I. IDENTIFYING INFORMATION

Course: PSY 250
Course Title: Abnormal Psychology
EPN: 22299210
Term: Spring I 2016
Location: Online
Course Dates: 1/1, 3/4/2016
Course Days and Times: N/A
Prerequisites: PSY 100.

Blackboard:
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Instructor: Stuart Quirk
Primary Phone Number: 989 774-6486
Secondary Phone Number: N/A
E-Mail Address: quirk1sw@cmich.edu
Availability: Thursday afternoons 1-5pm and by appointment

Academic Biography:
I am a professor of psychology at CMU. I help train doctoral students in our clinical psychology program and my areas of research interest include personality pathology, social anxiety, and emotional response. I have published on topics including non-suicidal self-injury, social anxiety, affective forecasting (emotional prediction), and personality disorders and personality assessment.

Contact me anytime via email. I will announce any dates during which I will be unavailable and otherwise, you can expect a response within no more than two days. If you have difficulties accessing Bb or other technical questions, please contact the CMU Helpdesk (989-774-3662, helpdesk@cmich.edu)

If you have difficulty working with Blackboard, such as understanding how to post questions or upload your assignments, CMU’s Global Campus offers guides and links to technical support. First try looking in the ‘Tutorials’ area on the left side of the menu (under Instructor Info) after logging on to the class. Alternately, follow this link: https://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx
II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order books from MBS at http://bookstore.mbsdirect.net/cmu.htm

Textbooks and Course Materials:
Title: Abnormal Psychology (E-book Available)
Author: Butcher
Edition: 16th
ISBN: 978-0-205-94428-6
Publisher: Pearson
Required: Yes

Required Materials:
This course will provide the option of using Respondus LockDown Browser and Respondus Monitor during examinations (in lieu of proctored exams). The software requires the use of a webcam. If you do not have a web cam, one can be purchased through either MBS Bookstore or the CMU Bookstore. Use of Respondus software eliminates the need for traditional examination proctoring.

III. COURSE DESCRIPTION
Study the nature, causes, and treatment of mental disorders.

IV. COURSE GOALS AND OBJECTIVES
After successful completion of this course, the student will be able to:
1. Describe factors that differentiate “normal” from “abnormal” behavior.
2. Describe how psychological disorders are diagnosed, broadly speaking, and what some of the issues involved in diagnosis are.
3. Describe how scientific methodology is used in the field of abnormal psychology, and why scientific perspectives are important in this field, including being able to discriminate between methods and arguments that do and do not have empirical support.
4. Summarize the key features of various psychological disorders, and be able to differentiate between them.
5. Summarize the main etiological factors for these disorders, and explain what empirical support exists for them.
6. Summarize the main forms of treatment for these disorders, how these treatments are intended to alleviate symptoms, and what empirical support exists for these treatments.

V. METHODOLOGY
This course is designed with a good deal of flexibility in the completion of tasks but some basic time constrained guidelines. For example, you are required to participate in at least 4 of 7 weekly online collaborate (multi-person online discussion group) sessions. We will utilize various aspects of Blackboard to hold online discussion sessions, turn in assignments, make announcements, and post general Q&A.

In brief, you will need to read a few chapters per week, take quizzes on those chapters, complete 3 written assignments, and contribute in online collaborate sessions. There is a midterm and final exam as well. You will be required to prepare two discussion questions for each of the online collaborate sessions you attend based on the reading for that week. Therefore, it is important that you are up to date with the course readings in order to facilitate your learning and that of your fellow students.

You will also have access to the course material in a variety of formats. These include viewing chapter summaries within Blackboard, viewing and/or downloading Powerpoint lecture slides, and viewing and/or downloading learning objectives for each chapter. You will also have access to self-tests for each week which you can take prior to taking the graded quizzes. Required components of the course can be broken up into four types:
1. Participating in four out of seven online collaborate sessions.
2. Completing chapter quizzes (along with ungraded practice quizzes).
3. Completing 3 required written assignments.
4. Completing 2 exams (a midterm and final).

NOTE: Each week of the course will be defined as ending at midnight on Sunday. Consequently, be sure to complete all required activities before Sunday midnight.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:
No pre-class assignments are required. There is a syllabus quiz (week 0 quiz) which is optional but worth 5 points.

