William Carey University
School of Education
Department of Career and Technical Education
CTE 442 Management of the Occupational Learning Environment
Section 78E –Spring 2012

Professor of Record:  Dr. Karen R. Juneau
Associate Professor & Chair
Career and Technical Education

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Tradition Campus
Administration Building A341
19640 Hwy 67
Biloxi, MS 39532
Office Phone (228) 702-1865
Cell Phone (228) 282-0470

Meeting Location and Time:

This is a fully online course: the course week runs from Monday to Monday.

Contact Information:

Preferred Contact Method:  E-mail or cell phone is the best method of reaching me since I work at a variety of locations and campus sites.

Office hours:

Monday:  10:00 - 11:30
         1:00 - 4:30
         5:55- 9:46 night class at Keesler AFB

Tuesday:  1:00 -4:00 Hattiesburg
          5:55- 9:46 night class at Hattiesburg LRS115

Wednesday:  10:00- 12:00 Keesler
            1:00 - 5:00 Keesler

Thursday:  10:00 – 12:00 Tradition
          1:00 - 6:00 Tradition
E-mail: You should submit your class assignments through the D2L system. You should only use the listed e-mail addresses for general questions that are not course related unless the D2L system is down.

General student e-mail is reviewed on weekdays. E-mail is not reviewed on university holidays, weekends or when I am out of town. You should note the course number in the subject line of the e-mail of your message is related to a course. An example subject line might read: CTE 442-Assignment 1? Please note that on nights that I am teaching, all email received after 4:00 will not be reviewed until the following day.

If the WCU e-mail system is not working, please send the message to Karen.Juneau@gmail.com. If you send the identical document to both addresses change the subject line in the second document to read: CTE 442 Assignment 1? COPY

You should receive a reply from me within 48 hours; if you do not receive a reply please resend you message.

If none of the above message systems are working, consider using the phone and leaving a voice message on my cell phone (228) 282-0470. You may contact me any time before 9:00 p.m. on my cell phone. I encourage you to call if you have any questions. Please remember that you have this option.

Appointments: Any other time outside of scheduled office hours are available by appointment only. E-mail, call, or speak with me about scheduling a day and time that are good for both of us.

Supporting Faculty for Course: N/A

Course Prerequisites: N/A

Course Web Site: Through D2L

Number of Hours for Course: 3 hrs

Nature of Course: Required

Nature of Students: Undergraduate

Format of Course: This course is offered for 10 weeks in an online format for spring 2012.

Catalog Description: Management of equipment, inventory, physical facilities, and emergency planning (3 hrs)

Expanded Description/Overview: Management of the Occupational Learning Environment is designed to help career and technical educators develop the ability to manage and maintain a safe occupationally based learning environment through the application of classroom
discipline/psychology theories and methods, the maintenance of the physical learning environments, appropriate academic, inventory and equipment records for a specific vocational learning environment and adherence to the legal responsibilities of educators related to accident prevention, response and reporting.

Course Generally Scheduled: Eighteen month rotation

Relationship of this course to the curriculum/program sequence: Common core course for career and technical education students in the undergraduate degree: required state licensure course for secondary vocational licensure for degree and non-degreed vocational-technical teachers.

Required textbook:


This text book will not be needed until the second half of the course and will only be used briefly. You will not need to own this work to complete the assignments that refer to it. It is an excellent resource for classroom discipline problems.

This text is available for free in electronic format through the WCU library link for students. [http://www.lib.WCU.edu](http://www.lib.WCU.edu) Select e-resources and then the NetLibrary link. Search for the book by the title.

This book is also available in print form; you should check various sources for the best price.

Beyond readings from the text, additional reading assignments will be assigned during the course. Usually, these additional reading assignments are summaries or outlines of materials related to the topic covered in class that week. You are expected to read these assignments before the beginning of the next class week.

Conceptual Framework Addressed in Course: The overarching theme of the School of Education and NCATE Unit conceptual framework is “Building caring, reflective decision makers.” The Unit’s conceptual framework is by design aligned with the university’s mission.

Course Aim: Students will develop skill in the management of laboratory learning environments.

