

GOV-C: Students perform training and education tasks under appropriate culture and foreign language conditions.						As of: Proposed New Standard		
Criteria	Criteria Guidelines	References	Required Documents	Applicability				Mandatory Comments
				CoE	School/College	TR NCOA	RC	

Criterion Ca: (Doctrine) Culture and Language complexities are analyzed and integrated into the (proponent) doctrine development process. (CAC LOO)	C a(1): Interview doctrine developers to determine if Culture and Language complexities are analyzed and integrated as appropriate into the doctrine development process.	ACFLS, HQDA EXORD 070-11, TRADOC OPORD 11-013	Reqd Docs: Doctrinal publications reflecting integration of culture and language requirements.	X	X			Document if culture and language complexities are not analyzed and integrated into doctrine development process.
Criterion Cb: (Initial Military Training, Leader Development, Senior Service College) Students achieve learning outcomes IAW ACFLS Stage 1-4 culture and foreign language learning objectives. (DCG-IMT and CAC LOO, <i>Officer: BOLC-B, CCC, ILE, AWC</i> , <i>Enlisted: WLC, ALC, SGMA</i> , <i>WOCC: WOBC, WOAC</i>) (as appropriate)	C b (1): As applicable, is the BCT/BOLC Culture DVD being used to address culture and language implications for warrior tasks and battle drills.	ACFLS, TRADOC OPORD 11-013	Reqd Docs: Program of instruction showing when DVD is viewed.	X	X			Document if culture and foreign language implications are not reflected in warrior tasks and battle drills.
	Cb(2): Interview Culture and Foreign Language Advisor (CFLA), training developers, instructors and cadre to review lesson plans to determine if cultural learning objectives IAW ACFLS Appendix C are used by the proponent.	ACFLS, TRADOC OPORD 11-013	Reqd Docs: Lesson plans containing culture and language lessons.	X	X			Document if appropriate culture and foreign language considerations are not reflected in scenarios used by proponent.
	C b(3): Interview Culture and Foreign Language Advisor (CFLA), training developers, instructors and cadre to assess the degree to which cultural education and training conducted leverages previously developed culture and language skills and abilities.	ACFLS, TRADOC OPORD 11-013	Reqd Docs: Lesson plans containing culture and language lessons.	X	X			Education/training programs are not leveraging previously developed culture and language skills and abilities to reduce training and education expenses.
	C b(4): Review instructor education program to determine if instructors are taught how to instruct cultural skills and are able to create a learner centric environment that reflects appropriate culture and language complexities.	ACFLS, TRADOC OPORD 11-013	Reqd Docs: Instructor education program material containing guidance for teaching culture and language.	X	X	X	X	Instructors are not taught how to integrate appropriate culture and language complexities into education and training.
	C b(5): Interview instructors, cadre and students, review lesson plans, and observe training to ensure that cultural implications	ACFLS, TRADOC	Reqd Docs: Lesson plans	X	X	X	X	Cultural implications are not incorporated or not appropriate for the training

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	are incorporated into the course curriculum as appropriate.	OPORD 11-013	containing culture and language lessons.					audience.
	C b (6): Interview instructors, cadre and students, review lessons plans, and observe training to determine if instructors facilitate discussions of cultural implications citing Decisive Action based examples (real world and/or training based) that support the need for operational adaptability.	ACFLS, TRADOC OPO RD 11-013	Reqd Docs: Lesson plans containing culture and language lessons.	X	X	X	X	No cultural implication discussions reported or observed that highlight the challenges of operational adaptability.
	C b (7): Review proponent command training guidance (CTG) to determine that cultural implications are addressed.	ACFLS, TRADOC OPO RD 11-013	Reqd Docs: Command Training Guidance.	X	X	X	X	Cultural implications are not addressed in CTG
	C b (8): Review OPMEP and JPME guidance to determine that cultural and language implications are addressed as a component of education for Decisive Action IAW CJCS and CSA endorsed learning outcomes.	ACFLS, TRADOC OPO RD 11-013	Reqd Docs: OPMEP and JPME		X			Cultural implications are not addressed
Criterion Cc: (Functional Training): Students understand the cultural implications associated with functional tasks involving Security Force Assistance, Building Partner Capacity, or JIIM environment. (E.g. Security Planners Cse, Security Force Assistance Courses, Building Partner Capacity Courses,	Cc(1): Interview select functional course instructors, cadre and students, review lesson plans, and observe training that could involve Security Force Assistance, Building Partner Capacity, or JIIM environment to ensure cultural implications are incorporated into classroom work and discussions as well as any training exercise and the variables and their interactions are appropriate for the training audience.	ACFLS, TRADOC OPO RD 11-013	Reqd Docs: Applicable lesson plans that address Security Force Assistance, Building Partner Capacity, and JIIM environments.	X	X	X	X	Cultural implications are not incorporated

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etc.)								
Criterion Cd: (Training Support): Culture and foreign language related training support capabilities, and resources are available, used, and relevant to emphasize cultural and language implications (CAC LOO Officer: BOLC-B, CCC, ILE Enlisted: WLC, ALC, SGMA WOCC: WOBC, WOAC)	C d (1): Review access to and use of training aids, devices, simulators, and simulations (<u>TADSS</u>) to support cultural and language education and training.	ACFLS, TRADOC OPOD 11-013	Reqd Docs: None.	X	X	X	X	None available or used
	C d (2): Interview CoE model and simulations (M&S) staff and review <u>simulation capability</u> to determine if they appropriately replicate complexities and effects of cultural and language implications.	ACFLS, TRADOC OPOD 11-013	Reqd Docs: None.	X	X	X	X	M&S lacks critical capabilities in replicating cultural and language implications
	C d (3): Interview proponent lessons learned integration (L2I) staff to determine if and how lessons learned with significant cultural and language implications, (e.g. where cultural and language implications were a driver that created a change in TTP) are captured.	ACFLS, TRADOC OPOD 11-013	Reqd Docs: Any TTPs containing changes due to culture and language considerations.	X	X			Lessons learned integration (L2I) does not have a program in place to capture cultural and language implications