Course Outline:

Outline of Session Topics and Activities:

Week One:

Chapter 1: Abnormal Psychology: An Overview
Chapter 2: Historical and Contemporary Views of Abnormal Behavior

Complete: Chapter 1 quiz, Chapter 2 quiz, two discussion questions for Sunday night online discussion session

Week Two:

Chapter 3: Causal Factors and Viewpoint
Chapter 4: Clinical Assessment and Diagnosis
Assignment 1

Complete: Chapter 3 quiz, Chapter 4 quiz, Assignment I, two discussion questions for Sunday night online discussion session

Week Three:

Chapter 5: Stress and Physical and Mental Health
Chapter 6: Panic, Anxiety, Obsessions, and Their Disorder

Complete: Chapter 5 quiz, Chapter 6 quiz, two discussion questions for Sunday night online discussion session

Week Four:

Chapter 7: Mood Disorders and Suicide

Complete: Chapter 7 quiz, Midterm (Online or Proctored, includes Ch. 7), two discussion questions for Sunday night online discussion session
Week Five:

Chapter 9: Eating Disorders and Obesity
Chapter 10: Personality Disorders
Assignment II.

Complete: Chapter 9 quiz, Chapter 10 quiz, Assignment II, two discussion questions for Sunday night online discussion session

Week Six:

Chapter 11: Substance-Related Disorders
Chapter 13: Schizophrenia and Other Psychotic Disorders

Complete: Chapter 11 quiz, Chapter 13 quiz, two discussion questions for Sunday night online discussion session

Week Seven:

Chapter 16: Therapy
Assignment III.

Complete: Chapter 16 quiz, Assignment III, two discussion questions for Sunday night online discussion session

Week Eight:

Chapter 15: Disorders of Childhood and Adolescence

Complete: Chapter 15 quiz, Final exam (Online or Proctored, covering chapters since the midterm).

NOTE REGARDING PROCTORED EXAM OPTION (Mid-Term and Final)

Midterm and final exams are taken EITHER via respondus monitor/lockdown browser or proctored. If you choose to use a proctor, you will need to designate/sign up a proctor at http://ddlcampus.cmich.edu/orientation/cgi-bin/proctors1.asp

These are typically academic setting professionals such as librarians, school counselors, testing officers, etc. The locations could be CMU Off-Campus locations, a public library, CMU Park Library, etc.

ADDITIONAL NOTE: Prior to taking an online quiz/exam, please visit this web site to check your computer system http://ddlcampus.cmich.edu/browsercheck/cgi-bin/bb-quizprep.asp

Assignments and Written Projects

Graded assignments are described below and will also be posted individually under “Assignments” in Blackboard (where you will find the link to upload each assignment).

In general, expect each to be approximately 3-5 double spaced pages in length (formatting requirements follow the assignment descriptions).

You can expect to receive grades and feedback within 1 week after the due dates for each assignment.
1. Assignment I: Abnormal Psychology in the Movies

One of the most visible places to find examples of abnormal psychology is in movies.

This assignment involves watching a relatively recent (released 1984 or later) popular film that depicts some form of psychopathology. In your paper, I would like you to:

1. Provide a comprehensive diagnosis of the character with the disorder and discuss that individual’s symptoms relative to the diagnostic criteria.

2. Please also provide and discuss at least two etiological (causal) theories that could account for how this individual developed the disorder. Use theories discussed in chapter 3 (Causal factors and viewpoints), in the section of the text where the disorder is discussed (the authors discuss causal theories for each disorder), or from an external source such as your article selected in section 4.

3. I would like you to consider the positive and negative messages the movie gives the public about people with this disorder, as well as the mental health profession in general.

4. You will then choose one article published in a scientific, peer-reviewed journal of which the focus is on the diagnosis or etiology of the particular form of psychopathology or disorder portrayed in the movie. I would like you to provide a detailed review of the journal article, and discuss how the findings of that article may relate (or not) to the character in the movie.

Information regarding searching a downloading peer-research articles from the library website are provided under the ‘Help’ section.

2. Assignment II: Stress and Psychopathology

In this assignment you will learn more about how stress affects physical and mental health. Please watch ‘Stress, Portrait of a Killer’ http://youtu.be/eYG0ZuTv5rs. While watching, take notes so you can answer the following questions. You will also want to refer to Chapter 5: Stress and Physical and Mental Health:

1. Explain at least three lines of compelling evidence that indicate that sustained stress among humans and other mammals causes physical damage (and can cause premature death). Think telomeres, hippocampus, arteriosclerosis, etc.

2. How might maternal stress during pregnancy be linked to mental illness in offspring?

3. Explain the interactions between the nervous system, the immune system, and behavior, and describe psychoneuroimmunology's relationship to all three.