Course Goals: The overall goals for this course are the development of skills needed to maintain, inventory and control the physical requirements for the occupational learning laboratory and to effectively manage classroom discipline problems in the technical and occupational education classroom.
**Course Objectives:** The purpose of this course is to focus upon selected objectives that are common to career and technical educators as well as academic educators. Through participation and hands-on training, students will:

1. Analyze physical facilities and assessed of their appropriateness for a specific occupational area.
2. Identify potential fire, tool, equipment, and hazardous material safety requirements for a specific occupational instructional area.
3. Develop safety protocols and procedures.
4. Prepare instructional supply and maintenance budgets.
5. Design safe and efficient storage for tools, equipment and hazardous materials for a specific occupational program.
6. Develop skill in identifying possible causes of problem student behaviors.
7. Designed systems to organize maintenance of the occupational laboratory.
8. Apply appropriate recordkeeping systems for supplies, equipment, facilities, and academic records.
9. Develop a discipline plan that is appropriate for the intended student population.
10. Identify the processes, procedures, and legal requirements for working with special population students.
11. Identify the legal and ethical responsibilities of the classroom teacher.
12. Identify practices that extend beyond the classroom into the local community.

**Standards**

This course supports the following Mississippi Department of Education (MDE) best practices:

1. Know characteristics of a safe and effective school. (MDE1)
2. Know ethical and legal behavior/behavioral changes. (MDE2)
3. Know process and procedures for referral and accommodating SPED students. (MDE3)
4. Establish and maintain effective classroom rules. (MDE4)
5. Establish realistic consequences for student’s behaviors. (MDE5)
6. Manage student behavior during transitional periods. (MDE6)
7. Know how to utilize group influences to improve classroom behavior. (MDE7)
8. Know how to determine individual and group intervention approaches. (MDE8)
9. Define a crisis and/or violent situation; identify events/situations which may result in a crisis or violent situation; formulate pro-active strategies to provide assistance for those in a crisis or violent situation; and develop intervention strategies for students. (MDE9)
10. Know strategies for developing partnerships between school and home, as well as strategies for positive approaches to discipline on both fronts. (MDE10)
Related Common Core Standards for CTE (CCSCTE)

1. Act as a responsible and contributing citizen and employee (CCSCTE 1).
   - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
   - They are conscientious of the impacts of their decisions on others and the environment around them.
   - They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace.
   - They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

3. Attend to personal health and financial well-being (CCSCTE-3)
   - Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities.
   - Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

5. Consider the environmental, social and economic impacts of decisions (CCSCTE-5).
   - Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
   - They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

9. Model integrity, ethical leadership and effective management (CCSCTE-9).
   - Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace.
   - They have a clear understanding of integrity and act on this understanding in every decision.
   - They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others’ actions, attitudes and/or beliefs.
   - They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morale and organizational culture.
12. Work productively in teams while using cultural/global competence (CCSCTE-12).

- Career-ready individuals positively contribute to every team whether formal or informal.
- They apply an awareness of cultural differences to avoid barriers to productive and positive interaction.
- They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objective Addressed</th>
<th>MDE Best Practices</th>
<th>CCSCTE Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Project</td>
<td>1,2</td>
<td>MDE 1</td>
<td>CCSCTE -5</td>
</tr>
<tr>
<td>Safety Plan</td>
<td>2,3</td>
<td>MDE 3, MD4, MDE 9</td>
<td>CCSCTE -1, CCSCTE -3, CCSCTE -5</td>
</tr>
<tr>
<td>Inventory and Materials Management Project</td>
<td>3,4,5,6</td>
<td>MDE 6</td>
<td>CCSCTE -1, CCSCTE -5</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>6,7,8, 9</td>
<td>MDE 4, MDE 6, MDE 7, MDE 9</td>
<td>CCSCTE -1, CCSCTE -9</td>
</tr>
<tr>
<td>Special Populations Assignment</td>
<td>10,11</td>
<td>MDE 2, MDE 8, MDE 10</td>
<td>CCSCTE -12</td>
</tr>
<tr>
<td>Exam 1</td>
<td>1,2,3,7,8</td>
<td>MDE 1, MDE 4, MDE 5</td>
<td>CCSCTE-3, CCSCTE -5, CCSCTE -9</td>
</tr>
<tr>
<td>Final Exam</td>
<td>4,5,6, 9, 10, 11, 12</td>
<td>MDE 2, MDE 3, MDE 4, MDE 7, MDE 8, MDE 9</td>
<td>CCSCTE -1, CCSCTE -3, CCSCTE -5, CCSCTE -12</td>
</tr>
</tbody>
</table>

**Technology Competencies:** All assignments in the course will be completed through the use of technology, software and hardware and technology-associated resources (e.g., Web sites, technology-related articles, video).

