<table>
<thead>
<tr>
<th><strong>PSYC-2613: Statistics for Psychology</strong></th>
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<tbody>
<tr>
<td><strong>Department of</strong></td>
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<tr>
<td><strong>Instructor Name:</strong></td>
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<tr>
<td><strong>Office Location:</strong></td>
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<tr>
<td><strong>Office Phone:</strong></td>
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<td><strong>Fax:</strong></td>
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<td><strong>Email Address:</strong></td>
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<tr>
<td><strong>Snail Mail (U.S. Postal Service) Address:</strong></td>
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<td><strong>Office Hours:</strong></td>
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<td><strong>Virtual Office Hours:</strong></td>
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<td><strong>Course Location:</strong></td>
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<tr>
<td><strong>Class Meeting Days &amp; Times:</strong></td>
</tr>
<tr>
<td><strong>Course Abbreviation and Number:</strong></td>
</tr>
<tr>
<td><strong>Catalog Description:</strong></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
</tr>
<tr>
<td><strong>Co-requisites:</strong></td>
</tr>
</tbody>
</table>
### Access to Learning Resources:

| PVAMU Library: | phone: (936) 261-1500; web: [http://www.tamu.edu/pvamu/library/](http://www.tamu.edu/pvamu/library/) |

### Course Learning Objectives [CLO]:

The goal of this course is to:

1. Organize data, construct frequency distributions, and graph data.
2. Compute and interpret basic statistical tests
3. Read articles containing statistical information in an informed and critical manner
4. Ask research questions of statistics, deciding what techniques are consistent with the data used and will answer the relevant research questions.
5. Use SPSS, a computer package, for statistical analysis and interpret the computer output

### Program Learning Outcomes [PLO]:

Upon completion of the undergraduate program in criminal justice, the student will know:

1. Demonstrate knowledge of developmental theories including cognitive and social development.
2. Demonstrate knowledge of the history of psychology.
3. Demonstrate knowledge of theories related to memory types and processes
4. Demonstrate knowledge of research methodologies. Show enhanced critical thinking and writing skills.
5. Demonstrate knowledge of basic descriptive and inferential statistics.
6. Demonstrate knowledge of the biological bases of behavior.
7. Demonstrate knowledge of personality, behavior and ecological syndromes.
8. Demonstrate knowledge of cultural aspects of Psychology.

### Alignment of course objectives, program outcomes, and core curriculum outcomes:

At the end of this course, the student will

<table>
<thead>
<tr>
<th>Course objectives</th>
<th>Program Outcomes</th>
<th>Social and Behavioral Sciences Core Curriculum Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organize data, construct frequency distributions, and graph data.</td>
<td>5. Demonstrate knowledge of basic descriptive and inferential statistics.</td>
<td>e. Analyze the effects of social, political, economic, cultural, and diplomatic forces on the area under study.</td>
</tr>
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<td>2 Compute and interpret basic statistical tests</td>
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</table>
5. Use SPSS, a computer package, for statistical analysis and interpret the computer output.

5. Demonstrate knowledge of basic descriptive and inferential statistics.

e. Analyze the effects of social, political, economic, cultural, and diplomatic forces on the area under study.

**Course Evaluation Methods**

Lecture materials will not be available in advance. The reason for that is that this is not a self-paced course. I do not want you to get ahead of yourself. I want this course to be much like a traditional course in that you are on the computer each week reading lectures, participating in discussion and turning in assignments. I will not accept any assignments ahead of time unless you are out of reach of your computer due to illness or for some other reason. If you do have to turn in work ahead of time, please let me know.

Grading Distribution for Assignments

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Exam I</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Mid Term Exam II</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Exam III</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Homework</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Final comprehensive Exam</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
<td></td>
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</tbody>
</table>

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- **Exams** – written tests designed to measure knowledge of presented course material
- **Exercises** – written assignments designed to supplement and reinforce course material
- **Projects** – web development assignments designed to measure ability to apply presented course material
- **Class Participation** – daily attendance and participation in class discussions

**Grading Matrix**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
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<tbody>
<tr>
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<td>10</td>
</tr>
<tr>
<td>Final comprehensive Exam</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Determination:**

- 95-100 = A
- 85-94 = B
- 75-84 = C
- 75 = D

**Course Procedures**

The course will be taught completely face-to-face instruction. Students are expected to read the required textbooks, as well as lecture concerning each day's topic. Students will be given multiple-choice exams every two days over the reading material and lectures. Students will complete weekly assignments that could be exercises or problems to solve manually or by SPSS. Students will also be expected to have read all materials and be prepared to participate in threaded discussions.

