HILL COLLEGE
112 Lamar Drive
Hillsboro, Texas 76645

COURSE SYLLABUS

Course Prefix and Number                          Course Title

CRIJ 2314                                                Criminal Investigations

Hill College is committed to the principal of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in the administration of its educational programs, activities, or employment policies.

Catalog Description:

CRIJ 2314 – Criminal Investigations

Investigative theory; collection and preservation of evidence; sources of information; interview and interrogation; uses of forensic sciences; case and trial preparation.

Lecture Hours: 3          Lab Hours: 0          Semester Credit Hours: 3

Prerequisites: None

Introduction and Purpose:

1. This course will satisfy the requirements of the Texas Commission on Law Enforcement Standards and Educations

2. To provide the student with an introductory knowledge of the craft of criminal investigation.

3. To provide the student with an introductory survey of the tools and scientific aids to criminal investigation.

Instructional Materials:


Supplies: Note-taking materials.

Objectives/Student Learning Outcomes:
SCANS are a list of skills developed by the Department of Labor to insure students are trained on necessary skills required by industry. Each objective listed relates to one or more of these skills standards. The translation for these standards is attached to the end of this syllabus.

THIS COURSE IS AN OVERVIEW; THE STUDENT WILL BE RESPONSIBLE TO READ AND RESEARCH IN DEPTH THE SUBJECTS SURVEYED THROUGH ONGOING CONTINUING EDUCATION.

**TCLEOSE Basic Training Objectives:**

**LEARNING OBJECTIVE(S):** The student will understand the process relating to Inquests Upon Dead Bodies (C10, C18-C20, F9-F17)

1. Identify requirements for an Inquest.

**LEARNING OBJECTIVE(S):** The student will understand the process relating to the Sex Offender Registration Program (C10, C18-C20, F9-F17)

1. Identify requirements for Sex Offenders.

**LEARNING OBJECTIVE(S):** The student will know narcotic investigation techniques and procedures (C18-C20), F2, F9, F10)

1. Identify the procedures for qualifying and utilizing informants in conducting investigations related to controlled substance and dangerous drug violations.
2. Identify the following methods for conducting surveillance of suspected drug violators.
3. Identify the following equipment and its importance when conducting clandestine drug investigations.
4. Identify the proper procedures and possible hazards associated with clandestine lab investigations.
5. Identify the common places of concealment of controlled substances and dangerous drugs on or in persons, places, and things.
6. Discuss the incidence of drug interdiction and common characteristics of drug smugglers and their vehicles.
7. Discuss appropriate interview techniques and factors contributing to probable cause in drug investigation.
8. Identify methods of identifying suspected controlled substances and dangerous drugs.

**LEARNING OBJECTIVE(S):** Enhance the student’s critical thinking and problem solving abilities, through the use of different models including the SARA and Crime Triangle (C5-C14, F1-F17)

1. Define critical thinking.
2. Define community policing.
3. Identify the essential aspects of critical thinking.
4. Identify the four typical reasons for errors in reasoning.
5. Identify methods of good problem solvers.
6. Identify the four steps of the SARA model.
7. Explain how the SARA model applies to the problem solving method.
8. Explain the Crime Triangle.
9. Discuss how to be a Problem-oriented Policing Agency.
10. Participate in a group Problem Solving Case Study/Activity.
LEARNING OBJECTIVE(S): Increase understanding of the psychological, social, and economic impact of crime on the victims. (C5-C8, F1, F2, F6)
1. Discuss the elements of a crisis reaction.
2. Identify phases of a victim’s reaction to crime.
3. Discuss the ripple effect of crime victimization.
4. Discuss elements of crisis intervention.
5. Discuss the potential for secondary victimization by the criminal justice system and how to avoid it.
6. Identify the elements of an appropriate death notification.

LEARNING OBJECTIVE(S): The student will be able to recognize statutory responsibilities relating to victims rights. (C5-C8, F1, F2, F6)
1. Identify the legal basis of law enforcement’s responsibilities to victims’ rights.
2. Identify crime victim liaison and duties.
3. Summarize legal requirement for providing victims written notice.
4. Explain rights granted victims of crime.
5. Identify the value to law enforcement of effective assistance to victims.

