

DLIFLC Mission Statement (Ch. 1, page i)

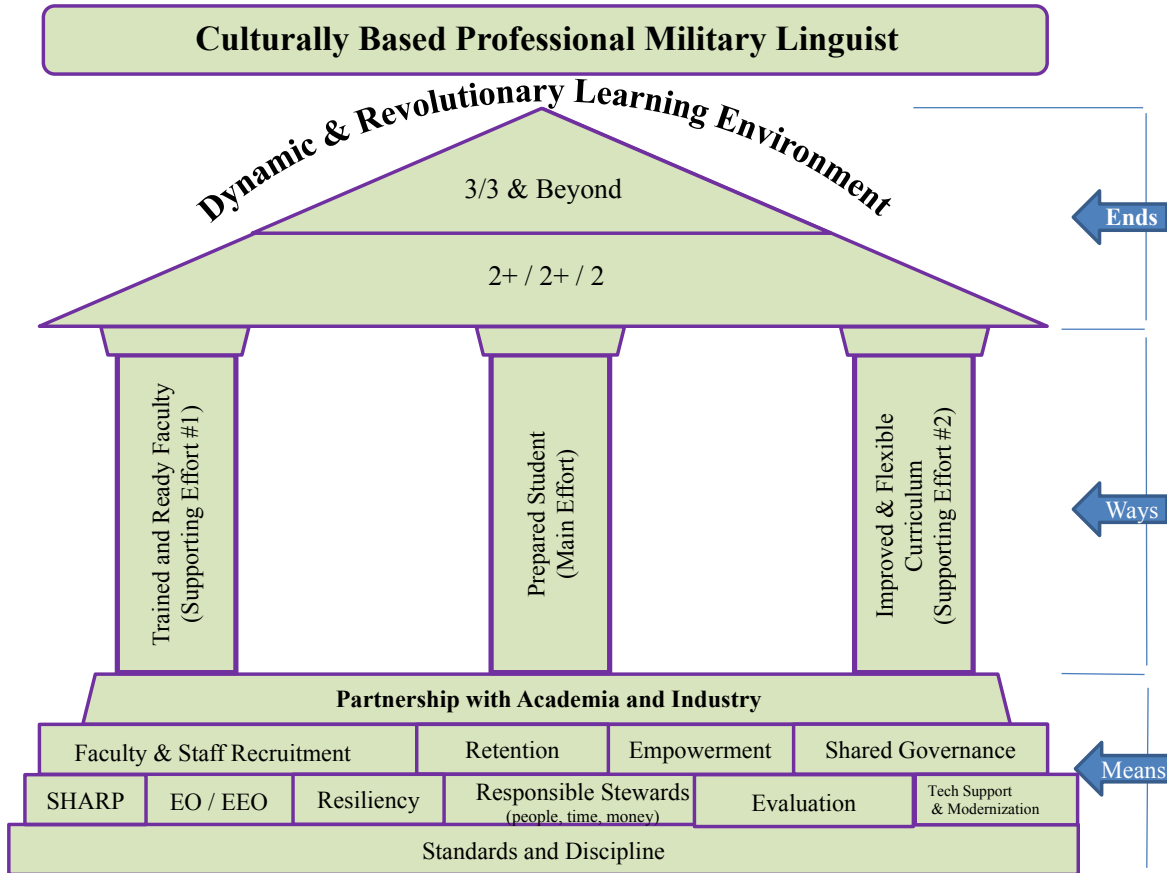
Our mission is to provide the highest quality culturally based foreign language education, training and evaluation to enhance the national security of the United States; and, as an Associate of Arts Degree and certificate granting Institution, DLIFLC is wholly committed to student service member success.

Educational Philosophy and Purpose (Ch. 1, page 8)

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

DLIFLC's main goal is to ensure that graduates meet the requirements of the agencies that have assigned them to foreign language study. Students must therefore be provided instructional programs that are responsive to the foreign language needs of a wide variety of military positions throughout the world. DLIFLC programs must meet high standards so that language skills can be developed for professional use in real-world situations. Individual opportunities for learning are provided for all students on an equal basis. DLIFLC recognizes the value of both education and training in providing language instruction. The Institute operates under the concept of a systematic approach to instruction; the principle of job-relevant instruction as part of a broad set of global skills is central to curriculum development, implementation, and evaluation. Instruction uses a dynamic curriculum consisting of task-based, content-based, learner-centered and diagnostically-oriented instruction.

