AUG 2 0 2012

MEMORANDUM FOR: Distribution

SUBJECT: Approval and Implementation of the Performance Accountability Council Background Investigator Training Standards

This memorandum provides the approved Federal training standards for persons responsible for performing background investigations in support of suitability and national security adjudicative determinations. On June 30, 2008, the President issued Executive Order 13467, "Reforming Processes Relating to Suitability for Government Employment, Fitness for Contractor Employees, and Eligibility for Access to Classified National Security Information." This EO established the Performance Accountability Council (PAC) to assure continued reform, alignment, and enhancement of related investigative and adjudicative processes.

To this end, the PAC established a Training Subcommittee to develop uniform training standards to support background investigation, suitability, and security reciprocity decisions across the Federal Government. The PAC Training Subcommittee subsequently stood up three interagency working groups led by the Office of Personnel Management (OPM) and the Department of Defense to develop comprehensive training programs (skill standards, core competencies, training objectives, and Programs of Instruction) for background investigators, suitability adjudicators, and national security adjudicators.

The attached Background Investigator Training Program was unanimously approved by the PAC as the federal training standard for background investigators working for or on behalf of the Federal Government to conduct suitability and national security investigations. This standardized background investigator training will do much to support uniformity in the continued professional development of the background investigator workforce, and to promote reciprocal recognition of investigations supporting suitability for employment, fitness for duty, eligibility to access classified information, and eligibility for a sensitive position.

In addition to the attached approved federal training standards, this memorandum serves as advance notice of implementation guidance that will be developed in consultation with interested agencies. Within 180 days, the PAC Training Subcommittee will organize an inter-agency working group composed of representatives of interested agencies to develop and integrate implementation planning efforts. The working group will assist agencies in developing phased plans that will define how each agency will satisfy the training standards.

Each plan should address how the agency will implement the standards to include a timeline for full compliance and any resource or policy issues that may require resolution. These agency plans will then be compiled into an overarching government-wide implementation plan that will be disseminated by the Office of the Director of National Intelligence and OPM.

If your agency has questions regarding the Background Investigator Training Standards, or if you would like to participate in or provide support to the Training Implementation working group, please contact Mr. David Corwin, Office of Personnel Management at david.corwin@opm.gov or (724) 794-5612, extension 4214 or Ms. Barbara Desio, Office of the Director of National Intelligence at barbajd2@dni.gov or (571) 204-6501.

James R. Clapper
Director of National Intelligence
Security Executive Agent

11 August 2012
Date

John Berry
Director, Office of Personnel Management
Suitability Executive Agent

AUG 2 0 2012
Date

Attachments:
1. Background Investigator Skill Standards
2. Background Investigator Core Competencies
3. Background Investigator Training Objectives
4. Program of Instruction: Background Investigations Course

Subject: Approval and Implementation of the Performance Accountability Council Background Investigator Training Standards

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Background Investigator Skill Standards

This document describes the entry level background investigator function. It consists of a delineation of the work-oriented (i.e., critical work functions, key activities, and performance indicators) and worker-oriented (i.e., academic/employability knowledge and skills, and specific occupational/technical knowledge and skills) components of the skill standards for this function.

The skill standards described in this document are based on the general expectations provided below:

- Individual has completed at least four (4) weeks of basic training associated with the Background Investigation function;
- Individual will require supervision in performing the critical work functions and associated key activities in order to meet the relevant performance indicators; and
- Individual will be involved in routine background investigation cases.

WORK-ORIENTED COMPONENT OF SKILL STANDARDS

Background Investigator: Entry Level

CRITICAL WORK FUNCTION 1 (CWF1): Planning Background Investigation **Critical Work Functions** *describe the major responsibilities involved in carrying out the Background Investigation function.*	
Key Activities **Key Activities** *are the duties and tasks involved in carrying out a critical work function.*	**Performance Indicators** **Performance Indicators** *provide information on how to determine when someone is performing each key activity competently.*
KA1: Prepare Briefing Guide	PI_1. E-QIP/PSG/PHS/SF-86 and other relevant information are reviewed PI_2. Appropriate scoping/coverage requirements are applied PI_3. Relevant law and regulations are reviewed for limitations PI_4. Appropriate research is conducted PI_5. Sources of information are identified PI_6. Issues, gaps and discrepancies are identified PI_7. Required releases are identified PI_8. Prior investigations, notes, information or instructions are reviewed PI_9. Case/time management strategies are employed PI_10. Time to accomplish background investigations are evaluated
KA2: Prioritize Work Load	PI_11. Cases are managed in a timely manner PI_12. Case load is prioritized appropriately PI_13. Tasks within individual cases are prioritized appropriately

KA3: Schedule Appointments	PI_14. Person to be interviewed is contacted in a timely manner PI_15. Schedule reflects mutually beneficial date and time PI_16. Appointment is recorded according to agency requirement
KA4: Perform Administrative Duties	PI_17. Agency administrative requirements associated with investigative functions are met PI_18. Extensions are written PI_19. Leads are added PI_20. Leads are lateralled PI_21. Internal correspondence is prepared PI_22. Time/accounting/voucher procedures are followed

CRITICAL WORK FUNCTION 2 (CWF2): Conducting Background Investigation

Critical Work Functions *describe the major responsibilities involved in carrying out the Background Investigation function.*

Key Activities **Key Activities** *are the duties and tasks involved in carrying out a critical work function.*	**Performance Indicators** **Performance Indicators** *provide information on how to determine when someone is performing each key activity competently*
KA5: Conduct Record Reviews	PI_23. Employment, education, residence, police, court records, etc. are reviewed PI_24. Subject identifiers are corroborated PI_25. Relevant information is noted according to agency's reporting requirements PI_26. Appropriate introductions are performed (purpose and advisements are provided and Privacy Act is stated) PI_27. Appropriate signed release forms (e.g., medical, financial) are provided to record custodian

KA6: Conduct Source/Reference Interviews	PI_28. Sources/references are interviewed (i.e., developed references, listed references, employment, education, medical, neighbor, cohabitant, ex-spouse, etc) PI_29. Source identification is obtained PI_30. Chronology of association is detailed , to include: o Dates o Location/Circumstances o Frequency of contact (including gaps) o Type/nature of contact o Date and circumstances of last in-person contact and any subsequent contact PI_31. Subject's background information is corroborated, to include: o Citizenship o Employment o Military Service o Education o Residence o Family/Significant relationships o Hobbies/Unstructured Activities PI_32. The 13 National Security Adjudicative Guidelines and character, conduct and loyalty are addressed. PI_33. Specific response regarding recommendation is documented PI_34. Appropriate introductions are performed (purpose and advisements are provided and Privacy Act is stated)