LEARNING OBJECTIVE(S): The student will have a working knowledge of the goals and objectives of criminal investigation. (C5-C14, F1-F17)
1. Define Criminal Investigation.
2. Identify the tools of the criminal investigator.
3. List the goals of criminal investigation.
4. Identify the duties of the officer in conducting the preliminary investigation.
5. Identify the elements of the continuing or follow-up investigation.
6. Define corpus delicti and discuss its significance in the criminal investigative process.
7. Define evidence and discuss its legal significance.
8. Define reasonable doubt and discuss its significance in criminal cases.
9. List five qualifications of an investigator.

LEARNING OBJECTIVE(S): The student will have a working knowledge of crimes against property and persons and characteristics of these crimes (C5-C8, F1, F2, F6)
1. Discuss various types of property offenses and characteristics of these types of crimes.
2. Identify the characteristics of a street thief.
3. Identify what is meant by the term "gray market vehicle".
4. Identify the term "salvage switch" and recognize how it works.
5. Identify some common problems of dealership inventory control.
6. Identify some problems with car rental agencies (civil vs. criminal violations).
7. Recognize some conditions of a vehicle that might lead an officer to suspect it to be stolen.
8. Recognize some indicators that lead an officer to believe the vehicle is stolen after it has been stopped and observed.
9. Describe procedures for determining whether a vehicle has been impounded or repossessed in reported auto theft cases.
10. Identify the various types of offenses against persons and the characteristics of these type crimes.

LEARNING OBJECTIVE(S): The student will obtain a working knowledge of basic preliminary investigatory procedures associated with various crimes. (C5-C14, F1-F17)
1. Discuss general preliminary investigatory procedures to be followed when dealing with crimes against property.
2. Discuss general preliminary investigatory procedures to be followed when dealing with crimes against persons.

LEARNING OBJECTIVE(S): The student will obtain a working knowledge of forensic procedures and terminology related to homicide investigation. (C5-C14, F1-F17)
   1. Define autopsy and discuss its value in homicide investigations.
   2. Discuss the following terms as they relate to homicide investigation.

LEARNING OBJECTIVE(S): The student will obtain a working knowledge of laboratory and other procedures of value in the criminal investigative process. (C10, C18-C20, F9-F17)
   1. Identify typical laboratory and other procedures useful in furthering criminal investigations.

LEARNING OBJECTIVE(S): To increase the students' understanding of, respect for and actual application of the tasks required in conducting a criminal investigation. (C5-C14, F1-F17)
   1. Describe procedures to be taken upon arrival at the scene.
   2. Describe procedures for identifying victim in case of serious injury or death.
   3. Identify the available special units which may be called to the scene.
   4. Identify information which should be made known to other officers.
   5. Discuss the legal authority to protect the crime scene and establish the perimeters.
   6. Describe procedures for securing the crime scene.

LEARNING OBJECTIVE(S): To increase the understanding of and actual application of protecting and searching the crime scene. (C5-C14, F1-F17)
   1. Discuss the objectives in conducting a crime scene search.
   2. Identify the potential problems in conducting a crime scene search.
   3. Discuss factors to be considered when choosing methods of crime scene search.
   4. Describe procedures involved in implementing a crime scene search.
   5. Determine circumstances under which additional investigative and technical personnel should be called to conduct a crime scene search and when officers may vacate the scene.
   6. Identify when evidence may and may not be used.
   7. Identify the procedures to be followed in photographing a crime scene.
   8. Discuss the value of crime scene sketches.
   9. Describe the proper procedures for crime scene documentation.
   10. Identify methods for preparing a crime scene sketch.
   11. Identify types of crime scene sketches.
   12. Explain chain of custody.
   14. Categorize the type of evidence to be collected for the type of offense committed.
   15. Demonstrate safe methods for preserving evidence in original condition.
   16. Apply procedures for obtaining information from victims, complainants and witnesses.
LEARNING OBJECTIVE(S): To recognize the components of and the differences between interviewing complainants/witnesses, victims and suspects. (C5-C8, F1, F2, F6)
1. Explain the legal requirements for conducting interviews.
2. Describe the techniques used in conducting an interview.

LEARNING OBJECTIVE(S): To develop a basic understanding of the officer's responsibility in the booking process. (C5-C8, F1, F2, F6)
1. List reasons for search during booking procedures.
2. Describe the proper manner of detailed recording and securing of prisoner's property.
3. Describe the proper procedure to record all necessary booking data on a prisoner and vehicle impound information.
4. Identify the processes by which stolen and wanted information may be retrieved.
5. Identify procedures to follow when prisoner and/or officer may have suffered bodily injury.
6. Identify results of a proper booking process.

