**EDCP 217: Introduction to Student Leadership**  
University of Maryland, College Park  
Fall Semester, 2010  
Tuesdays and Thursdays: 2:00pm – 3:15pm  
0236 Tawes Hall

Contact Information for Course Instructors: office hours are arranged by appointment

Olan Garrett  
Manager, Educational & Outreach Programs  
Department of Resident Life  
ogarrett@umd.edu  
1111 Annapolis Hall  
301-314-4255

Angela Jackson  
Coordinator, Human Resources  
Department of Resident Life  
ajackso6@umd.edu  
2100 Annapolis Hall  
301-314-5111

**Course Overview:**

*This course has been developed through the collaboration and partnership of the College of Education and the Adele H. Stamp Student Union Center for Campus Life.*

**Required Text**

The following book will be the primary text for this course. The book will only be available through the University Book Center (not the Maryland Book Exchange on Route 1).


**Course Fees**

There is a mandatory course fee for the class that will be billed directly to student accounts. This fee covers the Myers-Briggs Type Indicator (MBTI) instrument and the Challenge Course Fee.

**Purpose, Scope, and Goals of EDCP 217: Introduction to Student Leadership**

In today’s world, it is impossible to escape the topic of leadership. From government and non-profit organizations to multi-national corporations, leadership is attributed to the biggest successes and the grandest failures. But what is leadership and who is a leader? This course will explore the concept of leadership grounded with theory, but with an emphasis on the personal meaning and definition of leadership for you. Since it is impossible for us to adequately cover the many different leadership models in one semester, the intent of this course is to provide you with a solid foundation from which to define yourself, your roles, and your responsibilities in your own lives and within your communities.

This course will use a variety of experiential, hands-on activities to encourage you to interact with the material presented in class and in the readings. We hope this will allow you to truly understand the theories and help shape your identity as a leader. We also want you to understand the relationships between yourself and the people and communities around you; how can you shape them and how do they shape you? After all, “real leaders are ordinary people with extraordinary determination.” (Source Unknown)
COURSE OBJECTIVES FOR EDCP 217:

Knowledge/Cognitive Learning Goals

- Explore leadership myths and realities
- Understand the multidisciplinary roots of leadership studies.
- Learn about the shift between industrial/post-industrial models
- Begin to value leadership as a process, not just position
- In-depth exposure to the relational leadership model & components

Personal Development Learning Goals

- Gain knowledge about self
- Develop consciousness of self; self-efficacy; feelings of mattering; manage personal emotions; values clarification; understand cultural heritage
- Apply self-knowledge
- Practice congruence; commitment; identify passions; discuss cultural differences and issues
- Learn to value ethical thought and action
- Develop critical thinking skills

Group/Organizational Learning Goals

- Learn to engage constructively with others
- Practice collaboration; controversy with civility/principled dissent; engage across difference
- Understand group roles, group dynamics, and group decision making

Course Expectations of Students & Instructors

Academic Integrity
In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but we ask that you do so.

The Pledge reads: I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. - Student Signature
More information about academic integrity and the Honor Pledge is available online at www.shc.umd.edu

Atmosphere
Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members’ participation in class activities and discussion. Class members are expected to be open to learning the acceptance of alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership.

In order to foster an atmosphere of learning free from distractions, students are asked to turn off all mobile phones, personal pager devices, and personal data organizers during class time.

Participation & Attendance (150 points)
Attendance at all class sessions is expected. Unexcused absences from class sessions will impact your participation grade. Absences from a portion of a class session (i.e., late arrivals or early departures) will also be factored into your participation grade. Excused absences will only be provided on a limited basis for illness (self or dependant), religious observations, participation in university activities at the request of university authorities, or compelling circumstance beyond the student’s control. Absences will only be excused with prior notice, in writing, except in case of emergency. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

Class members are expected to participate actively in class sessions. Class members will benefit most when the class atmosphere is one characterized by active and honest discussion. Leadership skill development in those areas described in the class objectives is maximized by frequent and active participation in role-plays and group exercises. Since the experiential aspects of the class are important, class members are expected to cooperate and comply with directions and feedback from instructors during these activities. An overall participation grade will be assigned by instructors upon completion of the class, which is based on attendance, engaged contributions to class discussion, active listening and involvement, and other factors that contribute to the positive development of class community.

Class members are expected to complete all outside readings and assignments on time. Readings may not always be covered during class sessions, but class members will be held responsible for text material in exams, assignments, and experiential activities in class.

Confidentiality
Many issues in the class session are to remain confidential. Class members are expected to remain mindful of this issue with respect to their peers’ contributions during class.

Religious Observations
Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

Course Cancellations/Delays:
Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the university text messaging system.
UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

**Students with Disabilities**
Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. ([www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)). It is the student’s responsibility to notify the instructor within the first week of the semester to discuss academic accommodations.

