

**Course Title:** AUMT 1410-502 Automotive Brake Systems (4:2:6)  
**Semester/Year:** Fall 2017  
**Instructor:** Mr. Edward Rincon

**Office/Location:** 502 N. Date Ave. , Plainview, TX. 79072  
**Phone/E-mail:** TBA (806-293-6098), erincon@southplainscollege.edu

**Office Hours:** Check posted hours after classes begin or by appointment

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**I. GENERAL COURSE INFORMATION**

**A. Course Description:** 4:2:6) - This course covers the operation, identification, and repair of drum/disc type brake systems. Emphasis will be on safe use of modern equipment. Topics include brake theory, diagnosis, and repair of power, manual, anti-lock brake systems, and parking brakes. Also covered are proper nomenclature and operation of all existing components. Elements of the course may be taught manufacturer specific.

**B. Course Goals/Objectives:** Utilizing appropriate safety procedures, the student will diagnose and repair hydraulic systems; diagnose and repair drum/disc brake systems; diagnose and repair parking brake systems; and diagnose and repair anti-lock brake systems.

**C. Course Competencies:** A = 100-90 B = 89-80 C = 79-70 F = 69 or below.  
A grade of C or higher is required in AUMT 1410 in order to successfully complete this course.

**D. Academic Integrity:** It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his own, any work which he has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension. For further information concerning Cheating and Plagiarism, read the section on Academic Integrity in the SPC General Catalog. **If you have a question as to whether you may work with other students on any assignment, ASK YOUR INSTRUCTOR. On some assignments, working with others is encouraged.**

**E. SCANS and Foundation Skills:** Specific SCANS competencies and foundation skills applicable to this course are listed adjacent to each objective in the course objective table. They include: Foundation Skills (F): 1,2,3,4,5,6,8,9,10,11,12,13,15.  
Competencies (C): 5,6,7,9,10,11,14,15,16,17,18,19,20.  
A complete list of SCANS competencies and foundation skills is attached at the end of this syllabus.

**F. Verification of Workplace Competencies-Technical Education Division.** The learning outcomes of this course will prepare the student to meet the competencies measured in a comprehensive elective course experience (Course #'s AUMT 1366, AUMT 2366). In addition the student will also be prepared to take the ASE Student Certification test for Automotive Brake Systems.

## **SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS**

**A. Textbook & Other Required Materials:**

Halderman, James D. Automotive Technology Principles, Diagnosis, and Service, 5th Edition, Pearson Publishers, 2016 (with on-line curriculum)  
8 ½ x 11 notebook for classroom note taking and assignments  
Clear Safety Glasses.

**B. Attendance Policy:** Satisfactory course completion requires classroom attendance and participation. There are no excused absences. Due to the amount of time required for lecture and lab activities no makeup work can be scheduled. Four (4) consecutive absences or more than five (5) absences in the semester will result in the student's withdrawal by the instructor. **Two (2) tardies are equivalent to One (1) absence.** Leaving class without notifying your instructor is considered an absence, regardless of the time you left.

**C. Assignment Policy:** All assignments are due at the beginning of class on the due dates unless otherwise instructed. Assignments may include review questions, short essay questions, and definitions. **Part of these assignments can be on-line through the on-line curriculum, you should log on to the on-line curriculum at the beginning of the semester in order to complete them on time. There will be no makeup assignments and no late assignments accepted.** The dates printed in this syllabus can change. Every effort will be made to inform the students of those changes, but the students are ultimately responsible for all assignments regardless of any changed dates. Please check the dates with your instructor throughout the course.

**D. Grading Policy/Procedure and/or Methods of Evaluation:** All exams, including quizzes and the final exam are mandatory for effective student evaluation. Exams will cover theory and practical skills pertaining to all aspects of the material presented. Adequate study time should be set aside for exam reviews. **There will be no make up exams - no exceptions. If a student's financial records are not clear by the time for finals, the student will not be allowed to take the final exam.**

**Course Requirement: All students must participate in the Automotive Service Excellence (ASE) industry certification assessment mentioned above.**

Your grade will be determined on the basis of the following factors:  
Unit exams Written assignments, pop quizzes, and attendance = 25%  
Unit skills tests or lab sheets = 50% (approximately 4)  
Final Exam = 25%

A unit skills test is a measure of how well you follow instructions, your safety in the shop, your use of tools, your cleanliness in the work area and your attention to detail while you perform diagnostics or repairs within a required time period.

