

GOV-X: Students perform training and education tasks under appropriate culture and foreign language conditions..						
Criteria	Criteria Guidelines	Applicability				Mandatory Comments
		CoE	School/College	TR NCOA	RC	
Criterion 7a: (Doctrine) Culture and Language complexities are analyzed and integrated into the (proponent) doctrine development process. (CAC LOO)	7a(1): Interview <u>doctrine developers</u> to determine if Culture and Language complexities are analyzed and integrated as appropriate into the doctrine development process.	X	X	X	X	Document if culture and Language complexities are not analyzed and integrated into doctrine development process
	7a(2): Interview doctrine developers and review <u>doctrine development process</u> to determine if Culture and Language complexities are <u>current, relevant, and</u> Decisive Action Training Environment (DATE) based.	X	X	X	X	Document if culture and Language complexities are not Decisive Action Training Environment (DATE) based
Criterion 7b (Pre-commissioning) ROTC cadets are required to take 2-4 semesters of foreign language as part of their degree program. A best practice would be for available language courses to reflect the Army Country and Foreign Language List . (Army Cadet Command)	7b(1) Review Army Cadet Command country and foreign language education program and assess the degree to which it supports the needs identified in the Army Country and Foreign Language List (ACFLL) for ACFLS education and training.		X			Document if ROTC culture and foreign language training programs are not aligned with the ACFLL.
Criterion 7c (Initial Military Training) Students perform education and training tasks incorporating appropriate culture and foreign language knowledge, skills, and abilities. (DCG-IMT LOO)	7c(1): As applicable, "conditions" for warrior tasks and battle drill tasks are modified to represent and integrate culture and language implications.	X	X			Conditions are not modified

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	7c(2): Interview training developers and review teaching scenarios to determine if the proponent uses a scenario from the TRADOC-approved <u>Common Framework of Scenarios</u> or approved derivative that fully represents cultural and language implications of the OE.	X	X			Unapproved scenarios are used.
	7c(3): Review Common Core training during IMT (BOLC B, WOCS, WOBC and IET), to assess delivery of culture and language training and education programs and account for all ACFLS Stage 1 learning outcomes for each cohort	X	X			IMT education/training programs are not addressing all ACFLS Stage 1 learning objectives.
	7c(4): Review Common Core training during IMT (BOLC B, WOCS, WOBC and IET) to assess the degree to which culture and foreign language education and training conducted during IMT leverages previously developed culture and language skills and abilities.	X	X			IMT education/training programs are not leveraging previously developed culture and language skills and abilities to reduce training and education expenses.
	7c(5): Review assignment of Country and Control Languages to Soldiers for life-long learning to assess the degree to which assignments leverages previously developed culture and language skills and abilities.	X	X			Assignment of country and languages for life-long learning are not leveraging previously developed culture and language skills and abilities.
Criterion 7d (Leader Development): Students can analyze an OE to determine cultural and language implications and perform tasks/drills incorporating appropriate culture and language knowledge/considerations. (CAC LOO Officer: BOLC-B, CCC, ILE Enlisted: WLC, ALC, SGMA WOCC: WOBC, WOxxx)	7d(1): Review instructor education program to determine if instructors are taught how <i>to analyze an OE</i> to determine cultural and language implications and are able to create learning conditions that reflect appropriate Culture and Language complexities.	X	X	X	X	Instructors are not taught how to integrate appropriate Culture and Language complexities into education and training
	7d(2): Interview instructors, cadre and students, review lesson plans, and observe training to ensure that cultural and language implications are incorporated into classroom work as well as practical training exercises, and that these cultural and language implications and their interactions are appropriate for the training audience and incorporate Decisive Action Training Environment concepts and doctrine where applicable.	X	X	X	X	Cultural and language implications are not incorporated or not appropriate for the training audience
	7d(3): Interview instructors, cadre and students, review lessons plans, and observe training to ensure that cultural and language implications include appropriate conditions of Joint, Interagency, Inter-governmental, Multi-National (JIIM) operations (governmental and non-governmental organizations, private	X	X	X	X	JIIM not included in cultural and language implications

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	sector groups, contractors, host-nation forces, security/police forces, UN peacekeepers, etc.)					
	7d(4): Interview instructors, cadre and students, review lessons plans, and observe training to determine if instructors facilitate discussions of cultural and language implications citing Decisive Action Training Environment based examples (real world and/or training based) that support the need for operational adaptability.	X	X	X	X	No cultural and language implications discussions reported or observed that highlight the challenges of operational adaptability.
	7d(6): Review proponent command training guidance (CTG) to determine that cultural and language implications are addressed as a component of training and education for DATE, and that training guidance provides some measure of command expectation.	X	X	X	X	Cultural and language implications are not addressed in CTG
	7d(7): Review Branch and MOS specific education/training during WLC/ALC, WOBC/WOAC, CCC/ILE to assess delivery of culture and language training and education programs and account for all ACFLS Stage 2 and 3 learning outcomes for each cohort, respectively.	X	X	X	X	WLC/ALC, WOBC/WOAC, CCC/ILE Branch and MOS specific education/training programs are not addressing all ACFLS Stage 2 and 3 learning objectives.
	7d(8): Review Branch and MOS specific education/training during CCC and ILE to assess the degree to which culture and foreign language education and training conducted leverages previously developed culture and language skills and abilities.	X	X	X	X	WLC/ALC, WOBC/WOAC, CCC/ILE Branch and MOS specific education/training programs are not leveraging previously developed culture and language skills and abilities to reduce training and education expenses.
	7d(9) Review Branch and MOS specific instructor and cadre education program to determine if instructors and cadre are taught how to determine cultural and language implications and are able to create learning conditions that reflect Branch and MOS specific cultural and language implications.	X	X	X	X	Instructors and cadre are not taught how to determine cultural and language implications or how to integrate Branch and MOS specific cultural and language implications into functional education and training.
Criterion 7e (Functional Training): Students can analyze functional tasks involving Security Force	7e(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 and language implications are incorporated into classroom work and discussions as well as any	X	X	X	X	Cultural and language implications are not incorporated