KA7: Conduct Subject Interview(s)	PI_35. Interview(s) with subject are scheduled appropriately PI_36. Appropriate introductions are performed (purpose and advisements are provided and Privacy Act is stated) PI_37. Information on SF-86 is confirmed and clarified PI_38. 13 National Security Adjudicative Guidelines are addressed PI_39. Listed and developed issues/discrepancies are addressed PI_40. Signature is obtained for additional required release forms PI_41. Detailed notes are taken
KA8: Pursue Investigative Issues	PI_42. Additional inquiries are identified and actions recommended PI_43. Leads are conducted PI_44. Special instructions are addressed PI_45. Sworn/Affirmed statements are obtained as appropriate PI_46. Adequate follow-up is determined and performed PI_47. Adequate coverage is determined and obtained PI_48. Information is corroborated or refuted PI_49. Best sources and information are identified PI_50. Investigative supervisor is informed about issues (e.g., counterintelligence, criminal issues, complaints from sources, major discrepant information, lost credentials, (mis)handling classified information) in a timely manner

CRITICAL WORK FUNCTION 3 (CWF3): Write Report of Investigation

Critical Work Functions *describe the major responsibilities involved in carrying out the Background Investigation function.*

Key Activities **Key Activities** *are the duties and tasks involved in carrying out a critical work function.*	**Performance Indicators** **Performance Indicators** *provide information on how to determine when someone is performing each key activity competently*
KA9: Write-up investigative process used	PI_51. Methodology, sources, etc. are adequately defined in write-up PI_52. Relevant source documents (SF-86, fingerprints, etc.) are assembled PI_53. Evidentiary materials (statements, records, pictures, etc.) are assembled PI_54. Confidential sources are documented PI_55. Absence of required coverage is explained
KA10: Write-up results of Record Reviews	PI_56. Record identifying information (type, provider, etc.) PI_57. Record date of review PI_58. Detailed account of record information, discrepancies, clarifying information, issues and mitigating factors PI_59. Reports are complete, accurate, relevant, unbiased and timely PI_60. Use of release forms, per agency policyPI_61. Investigator observations are documented as required in accordance with specific agency guidelines PI_62. Investigative standards are met

KA11: Write-up results of Subject Interview	PI_63. Date of interview PI_64. New information obtained during interview PI_65. Comments addressing interview coverage/questions and/or detailed account of discrepancies, clarifying information, issues and mitigating factors PI_66. Reports are complete, accurate, relevant, unbiased and timely PI_67. Investigator observations are documented as required in accordance with specific agency guidelines PI_68. Investigative standards are met PI_69. Execution of release forms, per agency policy,
KA12: Write-up results of Source/Reference Interviews	PI_70. Source identification and date of interview PI_71. Detailed chronology of association (e.g., dates, location/circumstances, frequency of contact – including gaps, type and nature of contact, date and circumstances of last in person contact and any subsequent contact) PI_72. Comments addressing interview coverage/questions and/or detailed account of discrepancies, clarifying information, issues and mitigating factors are includedPI_73. Comments addressing loyalty are included, per agency policy PI_74. Comments specifying the source's recommendation (e.g., Yes; Yes, with specific qualifiers; No, with specific reasons; No, with specific qualifiers) PI_75. Reports are complete, accurate, relevant, unbiased and timely PI_76. Use of release forms, per agency policyPI_77. Investigator observations are documented as required in accordance with specific agency guidelines PI_78. Investigative standards are met

Academic and Employability Knowledge and Skills

Describes what a worker needs to know or be able to do to perform the critical work functions of the job

Knowledge/Skill Category		***Definition***
Criticality	***Relevancy***	***Complexity***
Ability to Learn (1)		Recognize and use learning techniques and recall available information to apply and adapt new knowledge and skills in both familiar and changing situations. Use multiple approaches when learning new things. Assess how one is doing when learning or doing something. Keep-up-to-date technically and know one's own job and related jobs.
Extremely Critical	***CWF1 CWF2 CWF3***	➢ Requires the use of learning tools and techniques, such as note-taking, studying manuals, taking learning exams, performing work samples/simulations are used to learn a series of tasks or new procedures
Adaptability (2)		Change one's own behavior or work methods to adjust to other people or to changing situations or work demands; be receptive to new information, ideas or strategies to achieve goals.
Extremely Critical	***CWF2***	➢ Relevant precedents, guidelines, processes, or training resources are readily available **;** Changes are somewhat ambiguous or unpredictable or they vary in clarity or predictability
Analyzing and Solving Problems (3)		Anticipate or identify problems and their causes; develop and analyze potential solutions or improvements using rational and logical processes or innovations and creative approaches when needed.
Extremely Critical	***CWF2***	➢ Problems encountered lend themselves to straightforward logical solutions based on existing precedents or known procedures; Problems encountered are moderately unique or difficult with some similarity to prior problems but also some novel features, making them somewhat difficult to anticipate
Building Consensus (4)		Build consensus among individuals or groups by facilitating agreements that involve sharing or exchanging resources or resolving difference in such a way as to promote mutual goals and interest; by persuading others to change their points of view or behavior without losing their future support; and by resolving conflicts, confrontation, and disagreements while maintaining productive working relationships.
Not Critical	***Not Relevant***	***Not Applicable***
Gathering and Analyzing Information (5)		Obtain facts, information or data relevant to a particular problem, question or idea through observation of events or situations, discussions with others, or research or retrieval from written or electronic sources; organize, integrate, analyze and evaluate information.
Extremely Critical	***CWF2 CWF3***	➢ Information is simple, straightforward, or non-technical, requiring simple analytic approaches**;** Information is organized or analyzed on the basis of well-established guidelines, precedents, or models; A moderate amount of information needs to be gathered to perform this job; Some information is of questionable or unknown reliability, or information is of varying reliability, requiring some vetting of information or sources; relevance of information is sometimes apparent; Some guidelines, precedents, or models are available to guide organization or analysis of information, or such guidance is available for some of the information

