AGENDA ITEM 1 - Change of the Psychology Core Major Classes & Elective Classes

After extensive review by faculty, the Bachelor of Science in Psychology core classes have been modified to include PSYC 121 Introduction to Psychology and PSYC 300 Contemporary Issues in Psychology in the core area. PYSC 441 Internship and PSYC 380 Adolescent Psychology are removed from the core. PSYC 441 Internship moves to elective area. EDUC 365 Child Abuse and Neglect Detection is added to the elective classes.

New 2012-2013 Psychology Core Classes

PSYC 121 Introduction to Psychology
Psych 250 Human Growth and Development
Psych 300 Contemporary Issues in Psychology
Psych 305 Social Psychology
Psych 320 Psychology of Learning
Psych 330 Research Methods
Psych 345 Psychology of Personality
Psych 410 Experimental Psychology
Psych 431 Psychological Tests and Measurements
Psych 450 Abnormal Psychology
Psych 495 Seminar in Psychology (Senior Competency Course)

- -
Total Psychology Core Courses 33

Note: Required Program Prerequisites:
CMIS 101 Information Systems Concepts and Applications
Soc 201 Principles of Sociology

Select eight (8) of the following courses: 24
Bus 373 Organizational Behavior
Bus 380 Human Resources Management
Bus 381 Employee Training and Development
Bus 496 Organizational Leadership
Chus 110 Survey of Criminal Justice
Chus 360 Criminology
Chus 385 Victimology
Chus 490 Comparative Justice and Human Services Systems
Chus 491 International Field Experiences
CMIS 300 Information Systems Management
CMIS 410 Web Page Development and Programming
CMIS 420 Database Development and Programming
EDUC 365 Child Abuse and Neglect Detection
Educ 533 Classroom Management and Leadership I
Educ 570 Attachment and the Defiant School Child I
HP 300 Analysis of Evil I
HP 300 Analysis of Evil II
PYSC 441 Psychology Internship
Soc 255 Diversity Issues in the United States
Soc 300 Contemporary Social Problems
Soc 322 The World’s Religions
Soc 340 The Family
SoWk 300 Professional Ethics
SoWk 310 Techniques of Counseling
SoWk 320 Assessment, Evaluation, and Casework Management
SoWk 330 Diversity Issues in Counseling
SoWk 390 Group Work
SoWk 410 Addictions
SoWk 420 Medical and Treatment Issues in Chemical Dependency
SoWk 430 Field Work Practicum
SpEd 500 Inclusionary Practices for Special Education
SpEd 540 Behavior Management
Former 2011-2012 Psychology Classes

Psyc 250 Human Growth and Development* 3
Psyc 305 Social Psychology 3
Psyc 320 Psychology of Learning 3
Psyc 330 Research Methods 3
Psyc 345 Psychology of Personality 3
Psyc 380 Adolescent Psychology 3
Psyc 410 Experimental Psychology 3
Psyc 431 Psychological Tests and Measurements 3
Psyc 441 Psychology Internship 3
Psyc 450 Abnormal Psychology 3
Psyc 495 Seminar in Psychology (Senior Competency Course) 3

Total Psychology Core Courses 33

Required Program Prerequisites:

CMIS 101 Information Systems Concepts and Applications 3
PSYC 121 Introduction to Psychology 3
Soc 201 Principles of Sociology 3

Select eight (8) of the following courses: 24
Bus 373 Organizational Behavior
Bus 380 Human Resources Management
Bus 381 Employee Training and Development
Bus 496 Organizational Leadership
CJus 110 Survey of Criminal Justice
CJus 360 Criminology
CJus 385 Victimology
CJus 490 Comparative Justice and Human Services Systems
CJus 491 International Field Experiences
CMIS 300 Information Systems Management
CMIS 410 Web Page Development and Programming
CMIS 420 Database Development and Programming
EDUC 365 Child Abuse and Neglect Detection
Educ 533 Classroom Management and Leadership 1
Educ 570 Attachment and the Defiant School Child 1
HP 300 Analysis of Evil 1
HP 300 Analysis of Evil II
Soc 255 Diversity Issues in the United States
Soc 300 Contemporary Social Problems
Soc 322 The World’s Religions
Soc 340 The Family
SoWk 300 Professional Ethics*
SoWk 310 Techniques of Counseling*
SoWk 320 Assessment, Evaluation, and Casework Management*
SoWk 330 Diversity Issues in Counseling*
SoWk 390 Group Work*
SoWk 410 Addictions*
SoWk 420 Medical and Treatment Issues in Chemical Dependency*
SoWk 430 Field Work Practicum
SpEd 500 Inclusionary Practices for Special Education
SpEd 540 Behavior Management

