



PSY 315: Abnormal Psychology

Spring 2019



What are the learning goals in this course?

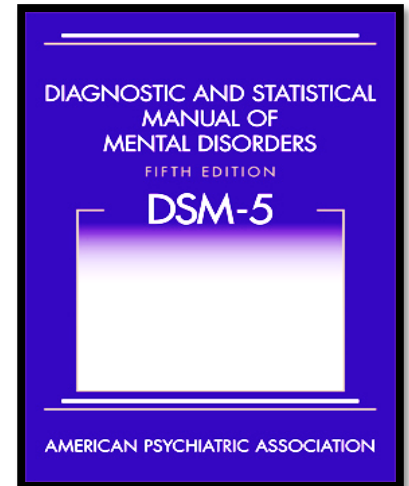
Appreciation of Diversity: Students will explain the typical experiences of individuals with disabilities. Students will outline the effects of culture on diagnosis and mental illness.

Engagement: Students will apply, evaluate, and synthesize course content during classroom discussions.

Effective Communication: Students will demonstrate the skills of preparation, active listening, and purposeful contribution during collaborative discussions of course content. Students will write professionally about abnormal psychology topics.

Inquiry and Problem Solving: Students will apply critical thinking skills in the diagnosis of mental illness. Students will formulate, research, and defend a scientific thesis using the scientific literature.

Discipline-Specific Competence: Students will outline the major forms of mental illness and their features. Students will explain the major theoretical approaches to understanding and treating mental illness.



Instructor Information

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MWF: 10-10:50
TR: 11-11:50
Or by appointment



How will I learn in this course?

A huge accumulation of research shows that people learn best when they are actively processing, rather than passively receiving, information; there is also a large research base demonstrating that active learning is particularly effective when people collaborate with others. These seem to be basic facts about how *everyone* learns. As such, the majority of class time will be spent thinking about and talking about course material in groups. This will include frank but professional discussion about mental disorders, their related behaviors, and the often-times terrible life stresses associated with them.

In-class time will also consist of lecture, case studies, videos, and demonstrations. The most complex, difficult-to-understand material in the course is the diagnostic criteria for mental disorders. Thus, I use lecture primarily as a means to summarize and simplify those criteria for students. Out-of-class time will primarily be spent reading the textbook, writing, and doing auxiliary reading. Students will investigate a specific person with mental illness and a specific area of psychopathology research in a semester-long project.

Course Information

Meeting time
TR 9:30--10:50

Meeting place
PAC 217

Credits: 3
One credit hour equals "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week." US Dept. of Education

What are the expectations in this class?

As a student, you will

1. Be ready to learn from the start of class to the end of the class period,
2. Act professionally and respectfully toward each other and people with mental illness,
3. Have all assignments completed and printed before class,
4. Collaborate with peers in a professional way and take advantage of differences in expertise,
5. Do not be afraid to ask questions and give answers (even if they might be wrong),
6. Ask for help when it is needed, and
7. Start work early enough to ask questions and receive feedback.

As the teacher, I will

1. Plan productive learning activities and engage you during the entire class period,
2. Treat students with respect as adult learners who can make informed decisions about their education,
3. Provide you with prompt feedback on assignments in class and through grading,
4. Provide structured collaborative learning activities known to increase learning,
5. Answer questions and encourage participation,
6. Offer prompt assistance to students that helps them learn and not just give "right answers," and
7. Provide feedback on any work given to me well ahead of the due date.

How do I know what to learn?

There is no mystery in this class in terms of what students need to know or how they are evaluated. Detailed learning objectives are posted on Blackboard, and I highly recommend that they be printed out for use in reading and studying for tests. The learning objectives form the basis of lecture, the prep guides, and team activities. Detailed rubrics outlining how papers are graded are also available on Blackboard.

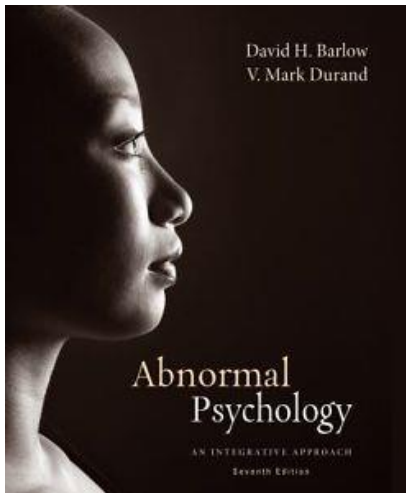
What will I need for this course?