LEARNING OBJECTIVE(S): To prepare the student to be an effective courtroom witness. (C5-C14, F1-F17)
1. Identify the benefits of professional courtroom demeanor and appearance.
2. Explain the steps used to refresh memory in preparation for testimony.
3. Demonstrate proper demeanor when called to testify.
5. Discuss techniques for presenting effective testimony.
6. Demonstrate response to questions within the limits of known information rather than speculate.
7. Explain the procedure for exclusion of witnesses from the courtroom.
8. Recognize examples of courtroom tactics by defense attorney.
9. Demonstrate the ability to testify effectively and to critique the testimony of others.

LEARNING OBJECTIVE(S): To develop proficiency in the case management process. (C1, C5-8, F1, F2, F6)
1. List reasons for case management.
2. Discuss the value of a properly prepared case folder.
3. Identify the type of documentary information included in a case folder and in a prosecution summary.
4. Identify the necessity of properly prepared case files.

Program Threads and SCANS Competencies
The curriculum content in all Criminal Justice courses are organized around five general content areas known as program threads.

Program Threads: Communication
Legal and Ethical Practices
Effective Helping
Diversity
Critical Thinking
These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the workplace.

Programs in the Criminal Justice Department are organized around these competencies and the three part foundational skills that the competencies are based on Learning Activities and outcomes which relate to the SCANS Competencies are identified in the syllabus with **C1-20 and/or F1-17** in bold print.

The competencies **C1-20** include:

- **Resources**: identifies, organizes, plans, and allocates resources (C1-C4).
- **Information**: acquires and uses information (C5-C8).
- **Interpersonal**: works with others (C9-C14).
- **Systems**: understands complex interrelationships (C15-C17).
- **Technology**: works with a variety of technologies (C18-C20).

The foundation competencies **F1-F17** include:

- **Basic Skills**: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills**: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities**: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

**Methods of Instruction:**

This course will be taught using traditional lecture with a question and answer period daily, independent study, guest speakers, field trips, periodic quizzes and examinations. Audio-visual materials and computer based technology will be used when appropriate.

**Methods of Evaluation:**

There will be three (3) intra-semester exams and one (1) Comprehensive Final Exam which will make up 60% of the students final grade.

Chapter Quizzes, Class Participation/Special Assignments & Attendance will make up 40% of the students final grade.

Letter grades for the course will be based on the following percentages:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<td>70-79</td>
<td>C</td>
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<td>60-69</td>
<td>D</td>
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<tr>
<td>59-below</td>
<td>F</td>
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</tbody>
</table>

**Course Outline:**

Class Policies:
A. “Excused and Unexcused” absences are treated exactly the same way as far as attendance policy is concerned except that excused absences allow the student to make up work missed. “Excused” absences will be granted for the following reasons:
1. Illness
2. Death in the family
3. School sponsored events
Excusing an absence for reasons other than those above is the prerogative of each instructor concerned.

B. Warnings are issued after:
1. Three (3) consecutive hours; or
2. A total of four (4) hours absent

C. It should be remembered that absences always result in work being missed and, in spite of the best efforts of both the instructor and the student this usually means the grade will suffer.

D. An “Incomplete” grade may be given only in those cases where, because of personal illness, death in the immediate family, school sponsored trips, or military orders, the student is unable to complete the final examination for a course. Prior approval of the instructor is required before the grade of “I” is recorded. A student who merely fails to show up for the final examination will receive a zero (0) for the final and “F” for the course.

All work must be completed and on time or no credit will be received.

E. Students should consult with their instructor or advisor before dropping a course. Failure to attend class is not tantamount to dropping a course.

F. You may leave a message for me at (254) 659-7980, if you have an emergency.

Disabilities/ADA:
In accordance with the requirements of the Americans with Disabilities Act (ADA) and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), Hill College’s designated ADA coordinator, Debra Hargrove, Vice President, Human Resources and Organizational Development, shall be responsible for coordinating the College’s efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact Salley Schmid, Director of Counseling, at (254) 659-7651 or sschmid@hillcollege.edu.

Course Requirements:
A. Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online. The Hill College attendance policy will be rigorously enforced. Students will be counted absent from class meeting missed, beginning with the first official day of classes. In the case of online courses, attendance will be determined in terms of participation, as described in the course syllabus.

