consisting of faculty from two-year and four-year institutions. Those faculty members create learning outcomes that should be consistent with the entry-level courses that were pre-identified. For this project, those courses were Beginning Language Course I, Beginning Language Course II, Intermediate Language Course I, and Intermediate Language Course II. Once learning outcomes are established, they are sent out to be endorsed by all 36 public colleges and universities. After successful endorsement, the courses and learning outcomes are given an Ohio Articulation Number (OAN). Every institution then has to send in its appropriate syllabus for each OAN. The faculty panel reviews those syllabi and, if accepted, the institution’s course will carry the TAG guarantee. Once the TAG guarantee is in place, that course will transfer and equal whatever course has been aligned to the OAN at the institution. An MTAG effectively works the same way. It is simply a military course that is sent to the same faculty TAG panel. If the panel approves of the course, then it becomes an MTAG and can transfer to any of the public institutions based on the common OAN number. More information about TAGs can be found at <https://www.ohiohighered.org/transfer/tag>.

Ohio has only a few foreign language TAG courses that correspond to courses taught at DLIFLC. Those TAG language areas are French, German, Italian, Arabic (Modern Standard), Spanish, Chinese (Mandarin), and Japanese. After some initial discussion with DLIFLC, it was

discovered they no longer have a program in German and Italian. Those two languages are available only via the DPLT exams.

ODHE hired a contractor to assist with research and recommendations. The contractor used was Col. (ret) Sue Sandusky, a former Commandant of DLIFLC (position similar to a college/university president) who now resides in Ohio. She conducted the majority of the research that was noted in the research section. She hosted an introductory webinar with faculty members in Ohio, which provided an overview of DLIFLC and discussed DLIFLC's programs and the DLPTs. The program syllabi and DLPT information were provided to faculty members before the webinar. This provided good information to the faculty members and allowed them to ask questions to someone who had direct experience with DLIFLC. This also allowed the faculty to share any concerns they had at the time, which Col. Sandusky helped alleviate based on her own knowledge and in some cases she contacted DLIFLC to get an appropriate answer.

After Col. (ret) Sandusky's two webinar presentations, there was open discussion with language faculty panel leaders. This discussion centered on any last-minute questions and concerns. The main concern brought forth was what appeared to be a lack of writing that was well documented in the program syllabi. The newer 2018 program syllabi highlight more writing than previous versions. This is something that DLIFLC has noted and mentioned; much writing takes place, but it needs to be documented more in future syllabi. The writing concern was alleviated largely based on two factors. The first is the fact that most students attending DLIFLC and transferring to an Ohio institution are likely to have completed the entire 45-semester-hour diploma in a foreign language, and therefore have significantly more language experience than many other students entering an Ohio program. The second factor is that DLIFLC's required passing scores on the ILR correspond to ACTFL scores that are higher than what the Ohio courses require. Therefore, those students should be at a language proficiency level that exceeds Ohio students in a similar course. Once a more in-depth discussion about those two factors took place, the faculty leads felt comfortable making alignment recommendations.

DLIFLC uses the DLPT exams to confirm proficiency in a foreign language. The exam scores the student in the areas of listening and reading. The scoring system is as follows: 0, 0+, 1, 1+, 2, 2+, 3, 3+, 4, and 5. Again, of key value here is the crosswalk table showing ACTFL and ILR comparison. The DLPT is for listening and reading only. Speaking is evaluated by something called the Oral Proficiency Interview. Therefore, it was recommended to align higher DLPT scores with the TAG courses on the assumption that somebody with a higher proficiency rating in listening and reading would likely meet or exceed the TAG speaking levels. The faculty panel leaders involved in the discussion agreed to this compromise. If future data collected verifies more readiness and future success in language programs, a lowering of the required scores would be considered.