**Teaching Techniques/Methods Used in Course:** Media presentations, discussion boards, required readings and group and individual assignments will be the instructional methods employed in the course.
All class requirements and activities are set upon an individual basis so that maximum instruction can be provided for each student. The student is responsible for budgeting his/her own time and completing class work progressively throughout the term.

**Course Requirements/Grading Scale:**

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Weight</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Project</td>
<td>15%</td>
<td>Facility Project (Multipart assignment)</td>
</tr>
<tr>
<td>Safety Plan</td>
<td>15%</td>
<td>Safety Plan (Multipart assignment)</td>
</tr>
<tr>
<td>Inventory and Materials Management Plan</td>
<td>15%</td>
<td>Inventory and Materials Management Project (Multipart assignment)</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>15%</td>
<td>Classroom Management Plan (Multipart assignment)</td>
</tr>
<tr>
<td>Special Population Assignment</td>
<td>15%</td>
<td>Tutorial - IEP</td>
</tr>
<tr>
<td>Exam 1</td>
<td>10%</td>
<td>Objective Assessment</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15%</td>
<td>Objective Assessment</td>
</tr>
</tbody>
</table>

Weighted semester average will be rounded to one decimal place, and be used to determine course grade based on the following scale:

- A = 90 - 100 points
- B = 80 - 89.9 points
- C = 70 - 79.9 points
- D = 60 - 69.9 points
- F = 0 - 59.9 points

Please notice that this means you must make a 90 or above to earn an A in this course; 89.9 is a B.

**Product to Verify Technology Application Competency:**

<table>
<thead>
<tr>
<th>Assignment/Objective addressed</th>
<th>MDE Best Practices</th>
<th>Common core for CTE</th>
<th>Description of the Nature of the Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3</td>
<td>MDE1, MDE2, MDE3, MDE4, MDE5, MDE6, MDE7, MDE8, MDE9, MDE10</td>
<td>CCSCCTE -1, CCSCCTE -3, CCSCCTE -5, CCSCCTE -9, CCSCCTE -12</td>
<td>Student collected portfolio of projects created in the course; a facility project, a safety plan, an inventory and materials management project, a special populations plan and a classroom management plan.</td>
</tr>
</tbody>
</table>
**Attendance (from *The RedBook*)**

Students are expected to attend class. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent. Undergraduate students must attend 75% of the class meetings in order to receive credit for the course. Graduate students must attend 80% of their class meetings in order to receive credit for the course. The total number of absences is reported for each class by each faculty member at the time of filing trimester grade reports. *If you miss more than two sessions, you will fail this course.*

**Assignment Due Dates and Late Policy:**

**Due Dates:** For this course, assignments are due one week from date the assignment given unless otherwise noted but you have a brief grace period. For this course, each week is considered to end on the next Friday after the class session date which is Wednesday. This means you have until Friday at midnight Central Time to submit any assignment due that week in D2L without a late penalty. Assignments submitted after Friday at Midnight Central Time each week are considered late. Late assignments will accepted for one week following the *original deadline* and will be penalized 10 percent. No assignments will be accepted for credit more than one week after the original due date. No late assignments will be accepted after completion of the final exam.

All assignments are to be typed and should be submitted in electronic format in D2L and in hard copy format at the class session on which they are due.

**Incomplete Grade Policy**

All of the following criteria must be met in order for a student to receive an incomplete (I) grade:
- class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- the student must be passing the class at the time the incomplete is granted;
- the student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- the student must have provided appropriate documentation regarding the reason for requesting the incomplete (e.g., accident reports, medical records, etc.)
- the Dean of Arts and Letters must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course. If you fail to complete the course before the end of the following trimester the I grade will be replaced with an F.