Initiative/Motivation (6)		Exert a high level of effort and perseverance towards goal attainment. Work hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Display high standards of attendance, punctuality, enthusiasm, vitality and optimism in approaching and completing tasks. Demonstrate willingness to take on responsibilities and challenges and do what is needed without being asked.
Extremely Critical	***CWF1 CWF2 CWF3***	➢ High or consistent level of effort and perseverance required to achieve task/goal **;** High levels of attention to detail and concentration is required
Integrity/Honesty (7)		Demonstrate dependability, conscientiousness, integrity and accountability. Show commitment to doing the job carefully and correctly. Fulfill obligations and be reliable, responsible and trustworthy. Perform tasks thoroughly and completely. Demonstrate honesty and avoidance of unethical behavior.
Extremely Critical	***CWF1 CWF2 CWF3***	➢ High level of integrity/honesty required. Involves demonstration of ethics and ethical behavior to others above and beyond standard code of ethics and behavior
Leading Others (8)		Motivate, inspire, and influence others toward effective individual or team work performance, goal attainment, and personal learning and development by serving as a mentor, coach and role model and by providing feedback and recognition or rewards.
Not Critical	***Not Relevant***	***Not Applicable***
Listening (9)		Attend to, receive and correctly interpret verbal communications and directions through cues such as the content and context of the message and the tone, gesture and facial expression of the speaker.
Extremely Critical	***CWF2***	➢ Communication is of moderate length or partially structured, requiring close attention; Subject matter is partially conveyed indirectly through subtleties of language, tone, expressions, or gestures and partially through simple, direct verbal terms
Maintain Professional Demeanor (10)		Demonstrate credibility and authority in issuing instructions and making requests to individuals and in performing duties. Maintains firm and direct tone of voice, authoritative posture, manner and bearing.
Extremely Critical	***CWF1 CWF2***	➢ Performance effectiveness somewhat reduced if professional or authoritative posture not maintained consistently
Making Decisions and Judgments (11)		Make decisions that consider relevant facts and information, potential risks and benefits, and short- and long-term consequences or alternatives.
Extremely Critical	***CWF1 CWF2 CWF3***	➢ Precedents or informed input is available to aid or guide most or all decisions **;** Integration of information is moderately difficult; moderate amounts of somewhat complex, ambiguous, or contradictory information are drawn from several sources; Individual has partial accountability for own decisions and has limited decision authority, responsibility, or discretion
Mathematics (12)		Understand, interpret and manipulate numeric or symbolic information; solve problems by selecting and applying appropriate quantitative methods such as arithmetic, quantitative reasoning, estimation, measurement, probability, statistics, algebra, geometry, and trigonometry.
Critical	***CWF2***	➢ Math skills include ability to read, write, order, add, subtract, multiply, and divide decimal numbers; ability in simple fractions and decimals, computation of money, time, simple charts, tables, or logs of numbers, basic functional relationships **;** Need to understand the number system (i.e., whole, rational) and properties; Ability to interchange fractions, decimals, and percents; Some skill in understanding measurement, algebraic ideas, geometry, and spatial sense; Tools such as calculators, compasses, and computers are used to solve math problems

Organizing and Planning (13)		Organize and structure work for effective performance and goal attainment; set and balance priorities; anticipate obstacles; formulate plans consistent with available human, financial, and physical resources; modify plans or adjust priorities given changing goals or conditions.
Extremely Critical	***CWF1 CWF2 CWF3***	➢ Individual is responsible for planning and prioritizing own work only ; Readily available, clear and useful feedback is provided on performance or progress toward objectives; There are general short- and long-term objectives; some objectives vary in clarity or definition
Reading (14)		Understand and use written information that may be presented in a variety of formats, such as text, tables, lists, figures, and diagrams; select reading strategies appropriate to the purpose, such as skimming for highlights, reading for detail, reading for meaning and critical analysis.
Extremely Critical	***CWF1 CWF2 CWF3***	➢ Moderately complex or technical materials are read (e.g., letters, memos, email, multi-step directions and instructions, reference materials, books on particular topics, visuals that support meaning such as charts, graphs, figures, diagrams and maps); Reading skills used are moderately complex, including interpretation of information from multiple sources; integration of information with prior knowledge and experiences; and identification of complexities and discrepancies in the presented information; Reading purpose is moderately complex; text is read to obtain information that is then communicated to others or used to perform a multi-step task
Science (15)		Understand and apply the basic principles of physical, chemical, biological and earth sciences, understand and apply the scientific method, including formulating and stating hypotheses and evaluating them by experimentation or observation.
Not Critical	***Not Relevant***	***Not applicable***
Self and Career Development (16)		Identify own work and career interests, strengths and limitations; pursue education, training, feedback or other opportunities for learning and development; manage, direct and monitor one's own learning and development.
Extremely Critical	***CWF1 CWF2 CWF3***	➢ Learning and development opportunities are readily available **;** Most or all learning and development activities are applicable to one's work
Speaking (17)		Express ideas and facts orally in a clear and understandable manner that sustains listener attention and interest; tailor oral communications to the intended purpose and audience.
Extremely Critical	***CWF2***	➢ Subject matter is moderately sensitive, controversial, or likely to be questioned or challenged, some tact is required **;** Subject matter is partially conveyed indirectly through subtleties of language, tone, expressions, or gestures, and partially through simple, direct verbal terms; The listeners are moderately diverse; Moderate preparation time or resources are available; some improvisation or adaptation is required; Listeners vary in the degree to which they are uninterested, skeptical, or in opposition or disagreement
Stress Tolerance (18)		Demonstrate maturity, poise and restraint to cope with pressure, stress, criticism, setbacks, personal and work-related problems, etc. Maintain composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior even in very difficult situations. Accept criticism and deal calmly and effectively with high-stress situations.
Extremely Critical	***CWF1 CWF2 CWF3***	➢ Requires demonstration of extreme calm and tolerance of stress imposed by other people or circumstances; Individual's amount of composure, anger, frustration, or other behaviors associated with stress greatly affect or influence others in the work environment
Using Information and Communications Technology (19)		Select, access and use necessary information, data, and communications-related technologies, such as basic personal computer applications, telecommunications equipment, Internet, electronic calculators, voice mail, email, facsimile machines and copying equipment to accomplish work activities.
Extremely Critical	***CWF1 CWF2 CWF3***	➢ Equipment or technology is relatively simple or familiar **;** Little new learning is required, because changes