**Students in Need of Assistance**
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Services** (LAS) - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the **Counseling Center** or the **Mental Health Service at the University Health Center** for an appointment. The Counseling Center also offers on-line resources on a series of topics.

### Learning Assistance Services (LAS)
2201 Shoemaker Hall
Email – [LAS-CC@umd.edu](mailto:LAS-CC@umd.edu)
Phone – 301-314-7693
Website – [www.counseling.umd.edu/LAS](http://www.counseling.umd.edu/LAS)

### Counseling Center
Shoemaker Hall
Phone – 301-314-7651
Website – [www.counseling.umd.edu](http://www.counseling.umd.edu)

### University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - [www.health.umd.edu/services/mentalhealth.html](http://www.health.umd.edu/services/mentalhealth.html)

**Expectations of Instructors**
Students can expect their instructors will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students’ interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period. Students are encouraged to make extensive use of instructors in and outside class sessions.
Course Evaluations

While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are more formal ways we will engage in evaluation as a class. One of these is the university’s campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate. More information regarding this system is available at www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

Minor in Leadership Studies

Students who have successfully completed EDCP 217 are eligible to apply for the Minor in Leadership Studies. The EDCP Minor in Leadership Studies, open to students from all majors, promotes college student leadership development by educating undergraduate students for and about leadership in a complex world. The goal of the minor is to prepare students to serve effectively in formal and informal leadership roles in campus, local, national, and global contexts. Applications are accepted each semester at the beginning of October and March. Visit www.education.umd.edu/EDCP/leadership/ for more information on course requirements, eligibility, and application procedures.

Assignments

Summary of Assignments

NOTE! All assignments will be collected at the beginning of the class on which they are due. Assignments turned in late will result in the loss of 10 points for every 24-hour period after the due date. If you anticipate having trouble turning an assignment in on time, please make arrangements with your instructors in advance. Computer and printing problems are not acceptable excuses for late papers.

All assignments must be turned in to as a hardcopies on the class on which they are due.

Assignment #1: Autobiography – Due September 9th

Write your story in 3 - 5 pages focusing on the defining moments in your life that have made you who you are today. This assignment is an opportunity for you to reflect upon your life history including your family background, culture, values and beliefs, role models, moments of personal growth and transformation and your future goals. In addition to the written component, bring in a visual representation of your story to share with the class, i.e. collage, pictures, personal items, drawing, poem, etc.

Each story should include the following components:

- A brief description of the defining moment(s).
- What you’ve learned from the defining moment(s)?
- How these defining moments have impacted you?
Below are some additional questions to consider when writing your story:
What is your family history? What are your family traditions and customs? How have these factors influenced your life and perceptions of leadership? Do you have any social identities (i.e. race/ethnicity, ability, religion, gender, sexual orientation, social class) that influence your actions in the context of leadership? When was the first time you realized your leadership potential? Are there any influences outside of your family that have shaped your values and philosophy of leadership? What about the imperfect moments or mistakes that shaped the content of your character? How have mentors and critical incidents transformed you?

Assignment #2 - Journal Assignments (5 journals will be written by students. Journals are due on 9/23, 9/30, 10/14, 10/28, 11/11 and 12/2).

Each student will write 5, 2-3 page journals on pre-assigned topics related to the student leadership and what they are learning from the course and their own experiences. All journals will be graded with the following criteria:

The weekly journals will not be graded for content, but will be reviewed and feedback provided. They will be graded for completion by the due date. At the end of the semester, as long as you have submitted all seven journals on time, you will receive full credit (35 points) for this portion of your grade.

Assignment #3: Ropes Course Reflection Paper Due: October 28th
All students will participate in an experiential learning program with the Campus Recreation Service Department. The Ropes Course is a required component of the course and highlights concepts of the relational model of leadership. Attending the session is expected, but no one will be required to undertake any activity that makes him or her too uncomfortable. Students will be required to summarize their experiences in the ropes course and apply the relational model to the group process that occurred during the experience. The challenge course is scheduled for the (fill in dates) course times from 2:00pm to 3:15pm. It is required that you attend both of those courses in order to complete the paper. The paper will be a synthesis of the experience where leadership concepts learned earlier will be applied to the ropes course. Questions to help frame the paper will be distributed after the ropes course experience. The paper should be 4-5 pages in length.

Assignment #4: Social Identity Immersion Experience: Due November 23rd
Leadership in the future will require individuals with an appreciation of diversity. The globalization of many industries and organizations will make understanding individual differences even more critical. Given this, you are expected to attend an event, meeting, or program that helps you understand a social identity different than your own. This can include a different race, ethnicity, sexual orientation, gender, ability and/or religion. There are many events, speakers, etc on campus which might expose students to different social identities. Additionally, the Washington, DC area is rich with cultural offerings which could serve the same purpose.