B. Turn in all assignments on time ~ Students will be permitted to make up class
work and assignments missed due to one of the above mentioned absences. It is the student’s responsibility to inform the instructor of the reason for an absence and to do so in a timely fashion.

C. Proper classroom behavior ~ Disturbance in the classroom, which includes talking during class, will not be tolerated. Students disturbing the class will be requested to leave the classroom. **NO texting during class.** Anyone caught texting will have their phone taken up until the end of class.

D. Your first responsibility is scholarship. The grade you receive will be the result of your efforts, not a gift from the instructor.

E. Cheating during tests or where related to a term paper will result in the student being given an “F” for the course.

F. This course is designed to require a steady, continuous effort from the student. A crash-cram policy will not result in the best grade possible.

G. From time-to-time, special library and other assignments may be made to members of the class, individually, and in groups.

H. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades.

**Topics and Tests:**

**Section 1: Introduction**
- Chapter 1 Criminal Investigation: An Overview

**Section 2: Basic Investigative Responsibilities**
- Chapter 2 Documenting the Crime Scene: Note Taking, Photographing and Sketching
- Chapter 3 Writing Effective Reports
- Chapter 4 Searches
- Chapter 5 Forensics/Physical Evidence
- Chapter 6 Obtaining Information and Intelligence
- Chapter 7 Identifying and Arresting Suspects

**Section 3: Investigating Violent Crimes**
- Chapter 8 Death Investigations
- Chapter 9 Assault, Domestic Violence, Stalking and Elder Abuse
- Chapter 10 Sex Offenses
- Chapter 11 Crimes against Children
- Chapter 12 Robbery

**Section 4: Investigating Crimes Against Property**
- Chapter 13 Burglary
- Chapter 14 Larceny/Theft, Fraud and White-Collar Crime
- Chapter 15 Motor Vehicle Theft
- Chapter 16 Arson, Bombs and Explosives

**Section 5: Other Challenges to the Criminal Investigator**
Bibliography:

Textbooks:


Assessment:

Students will display competence in the course by scoring a satisfactory grade on subjective quizzes and/or tests. The student may be required to make a classroom presentation on the subject related to the course material or submit a paper, the length and topic to be approved by the instructor.

1. The student will understand the process relating to Inquests Upon Dead Bodies.
2. The student will know narcotic investigation techniques and procedures.
3. The student will have increased understanding of the psychological, social, economic impact, and statutory regulations concerning crime victims.
4. The student will have a working knowledge of the goals and objectives of criminal investigation.
5. The student will have a working knowledge of basic preliminary investigatory procedures associated with various crimes.
6. The student will know the basic procedures for testifying in court.

SCANS Skills are grouped in two areas: (1) foundation skills and (2) workplace competencies.

1. **Foundation Skills** are defined in three areas: (a) basic skills, (b) thinking skills, and (c) personal qualities.

   (a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   - Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
   - Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
   - Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a
variety of mathematical techniques.

- Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
- Speaking: organize ideas and communicate orally.

(b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
  - Creative Thinking: generate new ideas.
  - Decision Making: specify goals and constraints generate alternatives, consider risks, and evaluate and choose the best alternative.
  - Problem Solving: recognize problems and devise and implement plan of action.
  - Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
  - Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
  - Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

(c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
  - Responsibility: exert a high level of effort and persevere toward goal attainment.
  - Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
  - Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
  - Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self control.
  - Integrity and Honesty: choose ethical courses of action.

2. **Workplace Competencies** are defined in five areas: (a) resources, (b) interpersonal skills, (c) information, (d) systems, and (e) technology.

(a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
  - Time: select goal relevant activities, rank them, allocate time, and prepare and follow schedules.
  - Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
  - Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
  - Human Resources: Assess skills and distribute work accordingly, evaluate performance and provide feedback.

Examples: use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

(b) **Interpersonal Skills**: A worker must work with others effectively.
• Participate as Member of a Team: contribute to group effort.
• Teach Others New Skills.
• Serve Clients/Customers: work to satisfy customers’ expectations.
• Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
• Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
• Work with Diversity: work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation; train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

(c) **Information:** A worker must be able to acquire and use information.
- Acquire and Evaluate Information.
- Organize and Maintain Information.
- Interpret and Communicate Information.
- Use Computers to Process Information.