Required Textbook

Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology: An integrative approach* (7th ed.). Belmont, CA: Thompson Wadsworth.

Additional Readings

- Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W.,... Poulton, R. (2003). Influence of life stress on depression: Moderation by a polymorphism in the 5-HTT gene. *Science*, *301*, 386-389.
- Freud, S. (1909). *Five lectures on psycho-analysis*. In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 11, 9-55). London: Hogarth Press. **(First lecture ONLY, pp 9-20).**
- Howes et al., (2007) Street slang and schizophrenia. *British Medical Journal*, *335*, 1294. doi:10.1136/bmj.39413.798472.BE
- Slutske et al., (2004). Do college students drink more than their non-college-attending peers? Evidence from a population-based longitudinal female twin study. *Journal of Abnormal Psychology*, *113*, 530-540. doi: 10.1037/0021-843X.113.4.530
- Szasz, T. (1960). The myth of mental illness. *American Psychologist*, *15*, 113-118. doi:10.1037/h0046535
- Wakefield, J. C. (1992). The concept of mental disorder: On the boundary between biological facts and social values. *American Psychologist*, *47*, 373-388. doi:10.1037/0003-066X.47.3.373



How will I be graded?

Assignment	Points	Assignment point %	Prep guides passed	Final grade
Tests (5 x 20)	= 100	93%	11-12	A
Cumulative final exam	= 50	90%	11	A-
Case history paper	= 45	87%	10	B+
Article summaries	= 10	83%	10	B
Article matrix	= 10	80%	10	B-
Literature review	= 30	77%	9	C+
Case analysis: Final paper	= 60	73%	9	C
Prep guides (2 x 12)	= 24	70%	9	C-
AEC Summary	= 10	60%	8	D
Collaboration	= 20	< 60%	< 7	F
TOTAL	= 369			

Successful students are engaged in the learning process and can demonstrate what they have learned on assignments; as such, both engagement and learning are graded. Points from assignments and number of prep guides passed factor equally and separately into final grades. The lowest of the two represents the highest final grade possible. For example, to earn a final grade of A, a student must have 93% of points from assignments and must pass 90% (11) of prep guides. A student with 93% of points who passed 60% (8) of prep guides would earn a D.

How will team-based learning and assignments work?

Prep Guides

The purpose of the prep guides is to engage students in the learning process before they come to class. They help students focus on achieving the learning objectives. In addition, the prep guides guide students through cooperative learning in class by focusing discussion on the learning objectives.

Task

The prep guide questions consist of the course learning objectives. After doing the assigned reading, write answers for each objective and any subquestions based on your best efforts to understand the material. Bring two printed copies of your answers to class; one will be to turn in at the start of class and one will serve as your notes. Although I am for conservation of paper, requiring hard copies encourages students to take the time needed for thoughtful class preparation.

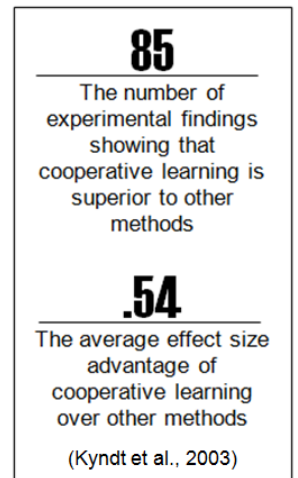
Grading

Prep guides are graded credit/no credit. Credit is assigned if the student does the following:

- Puts in an honest effort to answer every question;
- Brings two copies to class and turns one in at the start of class;
- Attends class, actively participates in class discussions, and expands on personal prep guide answers based on what happens in class.

Class attendance is required to earn credit for prep guides, but excused absences are an exception. When excused absences occur, students can earn credit by turning in the prep guide and official documentation of the excuse.