		are infrequent or minor; complete documentation or information on use of the technology is readily available; Applications are somewhat complex or unusual or require using some advanced features or capabilities; Limited time is available to learn the technology before its application; learning continues as the technology is used; Some new learning is required that builds directly on existing skill or knowledge, because changes are moderately frequent or mostly involve upgrades that enhance existing features; documentation or information on use of the technology varies in completeness or availability
Using Interpersonal Skills (20)		Interact with others in ways that are friendly, courteous and tactful and that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
Extremely Critical	***CWF2***	➢ Interactions require some knowledge of and adherence to special or formal protocols or procedures, or they vary in the degree to which such protocols are required; Interactions involve somewhat personal, sensitive, controversial, or conflict-laden issues, or vary in the degree to which they involve such issues, requiring some degree of tact, diplomacy, and awareness of and openness to social cues; People interacted with are highly diverse
Visual Observation (21)		Notice details and take in and recall incoming visual sensory information and use it to make predictions, comparisons and/or evaluations. Recognize differences or similarities, or sensing changes in circumstances or events; discern between relevant visual cues or information and irrelevant or distracting information.
Extremely Critical	***CWF2***	➢ Need to notice and recall details and pay attention to visual information **;** Need to recall incoming visual information for making comparisons or evaluations; Need to quickly discern between relevant and distracting visual information; Moderate level of visual inspection required
Working in Teams (22)		Work cooperatively and collaboratively with others to achieve goals by sharing or integrating ideas, knowledge, skills, information, support, resources, responsibility and recognition.
Not Critical	***Not Relevant***	***Not applicable***
Writing (23)		Express ideas and information in written form clearly, succinctly, accurately, and in an organized manner; use English language conventions or spelling, punctuation, grammar, and sentence and paragraph structure; and tailor written communication to the intended purpose and audience.
Extremely Critical	***CWF3***	➢ The materials produced are moderately complex (e.g., letters, memos, email, multistep directions and instructions, and visuals that support meaning such as charts, graphs, figures, diagrams and maps); A moderate degree of organization and focus is used; providing needed facts and information; writer decides on most appropriate format; revisions are based on own review and on feedback from others; Writing skill used includes interpretation of information from multiple sources and synthesis with prior knowledge and experiences; identification of complexities and discrepancies in the information; application of precise word choice and appropriate tense for clarity in communication and individual style; One or two different strategies (e.g., classification or categorization of information) are applied to inform the reader

Occupational/Technical Knowledge and Skills

Describes the occupational/technical knowledge and skills needed to perform the critical work functions of the job

Criticality	*Relevancy*	*Specific Knowledge and Skills*
Need to know	***CWF1*** ***CWF2*** ***CWF3***	OTKS_1. ***Knowledge of and skill in following the policies, regulations, guidelines and ethical standards that govern the conduct of PSIs:*** • Investigative standards • Section 1001 and 1905, Title XVIII US Code and other applicable laws • DCID 6/4 • EO 12968 • EO 10450 • Privacy Act 1974 & Freedom of Information Act • Ethical standards (prohibitions and forbidden topics)
Need to know	***CWF1*** ***CWF2*** ***CWF3***	OTKS_2. ***Knowledge of and skill in applying adjudicative guidelines*** • Allegiance to the United States • Foreign influence • Foreign preference • Sexual Behavior • Personal Conduct • Financial considerations • Alcohol consumption • Drug involvement • Emotional, mental, personality disorders • Criminal conduct • Security violations • Outside activities • Misuse of information technology systems
Need to know	***CWF1*** ***CWF2*** ***CWF3***	OTKS_3. ***Knowledge of and skill in applying coverage requirements for each type of investigation (e.g., Single Scope Background Investigations (SSBI) and SSBI-Periodic Reinvestigations)***
Need to know	***CWF1*** ***CWF2*** ***CWF3***	OTKS_4. ***Knowledge of and skill in applying case and time management strategies***
Need to know	***CWF2***	***OTKS_5.*** ***Knowledge of and skill in applying interviewing techniques***
Need to know	***CWF2***	OTKS_6. ***Knowledge of and skill in applying policies regarding telephonic interviews***
Need to know	***CWF2*** ***CWF3***	OTKS_7. ***Knowledge of and skill in applying guidance regarding proper taking, use and handling of investigative notes***
Need to know	***CWF2*** ***CWF3***	OTKS_8. ***Knowledge of and skill in applying guidelines for handling requests for presence of representation during interviews***

Need to know where to go for info.	***CWF2 CWF3***	OTKS_9.	***Knowledge of threat situation and their impact (i.e., counter-intelligence and counter-terrorism)***
Need to know	***CWF2 CWF3***	OTKS_10.	***Knowledge of threat situation and their impact (i.e., personal safety and environment)***
Need to know where to go for info.	***CWF2 CWF3***	OTKS_11.	***Knowledge of and skill in applying case-related information regarding government and private organizations' functions and structure***
Need to know	***CWF1 CWF2 CWF3***	***OTKS_12.***	***Knowledge of personal employing company functions and structure***
Need to know	***CWF2 CWF3***	***OTKS_13.***	***Knowledge of and skill in applying standard reporting format***

Background Investigator: Core Competencies

The Training Subcommittee considers the following five (5) core competencies crucial to the successful performance of Critical Work Functions (CWFs) within the Background Investigator position. The subcommittee believes these competencies support skill standards developed by the Joint Security Training Consortium, which the subcommittee recently adopted.*

1. Technical Competence
   Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands, and evaluates technical information related to the job.

   Supports: CWF1-3

2. Planning
   Organizes work, sets priorities, and determines resource requirements; determines short- or long-term goals and strategies to achieve them; coordinates with other organizations or parts of the organization to accomplish goals; monitors progress and evaluates outcomes.

   Supports: CWF1

3. Autonomy (Self-Management)
   Displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner; works with minimal supervision; is motivated to achieve; understands how professional, technical, and personal conduct affects self and others; demonstrates responsible behavior.