Agenda Item 2; Course proposal and syllabus for PSYC 300 Contemporary Issues in Psychology
PROGRAM PROPOSAL FORM

1. Name of Originators: Dr. James Nevitt, Dr. Kelli Gardner & Dr. Stacy Bliss-Fudge Date: 11-28-2011

2. School: School of Professional Studies

3. Program Name and Title: Psychology

4. New Program Name and Title: Psychology

5. Program Description/Modification: As a broad-based liberal arts program of study, the Psychology curriculum is designed to offer students an interdisciplinary approach to the study of people, their interactions with one another, and the result of these interactions -- culture. Contemporary and historical perspectives are taken, with particular emphasis on people's impact on society and society's response. The programs in this department foster the pursuit of free inquiry with students by exposing them to the scientific method, quantitative and qualitative research approaches, and the results of others' research efforts.

6. Credit Hours n/a 7. Grading System n/a 8. May course be repeated for additional credit? n/a

9. Prerequisites: Prerequisites for the psychology program will be CMIS 101 Information Systems Concepts and Applications, and SOC 201 Principles of Sociology.

10. Special Features: none

11. Term changes will first be offered: 2012 Fall

12. City relevant catalog pages for Catalog: 123

13. Rationale for proposal: After reviewing the core curriculum and the entirety of the psychology program in 2010-2011, the faculty members adopted the most current standards for the model undergraduate program as reflected by the American Psychological Association. The core curriculum in psychology is being modified to include PSYC 121, Introduction to Psychology and PSYC 300 Contemporary Issues in Psychology and removing PSYC 380, Adolescent Psychology and PSYC 441 Internship from the core. EDUC 365, Child Abuse and Neglect Detection, will be added as a Psychology elective class.

14. How does this new/modified/deleted program expectation affect existing programs, courses, and/or recourses? A new course in PSYC 300 Contemporary Issues in Psychology will be added to the core of classes and CJUS 441 Internship removed.

15. Describe when and how the impact of this proposal will be assessed. The capstone course results and results of student end of course surveys will be analyzed to determine the effect of these changes.

16. What are the limitations (if any) to offering this new/modified program at other sites other than the Peru campus? none.

Senate Sponsor Date 1-3-11

School Dean Date

☐ Route to Teacher Education Committee

☐ Route to General Education Committee

☐ Route to Graduate Council

Faculty Senate - First Reading

Faculty Senate - Second Reading

Approved/Denied Date

Approved/Denied Date

Approved/Denied Date
<table>
<thead>
<tr>
<th>Course</th>
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<th>Title</th>
<th>Hours</th>
<th>Grade</th>
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<tr>
<td>Psyc</td>
<td>121</td>
<td>Introduction to Psychology</td>
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<tr>
<td>*</td>
<td>250</td>
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<td>3</td>
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<td></td>
<td>300</td>
<td>Contemporary Issues in Psychology</td>
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<td></td>
<td>305</td>
<td>Social Psychology</td>
<td>3</td>
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<td></td>
<td>320</td>
<td>Psychology of Learning</td>
<td>3</td>
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<td>Research Methods</td>
<td>3</td>
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<td>Psychology of Personality</td>
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<td>410</td>
<td>Experimental Psychology</td>
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<td>450</td>
<td>Abnormal Psychology</td>
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<td></td>
<td>495</td>
<td>Seminar in Psychology (Senior Competency Course)</td>
<td>3</td>
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</tbody>
</table>

**Required program prerequisites:**

- CMIS 101 Information Systems Concepts & Apps 3
- Soc 201 Principles of Sociology 3

**ADDITIONAL PSYCHOLOGY REQUIREMENTS** 24

Select eight (8) of the following courses:

- Bus 373 Organizational Behavior 3
- Bus 380 Human Resources Management 3
- Bus 381 Employee Training & Development 3
- Bus 496 Organizational Leadership 3
- CJust 110 Survey of Criminal Justice 3
- CJust 360 Criminology 3
- CJust 385 Victimology 3
- CJust 490 Comparative Justice & Human Services Sys 3
- CJust 491 International Field Experience 3