Prep guides affect grades in two ways. First, they are worth two points each that count toward the total points in the course. Two, the percentage of prep guides passed is the upper limit on a student's final grade in the class. An A grade is earned when students are exceptional in both their preparation for class and in their performance on assignments. For example, in order to earn an A- in the course, students must have 90% of points from assignments; they must also have credit for 90% of the prep guides. Turning in



80% of prep guides and earning 93% of points would result in a final grade of B+, and the same rule applies for all other levels on the grading scale. Thus, the percentage of points and the prep guide percentage are equally weighted in the final grade (see the full criteria in the grading section).



Team Assignments

Team assignments provide students with the opportunity to work with others in understanding course material and to work toward to learning objective of effective collaboration. Students who have difficulty with certain concepts can receive help from their team members, and team members with more complete understanding can learn the material even better by assisting others. Teams also offer a unique opportunity to learn from others' perspectives on very interesting topics.

Task

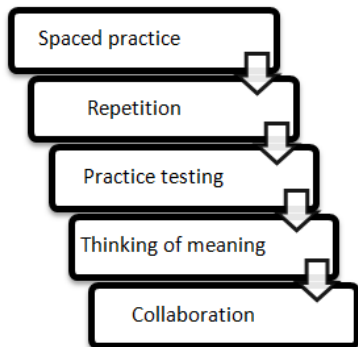
Students will be part of multiple assigned teams over the course of the semester. Teams will collaborate on in-class assignments. Bring a blank copy of the team assignment to class so that you can record notes about the team discussion for later reference.

Collaboration Grade

Team members are expected to be present, listen, contribute, move the group toward task completion, and maintain a professional attitude. In order to reinforce these behaviors, teams will anonymously evaluate each team member's contribution. I will use these ratings in my assignment of a collaboration grade. Each of the three team collaboration grades throughout the semester is worth 10 points. Students who have two or more missing prep guides while working with a specific team will earn no points for the collaboration grade associated with that team.

How will I be tested?

How to learn



Students often find this surprising, but testing is a highly effective method of learning. Research shows that testing oneself leads to more learning than time spent reviewing (Roedeger & Karpicke, 2006). Based on this research, there will be several smaller tests rather than a few big exams. Also, I recommend that students prepare for these tests by testing their ability to accomplish learning objectives without looking at their book or notes – test yourself, do not just review.

Tests

There will be 5 tests. Each test will consist of two parts. First, there will be a short answer and essay portion covering all of the course learning objectives. Second, students will make a diagnosis with supporting rationale for a fictional case. Short answer will be worth 10 points, and the diagnosis will be worth 10 points.

Material on the tests will be based only on the learning objectives covered since the last test. Learning objectives organized by test are available on Blackboard. Each test will start at the beginning of the class period and last for 25 minutes.

Final Exam

Research shows that students learn more and retain it longer when courses have cumulative finals (Khanna, Brack, & Finkin, 2013); thus, there will be a cumulative final. The final exam will follow the same format as the tests, but there will be three cases and 20 short-answer points leading to a total value of 50 points.

What should I be working on for the case analysis project?

The case analysis project is a semester-long research and writing assignment that will allow students to become experts on a particular subject of psychopathology that is of interest to them. Students will write a case history on a famous person or character with a mental disorder. Then, they will read and synthesize research related to the case. The project will help students develop (a) writing skills, (b) critical thinking skills, and (c) psychology-based knowledge, which are all components of the McKendree University Mission.

Following the techniques of good writing, the assignment involves several incremental steps that are outlined below. I highly suggest that students read over the whole section on the case analysis project before starting the case history.

Step 1: The Case History

Topic

Select a famous person or character from television, film, literature, or history.

The person does not need to have been actually diagnosed with a mental disorder, but a strong case should be able to be made for the existence of one. The selected person will be the focus of study for students' entire semester, so choosing someone personally interesting and with a well-documented life is advantageous. Here is a list of people that have been frequently written about in the past and cannot be used again: Sheldon Cooper, Sybil, John Nash, Howie Mandel, Teddy Daniels, Katniss Everdeen, and anyone from *Winnie the Pooh*.

Audience

Imagine that you are writing a professional report that will be included in the medical file of the person in your case. You are communicating with other professionals who have a basic understanding of the biopsychosocial model and the DSM. Do not assume that they have knowledge of the case, however.