   Supports: CWF2

4. Communication
   Using interpersonal, speaking and writing skills:
   - Shows understanding, friendliness, courtesy, tact, empathy, concern, and politeness to others; develops and maintains effective relationships with others; may include effectively dealing with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations; is sensitive to cultural diversity, race, gender, disabilities, and other individual differences.

*See background Investigator: Entry Level Skill Standards – Final Version, Joint Security Training Consortium, Skill Standards Development Project

Supports CWF2

- Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

  Supports: CWF2

- Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material that is appropriate for the intended audience.

  Supports: CWF3

5. Technology Application
   Uses technology in the performance of the job; accepts and integrates new technology when appropriate.

   Supports: CWF3

Background Investigations Course Training Objectives

Overall Training Program Objective:

The overall objective of Background Investigations training and certification is to equip all personnel performing work for the government as background investigators with the necessary tools and knowledge to conduct National Security and Public Trust investigations.

After completion of this four week training program, the participant will be able to:

- Determine case coverage requirements for all Public Trust and National Security case types
- Prioritize workloads
- Navigate and perform basic functions in PIPS/PIPS-R (OPM only)
- Recognize issues and distinguish between seriousness levels
- Identify basic steps to issue resolution and apply questioning techniques
- Demonstrate the ability to properly brief cases
- Conduct thorough and complete interviews
- Take accurate complete notes and create a quality report of investigation
- Apply security policies and procedures during investigation processes

Critical Work Functions (CWF):

- CWF1 *Planning Background Investigations*
- CWF2 *Conducting Background Investigations*
- CWF3 *Write Report of Investigation*

CURRICULUM AND LESSON OBJECTIVES:

Case Management

CWF1 CWF2	Upon completion of these lessons, the participant should be able to: • Identify investigator policies and skills • Recognize the roles involved in processing investigations • Identify investigative tools • Identify three types of briefing • Determine general coverage requirements for Public Trust case types • Determine general coverage requirements for National Security case types • Prioritize workload and use effective time management • Identify GOV policies • Identify military structure and procedures • Obtain releases • Identify general coverage requirements for National Security case types • Apply case coverage requirements • Define credit report terminology • Recognize investigator's impact on Adjudications • Recognize the importance of the Freedom of Information/Privacy Act • Identify professional behavior and dress

Interviewing and Note Taking

CWF1 CWF2 CWF3	Upon completion of these lessons, the participant should be able to: • Identify basic steps to resolution • Characterize resolution through other sources • Recognize resolution impact on Adjudications • Identify procedures and policies of conducting the subject interview • Identify different reporting requirements for record and personal testimonies regarding mental health and alcohol counseling • Recognize types of sources • Identify information to be addressed in source interviews • Identify reportable information for source interviews • Recognize threats and indicators of threats • Prepare for source interviews • Demonstrate appropriate source interviewing skills • Prepare for special/enhanced interview • Conduct special/enhanced interview • Determine questions which need to be addressed in issue resolution • Demonstrate appropriate issue resolution with subjects • Determine best methods of interviewing

Reporting

CWF1 CWF2 CWF3	Upon completion of these lessons, the participant should be able to: • Distinguish differences between issues • Determine how information is entered into the reporting system • Discover common errors in reports

	• Recognize pertinent information in record reviews • Recognize reportable information for a subject interview • Identify errors in reports • Identify reportable information from interviews • Identify why report writing is crucial • Recognize impact of falsification

Practical Exercises

CWF1 CWF2 CWF3	Upon completion of these lessons, the participant should be able to: • Demonstrate understanding of subject interview policies and procedures • Recognize coverage requirements based on case by case scenarios • Demonstrate proper interviewing and notetaking skills • Analyze Interviews • Demonstrate proper interviewing techniques • Determine appropriate questions for subject and source interviews • Identify the pertinent information found in record reviews • Demonstrate the appropriate way to confront a subject of investigation

PROGRAM OF INSTRUCTION

Background Investigations Course

27 July 2012

SECTION I: COURSE DESCRIPTION

COURSE TITLE

Background Investigations Course

DELIVERY METHOD

Instructor-Led

PURPOSE

The purpose of this course is to provide all personnel performing work for the government as background investigators with the necessary tools and knowledge to conduct national security investigations and public trust investigations. This Program of Instruction (POI) establishes the baseline training requirements for all background investigators. Additional training elements may be added to this standard POI to address agency-specific requirements.

SCOPE

In this course, students shall study a broad range of topics that ground them in the fundamentals of ethics, interviewing, report writing and investigations techniques. Students will learn how to conduct suitability and national security investigations. Covered topics include:

- A standard and consistent methodology to follow when conducting background investigations
- Identifying significant issues, and other matters that affect an investigation
- Reporting and case management requirements
- Interviewing techniques, requirements, and processes for all types of interviews
- Counterintelligence and counterterrorism awareness training

The course will utilize a variety of methods of instruction to include: classroom instruction; individual and group activities; and exams. Furthermore, the course will include an emphasis on the application of skills through the use of practical exercises.

TARGET AUDIENCE

This course is for all personnel performing work for the government as background investigators.

ENROLLMENT PREREQUISITES

As determined by each agency.

ACADEMIC REQUIREMENTS

Student assessments will consist of knowledge check tests and practical exercises. To receive a certificate of completion, students must receive a minimum score of 80 percent or greater.

TRAINING RESOURCE REQUIRMENTS

Equipment needs include:

- Computer
- Projector

Instructor materials that must be developed include:

- Instructor Guide
- Lesson Plans
- PowerPoint Presentations
- Practical Exercises
- Review Exercises
- Written Tests
- Practical Evaluations

Student materials that must be developed include:

- Student Guide
- Job Aids
- Handouts
- Exercises

COURSE LENGTH/DELIVERY

The length of course will be approximately four weeks (20 days). Minimum class size is not to be less than nine (9) students and not to exceed twenty (20) students per course convening with a maximum allowable instructor to student ration of 1:20.