**Bibliography/additional readings/reading list:**


**Web site resources:**

Materials from the National Science Foundation Criteria, standards, and process for planning prototype laboratories and support spaces for secondary school instruction at http://www.labplan.org/essent/index.htm

NIOSH Safety Checklists. Refer to the appropriate sections for your teaching area at NIOSH Safety Checklist Program for Schools http://www.cdc.gov/niosh/docs/2004-101/

Rules for safe school design at http://www.fccdr.usf.edu/upload/Projects/safeschool/safesc/intro.htm

Trends in new school design at http://www.youtube.com/watch?v=Gk35mLDSjWA

Safety Goggle Lesson, short video on why you should wear safety goggles http://www.metacafe.com/watch/335262/this_concludes_our_lesson_on_safety_goggles/

Teachers and Tort Law. The first three sections are the required reading. http://cecp.air.org/interact/authoronline/february99/1.htm


SawStop - two videos at this site for design and liability discussion. http://www.sawstop.com/

The spanking debate - Site that reviews materials on corporal punishment, legal issues, research and social debates. http://www.religioustolerance.org/spanking.htm

Assertive Discipline web site that describes the Cantor's assertive discipline model. http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/AssertiveDiscipline.html
Writings by James Dobson.  [http://www.family.org/parenting/A000001164.cfm](http://www.family.org/parenting/A000001164.cfm)


Legal issues in Education [http://cecp.air.org/interact/authoronline/february99/1.htm](http://cecp.air.org/interact/authoronline/february99/1.htm)

**Class Participation:**

There is one discussion board for CTE 442:

Inappropriate postings such as sales solicitations, hostile materials, and inappropriate social exchanges will be blocked and the student will be contacted to allow an opportunity to correct this behavior pattern. If this behavior pattern persists beyond the initial warning, the offending student will be barred from the water cooler board and will be penalized 10% on the assignment portion of the course grade. Significant inappropriate postings will result in a 20% reduction on the assignment portion of the course grade. Examples include posts that create a hostile learning environment, use offensive language and are directed attacks on other students.

**The Class Discussion Board**

For some weeks in this class, you are to post to the class discussion board in D2L. You will be usually be given a reading or a case study to review and the question that is directly related to that reading or case study.

You should plan to complete this early in the week, within 48 hours of the initial assignment for most weeks. This means that **the initial post should be complete by Wednesday**

The reason for this time frame is so that your classmates will have time to read your post and to respond reflectively to your post. **After Wednesday, you should return the discussion board to post a response to the items posted by your classmates. Your response should be**
**complete by Monday of each week.** You do not have to reply to every post; a general reply showing that you have read the original posts is expected.

Please note a discussion board activity is not required for every week in course; for the weeks in which this is required, the requirement will be noted in the directions for that week.

**Statement on academic integrity**

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Redbook.

**ADA statement**

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact the appropriate person at the campus closest to their location.

For the Hattiesburg campus, please contact Ms. Brenda Waldrip at 601-318-6188, Student Services Office in Lawrence Hall.

For the Tradition campus, please contact Mr. Jerry Bracey at 228-702-1802 in Administration building

For the Keesler AFB teaching site, please contact Ms. Amanda Knesal at 228-376-8480 at Sablich Center.

**Disaster Plan Statement**

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Säder Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.
# Class Assignment Schedule
Tentative and Subject to Change

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Topic</th>
<th>Assignment/Readings</th>
</tr>
</thead>
</table>
| **Week 1** | **Topics:**  
ichi Designing the physical environment  
ichi OSHA Standards related to classrooms and occupational education laboratories  
ichi Creating a safe work environment  
ichi Using the Mississippi Curriculum Frameworks  | **On the World Wide Web:**  
ichi Reading Assignment:  
ichi Materials from the National Science Foundation Criteria, standards, and process for planning prototype laboratories and support spaces for secondary school instruction at [http://www.labplan.org](http://www.labplan.org)  
ichi Mississippi Curriculum Frameworks [http://www.rcu.msstate.edu/curriculum/dwnlds_curriculum.htm](http://www.rcu.msstate.edu/curriculum/dwnlds_curriculum.htm)  
ichi Assignment 1: Facility Plan Project assigned is due at next week.  |
| **Week 2** | **Topics:**  
ichi Safety in the workplace  
ichi Formal reporting requirements and reports  
ichi Safety inspections  
ichi Safety procedures  
ichi Accident reports  | **Online resources:**  
ichi Sample materials  
ichi Study outline for safety in the workplace and occupational laboratory  
ichi Assignment 1: Facility Plan Project is due in D2L  
ichi Assignment 2: Safety Plan Project is assigned  |
| **Week 3** | **Topics:**  
ichi Instructor legal liability  
ichi Negligence  
ichi Malfeasance  
ichi Academic Record Maintenance  
ichi Verification of vocational competencies  
ichi Privacy issues and academic records  | **Online resources:**  
ichi Required Reading Assignment:  
ichi Teachers and Tort Law Read the first three sections at the following web site: [http://cecp.air.org/interact/authoronline/february99/1.htm](http://cecp.air.org/interact/authoronline/february99/1.htm) (also linked in D2L)  
ichi View FERPA videos linked in D2L.  |