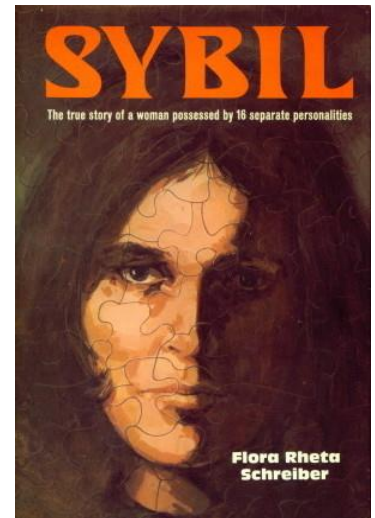
Format

Papers should be 3 pages maximum (double spaced, 12-point font, 1-inch margins). Because you are learning to write in a psychology class, the paper should generally conform to APA style. Writing in APA style is professional, precise, and evidence-based. APA style also requires that all sources, including the textbook, must be cited in the text and listed alphabetically in a section at the end of the paper labeled "References." Cite all sources used, and that includes the source of diagnostic criteria (i.e., the textbook). There are APA style guides and links to helpful APA websites on Blackboard.

Sections

Part 1: Case history. Report on the person's personal history focusing on the significant factors related to the mental disorder. The focus of this section is on exploring aspects of the person's life that might relate to the disorder; do not simply write a short biography. There are three areas to discuss. One, discuss biological factors such as family history of mental disorder, medical problems, or brain disorders. Two, discuss psychological factors such as personality, unconscious conflict, cognitive styles, defense mechanisms, learning experiences, or psychological trauma. Third, discuss social factors such as family history, social relations, or cultural influences. All three areas need to be covered, and exemplary papers will include more than one factor in each area (e.g., personality and learning in the psychological area rather than just personality).

Part 2: Signs and symptoms of mental disorder. Report all of the signs and symptoms of the mental disorder that the person exhibits. Signs and symptoms are found in the DSM-5 criteria for mental disorders. Although it is not necessary to copy DSM-5 criteria exactly, I should be able to identify which criteria the person meets from the description of symptoms. If the person does not meet the required criteria exactly, make a case for why he or she should still receive the diagnosis. If undiagnosed signs and symptoms are presented, explain why that disorder was not diagnosed.



Part 3: Diagnosis. Provide a complete DSM diagnosis for the person. List the diagnosis and how the person meets all of the required criteria using bullet points for each criterion. Apply the criteria to the person's specific case; do not just list the DSM criteria. Please pick a specific point in the person's life in order to make the diagnosis rather attempting to assign a diagnosis for their whole life.

Grading

Papers will be worth 40 points. Grading is based on a rubric posted on Blackboard. An example of a high-quality paper is also available on Blackboard. Rough and final drafts are due as listed on the syllabus. Submit both drafts on Blackboard, but I only need a hard copy of the final paper. Students who need extra time to turn in their best work can receive partial credit as long as they are willing to accept one lower letter grade for each extra day they take. Rough drafts are worth 5 points.

I am available to read rough drafts of papers that students have already proofread for spelling, grammar, and general clarity of writing. Please send them to me electronically. I will make comments on them using the Review function in Word.

Step 2: Article Summaries for Literature Review

The purpose of the article summaries is to allow students to identify and evaluate sources related to the etiology of mental illness – it is similar to an annotated bibliography. The first step is to consider what etiological model you believe best explains mental illness: biological, behavioral, cognitive, psychoanalytic, or diathesis-stress. Search the scientific literature to find 8 empirical journal articles supporting the model as an explanation for your case history. Empirical articles present data – typically based on human participants – in a results section. The sources should mostly focus on the last few decades of psychopathology research. For the diathesis-stress model, all of the articles must involve both diathesis and stress (like the Caspi et al. reading), not one or the other. For the same reason, the biopsychosocial model should not be used because so few studies address all three aspects of the model at once.

What if you do not find enough articles? If that happens you must broaden your search. Ideally, there will be studies about the specific diagnosis from your case history, but you may need to expand your search to the broader category of disorders (e.g., from narcissistic personality disorder to personality disorders in general) or to a broader feature of the disorder (e.g., from narcissistic personality disorder to the trait of narcissism). If you get stuck, please see me. Switching models is sometimes necessary.