REFERENCES

Executive Orders

- Executive Order 10450, Security Requirements for Government Employment, April 27, 1953, as amended
- Executive Order 12333, United States Intelligence Activities, December 4, 1981, as amended
- Executive Order 12968, Access to Classified Information, August 2, 1995, as amended
- Executive Order 10577, Amending the Civil Service Rules and Authorizing a New Appointment System for the Competitive Service, November 22, 1954, as amended
- Executive Order 13467, Reforming Processes Related to Suitability for Government Employment, Fitness for Contractor Employees, and Eligibility for Access to Classified National Security Information, June 30, 2008

United States Code, Title 5

- 5 U.S.C. 1104, Delegation of authority for personnel management
- 5 U.S.C. 1303, Investigations, reports
- 5 U.S.C. 1304, Loyalty investigations; reports; revolving fund
- 5 U.S.C. 1305, Administrative law judges
- 5 U.S.C. 1306, Oaths to witnesses
- 5 U.S.C. 2301, Merit system principles
- 5 U.S.C. 2302, Prohibited personnel practices
- 5 U.S.C. 3301, Civil Service, generally
- 5 U.S.C. 7301, Presidential regulations
- 5 U.S.C. 7312, Employment and clearance; individuals removed for national security
- 5 U.S.C. 7532, Suspension and removal
- 5 U.S.C. 8347, Administration; regulations
- 5 U.S.C. 9101, Access to criminal history records for national security and other purposes

United States Code, Title 15

- 15 U.S.C. 278 g-3, Computer standards program

United States Code, Title 18

- 18 U.S.C. 701, Official badges, identification cards, other insignia
- 18 U.S.C. 1001, Statements or entries generally

United States Code, Title 22

- 22 U.S.C. 272b, Loyalty check on United States personnel
- 22 U.S.C. 290, Acceptance of membership by the United States
- 22 U.S.C. 2519, Security investigations

United States Code, Title 28

- 28 U.S.C. 1746, Unsworn declarations under penalty of perjury

United States Code, Title 40

- 15 U.S.C. 11331, Responsibilities for Federal information systems standards

United States Code, Title 42

- 15 U.S.C. 1874, Security provisions
- 15 U.S.C. 2165, Security restrictions

United States Code, Title 50

- 15 U.S.C. 435b, Security clearances

Code of Federal Regulations, Title 5

- 5 CFR part 2, Appointment through the competitive system
- 5 CFR part 5, Regulations, investigation, and enforcement
- 5 CFR part 250, Personnel management in agencies
- 5 CFR part 731, Suitability
- 5 CFR part 732, National security positions
- 5 CFR part 736, Personnel investigations

- 5 CFR part 911, Procedures for states and localities to request indemnification

Public Law

- PL 108-136: Section 906(a), Transfer to Office of Personnel Management of personnel investigative functions and related personnel of the Department of Defense, November 24, 2003
- PL 108-458: Section 3001(c), Security Clearances, December 17, 2004
- Public Law 110-181, Section 3002 (Bond Amendment): Security Clearance Limitation and Waiver Authority

National Policy

- Investigative Standards for Background Investigations for Access to Classified Information, March 24, 1997
- Security Executive Agent Memorandum, Clarification of Conflicting Personnel Security Investigative Standards, July 29, 2011
- Adjudicative Guidelines for Determining Eligibility for Access to Classified Information, Annex C, December 29, 2005
- Intelligence Community Directive (ICD) 704, Personnel Security Standards and Procedures Governing Eligibility for Access to Sensitive Compartmented Information and Other Controlled Access Program Information, October 1, 2008
- Intelligence Community Policy Guidance (ICPG) 704.1, Personnel Security Investigative Standards and Procedures Governing Eligibility for Access to Sensitive Compartmented Information and Other Controlled Access Programs, October 2, 2008
- Intelligence Community Policy Guidance (ICPG) 704.2, Personnel Security Adjudicative Guidelines for Determining Eligibility for Access to Sensitive Compartmented Information and Other Controlled Access Program Information, October 2, 2008
- Intelligence Community Policy Guidance (ICPG) 704.3, Denial or Revocation of Access to Sensitive Compartmented Information, other Controlled Access Program Information, and Appeal Process (October 2, 2008)
- Intelligence Community Policy Guidance (ICPG) 704.5, Intelligence Community Personnel Security Database Scattered Castles (October 2, 2008)

SECTION II: TRAINING OBJECTIVES

After completion of this training, the student will be able to:

1. Demonstrate the ability to properly brief cases
2. Determine case coverage requirements for all Public Trust and National Security case types as applicable to the individual organization.
3. Prioritize workloads
4. Recognize issues and distinguish between seriousness levels
5. Identify basic steps to issue resolution and apply questioning techniques
6. Navigate and perform basic functions using Reporting Tools
7. Conduct thorough and complete interviews
8. Take accurate complete notes and create a quality report of investigation
9. Apply security policies and procedures during investigation processes

SECTION III: COURSE SUMMARY

This table shows the functional responsibilities for the Investigator training, supporting lessons, practical applications and the estimated time of completion for each of the aforementioned components.

FUNCTIONAL RESPONSIBILITY	SUPPORTING LESSONS	ESTIMATED COMPLETION TIME
Case Management **CWF 1**	Briefing	1 hr
	Case Management	2 hrs, 15 min
	Public Trust and National Security Coverage	4 hrs, 30 min
	National Security Coverage	4 hrs, 15 min
	Coverage Exercises	3 hrs, 20 min
	Case Scheduling and Flow	45 min
	DOD Lifestyle	45 min
	Obtaining Releases	30 min
	Credit Reports/Review Q&A	1 hr, 30 min
Interviewing and Note Taking **CWF 2**	Issue Resolution	8 hrs
	Subject Interview	5 hrs
	General Records/ Reporting	3 hrs, 15 min
	Sources	2 hrs, 45 min
	Interviewing Techniques	3 hrs
	Complex Records/Reporting	3 hrs
	Alcohol-Drug-Medical Interviews/Reporting	2 hrs, 30 min

	Situational Awareness	1 hr
	Professionalism	30 min
Reporting **CWF 3**	Issues	5 hrs
	Reporting Tools	7 hrs, 45 min
	Subject Interview Report Writing	2 hrs, 30 min
	Source Report Writing	1 hr, 30min
	Report Review Session I Subject Interview and Record	2 hrs
	Report Review Session II Special Interview and Report Reviews	2 hrs
Practical Exercises Each practical exercise will encompass each of the above functional responsibilities. Students will prepare for the interviews, brief the cases, conduct interviews, create a report of investigation and complete a case coverage exercise. CWF 1, 2 & 3	Exercise I • Group Public Trust and/or National Security Subject Interview	3 hrs
	Exercise II • Individual National Security Subject Interview	9 hrs, 45 min
	Exercise III • Group Source Interviews *2 Public Trust/1 National Security	3 hrs
	Exercise IV • Enhanced Subject Interview	7 hrs, 15 min
	Exercise V – 2 days • National Security Subject Interview • 2 Source Interviews • 2 Record Reviews • National Security Coverage	11 hrs, 45 min
	Exercise VI – 2 days • National Security Subject Interview • 4 Source Interviews • 4 Record Reviews • National Security Coverage	15 hrs, 15 min
	Exercise VII • Enhanced Subject interview *Issue Resolution	3 hrs