Currently Proposed Credit Alignment Recommendations

DLIFLC Course Alignment Proposal

Defense Language Institute Course	Ohio TAG Course
FL 101 Elementary Language I	Sequence – Beginning Course I & II
FL 102 Elementary Language II	Sequence – Intermediate Course I & II

DLPT Alignment Proposal

DLPT Exam	Ohio TAG Course
1 Listening, 1 Reading (0+ would be equal to TAG beginning language courses)	Beginning Course II
2 Listening, 2 Reading (1 would be equal to TAG intermediate courses)	Intermediate Course II

These proposals were made by faculty panel leaders and Col. (ret) Sandusky. The proposal must also be approved by the other faculty panel members who are currently starting their review process. This document will be updated as official reviews are finalized.

Additional Support

The Ohio Articulation and Transfer Network Oversight Board which serves in an advisory capacity to the Chancellor of the Ohio Department of Higher Education also voiced support for this project. Chaired by the Chancellor or his/her designee, membership of the Oversight Board includes college presidents, superintendents, provosts, chief academic officers, and other representatives from college, university, and adult/secondary career-technical institutions having responsibility relating to articulation and transfer. Committees are appointed to review and make recommendations on OATN curriculum, policy, implementation, compliance, operation, and budget issues. The Oversight Board has agreed to draft a policy of support, once this project is finalized, to encourage Ohio's public colleges and universities

to consider foreign languages taught by DLIFLC that are either low demand or non-existent (Non-TAG) in the state to be treated in a similar manner to TAG foreign language credits. This means, for example, if a student from DLIFLC transfers to an Ohio public college or university with a completed program in Vietnamese (or any DLIFLC language) that if a two or four course language sequence is part of the degree requirements that the requirement should be considered complete even though the institution might not have or teach the specific language that was originally taken. Once this is finalized, this policy will be added to this report.

Conclusion

This project was extremely valuable in the area of foreign languages. Many of Ohio’s foreign language faculty were not very familiar with DLIFLC. This work has shed light on an academic institution that has very rigorous coursework and training and whose many graduates often represent or assist the government in various foreign relations around the globe. Though some of the formal approval work for these courses and tests is still underway, the knowledge attained from this project will continue to help move Ohio forward and hopefully provide assistance and guidance to other states or institutions who would like to replicate this work. ODHE would again like to thank MHEC, MCMC, and the Lumina Foundation for providing funding for this project. A breakdown of the funds utilized for this work can be found in Appendix C.

For Questions Contact:

.....
Jared W. Shank

Director of Military and Apprenticeship Initiatives and Special Projects

Ohio Articulation & Transfer Network | Ohio Department of Higher Education

25 South Front Street

Columbus, Ohio 43215

(614) 466-5812

Jshank@highered.ohio.gov

The DLIFLC Associate of Arts Degree Program General Information

Eligibility:

1. Applicants must be a member (or dependent of a member) of the U.S. Military on Active Duty, Active Reserve, National Guard, or a U.S. Federal Government service employee and active upon completion of all degree requirements, which includes having all documents (application, copy of LES or military ID* and transcripts) on file and active in the AA Degree office PRIOR to leaving active Government service. (IRR and contractor status are not eligible.) * *Military ID card copy: Title 18, USC Part I, Ch 33, Section 701 "except as authorized under regulations made pursuant to law" and AR 600-8-14, para 1.8, "the cardholder may allow photocopying of their ID card to facilitate DoD benefits."*
2. The AA Degree is based on the successful completion of studies in the foreign language major in residence at DLIFLC (Monterey, CA). Also required is the completion of specific general education requirements; which may be earned through testing or coursework at other accredited institutions.
3. Students who graduated from a resident DLIFLC Basic language program with a class start date after 1 October 1991 may apply.
4. Students who graduated from a resident DLIFLC Intermediate language program with a class start date after 1 February 1998 may apply.
5. Advanced programs are not eligible.

Requirements:

1. Applicants must meet eligibility requirements as listed in #1 above.
2. Basic program students must achieve a minimum DLPT score of L2/R2/S1+.
3. Intermediate program students must achieve a minimum DLPT score of L2+/R2+/S2.
4. A cumulative grade point average of a "C" (2.0) or higher is required for DLIFLC coursework.
5. Final DLIFLC grades below a D are not acceptable.
6. Students must have completed 45 semester credits at DLIFLC plus 18 semester credits in general education. Intermediate program students who were not enrolled in the Basic program are required to take an additional general education course. Students returning to DLIFLC for additional languages must complete the 45 semester credits in each language.