Within this paper, you are expected to reflect on your own social identities. In addition, you should integrate what you have learned about your own social identity in relation to this different and newly explored social identity. Specifically, you will be expected to discuss how you will apply this experience to your current and future leadership roles.

Use your experience, the text, and the questions below as the foundation for your paper. The paper should be a synthesis of the exploration of your own social identity, leadership concepts learned in the class, and your experience at the event, program, meeting, or speaker.
Paper Guidelines
Your paper must be 3-5 pages in length. Please use the following parts and questions as a guide for your paper:

Part I – Understanding Self
- Describe your own various social identities. Which aspects of your identity are most salient to you?

Part II – Understanding Others
- Describe the event/program/speaker that you attended.
- Why did you choose this event/program/speaker?
- How was this experience different from what you typically experience?
- Incorporate the three questions posed by Komives in Exploring Leadership:
  - How are you like no one else at the event?
  - How are you like some others at the event?
  - How are you like everyone else at the event?
- What did you learn about yourself at this event? What did you learn about others?
- Describe a moment when you felt uncomfortable or out of place. Why do you think you felt this way? How did you react?

Part III – Application to Leadership
- How will you apply this experience, and what you learned from it, to your current and future leadership opportunities?
- How do stereotypes play a factor in gaining an understanding of groups different than our own?
- How (or how not) are your leadership skills influenced by your perceptions of gender, race, ethnicity, ability, or other characteristics of others in the group?
- Reflect on David Hoope’s Intercultural Learning Process Model; think about where you are currently in this model. Where are you in your intercultural learning process right now? What experiences will help you expand your openness to others?

Team Leadership Project (100 Points)
You will have the chance to work in a small group, as a team, to explore leadership practices in action within organizations of which you are a part. Each individual member of your team will identify an organization he/she participates in and conduct a leadership audit of that group. Information collected should include, but is not limited to, the following:

- A description of the organization (structure, mission, vision, purpose, officers, membership, activities, etc)
- The strengths, weaknesses, and problem areas with the organization.
- Steps you would take to bring about effective change in the organization.
- Elements of course content that intersect with your organization (i.e., how the Relational Leadership Model plays out in that group, ethical issues the group faces, diversity aspects of the organization, power dynamics within the group, etc.)

Each member of the team should identify a different group (no duplications).

Next, your team should work on an analysis of the groups as a collective, comparing and contrasting how the organizational dynamics are manifested across groups. What are similarities? Why? Where do differences lie? Why? Throughout all parts of the process, it will be imperative to use leadership theories and course content, in particular the Relational Leadership Model, to make sense of the organizations in their current state, what
the visions of the organizations could be with changes, and how to affect change within the organizations. Theory must be infused throughout!

At the end of the semester, your team will present the analysis to the class. In addition, each individual team member will also submit a summary report on the date of the team presentation. This summary report should examine your team’s processes in relation to what you’ve learned from class (group dynamics, communication, leadership styles, differences, team and group effectiveness, your observations of various leadership and participant roles that you and your classmates played in your team, what worked, who worked, what didn’t and why, etc.).

The assigned paper for this assignment must be typed, 3-4 pages long, double-spaced with 1-inch margins and size 12 Times New Roman font.

**Teammate Rating Sheet (20 points; Due day of presentation)**

The final element of your paper will be to rate the effectiveness of yourself and your other team members in conducting the group project and presentation. Please take into account their participation in both planning and executing the project. We will provide you with a rating sheet to use for each of your team members.

**Grading**

**Grading Criteria**

All assignments will be graded with the following criteria:

**Content:**

The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

**Introspection, Elaboration and Synthesis:**

The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth and development in written work. Instructors will be looking for the student’s ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which the student “brings it all together” and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.

**Form:**

The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.
Class members are expected to seek approval for extensions of assignment deadlines prior to due dates from the instructor(s). Assignments which are submitted after the class period on due dates with no prior authorization will be penalized one letter grade per day past the due date (i.e., a paper turned in two hours after the due-date class period will be counted as late and one letter grade will be deducted). All papers submitted by class members must be typed. Any assignment not handed in during the class period should be submitted via the Blackboard site for the course (www.elms.umd.edu). DO NOT send papers via email.

In addition to these graded assignments, you may also be given several non-graded assignments which will count towards your participation grade. These are provided to flesh out the material or to prepare you for a class discussion.