Format

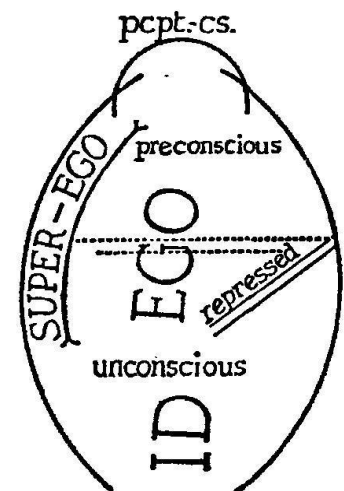
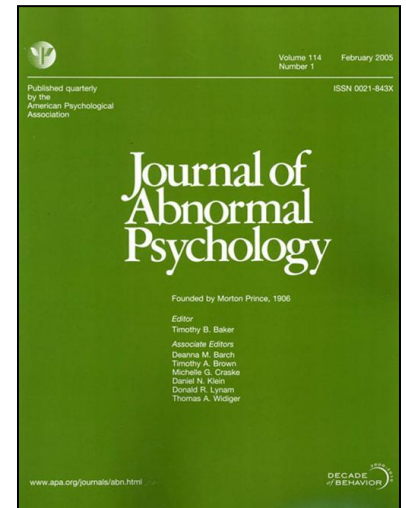
There is a template on Blackboard for conducting the article summaries. The template contains detailed instructions and an example entry.

Grading

A hard copy of the summaries and the articles (the title, authors, and abstract at minimum) are due as listed on the course schedule. It is worth 10 points: 8 points for the articles and 4 points for having references in APA style.

Step 3: The Article Matrix and Thesis

The purpose of the article matrix is to help students with the process of organizing and synthesizing the sources for their literature review. The matrix organizes articles by their main ideas and allows students to see the connections between what they have read. These connections will lead to the formation of a thesis statement.



Thesis statements offer a conclusion that can be supported with evidence. The main ideas from the journal articles will be the evidence. Examples of a thesis statement include: “Dissociation can be learned through social influence” and “Hoarding is caused by the same genetic vulnerabilities as obsessive compulsive disorder.” A good thesis is very specific and covers a very narrow topic.

Format

Student will find a template on Blackboard for completing the article matrix. The template contains detailed instructions and an example entry. There are four required parts: (a) a thesis statement, (b) a numbered list of big ideas, (c) the matrix, and (d) an APA style reference section. The thesis statement should be a single sentence that is directly related to the ideas represented in your matrix.

Grading

A hard copy of the assignment is due in class as listed on the course schedule. They are worth 10 points: 5 points for the matrix and 5 points for having a narrow, testable thesis.

Step 4: Literature Review

Topic

The purpose of the literature review is to make points to support the thesis. Thesis statements offer a conclusion that can be supported with evidence. The main ideas from the journal articles will be the evidence. Your thesis is that the etiological model you selected is a valid explanation for a specific mental disorder, but you should put this thesis in the words that best fit your material. Start the literature review with your thesis statement, then review the literature citing at least 5 empirical journal articles as support. Organize the review by building logical arguments to support the thesis; do not simply summarize articles in no particular order. Because the goal is to synthesize the sources into arguments and not summarize them, the review can be accomplished in one page.

Audience and Format

Audience and formatting is the same as for the case history paper. Do not assume that the reader has any specialized knowledge of the research area you are reviewing.

Grading

Submit a hard copy and a copy on Blackboard as listed on the course schedule. Turn in hard copies of the articles (the title, authors, and abstract at minimum) cited in the review. Grading is based on a rubric available on Blackboard.

Part 6: Final Case Analysis Paper

The final paper will bring together all parts of the project into one complete analysis.

Audience and Format

Imagine that this final paper is a report that will be part your case’s medical file. Integrate all of the sections into one coherent document with an introduction, a conclusion, and transitions.

Papers should be approximately 5-8 pages (double spaced, 12-point font, 1-inch margins). Use APA style headings, page numbers, citations, references, and professional language. To encourage correct paraphrasing with citations, only one quote can be used in the paper. Links to APA style guides are also available in Blackboard under Course Materials.