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procedures to

A task sheet is used to plan and track students while they perform required skills in the shop. This is not used to average your grade, but it is a professional evaluation of how well you independently and your level of expertise in completing assigned tasks. Prospective employers will want to see this during an interview, so please follow the shop and repair procedures to the best of your ability.

- B. E. Special Requirements: A student's conduct is expected to follow the guidelines stated in the college catalogue and student handbook, any deviation will result in immediate disciplinary action. No smoking, chewing, or dipping is permitted in the building or outside the back doors of the shop and food and drinks are not allowed in any classroom, lab or shop.** These activities will be limited to break time in the designated areas only. Breaks will be limited to 20 minutes. A detailed list of lab/shop guidelines will be handed to you at the beginning of class, you are expected to follow them whenever you are in the shop. Please turn off all cell phones, pagers, etc. during class. Do not park on the back lot unless preauthorized by your instructor, unauthorized vehicles can be towed at the owner's expense.

**Dress Code:** The Automotive Program requires you to dress appropriately. Flip flops or opened toed shoes are not allowed in the shop, proper foot attire should be worn to protect your feet, leather work boots are recommended. Jeans/pants will be worn so that neither one falls to your thighs or knees, belts must hold them at your waist line. Safety glasses will be worn at all times in the shop. If a student fails to comply with the above dress code, he or she, will be sent home and given an absence for that day.

# **CAMPUS GUIDELINES**

## **CHILDREN ON CAMPUS**

Many of the students attending classes at South Plains College are also parents who value the opportunity to participate in higher education. Sometimes students are faced with the decision of whether to remain at home with their children, bring children with them to class, or be absent from class. The following guidelines address concerns for the safety of children on campus and provide for an environment conducive to learning.

### **CHILDREN IN THE CLASSROOM**

**Students are not allowed to bring children to class** and will be asked to leave in the interest of providing an environment conducive for **all** students enrolled in the class. Students are responsible for adherence to the attendance requirements set forth by the instructor in the course syllabus.

### **UNATTENDED CHILDREN ON CAMPUS**

**Children may not be left unattended.** In order to provide for the safety of children on campus, parents or other guardians are responsible for supervising children while utilizing services or conducting business on campus.

### **DISRUPTIVE CHILDREN**

**Disruptive children will not be allowed to interfere with college business.** Parents or other guardians are responsible for supervising and controlling the behavior of children they have brought on campus.

#### **Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

#### **ADA Statement**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) [716-4606](tel:716-4606), or Levelland (Student Services Building) [716-2577](tel:716-2577), Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529

### **GENERAL SAFETY ON CAMPUS**

South Plains College recognizes the importance of safety on campus. The protection of persons and property is a responsibility which we all share. Personal safety begins with the individual. The following guidelines are intended to assist you in protecting yourself and to encourage practices that contribute to a safe environment for our campus community.

- Never leave your personal property unsecured or unattended.
- Look around and be aware of your surroundings when you enter and exit a building.
- Whenever possible, avoid walking alone, particularly after dark. Walk to your vehicle with other class members or request that the Security Guard walk you to your car.
- When approaching your vehicle, keep your keys in your hand; look under your car and in the back seat and floorboard. Lock the doors as soon as you are inside your car.

### **FOOD AND DRINK IN CLASSROOMS**

It is the policy of South Plains College not to permit food or drink in the classrooms or laboratories.