Additional areas of Instruction

Official Welcome	• Welcome from upper management • Course Overview • Introduction of staff and students • Review of expectations	2 hrs
Investigations Overview	• Overview of applicable policies and investigator skills	1 hr, 15 min
Investigative Tools	• Review tools used by the investigator	30 min
Knowledge Check	• Knowledge check on Reporting Tools and on public trust and /or national security case types	1 hr, 30 min
Review Knowledge Check	• Answers are reviewed and discussed	45 min
Quality Management	• Overview of case rating system • Identification of common errors in ROIs	30 min
Facilities & Management as appropriate	• Proper use of GOV	1 hr
Knowledge Check	• Knowledge check on covered material	1 hr, 15 min
Review Knowledge Check	• Answers are reviewed and discussed	30 min
Adjudications	• Adjudicative Guidelines • Additional requests during investigation	1 hr
Overview of Freedom of Information/ Privacy Act	• Release of information to Subject	1 hr
Progress Reports	• One on one counseling session with instructor	1 hr
Knowledge Check	• Knowledge check on material covered	1 hr, 45 min
Review Knowledge Check	• Answers are reviewed and discussed	30 min
Integrity Assurance	• Real falsification examples from investigators • Policies on background investigations	2 hrs
Counterintelligence	• Counterintelligence videos	6 hrs
Course Evaluation/Test	• Assessment on material covered in course	1 hr, 15 min
Review of Course Evaluation/Test	• Answers are reviewed and discussed	30 min
Graduation	• Guest speaker	1 hr 30 min

SECTION IV: COURSE OF INSTRUCTION

Week One

Description
Week One involves interactive presentations and provides the basic information required for an investigator to conduct background investigations.

Objectives

- Identify investigator policies and skills
- Recognize the roles involved in processing investigations
- Identify investigative tools
- Identify three types of briefing
- Determine general coverage requirements for Public Trust and/or National Security case types
- Prioritize workload and use effective time management
- Distinguish differences between issues
- Identify basic steps to resolution
- Recognize resolution impact on Adjudications
- Characterize resolution through other sources determine how information is entered into the case management or reporting system
- Recognize pertinent information in record reviews

Week One		
Topic	**Time Allocated**	**Content**
Official Welcome	2 hrs	• Welcome from upper management • Course Overview • Introduction of staff and students • Review of expectations
Investigations Overview	1 hr, 15 min	• Overview of applicable policies and investigator skills
Case Scheduling and Flow	45 min	• Overview of case processing from start to finish
Investigative Tools	30 min	• Review tools used by the investigator
Briefing	1 hr	• Using all available case material (SF case papers, attachments, NAC Results, etc.) to: * Create a Case Outline*Prepare for Subject Interview*Determine Case Coverage
Public Trust and National Security Coverage	4 hrs, 30 min	• General coverage requirements that apply to ALL case types • Coverage requirements that apply to ALL Public Trust and National Security case types as applicable • Review of each Public Trust and National Security

		case types as applicable and their specific coverage requirements
Case Management	2 hrs, 15 min	• Prioritization of workload • Zoning
Issues	5 hrs	• Issues identification • Seriousness of issues and how they impact Adjudications
Issues Resolution	5 hrs	• Analyze questioning techniques • Review videos of interviews and find questions missed • Adjudicative Guidelines and Factors
Reporting Tools	7 hrs, 45 min	• Tools overview • Tools navigation • Practice Exercises
General Records/Reporting	3 hrs, 15 min	• Review of residence records • Review of employment records • Review of education records • Review of law enforcement records • Review of court records • Note taking for records
		• Reporting each type of record
Knowledge Check	1 hr, 30 min	• Knowledge check on Reporting Tools and on public trust and /or national security case types
Review Knowledge Check	45 min	• Answers are reviewed and discussed

Week Two

Description

Week Two involves interactive presentations, knowledge checks, and practical exercises. The students will learn more complex topics and start applying the knowledge in mock Subject Interviews.

Objectives

- Discover common errors in reports
- Identify government policies
- Identify military structure and procedures
- Identify procedures and policies of conducting the Subject Interview
- Demonstrate understanding of Subject Interview policies and procedures
- Recognize reportable information for a Subject Interview
- Identify errors in reports
- Obtain releases
- Identify general coverage requirements for National Security case types

- Identify different reporting requirements for record and personal testimonies regarding mental health and alcohol counseling
- Recognize coverage requirements based on case by case scenarios
- Demonstrate proper interviewing and notetaking skills
- Apply case coverage requirements
- Analyze interviews
- Define credit report terminology

Week Two		
Topic	**Time Allocated**	**Content**
Quality Management	30 min	• Overview of case rating system • Identification of common errors in ROIs
Facilities & Management as appropriate	1hr	• Proper use of GOV
DOD Lifestyle	45 min	• Military structure and procedures • Overview of access to different military installations
Subject Interview	5 hrs	• Setting up an interview and materials required • Investigator's introduction in the interview • Questions found on the SF-86 • Video of Subject Interview
Prepare for Group Public Trust and/or National Security Subject Interview (Exercise I)	45 min	• Briefing case • Determining case coverage • Preparing for Subject Interview
Group Public Trust and/or National Security Subject Interview (Exercise I)	2 hrs, 15 min	• Watch other investigators interview Subject • Interview Subject and receive feedback
Subject Interview Report Writing	2 hrs, 30 min	• Discrepancies • Disclaimers • Omissions • Unemployment/Self-employment • Foreign Travel
Report Review Session I Subject Interview and Record	2 hrs	• Practice on reporting a Subject Interview • Practice on reporting record information