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

(d) **Systems:** A worker must understand complex interrelationships.
- Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
- Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

(e) **Technology:** A worker must be able to work with a variety of technologies.
- Select Technology: choose procedures, tools or equipment including computers and related technologies.
- Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
- Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.
3. SCANS Occupational Assessment

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities needed for solid job performance. The rating level ranges from 1 (low) to 5 (high). Please circle your response.

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>RATING</th>
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<tbody>
<tr>
<td>Resources: Identifies, organizes, plans, and allocates resources.</td>
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<tr>
<td><strong>C1</strong> Time: Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</td>
<td>1 2 3 4 5</td>
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<td><strong>C2</strong> Money: Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>C3</strong> Materials and Facilities: Acquires, stores, allocates, and uses materials or space efficiently.</td>
<td>1 2 3 4 5</td>
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<td><strong>C4</strong> Human Resources: Assesses skills and distributes work accordingly, evaluates performance, and provides feedback.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Information: Acquires and uses information.</td>
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<tr>
<td><strong>C5</strong> Acquires and evaluates information.</td>
<td>1 2 3 4 5</td>
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<td><strong>C6</strong> Organizes and maintains information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>C7</strong> Interprets and communicates information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>C8</strong> Uses computers to process information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Interpersonal: Works with others.</td>
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<td><strong>C9</strong> Participates as a member of a team: Contributes to group effort.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>C10</strong> Teaches others new skills.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>C11</strong> Serves Clients/Customers: Works to satisfy customer=s expectations.</td>
<td>1 2 3 4 5</td>
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<td><strong>C12</strong> Exercises Leadership: Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.</td>
<td>1 2 3 4 5</td>
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<td><strong>C13</strong> Negotiates: Works toward agreements involving exchange of resources; resolves divergent interests.</td>
<td>1 2 3 4 5</td>
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<td><strong>C14</strong> Works With Diversity: Works well with men and women from diverse backgrounds.</td>
<td>1 2 3 4 5</td>
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<td>Systems: Understands complex interrelationships.</td>
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<td><strong>C15</strong> Understands Systems: Knows how social, organizational, and technological systems work and operates effectively with them.</td>
<td>1 2 3 4 5</td>
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<td><strong>C16</strong> Monitors and Corrects Performance: Distinguishes trends, predicts impacts on system operations, diagnoses system=s performance, and corrects malfunctions.</td>
<td>1 2 3 4 5</td>
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<td><strong>C17</strong> Improves or Designs Systems: Suggests modifications to existing systems and develops new or alternative systems to improve performance.</td>
<td>1 2 3 4 5</td>
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<td>Technology: Works with a variety of technologies.</td>
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<td><strong>C18</strong> Selects Technology: Chooses procedures, tools, or equipment, including computers and related technologies.</td>
<td>1 2 3 4 5</td>
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<td><strong>C19</strong> Applies Technology to Task: Understands overall intent and proper procedures for setup and operation of equipment.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>C20</strong> Maintains and Troubleshoots Equipment: Prevents, identifies, or solves problems with equipment, including computers and other technologies.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>FOUNDATION</strong></td>
<td><strong>RATING</strong></td>
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<td>----------------------------------------</td>
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<tr>
<td><strong>Basic Skills:</strong> Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.</td>
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<tr>
<td><strong>F1</strong> Reading: Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F2</strong> Writing: Communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flow charts.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F3</strong> Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers, etc.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F4</strong> Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F5</strong> Listening: Receives, attends to, interprets, and responds to verbal messages and other cues.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>F6</strong> Speaking: Organizes ideas and communicates orally.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Thinking Skills:</strong> Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.</td>
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<tr>
<td><strong>F7</strong> Creative Thinking: Generates new ideas.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>F8</strong> Decision Making: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F9</strong> Problem Solving: Recognizes problems and devises and implements plan of action.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F10</strong> Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs, objects, and other information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F11</strong> Knowing How to Learn: Uses efficient learning techniques to acquire and apply new knowledge and skills.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F12</strong> Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Personal Qualities:</strong> Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.</td>
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<tr>
<td><strong>F13</strong> Responsibility: Exerts a high level of effort and perseveres towards goal attainment.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F14</strong> Self-Esteem: Believes in own self-worth and maintains a positive view of self.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F15</strong> Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F16</strong> Self-Management: Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>F17</strong> Integrity/Honesty: Chooses ethical courses of action.</td>
<td>1 2 3 4 5</td>
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