General education (GE) requirements:

1. Basic language program students need to transfer 18 semester credits to DLIFLC:
 - A. English Composition requirement
 - B. Natural or Physical Science (lab optional)
 - C. Social Science requirement
 - D. College Math requirement
 - E. Technology* (Computers) requirement

*The Technology must be completed within five years prior to the AA Degree conferral date.
2. Transfer courses must show a grade of C or better and have a minimum of 3 semester credits or 4.5 quarter credits.

3. Graduates from the Intermediate Language Program must contact the AA Degree Office to review the additional GE requirements.
4. The AA Degree Office has the right to approve or disapprove GE transfer credit.
5. Credits for GE requirements may also be satisfied through acceptable CLEP/DSST/AP/IB tests, ACE credit through military training etc.

How to apply for the AA Degree:

Step 1. Do this first!

Complete the two-page application **PRIOR** to submitting any coursework or test results. Students who are no longer in residence at DLIFLC must include a copy of their current LES or military ID with their application (See Eligibility #1). Eligible dependents must include a copy of their dependent ID and sponsor's LES or military ID. Students who attended more than one language program must submit an application each language. **Applications will be accepted in person or through U.S. Mail. Do not email your application.**

Step 2.

Students must provide official sealed transcripts from the grade granting institution. **Please refer to the AA Degree Plan document for details on ordering electronic transcripts BEFORE you request your transcripts.** No faxed transcripts accepted.

Step 3.

The student is responsible to ensure the AA Degree Office has received all documents and contact information. Students will not be notified when documents are received and are encouraged to contact the office to check the status. Students no longer in Monterey whose application is more than one year old must update their file by sending a current mailing address a copy of either their LES or military ID.

Important note: Resident students who plan to receive their AA Degree at graduation must submit all forms and supporting documents no later than 30 business days before their graduation date.

Application, Degree Plan, and General Information:

www.dliflc.edu

Defense Language Institute
ATTN: AA Degree Program (ATFL-APO-AR)
597 Lawton Road, Bldg 634, Room 3
Presidio of Monterey, CA 93944

(831) 242-6431/ (831) 242-6796
E-mail: aadegree@dliflc.edu

V1218

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	3	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	
Advanced Mid	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
			Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	
Advanced Low	2	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Cashier, Sales Clerk (highly predictable contexts), Receptionist	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>		<ul style="list-style-type: none"> Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences
Intermediate Mid	1	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>		<ul style="list-style-type: none"> Language learners following 4-year high school sequence or 2-semester college sequence Language learners following an immersion language program in Grades K–6
Intermediate Low	1	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K–6
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Mid	0			
Novice Low	0			

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

www.actfl.org | Facebook.com/actfl | @actfl



© 2015

Grant Expenses Utilized for this Project

ODHE utilized a few contractors to assist with this project. Col. (ret) Sandusky was tasked with providing multiple webinars containing an overview and various research about DLIFLC. She was also assigned to make course alignment and DLPT recommendations in Arabic (Modern Standard), Japanese, French, and Italian. She has also agreed to help in the future and to have further discussions with more foreign language faculty members. Roser Coll-Gallo (Cuyahoga Community College) is a faculty panel lead in Spanish and was responsible for making course and DLPT alignment recommendations. Jade Yuh-Hwan Lin (University of Cincinnati) is a faculty panel lead in Chinese (Mandarin) and was responsible for making course and DLPT alignment recommendations. Deborah Page (University of Cincinnati) is a faculty panel lead in German and was responsible for making DLPT alignment recommendations. This portion of the overall grant provided to Ohio used \$6,921.28 of the available grant funds.

 **OhioHigherEd.org**

Ohio Department of Higher Education | 25 South Front Street | Columbus, OH 43215-3414 | 614.466.6000