In its attempt to attract and retain teachers of exceptional ability, to foster an environment of professional competence, and, above all, to provide instruction of the highest quality, DLIFLC supports a variety of programs that assist DLIFLC staff and faculty in their professional growth and career advancement. Combining the above elements of prepared students, trained and ready faculty and dynamic/improved and flexible curriculum, DLIFLC's main goal, in short, is to have a prepared student to achieve 3/3 and beyond on the DLPT, otherwise known as a "Culturally Based Professional Military Linguist." Toward this end and illustrated below, DLIFLC has placed significant emphasis on its faculty and curriculum.



Upper Division Defense Threat Reduction Agency (DTRA) Courses (Ch. 2, page 45)

FL 366. 3 credits DTRA CONV: ORAL PRODUCTION

This part of the DTRA Interpreting Course seeks to develop, reinforce, and improve students’ speaking skills. The main task is to teach students to produce unprepared combinational speaking, impromptu speaking on a variety of topics, and spontaneously initiated dynamic speaking, as well as to use appropriately various everyday expressions in communication. Upon completion of this course, students should be able to effectively participate in both formal and informal conversations. They should possess the necessary vocabulary and skills to express their ideas and be able to elicit information and opinions from native speakers, as well as possess sufficient comprehension of sociocultural norms, nuances and idiomatic speech to allow conversations to flow freely.

FL 367. 5 credits DTRA INTERPRETING AND TRANSLATION

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

FL 368. 3 credits DTRA SPEECH AND DEBATE

This course is intended to improve students’ public speaking and debate skills. Students will become familiar with the characteristics of proper public speaking and will be evaluated on their

skills in a number of formats and environments. The course is also designed to teach the concepts and principles of effective argumentation, including reasoning, evidence, backing and rebuttal. Students, utilizing higher order thinking skills, will participate in several debates, which will require them to demonstrate the acquired skills in a classroom environment.

FL 372. 2 credits DTRA GRAMMAR

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

FL 373. 3 credits DTRA LISTENING COMPREHENSION

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

FL 374. 3 credits DTRA READING COMPREHENSION

This course is designed to teach reading strategies and develop metacognitive skills. Reading comprehension skills are checked at the end of each trimester by means of achievement and proficiency tests. The materials are aimed at developing sociocultural competence and critical thinking skills. By the end of this course, students should be able to comprehend a variety of styles and forms used in professional writing, and demonstrate the ability to read, understand and appreciate both technical and literary texts that may include cultural references, complex structure and slang or idioms.

AS 385. 3 credits DTRA AREA STUDIES

This course focuses on the geography, history, and social aspects of Russia and the former Soviet Union. Emphasis is placed on DTRA treaty issues that students need to understand for future DTRA duties.

MS 386. 3 credits DTRA TREATIES, AGREEMENTS & LANGUAGE TASKS

The DTRA liaison to DLIFLC teaches this course. The course is comprised of intensive study of arms-control treaties and agreements currently in force between the U.S. and Russia. It also includes language tasks performed as a part of inspections escort and monitoring missions, under arms-control treaties and agreements.

Course Descriptions (Ch. 2, page 39)

Courses with numbers 120, 220 and 320 are DLIFLC Military Studies and the correct course codes are as followed: MS 120, MS 220, and MS 320

Courses with numbers 140, 240 and 340 are DLIFLC Area Studies and the correct course codes are as followed: AS 140, AS 240, and AS 340

Student Academic Recognition: Honors, High Honors and Highest Honors (Ch. 2, page 69)

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

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

Student Academic Recognition: Dean’s List (Ch. 2)

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

American Council of Education (ACE) Credit (Ch.2, page 74)

ACE Credit Recommendations are also available to students who successfully complete the DLIFLC Resident Advance Language Program after 01 November 2011.

Qualifications: Credit recommendations are available for long programs beginning 01 November 2011. Students enrolled in 19-week advance programs are ineligible for ACE credit until the next ACE evaluation visit. Students with questions about ACE credit should contact the Office of the Registrar.