4. Take the Social Readjustment Rating Scale (the pdf is under the ‘Assignment II’ folder. You don’t need to report your total score but describe your current status in light of the general guidelines provided on the last page of the pdf. Include reasons you feel your score may over or under predict your perceived emotional stress level (review material from chapter 5 regarding key characteristics of potential stressors).

3. Assignment III: Causes and Treatments of Psychopathology

In the final assignment for this course you will read the following vignette and answer questions that follow.
Ellen Farber, a 35-year-old, single, insurance company executive, came to a psychiatric emergency room of a university hospital with complaints of depression and the thought of driving her car off a cliff. An articulate, moderately overweight, sophisticated woman, Ms. Farber appeared to be in considerable distress. She reported a 6-month period of increasingly persistent sadness and lack of energy and pleasure. Feeling as if she were "made of lead," Ms. Farber had recently been spending 15-20 hours a day in her bed. She also reported daily episodes of binge eating, when she would consume "anything I can find," including entire chocolate cakes or boxes of cookies. She reported problems with intermittent binge eating since adolescence, but these had recently increased in frequency, resulting in a 20-pound weight gain over the last few months. In the past her weight had often varied greatly as she had gone on and off a variety of diets. She denied preoccupation with thinness or a history of episodes of vomiting or other weight-reduction procedures to compensate for the binge eating. She denied past or present symptoms of mania, obsessive thoughts, or compulsions, but reported that spending money alleviated her chronic feelings of loneliness, isolation, and sadness. Experiencing only temporary relief, every few days she would impulsively buy expensive jewelry, watches, or multiple pairs of the same shoes. Over the past 2 years this escalating process led to $100,000 debt. In addition to lifelong feelings of emptiness, Ms. Farber described chronic uncertainty about what she wanted to do in life and with whom she wanted to be friends. She had many brief, intense relationships with both men and women, but her quick temper led to frequent arguments and even physical fights. Although she had always thought of her childhood as happy and carefree, when she became depressed, she began to recall episodes of abuse by her mother. Initially, she said she had dreamt that her mother had pushed her down the stairs when she was only 6, but she then began to report previously unrecognized memories of beatings or verbal assaults by her mother.

1. Provide your best diagnostic assessment of Ellen (think about current and chronic symptom disorders as well as possible personality disorders).

2. What is your understanding of the cause(s) of Ellen’s suffering? You will need to review multiple chapters to complete the first two questions of the assignment. The remaining questions will require you to focus on Chapter 16 (Treatment)

3. If you were a biologically focused psychologist, which parts of Ellen’s story would be most important to you? What else would you want to know? How might you approach treatment?

4. If you were a behaviorally focused psychologist, which parts of Ellen’s story would be most important to you? What else would you want to know? How might you approach treatment?

5. If you were a cognitively focused psychologist, which parts of Ellen’s story would be most important to you? What else would you want to know? How might you approach treatment?

6. If you were a psychodynamically focused psychologist, which parts of Ellen’s story would be most important to you? What else would you want to know? How might you approach treatment?

Required Style for Assignments

Your three assignments should be word-processed in accordance with the formatting used by psychology (American Psychological Association, APA formatting). The basics you should pay attention to are as follows:

1. Use 12 pt. font for everything.
2. Use Times New Roman font.
3. Assignments should double-spaced
4. Use 1" margins.
5. Avoid using creative fonts, large font size, or other ‘creative’ flares.

You can organize papers by sections and labeling sections can be helpful to both yourself and to me and help you to stay on track. Microsoft Word is the word-processor I use, so if you also use MS Word you can save the file in standard .doc(x) format. MS Word is usually able to read other formats such as WordPerfect or Open Office, but if you are using a word processor other than MS Word and want to make sure your file is readable, you should save it in Rich Text Format (.rtf). See your own word processor's instructions for saving in .rtf.

Submission Procedure for Assignments

When you have completed each assignment, you can submit it from within Blackboard under ‘Assignments’.