<p><b>In case of emergency, contact the following numbers, but DO NOT leave a voice mail message.</b> <b>Plainview Center Main Office: 806-716-4302 or 806-296-9611</b></p>
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	<p><b>Course Objectives:</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the operation of a typical brake hydraulic system and identify the components that make it up.</li> <li>• Identify the components of a typical drum brake system and discuss how the drum brake is energized.</li> <li>• Identify the components of a typical disc brake system and discuss how the disc brake operates.</li> <li>• Discuss and demonstrate proper safety procedures that should be observed during brake system service.</li> <li>• Follow appropriate service procedures when performing repairs on a typical brake system, including the hydraulic and mechanical components of the system.</li> <li>• Diagnose problems associated with a typical brake system and determine needed repairs</li> <li>• Perform diagnostic and safety procedures associated with anti-lock brake systems</li> </ul> <p><b>Content Outline:</b></p> <p><b>Unit 1: Brake System Operating Principles</b> Unit Objectives:</p> <p>Upon completion of this unit, students will be able to</p> <ul style="list-style-type: none"> <li>• Discuss how friction is used in the braking process.</li> <li>• Describe how hydraulics is used to operate brake components.</li> <li>• Recognize and discuss the two basic types of brake systems.</li> <li>• Identify the components of a typical brake system and discuss the function of each.</li> <li>• Discuss proper safety procedures associated with brake system service.</li> <li>• Identify the basic tools used in brake repair.</li> <li>• Locate service information pertaining to brake system repair in the appropriate service manual.</li> <li>• Diagnose various types of brake noises and symptoms and determine proper repair.</li> </ul>	
F1,2,5,6,8-12		C5,7,15
F1,2,5,6,8		C5,7,15
F1,2,5,6,8		C5,7,15
F1,2,5,6,8		C5,7,15
F1,2,5,6,8-12		*C5,7,15,16,18-20
F1,2,5,6,8-12		*
F1,2,5,6,8-12		*
F1,2,5,6		C5,7,15
F1,2,5,8,10		C5,7,15
F1,2,5,8,10		C5,7,15
F1,2,5,8,10		C5,7,15
F1,2,5,8,12		C5,7,15
F1,2,5,8,12		C5,7,15,18
F1,2,5,8,9,10		C5,6,7,15
F1-5, 8-12		C5,7,15,16,18-20