**ADDITIONAL PSYCHOLOGY REQUIREMENTS (Cont’d)**

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<tr>
<th>Course</th>
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<td>570</td>
<td>Attachment &amp; the Defiant School Child</td>
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<td>HP</td>
<td>300</td>
<td>Analysis of Evil I</td>
<td>3</td>
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<td>3</td>
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<td>The Family</td>
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<td>SoWk</td>
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<td>Professional Ethics</td>
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<td>Techniques of Counseling</td>
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<td>320</td>
<td>Assessment, Eval, &amp; Casework Mgmt</td>
<td>3</td>
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<td>330</td>
<td>Diversity Issues in Counseling</td>
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<td>Group Work</td>
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<td>Addictions</td>
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<td></td>
<td>420</td>
<td>Medical &amp; Treatment Issues in Chemical Depend.</td>
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<td>430</td>
<td>Field Work Practicum</td>
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<td>SpEd **</td>
<td>500</td>
<td>Inclusionary Practices for Special Education</td>
<td>3</td>
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</tr>
</tbody>
</table>

**ELECTIVES:**

**TOTAL PSYCHOLOGY REQUIREMENTS** 57

To fulfill graduation requirements, all students must earn a minimum of 120 hours with a minimum GPA of 2.0; 40 of the 120 hours must be in upper division classes; and grades lower than "C" will not satisfy major requirements.

* Approved Provisional Licensed Alcohol and Drug Counselor (PLADC) courses.

To earn PLADC, in addition to completing the required courses, students must complete 300 hours of supervised field experience and pass the required examination.

SOWK-PLADC classes are only offered on campus.

** Graduate courses taken for the Bachelor's degree will not count toward a Master's
Course Proposal Form

Check one: X New Course
☐ Modified Course
☐ Deleted Course

1. Name of Faculty Sponsor: James Nevitt, Kelli-Gardner & Stacy Bliss Fudge Date: 11-29-2011
2. School: Professional Studies
3. Course Number and Title:
4. New Course Number and Title: PSYC 300 Contemporary Issues in Psychology
5. Course Description/Modification: This course acquaints students with contemporary issues in psychology.
6. Credit Hours: 3  7. Grading System: 8. May Course be taken for additional Credit? No
9. Prerequisites: Psychology 121 Introduction to Psychology
10. Special Features: none
11. Term Course will first be offered/deleted: 2013 Spring
12. Cite relevant catalog pages for catalog 2011 - 2012: 120,126,142
13. Rationale for Proposal: Psychology faculty have moved the internship class, PSYC 441 to the elective major area, and added PSYC 300, Contemporary Issues in Psychology, to allow for a more in depth focus on exploration of academic developments in psychology. The course will assist many psychology majors, as over 70% have an interest in graduate school, and will assist in preparation for that endeavor.
14. How does this new/modified/deleted course affect existing programs or courses, staffing, and budget? 
   (e.g. impact on rotation schedule, need for overloads, and/or acquisition of new equipment, etc.) This course will replace PSYC441 internship, which will move the elective option area of the Psychology program.
15. Describe any necessary modification to the current assessment program.
   (e.g. capstone rubric changes, live-text impact, etc) This capstone course comprehensive examination will be revised to add assessment on knowledge of contemporary issues in psychology.
16. What are the limitations (if any) to offering this new/modified course at other sites other than the Peru campus? None
17. Is this course being proposed as a general studies option? If yes, answer question 18 on next page.
   □ Yes  X No

Course Proposal Form

Senate Sponsor: ___________________________ Date: 12 - 1 - 11
School Dean: ___________________________ Date:________________
☐ Route to Teacher Education Committee: N/A Approved/Denied Date:________________
   (If course is applicable to teacher education program)
☐ Route to Academics and Curriculum Committee: Approved/Denied Date:________________
Faculty Senate - 1st reading ___________________________ Date:________________
Faculty Senate - 2nd reading ___________________________ Approved/Denied Date:________________

Copies to: Sponsoring Faculty Senate Member, Dean  Peru State College, Approved 2008
Peru State College
PSYC 300 CONTEMPORARY ISSUES IN PSYCHOLOGY
Syllabus – Spring 2013

Instructor: Dr. Kelli Gardner
Office Location: TJ Majors 236
Office Hours: TBD
Office Telephone: (402) 872 - 2387
Email Address: kgardner@peru.edu
Course Meets: On Campus

Required Textbook: Electronic course package via Blackboard as provided by Instructor.

Required Software: Microsoft Word

Course Description & Objectives

This course acquaints students with contemporary issues in psychology.

When students complete this course, they should be able to:

1) Understand and form a basis of knowledge on a wide variety of contemporary issues in psychology.
2) Demonstrate an understanding of the theoretical underpinnings associated with specific contemporary issues in psychology.
3) Discuss contemporary issues in psychology through informed thought processes based on empirical evidence.
4) Acquire proficiency in locating and retrieving information on contemporary psychological issues using online academic databases, library sources, and professional publications.
5) Improve their written communication skills through creation of a research paper.
6) Improve their oral communication skills through presentation of their research paper utilizing PowerPoint or other technology.