*Note: The schedule is tentative and subject to change.*
| Week 3 | **Topics:**
| | ✅ Introduction to basic inventory management
| | ✅ Inventory and maintenance records for major equipment
| | ✅ Expected life and depreciation
| | ✅ Equipment inspections and maintenance schedules
| | **Assignment 2:** Safety Plan Project is due end of this week.
| **Online resources:**
| | Media Presentation
| | **Assignment 3 (Part 1):** *Inventory and Materials Management Project* is assigned due end of week 6.
| **Week 4** | **Topics:**
| | ✅ Inventory and ordering systems for consumable supplies.
| | ✅ Control systems
| | ✅ Rotation schedules
| | **End of material covered on Exam I**
| | **Online resources:**
| | Review guide for Exam I
| | Work inventory practice problems (if not completed in class)
| | **Assignment 3 (Part 2):** *Inventory and Materials Management Project* is assigned due end of week 6.
| | **Study for Exam I**
| | **Week 5** | **Topics:**
| | ✅ Introduction to discipline theory
| | Theories of
| | ✅ James Dobson
| | ✅ Lee and Marlene Canter
| | ✅ Fredric Jones
| | **Online resources:**
| | **Assigned textbook readings**
| | Chapter 4, 5 & 6: James Dobson, Lee and Marlene Canter & Fredric Jones.

SafeSaw video (also linked in D2L)
### Exam 1 is this week

#### Week 6
**Topics:**
- Rudolf Dreikurs
- William Glasser
- Thomas Gordan

**Assignment 3:** *Inventory and Materials Management Project.* All parts are due this week.

**Online resources**

*Readings linked in D2L*

- Review and summary of the work of Dreikurs
- The William Glasser Institute
  [http://wglasser.officewebsiteonline.com](http://wglasser.officewebsiteonline.com)
- Four short articles that explain T.E.T
  [http://www.gordontraining.com/schools-free-resources-teachers.html](http://www.gordontraining.com/schools-free-resources-teachers.html)
- Video Link: Active listening
  [http://video.google.com/videoplay?docid=-1437689366374663142&q=active+listening&total=200&start=0&num=10&so=0&type=search&plindex=0](http://video.google.com/videoplay?docid=-1437689366374663142&q=active+listening&total=200&start=0&num=10&so=0&type=search&plindex=0)

**Required Text Reading:**

*Chapter 6, 8, & 9.* Dreikus, Glasser, Gorden

**Assignment 4:** Classroom Management Plan assigned and is due at the end of week 7.

#### Week 7
**Topic:**
- Other Concepts
  - Hunter
  - Wong
  - Role of rewards
  - Praise vs. encouragement

**Assignment 4:** Classroom Management Plan assigned is due in D2L

**Online resources**

- A Guide to IEP

**Required Text Reading:**

*Chapter 10 and 11:* Selections

**Assignment 5:** *Special Populations*

Assignment (this assignment is not part of your portfolio for TK20)
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic:</th>
</tr>
</thead>
</table>
| 8    | ✷ Bullying  
      | ✷ Workplace verbal aggression |
|      | *All Project revisions should be complete this week* |
|      | *Uploading to TK20* |
|      | *Finish and submit course portfolio to TK20* |
|      | **Assignment 5: Special Populations**  
      | **Assignment** is due |

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>✷ The unusual case: school and workplace violence</td>
</tr>
<tr>
<td></td>
<td><a href="http://blogs.edweek.org/topschooljobs/k-12_talent_manager/2012/02/workplace_violence_-do_you_have_a_plan.html?cmp=SOC-SHR-FB">http://blogs.edweek.org/topschooljobs/k-12_talent_manager/2012/02/workplace_violence_-do_you_have_a_plan.html?cmp=SOC-SHR-FB</a></td>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Final Exam in D2L</th>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Final Exam</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td><strong>Final Exam</strong></td>
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