Obtaining Releases	30 min	• Learn how to obtain releases from Subject
National Security Coverage	4 hrs, 15 min	• Single Scope Background Investigations • Reinvestigations • Phased Reinvestigations • National Agency Checks • Issue Resolution
Alcohol-Drug-Medical Interviews/Reporting	2 hrs, 30 min	• Interviews with doctors regarding mental health concerns • Interviews with providers regarding alcohol or drug issues
		• Reporting mental health, alcohol, and drug interviews
Prepare for Individual National Security Subject Interview - Case Exercise II (Exercise II)	1 hr, 15 min	• Briefing case • Determining case coverage • Preparing for Subject Interview
Case Exercise II Subject Interview (Exercise II)	5 hrs	• Interview Subject and receive feedback • Reporting case coverage requirements
Coverage Exercises	3 hrs, 20 min	• Exercises for national security cases
View Case Exercise II Interview Videos (Exercise II)	1 hr, 45 min	• Watch own video of Subject Interview
Credit Reports/Review Q&A	1 hr, 30 min	• Content review of a credit report • Process of reviewing a case
Review Case Exercise II (Exercise II)	1 hr, 45 min	• Review of student's interview process • Review of student's report of investigation
Knowledge Check	1 hr, 15 min	• Knowledge check on covered material
Review Knowledge Check	30 min	• Answers are reviewed and discussed

Week Three

Description

Week Three involves group exercises, knowledge checks, and practical exercises. The students will learn to apply the knowledge in mock Subject Interviews and mock source interviews.

Objectives

- Recognize the investigator's impact on Adjudications
- Recognize the importance of the Freedom of Information/Privacy Act
- Recognize types of sources
- Identify information to be addressed in source interviews
- Apply knowledge to complete interviews Identify reportable information for source interviews
- Recognize threats and indicators of threats
- Identify professional behavior and dress
- Recognize pertinent information found in records
- Prepare for source interviews
- Demonstrate appropriate source interviewing skills
- Prepare for a special/enhanced interview
- Conduct a special/enhanced interview
- Determine questions which need addressed in Issue Resolution
- Identify reportable information from interviews
- Demonstrate appropriate issue resolution with subjects
- Identify why report writing is crucial

Week Three		
Topic	**Time Allocated**	**Content**
Adjudications	1 hr	• 13 National Security Adjudicative Guidelines • Additional requests during investigation
Overview of Freedom of Information/ Privacy Act	1 hr	• Release of information to Subject
Sources	2 hrs, 45 min	• Setting up an interview and materials required • Investigator's introduction in the interview • Video of personal interview
Source Report Writing	1 hr, 30 min	• Discrepancies • Disclaimers • Association • Supplemental • Issue
Situational Awareness	1 hr	• Protecting oneself from potential threats
Professionalism	30 min	• Appropriate dress and conduct

Complex Records/Reporting	3 hrs	• Review of military records • Review of security files • Review of Federal employment records • Review of credit/finance records • Expunged records • Sealed records • Juvenile records
		• Reporting each type of record
Prepare for Group Source Interviews (Exercise III)	30 min	• Briefing case • Preparing for a Public Trust or National Security source interview
Group Source Interviews (Exercise III)	2 hrs, 30 min	• Watch other investigators interview Subject • Interview Subject and receive feedback
Progress Reports	1 hr	• One on one counseling session with instructor
Prepare for Case Exercise IV Enhanced Subject Interview (Exercise IV)	1 hr	• Briefing case • Preparing for a National Security Subject Interview
Case Exercise IV Enhanced Subject Interview (Exercise IV)	5 hrs, 15 min	• Interview Subject and receive feedback • Confronting Subject of an issue
Issue Resolution	1 hr, 30min	• Confrontation in a focused interview • Resolving issue information
Review Case Exercise IV Enhanced Subject Interview (Exercise IV)	1 hr	• Reporting requirements for the Subject Interview
Prepare for Case Exercise V (Exercise V)	1 hr, 30 min	• Briefing case • Determining case coverage • Preparing for a National Security Subject Interview • Preparing for source interviews and record reviews
Case Exercise V (Exercise V)	9hrs, 15 min	• Interview Subject and receive feedback • Interview two sources and receive feedback • Review relevant security and personnel files • Reporting information in a report of investigation
Report Review Session II Special Interview and Report Reviews	2 hrs	• Practice on reporting a Special Interview • Practice reviewing reports of investigation
Knowledge Check	1 hr, 45 min	• Knowledge check on material covered
Review Knowledge Check	30 min	• Answers are reviewed and discussed

Week Four

Description

Week Four involves group exercises, knowledge check, Counterintelligence (CI), and a graded practical exercise. The students will be tested on a mock Subject Interview, two mock source interviews, two mock record reviews, and a report of investigation.

Objectives

- Recognize impact of falsification
- Recognize and understand Issue Resolution criteria
- Identify interviewing techniques for thorough issue resolution
- Apply knowledge to complete interviews
- Recognize potential CI issues in the course of an investigation and report any such issues to designated CI official

Week Four		
Topic	**Time Allocated**	**Content**
		•
Integrity Assurance	2 hrs	• Real falsification examples from investigators • Policies on background investigations
Issue Resolution	1 hr, 30 min	• Interactive game determining when to confront Subject
Interviewing Techniques	3 hrs	• Body language • Listening • Developing questions • Establishing rapport
Review Case Exercise V (Exercise V)	1 hr	• Review of student's interview process • Review of student's report of investigation • Knowledge check answers are reviewed and discussed
Prepare for Graded Case Exercise VI (Exercise VI)	30 min	• Briefing case • Determining case coverage • Preparing for a National Security Subject Interview • Preparing for source interviews and record reviews
Graded Case Exercise VI (Exercise VI)	13 hrs, 45 min	• Interview Subject • Interview two sources • Review an employment and police record • Reporting information from interviews and from source/record source scenario sheets in a report of investigation
Case Exercise VII Enhanced Subject Interview (Exercise VII)	2 hrs	• Confront Subject with an issue
Counterintelligence	6 hrs	• Counterintelligence videos • Reporting CI concerns

Case Exercises VI & VII Review (Exercise VI & VII)	2 hrs	• Review of student's interview process • Review of student's report of investigation
Course Evaluation/Test	1 hr, 15 min	• Assessment on material covered in course
Review of Course Evaluation/Test	30 min	• Answers are reviewed and discussed
Graduation	1 hr 30 min	• Guest speaker