Sections

Introduction. Preview the content and purpose of the paper. Briefly describe the person and diagnosis that was the focus of the case history. Provide a thesis statement related to the literature review.



Case History and Literature Review. These sections consist of the revised versions of the previously submitted assignments.

Evaluation. Reflect on the intellectual work you have done for the paper and its validity. Considering what you now know about abnormal psychology, evaluate two things: (a) the validity of your diagnosis for the case and (b) the ability of the etiological model in the literature review to explain the cause of the disorder.

Conclusion. Signal the end of the paper with a concluding paragraph. The purpose of the conclusions is to (a) summarize major points, (b) connect ideas from the separate sections of the paper, and (c) provide a final message for readers.

Grading

The paper is worth 70 points. The grading rubric can be found on Blackboard. Submit the final drafts on Blackboard and in class. Turn in hard copies of the articles (at least the title, authors, and abstract) cited in the review. Students who need extra time to turn in their best work can receive partial credit as long as they are willing to accept one lower letter grade for each extra day they take.

What should I do for the Academic Excellence Celebration?

McKendree's Academic Excellence Celebration (AEC) will take place on Thursday April 25th. All classes for that day are redirected to events going on across campus. Many of the presentations occurring on that day will relate to psychology and mental health. The assignment for that day is to attend at least two different events (e.g., an oral presentation and a poster session, not two posters) related to psychology and write a one- to two-page summary outlining (a) what you learned and (b) how the presentations related to Abnormal Psychology. The assignment is worth 10 points and is due electronically on Blackboard as listed on the course schedule.

What other course policies do I need to know about?

Attendance

You will benefit greatly from attending every class period. Meta-analysis has shown that class attendance is the best known predictor of college GPA (Credé, Roch, & Kieszcznka, 2010). Daily attendance allows active participation and collaboration, which enhance learning. In addition, the laboratory aspects of this course are difficult to make up. Because I care about learning, attendance is mandatory for all class periods.

In order to be fair to all students, assignments and tests completed in class cannot be made up unless there is an excused absence documented in writing by a legitimate authority (e.g., doctor, coach, professor). I understand that sometimes things happen that prevent students from attending class that do not constitute an excused absence. As such, students have one free unexcused absence that they can request over the course of the semester (excluding the final exam period). If I approve the request, students using their one free absence can make up anything that they missed during one day of class without penalty, but it must be made up no more than one calendar week after the original due date so that the student can keep up to date with assignments. I will decide on an individual basis if the request involves assignments that can be legitimately made up outside of class.

Academic Integrity

Any student detected of academic dishonesty will receive the appropriate sanctions, which can include a failing grade ("F") for the course. In cases of serious violations, additional sanctions (such as academic probation or suspension) are possible.

Nondiscrimination

Appreciation for diversity is one of the foundational aspects of the McKendree University Mission. In addition, the Student Handbook states that "McKendree University does not discriminate on the basis of race, religion, gender, ethnic background, age, disability, sexual orientation, or gender expression." This

class follows the same policy, and any failure to maintain these standards should be brought to the attention of the instructor, reported using the McKendree Incident/Report Referral Form found on the MyMcK homepage, and/or reported to a Title IX coordinator (Shirley Baugh, Human Resources; Dr. Joni Bastian, Student Affairs).

Mental illness is stigmatized. In order to reduce that stigma, please maintain an attitude of respect for people with disorders. Refrain from using insulting slang such as crazy, nuts, schizo, and psycho. We will talk about disorders and people with disorders. Disorders are simply labels applied to people. As such, please refer to “people with a disorder” rather than disordered people. For example, use “people with schizophrenia” rather than “schizophrenics.”


Distraction-Free Environment Policy

Humans can hold 7±2 items in their memory and can actively work with only about half of those items at one time. Attention is a limited resource and dividing attention leads to poor information processing and learning. Research shows that electronic devices distract both the user and individuals around the user. As such, this class will be distraction free. Distracted students will be asked to leave class and return when they are ready to focus.