**Submission of Assignments:**

The student is required to turn in written assignments. They may be exercises similar to those at the back of the chapter. The purpose of the assignments as well as the bi-weekly exams is simply to ensure that you have read and understood the lecture material and the content of each chapter. The assignments are due a day after they have been made available. Post assignments in TrueOutcomes as assigned by instructor.
**Formatting Documents:**
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. The College of Juvenile Justice & Psychology uses the APA Publication Style Manual, 6th edition.

**Exam Policy**
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

**Professional Organizations and Journals**
Academy of Criminal Justice Sciences [http://www.acjs.org/](http://www.acjs.org/)
Southwestern Association of Criminal Justice [http://www.cj.txstate.edu/SWACJ/intro.htm](http://www.cj.txstate.edu/SWACJ/intro.htm)
Criminal Justice Journals [https://www.msu.edu/~dejonge/cj907/journals.html](https://www.msu.edu/~dejonge/cj907/journals.html)

**References and Web Links**
Attorney General of Texas [http://www.oag.state.tx.us/](http://www.oag.state.tx.us/)
Centers Bureau [http://www.census.gov/](http://www.census.gov/)
Crime in Texas [http://www.txdps.state.tx.us/administration/crime_records/pages/crimestatistics.htm](http://www.txdps.state.tx.us/administration/crime_records/pages/crimestatistics.htm)
Criminal Justice Resources: Periodicals Available over the Web [http://www.lib.msu.edu/harris23/crimjust/per.htm](http://www.lib.msu.edu/harris23/crimjust/per.htm)
Criminal Justice Statistics UH Downtown [http://www.uhd.edu/library/data/cj.html](http://www.uhd.edu/library/data/cj.html)
Death Penalty Information Center [http://www.deathpenaltyinfo.org/state_by_state](http://www.deathpenaltyinfo.org/state_by_state)
Easy access to juvenile populations [1990-2007] [http://ojjdp.ncjrs.gov/ojstatbb/ezapop/](http://ojjdp.ncjrs.gov/ojstatbb/ezapop/)
Easy access to state and county juvenile court case counts [http://ojjdp.ncjrs.gov/ojstatbb/ezaco/default.asp](http://ojjdp.ncjrs.gov/ojstatbb/ezaco/default.asp)
Internet Resources for Criminal Justice [http://www2.lib.udel.edu/subj/crjs/internet.htm](http://www2.lib.udel.edu/subj/crjs/internet.htm)
Kids Count [http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx](http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx)
National Archive of Criminal Justice Data [http://www.icpsr.umich.edu/NACJD/](http://www.icpsr.umich.edu/NACJD/)
National Crime Prevention Council [slides] [http://www.ncpc.org/training/powerpoint-trainings](http://www.ncpc.org/training/powerpoint-trainings)
Plagiarism, click this Web link [http://www.pvamu.edu/PDFFiles/Library/Ref/Plagiarism_FAQ.pdf](http://www.pvamu.edu/PDFFiles/Library/Ref/Plagiarism_FAQ.pdf)
Purdue APA Formatting Style and Guide [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
Sourcebook of Criminal Justice Statistics [http://www.albany.edu/sourcebook/](http://www.albany.edu/sourcebook/)
Texas Department of Criminal Justice [http://www.tdcj.state.tx.us/](http://www.tdcj.state.tx.us/)
<table>
<thead>
<tr>
<th>Week</th>
<th>Month</th>
<th>Day</th>
<th>Focus</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>September</td>
<td>1</td>
<td>Introduction</td>
<td>Chapter 1 about section 1.3</td>
</tr>
<tr>
<td>Week 2</td>
<td>September</td>
<td>7</td>
<td>Introduction to statistics—chapter 1 homework problems 20, 21, 22</td>
<td>Chapter 2 skim pp. pp.54–58</td>
</tr>
<tr>
<td>Week 3</td>
<td>September</td>
<td>14</td>
<td>Frequency distributions—chapter 2 homework problems 10, 14, 18 construct a frequency distribution and histogram using SPSS, 22 (do not use interpolation),</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>September</td>
<td>14</td>
<td>Frequency distributions—chapter 2 homework problems 10, 14, 18 construct a frequency distribution and histogram using SPSS, 22 (do not use interpolation),</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 5</td>
<td>September</td>
<td></td>
<td>Exam I</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>October</td>
<td>21</td>
<td>Central tendency—chapter 3 homework problems 10, 16, 20, 22, do problem 26 using SPSS</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Week 7</td>
<td>October</td>
<td>21</td>
<td>Central tendency—chapter 3 homework problems 10, 16, 20, 22, do problem 26 using SPSS</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Week 8</td>
<td>October</td>
<td>28</td>
<td>Variability—chapter 4 homework problems 10, 18, 25, do problem 28 using SPSS</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 9</td>
<td>October</td>
<td>28</td>
<td>Variability—chapter 4 homework problems 10, 18, 25, do problem 28 using SPSS</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 10</td>
<td>November</td>
<td></td>
<td>Exam II</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>November</td>
<td>5</td>
<td>Z–scores—chapter 5 homework problems 10, 19, 24, do problem 27 using SPSS</td>
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<tr>
<td>Week 12</td>
<td>November</td>
<td>19</td>
<td>Probability—chapter 6 homework problems 10, 11, 18, 20</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 13</td>
<td>November</td>
<td>19</td>
<td>Probability—chapter 6 homework problems 10, 11, 18, 20</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 14</td>
<td>December</td>
<td>26</td>
<td>Introduction to probability and samples—chapter 7 homework problems 10, 14, 18, 22</td>
<td>Chapter 8 skim 8.4</td>
</tr>
<tr>
<td>Week 15</td>
<td>December</td>
<td>9</td>
<td>Exam III</td>
<td>Chapter 9 skim 9.4,</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Hypothesis Testing—chapter 8 homework problems</td>
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</tbody>
</table>
Week 15  December  16  Introduction to the \( t \) statistic—chapter 9 homework problems do all problems as two tailed tests 8, 13, 16, 24, do problem 26 using SPSS; Chapter 12 problem 6, 10