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Assistance, Building Partner Capacity, or JIIM environment and understand the cultural and language implications on those tasks. (E.g. Security Planners Cse, Security Force Assistance Courses, Building Partner Capacity Courses, etc.)	training exercise and the variables and their interactions are appropriate for the training audience and incorporate Decisive Action Training Environment concepts and doctrine where applicable.					
	7e(2): Interview functional course instructors/cadre and review teaching scenarios to determine if the functional course uses a (or part of a) scenario from the TRADOC-approved <u>Common Framework of Scenarios (CFoS)</u> or approved derivative that fully incorporates cultural and language implications.	X	X	X	X	Unapproved scenarios are used.
	7e(3): Interview training developers to determine if they have the ability to identify and intergrate appropriate cultural and language implications which create learning conditions that meet 21 st Century Soldier Competency learning outcomes	X	X	X		Training developers lack the ability to identify and integrate cultural and language implications into learning conditions
Criterion 7f (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, WOxxx)	7f(1): Interview appropriate personnel (S3/G3s, Range Control, etc) and review of training <u>ranges and facilities</u> to determine their feasibility in replicating cultural and language implications	X	X	X	X	Culture and language implications not replicated or culture and foreign language related training support capabilities are not available
	7f(2): Review access to and use of training aids, devices, simulators, and simulations (<u>TADSS</u>) to replicate cultural and language implications	X	X	X	X	None available or used
	7f(3): Interview G3/G8 or contracting agency to determine process for acquiring or contracting role players including cultural, linguistic and other special skilled <u>role-players</u> as non-traditional training resources.	X	X	X	X	No method or funding
	7f(4): Interview training support organization to assess their status of their ability to address resource requirements IAW TRADOC OPORD 11-013	X	X	X	X	Analysis of cultural and language resource requirements not conducted
	7f(5): 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	X	X	X	X	M&S lacks critical capabilities in replicating cultural and language implications
	7f(6): 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 <u>captured</u> .	X	X	X		Lessons learned integration (L2I) does not have a program in place to capture cultural and language implications
Criterion 7g (Lessons						

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<p>Learned) Culture and foreign language lessons learned are captured and disseminated, and applied to applicable core functions (CAC LOO Officer: BOLC-B, CCC, ILE Enlisted: WLC, ALC, SGMA WOCC: WOBC, WOxxx)</p>	7g(1): Interview proponent L21 staff and CoE instructors, and review their SOP to determine how effectively cultural and language lessons learned (or lessons learned with significant cultural and language implications) are being disseminated throughout the CoE.	X	X	X		Cultural and language implications related lessons learned not disseminated
	7g(2): Interview instructors, cadre and training developers to determine if and how they <u>incorporate</u> or use cultural and language related OIL into classroom instruction or exercises.	X	X	X	X	Cultural and language implications related lessons learned not used
	7g(3): Review instructor/cadre education program to determine if instructors are taught how to determine and incorporate culture and language implications and are able to create learning conditions that reflect them.	X	X	X	X	Instructor/cadre are not taught how to determine culture and language implications or how to integrate appropriate culture and language implications into education and training

<p>Criterion 7h (Senior Service College) Students perform education tasks incorporating appropriate culture and foreign language knowledge, skills, and abilities. Note: (Applicable only to Army War College)</p>	7h(1): Interview faculty and curriculum developers to determine if <i>required</i> culture and foreign language related education support capabilities, and resources are available to replicate OE complexities within their scenarios, practical exercises and case studies.		X			Cultural and language implications not replicated or culture and foreign language related support capabilities are not available
	7h(2): Interview curriculum developers to determine if they have the ability to identify and intergrate appropriate cultural and language implications which create learning conditions that meet 21 st Century Soldier Competency learning outcomes		X			Curriculum developers lack the ability to identify and integrate cultural and language implications into learning conditions
	7h(3): Interview curriculum developers and review their curriculum development guidance and regulations to determine if cultural and language implications are integrated throughout the curriculum and appropriately addressed in learning outcomes.		X			Cultural and language implications are not addressed
	7h(4): Interview curriculum and course developers and review course and curriculum development processes to determine how the institution periodically and/or dynamically updates the curriculum and lesson plans to address changes in cultural and language implications within their course content.		X			No process to identify changes in cultural and language implications that impact their course content.

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	7h(5): Review OPMEP and JPME guidance to determine that cultural and language implications are addressed as a component of education for DATE, in accordance with CJCS and CSA endorsed learning outcomes.		X			Cultural and language implications are not addressed
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