Accommodations and ADA Policy

In accordance with the Americans with Disabilities Act (ADA), McKendree University provides services, auxiliary aids, and accommodations to meet the unique learning needs of students with disabilities. Students with officially documented disabilities, medical needs, legal problems, or who are the victims of crimes may qualify for educational accommodations. A student requiring assistance should contact the McKendree Student Success and Advising Center (SSAC). The SSAC provides coordination and implementation of special accommodations for students with documented disabilities. Students requiring accommodations for other issues should contact their instructor, Student Affairs, or Health Services. For further information regarding university or course policies, please consult with your instructor and/or refer to the catalog.

Editorial Feedback Symbols

Feedback	Meaning
G	Grammar. Check the grammar. Read the sentence out loud to hear the error.
NS	Not a sentence. The sentence is not complete; it is missing a subject or a verb.
P	Punctuation. The use of punctuation is wrong.
AK	Awkward. The phrasing is cluttered, inelegant, or clumsy. Read the phrase out loud and think of less awkward phrasing.
I	Informal. The writing is too informal – e.g., slang, contractions, conversational tone, use of “you.”
C	Clarify. The point is not clear. I do not know what you are trying to communicate.
T	Transition. You have jumped from one topic to another without connecting them. You should provide a clear bridge from the first topic to the second.
Circled Item	Proofing error. You have missed a typo, misspelling, or other basic error that should be caught in proofreading.
ORG	Organization. The structure of the paper is not clear. Ideas are not being presented in an order that makes sense.
OT	Off topic. The reason you are talking about the topic is not clear. It does not seem connected to the surrounding material.
	New paragraph. Start a new paragraph. The ideas that follow are a new topic worthy of its own section in the paper.
D	Development. Expand the section or idea. Include more sentences if the paragraph has less than 3.
F	Formatting. There are errors in APA format. You should look at the APA manual, online guides, or the handouts posted on Blackboard to find and correct errors.

What will we be doing when? (A tentative plan)

Date	Topic	Reading	Assignment
T 1/15	Introduction		
R 1/17	Definitions; DSM diagnosis	Ch 1 (pp. 1-4); Wakefield, 1992; Ch 3 (pp. 86-96)	Prep Guide 1
T 1/22	Models of psychopathology	Ch 1, Ch 2, Blackboard video lectures on the models	Prep Guide 2
R 1/24	Anxiety, trauma, and obsessive-compulsive disorders	Ch 5	
T 1/29	Continued		Test 1 (Prep 1-2)
R 1/31	Continued		
T 2/5	Continued		Prep Guide 3
R 2/7	Somatic symptom and dissociative disorders	Ch 6	
T 2/12	Continued	Freud, 1910	Prep Guide 4
R 2/14	Continued	Blackboard video lectures on DID etiology	Prep Guide 5
T 2/19	Mood disorders	Ch 7	Case History Draft (online only)
R 2/21	Continued		Test 2 (Prep 3-5) Case History Final
T 2/26	Continued	Caspi et al., 2003; Blackboard video lecture on BAS	Prep Guide 6 Team evaluations
R 2/28	Continued	APA Style Materials	
T 3/5	Eating disorders	Ch 8 (pp. 269-295)	Article summaries and copies of articles
R 3/7	Continued		Prep Guide 7
3/12-14	NO CLASS		
T 3/19	Substance, addictive, and impulse-control disorders	Ch 11	Test 3 (Prep 6-7)
R 3/21	Continued	Slutske et al., 2004	Prep Guide 8
T 3/26	Personality disorders	Ch 12	Article Matrix
R 3/28	Continued		
T 4/2	Continued		Prep Guide 9
R 4/4	Etiology debate		Literature review
T 4/9	Schizophrenia and psychotic disorders	Ch 13	
R 4/11	Continued		Test 4 (Prep 8-9)
T 4/16	Continued	Howes et al., 2007	Prep Guide 10
R 4/18	Neurodevelopmental disorders	Ch 14, Ch 12 (pp. 448-449)	Case Analysis Final
T 4/23	Continued		Prep Guide 11
R 4/25	Academic Excellence Celebration		
T 4/30	Legal	Ch 16	Test 5 (Prep 10-11)
R 5/2	Myth of mental illness	Szasz, 1960	Prep Guide 12
R 5/9	Final exam time is 2 hours on scheduled day only		Final Exam AEC Summary

Adjustments to assignments and the schedule may occur if necessary.