Week 16  December  14  [Optional] Correlation—chapter 16 homework problems 8, do problem 12 using SPSS

Week 16  December  16  Final Exam

**College Educational Philosophy:** The College of Juvenile Justice & Psychology is committed to producing graduates with superior written and oral communication skills. Instructional techniques will include a variety of technological and research tools. Our pedagogy emphasizes content and style in both individual and group settings. Our professors are encouraged to use their individual creative styles in the pursuit of academic excellence.

**University Rules and Procedures**

**Disability statement (See Student Handbook):**
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator. Requests for accommodation of a disability should be directed to: Dr. Kay Norman, Director of Student Services, P.O. Box 519 Mail Stop 1032, Evans Hall, Room 319, 936-261-3583, kfnorman@pvamu.edu. Website: [http://www.pvamu.edu/pages/4016.asp](http://www.pvamu.edu/pages/4016.asp).

**Academic misconduct (See Student Handbook):**
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**
1. **Cheating:** deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. **Academic misconduct:** tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. **Fabrication:** use of invented information or falsified research.
4. **Plagiarism:** unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.
5. Signing a student’s name to a roll or related misrepresentation
6. Attempting to receive credit in one or more classes for the same paper or project without written approval of instructors involved.

**Nonacademic misconduct (See Student Handbook):**
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the
instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process:
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Consult the Undergraduate Catalog for guidelines and procedures. The student may follow the appeals process should an appeal be considered necessary. The first step is to present your case to your instructor, in writing. Your instructor will review your appeal and inform you of the decision. If you are still not satisfied, the second step is to go to your instructor’s supervisor [Coordinator of the Undergraduate Criminal Justice Program]. After presenting your case to the Coordinator in writing with supporting documentation, the Coordinator will make a decision relative to your appeal. If still unsatisfied, the third step is to go to the Coordinator’s supervisor [Chair, Department of Justice Studies]. Here you will present your appeal, in writing, stating that you had completed steps 1 and 2, but remain unsatisfied with earlier decisions from the instructor and the Coordinator. The Chair of the Department of Justice Studies will review your written appeal and will make the final decision for the Department of Justice Studies. Please note: Prior to utilizing the appeals process, be sure your appeal is valid and you have supporting documentation to substantiate your position. Do not appeal a grade just because you don’t like the one you earned. Be sure you know precisely what you want [if it is a higher grade] and be sure you have proper documentation [evidence] to support your appeal. Compile your evidence to support your position. Do your analysis. Present your case in a professional manner.

Course Requirements
The final grade in this course will result from four sources: assignments; bi-weekly exams; final exam; and class participation.