Assignment Due Dates:

By the Sunday midnight of each week please complete assignments:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>SUNDAY</th>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>1/17</td>
<td>Chapter 1 quiz, Chapter 2 quiz, two discussion questions for Sunday night online discussion session</td>
</tr>
<tr>
<td>WEEK 2</td>
<td>1/24</td>
<td>Complete Assignment 1, Chapter 3 quiz, Chapter 4 quiz, two discussion questions for Sunday night online discussion session</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>1/31</td>
<td>Chapter 5 quiz, Chapter 6 quiz, two discussion questions for Sunday night online discussion session</td>
</tr>
<tr>
<td>WEEK 4</td>
<td>2/7</td>
<td>Chapter 7 quiz, Midterm exam (on-line or proctored), two discussion questions for Sunday night session</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>2/14</td>
<td>Complete Assignment 2, Chapter 9 quiz, Chapter 10 quiz, two discussion questions for Sunday night online discussion session</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>2/21</td>
<td>Chapter 11 quiz, Chapter 13 quiz, two discussion questions for Sunday night online discussion session</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>2/28</td>
<td>Complete Assignment 3, Chapter 16 quiz, two discussion questions for Sunday night online discussion session</td>
</tr>
<tr>
<td>WEEK 8</td>
<td>3/4 (FRIDAY)</td>
<td>Chapter 15 quiz, Final exam (on-line or proctored).</td>
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</tbody>
</table>
VII. CRITERIA FOR EVALUATION

**Evaluation Criteria:**

Grading is out of a total of 850 points. The breakdown of points is as follows:

<table>
<thead>
<tr>
<th>Graded Unit</th>
<th>Pts./Unit</th>
<th># of Units</th>
<th>Total Possible Pts.</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 0 quiz</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>.5%</td>
</tr>
<tr>
<td>Chapter quizzes</td>
<td>20</td>
<td>13</td>
<td>260</td>
<td>30.5%</td>
</tr>
<tr>
<td>Exams (Midterm/Final)</td>
<td>100</td>
<td>2</td>
<td>200</td>
<td>24.0%</td>
</tr>
<tr>
<td>Assignments</td>
<td>100</td>
<td>3</td>
<td>300</td>
<td>35.0%</td>
</tr>
<tr>
<td>Collaborate Sessions</td>
<td>21.25</td>
<td>4</td>
<td>85</td>
<td>10.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>850</strong></td>
<td></td>
<td><strong>100.0%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale:**

Final grades will be assigned according to the following scale (reflecting the proportion of total points awarded):

- 93-100: A
- 90-92: A-
- 88-89: B+
- 83-87: B
- 80-82: B-
- 78-79: C+
- 73-77: C
- 70-72: C-
- 68-69: D+
- 63-67: D
- 60-62: D-
- <60: E

**Late Assignments:**

Please contact me in advance for rescheduling assignments, quizzes, or exams for which you expect to have scheduling difficulties. Emergencies will be handled on a case-by-case basis.

**Make-ups and Rewrites:**

Students are allowed to rewrite assignments on which they would like to improve their grade but no re-do's are permitted for exams or quizzes.

VIII. EXPECTATIONS

**Attendance and Participation:**

Each student is required to attend at least 4 out of 7 online discussion sessions via Collaborate. These online sessions will occur weekly on Sunday at 7:00. Each student is required to prepare and ask two discussion questions regarding the current week's content during these sessions. If you are unable to attend at least 4 out of 7 sessions, you can watch a video recording of the missed sessions and write a brief (1 page) paper summarizing what was discussed during the session.
IX. ADDITIONAL INFORMATION (EXPECTED HOURS, STUDY TIPS, RESOURCES, ETC.):

**Student Involvement Hours:**

You are expected to put approximately 7-12 hours per week on reading, preparing questions for and participating in discussion sessions, taking quizzes and exams and writing up assignments.

Estimated student involvement hours for this course are loose estimates. Individuals vary quite a bit in terms of reading and writing speed, time needed to process information at a deep level (versus reading for simple identification), facility with searching out additional information with computers, etc.

I expect that in order to do well in this course, students should expect to devote:

- 4-5 hours/week reading and reviewing/studying.
- 2-4 hours researching and writing assignments and participating in online discussions.
- 1-2 hours for additional study, research, completion of specific activities related to projects (such as seeking out additional information).

**Studying Tips:**

1. Read the chapters one at a time as you progress through this course. As you read the chapter, take notes on the material that seems most important, as well as on anything you don’t understand fully. It is often most helpful to take notes in outline form, as this helps you to organize the material logically, instead of as lines and lines of unrelated facts. You can also use these notes and topics of confusion for our weekly question/answer sessions. If something is confusing to you, it probably is to a number of other students as well so please don’t feel foolish for asking questions that might seem obvious to others.