**ASSIGNMENTS AND GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiography</td>
<td>50</td>
</tr>
<tr>
<td>Journals (5 journals at 10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Ropes Course Reflection</td>
<td>50</td>
</tr>
<tr>
<td>Social Identity Immersion</td>
<td>50</td>
</tr>
<tr>
<td>Final Paper</td>
<td>100</td>
</tr>
<tr>
<td>Participation &amp; Teammate Rating Scale</td>
<td>150</td>
</tr>
<tr>
<td>In class activities &amp; blackboard activities</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 – 100%</td>
</tr>
<tr>
<td>A</td>
<td>94 – 96.99%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.99</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73.99%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>64 – 66.99%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 63.99%</td>
</tr>
<tr>
<td>F</td>
<td>59.99% and below</td>
</tr>
</tbody>
</table>

Please note that there will be no rounding up of grades. For example, a score of 251 points out of 280 points (89.64%) will be scored as a B+. While pluses and minuses will appear on your transcripts, UMD will only calculate whole points into your grade point average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A and A-</td>
<td>4.0 points</td>
</tr>
<tr>
<td>B+, B and B-</td>
<td>3.0 points</td>
</tr>
<tr>
<td>C+, C and C-</td>
<td>2.0 points</td>
</tr>
<tr>
<td>D+, D and D-</td>
<td>1 point</td>
</tr>
</tbody>
</table>
## COURSE SCHEDULE

*Revised 9/2/10*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT &amp; READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues. 8/31</td>
<td>Intro, Syllabus, &amp; Expectations</td>
<td>Assign <em>Autobiography</em></td>
</tr>
<tr>
<td>Thurs. 9/2</td>
<td>Assessment &amp; Intro to Leadership</td>
<td>Read Chapter 1</td>
</tr>
<tr>
<td>Tues. 9/7</td>
<td>Changing Nature of Leadership In Class Activity</td>
<td>Read Chapter 2</td>
</tr>
<tr>
<td>Thurs. 9/9</td>
<td></td>
<td><em>Assignment #1</em> <em>Autobiography</em> Due</td>
</tr>
<tr>
<td>Tues. 9/14</td>
<td>Relational Leadership Model</td>
<td>Read Chapter 3</td>
</tr>
<tr>
<td>Thurs. 9/16</td>
<td>Relational Leadership Model</td>
<td></td>
</tr>
<tr>
<td>Tues. 9/21</td>
<td>Understanding Self</td>
<td>Read Chapter 4</td>
</tr>
<tr>
<td>Thurs. 9/23</td>
<td>Myers Briggs Type Indicator</td>
<td><em>Journal 1 due</em></td>
</tr>
<tr>
<td>Tues. 9/28</td>
<td>MBTI: Understanding Self</td>
<td>Read Chapter 5</td>
</tr>
<tr>
<td>Thurs. 9/30</td>
<td>MBTI: Understanding Others</td>
<td><em>Journal 2 due</em></td>
</tr>
<tr>
<td>Tues. 10/5</td>
<td>Interacting in Teams and Groups</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Thurs. 10/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues. 10/12</td>
<td>Leading with Integrity and Moral Purpose</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Thurs. 10/14</td>
<td></td>
<td><em>Journal 3 due</em></td>
</tr>
<tr>
<td>Tues. 10/19</td>
<td>Ropes Course</td>
<td>Meet at Outdoor Rec. Center</td>
</tr>
<tr>
<td>Thurs. 10/21</td>
<td></td>
<td>Meet at Outdoor Rec. Center</td>
</tr>
<tr>
<td>Tues. 10/26</td>
<td>Complex Organizations</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Thurs. 10/28</td>
<td></td>
<td><em>Ropes Course Reflection due</em></td>
</tr>
<tr>
<td>Tues. 11/2</td>
<td>Being in Communities</td>
<td>Chapter 9, Assign <em>Social Identity Immersion</em></td>
</tr>
<tr>
<td>Thurs. 11/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues. 11/9</td>
<td>Renewing groups</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Thurs. 11/11</td>
<td></td>
<td><em>Journal 4 due</em></td>
</tr>
<tr>
<td>Tues. 11/16</td>
<td>Understanding Change</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Thurs. 11/18</td>
<td></td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Tues. 11/23</td>
<td><em>Share Social Identity Immersion</em></td>
<td>Assignment #4 Social Identity Immersion Due &amp; Assign Final Paper</td>
</tr>
<tr>
<td>Thurs. 11/25</td>
<td></td>
<td><em>NO CLASS</em></td>
</tr>
<tr>
<td>Tues. 11/30</td>
<td>Leadership Identity</td>
<td>Read Chapter 13</td>
</tr>
<tr>
<td>Thurs. 12/2</td>
<td>In class activity</td>
<td><em>Journal 5 due</em></td>
</tr>
<tr>
<td>Tues. 12/7</td>
<td>Mind, body, and soul of leader Evals, Reflection &amp; Wrap Up</td>
<td>Read Chapter 14</td>
</tr>
<tr>
<td>Thurs. 12/9</td>
<td></td>
<td>Final Paper due</td>
</tr>
<tr>
<td>Fri. 12/12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>EXAMS BEGIN</strong></td>
</tr>
</tbody>
</table>