Final Exam
There will be a final comprehensive exam for the class. This exam will be held on December 16, from 9:00 AM to 12:00PM. The final exam comprises 30% of the student’s overall grade. This final exam is critically important in the sense that this is the only time that the student demonstrates in person their understanding of the material. If the performance in this final exam is not consistent with the other exercises turned in throughout the semester, the reliability of these other exercises may be seriously questioned. It is an essay-type, not a multiple choice/true false format. The exam is not open notes/open book, so the student needs to study the material, remember the important concepts steps to solving problems, to interpreting results and to drawing conclusions.

Class Participation
Class participation in this context means to be an active and regular member of the discussion board and of the class room when this option is made available. This comprises 20 percent of the total points.

Course Schedule
Lecture materials will not be available in advance. The reason for that is that this is not a self-paced course. I do not want you to get ahead of yourself. I want this course to be much like a traditional course in that you are on the computer each week reading lectures, participating in discussion and turning in assignments. I will not accept any assignments ahead of time unless you are out of reach of your computer due to illness or for some other reason. If you do have to turn in work ahead of time, please let me know.

Use Of The John B. Coleman Library
Most of you have experience in utilizing the on-line full text and abstract search engines. If you do not have that experience I will discuss how to use the library resources to complete your paper assignment. Under library catalogues you may conduct a search to determine if the library has any books on your topic. The library catalogue search will also identify any particular journals you may be looking for. However, to checkout these books require that you physically go to the library on campus. The article search will provide full-text articles and abstracts of articles on your topic. I recommend the following search engines: EBSCOHost, ERIC Digests, Academic Search Elite, Psychology & Behavioral Sciences Collection, and the Sociological Collection. If the article you want is not available in full-text, I strongly recommend that you use the interlibrary loan option. With this option you may request that the library obtain the article or book for you. In most cases this is a free service. For that matter, the library has a link titled Distance Education Services. It is important that you click on that link and go through the services provided by the library. If you click on Class Aids you will find a link to Criminal Justice. With this link you can find useful criminal justice articles and websites. The on-line resources are terrific, but if you live near a university library, chances are that you can checkout books from that library using TexShare. A TexShare card will allow you to checkout books and other documents from several different Texas Universities. I recommend Texas A&M University if you live near College Station, Sam Houston State University if you are near Huntsville, University of Houston (which also has a great law library) for Houston area residents, the University of Texas if you live near Austin, and Southwest Texas State University if you live near San Marcos. Contact the John B. Coleman Library to obtain a TexShare card. This is also a free service.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  · Sending and receiving email
  · A working knowledge of the Internet
  · Proficiency in Microsoft Word
  · Proficiency in the Acrobat PDF Reader
  · Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For
other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will be distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

Academic Calendar – Fall 2009

August 23, Sunday

- Check-In University College (Housing)

August 24-28, Monday-Friday

- Panther Camp

August 24, Monday

- Check-In University Village-New Transfer Students

August 25, Tuesday

- Meal Plans Begin

August 26, Wednesday
• Check –In University Village-Returning Students

August 27-28, Thursday-Friday
• Regular Registration for Returning Students

August 29, Saturday
• Regular Registration for Graduate Students

August 31, Monday
• Late Registration and Drop/Add Begins
• Instruction Begins

September 4, Friday
• Late Registration, Add Courses, Change Major/Certification or any Matriculation Change Ends for Undergraduate Students

September 5, Saturday
• Late Registration, Add Courses, Change Major/Certification or any Matriculation Change Ends for Graduate Students

September 9, Wednesday
• General Student Assembly All Students to Attend

September 15, Tuesday
• Census Date (12th Class Day)
• LAST DAY to Drop Course(s) without Record

September 16, Wednesday
• Withdrawal from courses with record ("W") Begins

September 18, Friday
• Graduation Application Deadline for Fall 2009

September 21-26, Monday - Saturday
• Late Graduation Application Deadline Period for Fall 2009

September 25, Friday
• 20th Class Day
October 22-24, Thursday-Saturday
- Mid-Semester Examination Period

October 27, Tuesday
- Mid-Semester Grades Due

November 6, Friday
- Graduation Application Deadline for SPRING 2010

November 9, Monday
- Withdrawal from Course(s) with record (“W”) Ends

November 17, Tuesday
- Priority Registration Begins for Spring 2010 Semester

November 26-28, Thursday-Saturday
- Thanksgiving Holiday (University Closed)

November 30, Monday
- Instruction Resumes