2. Use lists or flashcards to memorize the specific definitions of terms, concepts, and diagnoses used in this course. This is especially important for terms that you may feel you understand because we use them in everyday conversation, but which have a more specific meaning here. For example, saying someone is depressed has a specific diagnostic meaning you will learn that is not what people mean (typically) when they say they are feeling depressed.

3. Remember that your exams will include both factual questions, in which you simply need to know the basic information such as a definition, and applied questions, in which you will need to use the material you learn. Thus, simply memorizing lots of facts is unlikely to be sufficient, although it will be somewhat necessary, for the factual-applied questions. Keep this in mind as you organize your note taking and studying by using the steps outlined above.

**Tips for Taking Multiple Choice Tests:**

1. Read the question first with the answers covered up. In many cases, you should be able to fill in the correct answer, and then when you uncover the answers you can just see which one best matches what you already said. In this way, you avoid getting distracted by alternate choices.

2. If you don’t know the answer but you can eliminate some of the others, cross them off. It’s usually easier to narrow it down if you can see clearly which ones aren’t right.

3. When you are reading both questions and answers, circle or underline important words (such as NOT, or
ALWAYS). This will help you avoid jumping to quick conclusions, and also will force you to read the questions more carefully.

4. Do not apply the rule of thumb that, for example, “When in doubt guess ‘B’ ” (or some folk wisdom advocates ‘C’). Psychologists design tests at all levels of assessment (such as the ACT, SAT, GRE, etc.) so we know better than to fall into such response placement patterns. The test generating system will randomize the correct answers for each question so there will be no meaningful pattern.

Additional Information Regarding Assignments:

Full credit is given to project which follow the guidelines as specified, are coherent in writing style, and free of spelling and grammatical errors. Most points are taken off for failure to fully complete the task as assigned and for sloppy writing (spelling errors, verb tense disagreement, etc.). The reason that writing is part of your grade is that, although this is not a class in writing per se, the ability to write is central to broader domain of communication of learned material which is at the heart of education.

When asked to review and integrate material, it is vital that you get your facts straight. One thing that will immediately reduce a grade is being inaccurate in your review of material or the integration of that material. For example, if speculating that a character in a movie is portraying schizophrenia, be sure to describe specific symptoms of schizophrenia (not say depression or anxiety).

Plagiarism and quoting: Plagiarism is a definite no-no. This includes even copying just one sentence without proper citation and quotation marks. It also includes "near-copying" where you change just a few words, or the order of the words.

I encourage you to avoid all quotes for any writing in this course. The most serious problem with quotes is that the instructor cannot separate what you understand from what the author of your material understands. You are much better off using your own words. Even if you do quote in places, you should always make sure that there is enough review of material in your own words that there is no doubt about your understanding of the concepts.

Spelling, grammar, and style: Make sure to proofread your work before turning it in. Typos and other errors distract the reader from your content and give the appearance of sloppy scholarship. A good first step is using a spell-checker, but you never want to just rely on those, because they will not flag a typo that forms a different real word (such as typing "form" when you mean "from").

Some writing errors that seem to come up fairly often include:

1. Misplaced punctuation (such as commas outside rather than inside quotation marks.
2. Apostrophes in words that are plural rather than possessive, commas that are unnecessary, etc.).
3. Incorrect choice of homonyms (it’s/its, too/two/to, their/they’re/there, etc.).
4. Sentence fragments (e.g., failure to include the object or verb in a sentence).

Using “big” or “flowery” words incorrectly (if you’re not sure about the word, or it’s not one you ordinarily use, you’re probably better off using a more common one).

Academic Integrity:

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with
appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu).

**Student Rights and Responsibilities:**

Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx.

**SUPPORT SERVICES**

**Global Campus Library Services (GCLS)**

CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at http://gcls.cmich.edu for more information.

**Reference librarian contact information:**
1. By phone: (800) 544-1452.
2. By email: oclsref@cmich.edu
3. By online form: http://www.cmich.edu/library/gcls/Pages/Ask-a-Librarian-Request-Form.aspx

**Documents on Demand office contact information:**
1. By phone: (800) 274-3838
2. By email: docreq@cmich.edu
3. By fax: (877) 329-6257
4. By online form: http://www.cmich.edu/library/gcls/Pages/Documents-on-Demand.aspx

**Writing Center**

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit http://webs.cmich.edu/writingcenter/

**Mathematics Assistance Center**

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit http://global.cmich.edu/mathcenter/tutoring-request.aspx.

**ADA**

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Susie Rood, Director of Student Disability Services at (800) 950-1144, extension 3018 or email her at sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.
X. BIBLIOGRAPHY