	<p><b>Unit 2: Hydraulic System and Power Assist Unit Operation &amp; Service</b></p> <p>Unit Objectives:</p> <p>Upon completion of this unit, students will be able to</p> <ul style="list-style-type: none"> <li>• Identify all components of the hydraulic system and briefly discuss the function of each.</li> <li>• Describe how the system safety switches and hydraulic valves function.</li> <li>• Discuss the precautions required in the use of brake fluids to avoid contamination.</li> <li>• Explain the need for properly bleeding a brake hydraulic system.</li> <li>• Discuss and demonstrate the proper method for bleeding a brake hydraulic system.</li> <li>• Discuss the importance of properly bench bleeding a master cylinder before installation.</li> <li>• Demonstrate the proper method of bench bleeding a brake master cylinder.</li> <li>• Recognize when it is necessary to flush a brake hydraulic system and discuss and demonstrate how it is done.</li> <li>• Inspect a complete brake hydraulic system to determine the condition of components and discuss recommended service.</li> <li>• Measure brake pedal free height and travel and determine whether they are within specifications.</li> <li>• Perform service on the following components of the brake hydraulic system: brake pedal, stop light switch, brake fittings, lines, hoses, master cylinder, wheel cylinder, combination valve, and brake caliper.</li> <li>• Identify and discuss the different types of power assist units and test the components for proper operation.</li> </ul>	<p>C5,6,7,15</p> <p>C5,6,7,15</p> <p>C5,6,7</p> <p>C5,6,7,15</p> <p>*C5-7,15,16, 18-20 C5,7,15</p> <p>*</p> <p>*</p> <p>*</p> <p>*C5,7,15,16, 18-20 *</p>
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<p>F1,2,5,6,12 F1,2,5,6,12</p> <p>F1,2,5,8-12 F1,2,5,8-12</p> <p>F1,2,5,8-12 F1,2,5,8-12</p> <p>F1,2,5,8-12 F1,2,5,8-12</p> <p>F1,2,5,8-12 F1-5,9,12</p> <p>F1-5,9,12 F1-5,8-13,15</p> <p>F1,2,5,6 F1,2,5,6,8</p> <p>F1,2,5,6,8 F1,2,5,6,8,12</p> <p>F1,2,5,6,8,12 *F1,2,5,6,8,12, 15</p> <p>* * F1-6, 8-16</p>	<p><b>Unit 3: Disc, Drum and Parking Brake Operation and Repair</b> Unit Objectives:</p> <p>Upon completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the operation of drum brakes.</li> <li>• Identify the components of a drum brake assembly and discuss the function of each.</li> <li>• Discuss and demonstrate how to assemble a drum brake assembly, including all mounting hardware and springs.</li> <li>• Discuss how self-adjusting brakes operate and demonstrate the proper procedure for adjusting a typical drum brake.</li> <li>• Demonstrate the proper technique for cleaning a brake assembly using the brake dust collector prior to disassembly and service.</li> <li>• Inspect a typical drum brake assembly and determine needed service.</li> <li>• Measure a drum with a drum micrometer to determine if it is within wear limits and inspect for unusual conditions such as heat checking, scoring, and hard spots.</li> <li>• Resurface a typical brake drum on the brake lathe to obtain the proper finish.</li> <li>• Service a complete brake drum assembly including replacement of shoes, springs, brake backing plate, brake adjuster mechanism, and wheel cylinder.</li> <li>• Discuss advantages of disc brakes over drum brakes.</li> <li>• Distinguish the differences between a floating, sliding and fixed brake caliper.</li> <li>• Discuss how a typical disc brake assembly operates.</li> <li>• Contrast the differences between front and rear disc brake assemblies.</li> <li>• Discuss safety precautions that should be observed during service of disc brake assemblies.</li> <li>• Demonstrate the proper procedure for resurfacing disc brake rotors to obtain a serviceable finish.</li> <li>• Clean, inspect, and repack front or rear wheel bearings.</li> <li>• Service a typical disc brake assembly.</li> <li>• Identify the components of the parking mechanism and discuss the function of the parking brake assembly.</li> <li>• Demonstrate how to adjust a typical parking brake.</li> <li>• Inspect a parking brake assembly and identify needed service.</li> <li>• Test the operation of a typical parking brake assembly.</li> </ul>	<p>C5,7,15 C5,7,15</p> <p>*C5-7,9-11,14-20 *</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>C5,7,15 C5,7,15</p> <p>C5,7,15 C5,7,15</p> <p>C5,7,15</p> <p>C5-7,15-20</p> <p>C5-7,15-20</p> <p>C5,7,15,18-20 C5-7,14-16, 18-20</p>
	<p><b>Unit 4: Anti-Lock Brakes</b> Unit Objectives:</p>	

<p>F1,2,5,6,8</p> <p>F1,2,5,6,8,9,12</p> <p>F1,2,5,6,8,9,12</p> <p>F1,2,5,6,8,9,12</p> <p>F1,2,5,6,8-12, 15</p> <p>F1,2,5,6</p> <p>F1,2,5,6</p>	<p>Upon completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss advantages of anti-lock brakes.</li> <li>• Diagnose problems with the ABS system.</li> <li>• Test various sensors on the ABS system.</li> <li>• Test Drive a vehicle with ABS and distinguish between “normal” operation and “improper” operation.</li> <li>• Explain the procedures for brake system bleeding on a car with anti-lock brakes.</li> <li>• Explain how regenerative braking works on a hybrid vehicle.</li> </ul>	<p>C5,6,15</p> <p>C5,6,15,16</p> <p>C5,6,15,16</p> <p>C5,6,15,16</p> <p>C5-7,14-16, 18-20</p> <p>C5-7,15</p> <p>C5-7,15</p>
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**AUMT 1410**  
**Brake System Assignment and Exam Schedule**

**Unit 1: Brake System Operating Principles**

**Date:** August 28<sup>th</sup> -- September 14<sup>th</sup>

Assignment: **Log on to the on-line curriculum.** In your textbook, read Chapters 6, 92, 93 and be prepared to discuss each one in class. Complete the Chapter Quiz questions at the end of chapters 6, 92, 93 and turn in on the due date, other written and in-class assignments will be assigned throughout the unit, maybe even on-line.