At the beginning of the course, we will discuss how these objectives fit into the College's and School's mission and goals.

These objectives fit nicely with the School of Professional Studies objectives, as this class is designed to help students communicate clearly, be a critical thinker, and develop the capacity for intellectual change. Students will learn how society has evolved in dealing with substantive criminal law issues including the current practical application on the law to the criminal justice system.

Expectations & Instructional Approach

Classes will include lecture, group discussions, exams, in-class presentations, evaluation of empirical studies, and other educational materials as deemed necessary will be utilized in this course.
Assessment and Grading

Grading: Your final grade is based upon the accumulated scores of all components in this course. Students must successfully complete all elements of this course to pass the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Possible Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>To receive an A</td>
<td>Learners must earn 549 points</td>
<td>90-100</td>
</tr>
<tr>
<td>To receive a B+</td>
<td>Learners must earn 518.5 points</td>
<td>85-89</td>
</tr>
<tr>
<td>To receive a B</td>
<td>Learners must earn 488 points</td>
<td>80-84</td>
</tr>
<tr>
<td>To receive a C+</td>
<td>Learners must earn 457.5 points</td>
<td>75-79</td>
</tr>
<tr>
<td>To receive a C</td>
<td>Learners must earn 427 points</td>
<td>70-74</td>
</tr>
<tr>
<td>To receive a D+</td>
<td>Learners must earn 396.5 points</td>
<td>65-69</td>
</tr>
<tr>
<td>To receive a D</td>
<td>Learners must earn 366 points</td>
<td>60-64</td>
</tr>
<tr>
<td>To receive an F</td>
<td>Learners must earn 359.9 points</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Class Attendance and Participation: 130 points
- Attendance and participation are vital to the learning experience. Consequently, I expect you to be at each class having read the material and ready to participate in the day’s discussions and exercises. Please be in class on time. In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when they need it, and help their classmates understand the material.

Reading Quizzes 120 points
- As this class focuses on a variety of contemporary issues, students will routinely have quizzes based on reading assignments pertinent to the topic being discussed each week. Students should come to class prepared to take a quiz over the specific reading assignment as noted in the syllabus.

Research Paper & Presentation 150 points
- Students must complete a research paper and presentation over a contemporary issue in psychology. The topic shall be approved by the instructor prior to the student beginning the research. Additionally, students shall be required to make a brief presentation over the topic to their classmates and instructor. The paper and presentation is due in week 15.

Exams 200 points
- There shall a mid-term examination and a cumulative final exam each worth 100 points. The exams cover the information presented in class. Students are expected to be present for the exams during the arranged time.

Late Assignment Policy:
- Late coursework is generally unacceptable in this course. All work shall be submitted by the noted times and dates within the syllabus.

College’s Incomplete Coursework Policy
To designate a student’s work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course’s major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

**College’s Academic Integrity Policy**

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student’s responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend for two semesters students found to
be responsible for multiple instances of academic dishonesty. The reason for the 
suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no 
requirement for proof of intent. Students are responsible for understanding these tenets 
of academic honesty and integrity. Students may appeal penalties for academic 
dishonesty using the process established for grades appeals.

**Title IX Compliance Notice**

Peru State College is an equal opportunity institution. PSC does not discriminate 
against any student, employee or applicant on the basis of race, color, national origin, 
sex, disability, religion, or age in employment and education opportunities, including but 
not limited to admission decisions. The College has designated an individual to 
coordinate the College’s nondiscrimination efforts to comply with regulations 
implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination 
policies and practices may be directed to Eula Cade, Director of Human Resources, 
Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 
68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact 
the Center for Achievement and Transition Services (CATS).

| COURSE CHANGES AND SCHEDULE: The instructor reserves the right to make changes in 
| the course, and any changes will be communicated to students in advance. |
|---|---|
| **Week** | **Topic** |
| 1 | Course Introductions |
| 2 | The Psychology of Happiness  
  Topic Selection |
| 3 | The Psychology of Happiness Quiz 1 |
| 4 | Emotional Intelligence |
| 5 | Emotional Intelligence Quiz 2 |
| 6 | The Psychology of Motivation |
| 7 | The Psychology of Motivation Quiz 3 |
| 8 | Mid Term Examination |
| 9 | The Psychology of Gender |
| 10 | The Psychology of Gender Quiz 4 |
| 11 | Behavioral Disorders |
| 12 | Behavioral Disorders Quiz 5 |
| 13 | Forensic Psychology |
| 14 | Forensic Psychology Quiz 6 |
| 15 | Student Presentations & Research papers due |
| 16 | Student Presentations & Research papers due |
| 17 | Final Examination |