**Unit 1 Assignment Due: September 14<sup>th</sup>**

**Unit 1 Written Test: September 14<sup>th</sup>** (possibly on-line)

**Unit 1 Skills Test: September 14<sup>th</sup>**

**Labor Day September 4<sup>th</sup>**

**Unit 2: Hydraulic System/Power Assist Unit Operation & Service**

**Date:** September 15<sup>th</sup> – October 12<sup>th</sup>

Assignment: In your textbook, read Chapters 94, 95, 96, 97 and 105 and be prepared to discuss each one in class. Perform all assigned projects. Complete the Chapter Quiz questions at the end of chapters 94, 95, 96, 97 and 105 and turn in on the due date, other written and in-class assignments will be assigned throughout the unit, maybe even on-line.

**Unit 2 Assignment Due: October 12<sup>th</sup>**

**Unit 2 Written Test: October 12<sup>th</sup>** (possibly on-line)

**Unit 2 Skills Test: October 12<sup>th</sup>**

**Fall Break October 13<sup>th</sup>**

**Unit 3: Disc, Drum, Parking Brake Operation & Repair**

**Date:** October 13<sup>th</sup> –November 9<sup>th</sup>

Assignment: In your textbook, read Chapters 98, 99, 100, 101, 102, 103 and 104 and be prepared to discuss this material in class. Perform all assigned lab projects. Complete the Chapter Quiz questions at the end of chapters 98, 99, 100, 101, 102, 103 and 104 and turn in on the due date, other written and in-class assignments will be assigned throughout the unit, maybe even on-line.

**Unit 3 Assignment Due: November 9<sup>th</sup>**

**Unit 3 Written Test: November 9<sup>th</sup>** (possibly on-line)

**Unit 3 Skills Test: November 9<sup>th</sup>**

**THANKSGIVING HOLIDAY NOVEMBER 22<sup>rd</sup> – 24<sup>th</sup>**

**Unit 4: Anti-Lock Brakes**

**Date:** November 10<sup>th</sup> – December 9<sup>th</sup>

Assignment: In your textbook, read Chapters 106, 107 and 108 and be prepared to discuss in class. Perform all assigned lab projects. Complete the Chapter Quiz questions at the end of chapters 106, 107

and 108 and turn in on the due date, other written and in-class assignments will be assigned throughout the unit, maybe even on-line.

**Unit 4 Assignment Due Date: December 9<sup>th</sup>**

**There will be no separate exam for Unit 4; any information will be on the Final Exam. Give yourself adequate time to study.**

**FINAL EXAM DECEMBER 11<sup>th</sup> @ 8:30am**

**"Texas Senate Bill 11 (Campus Concealed Carry) does not go into effect for community colleges until August 1, 2017."**

### **SCANS COMPETENCIES**

- C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows **schedules**.
- C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

#### **INFORMATION - Acquires and Uses Information**

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

#### **INTERPERSONAL- Works With Others**

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers—works to satisfy customer's expectations.
- C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

**SYSTEMS—Understands Complex Interrelationships**

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

**TECHNOLOGY—Works With a Variety of Technologies**

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

## FOUNDATION SKILLS

### **BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks**

- F-1 Reading–locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing–communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic–performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics–approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening–receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking–organizes ideas and communicates orally.

### **THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason**

- F-7 Creative Thinking–generates new ideas.
- F-8 Decision-Making–specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving–recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye–organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn–uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning–discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### **PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty**

- F-13 Responsibility–exerts a high level of effort and perseveres towards goal attainment.
- F-14 Self-Esteem–believes in own self-worth and maintains a positive view of self.
- F-15 Sociability–demonstrates understanding, friendliness, adaptability, empathy and polite-ness in group settings.
- F-16 Self-Management–assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
- F-17 Integrity/Honesty–chooses ethical courses of action.