SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Revisions to General Education Requirements

SDSU	College of Education & Human Sciences / School of Health & Consumer Sciences	Dennis D. Hedge	9/28/2023
Institution	Division/Department	Institutional Approval Signature	Date
SDSU	Anne-Marie Junker	Victor Taylor	7/28/2023
Institution	Form Initiator	Dean's Approval Signature	Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

_____ Revision to an approved course

X Addition of a course to the set of approved courses

_____ Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

Add FSRM / WMST 253 Socio-Psychological Aspects of Dress to the set of approved courses that fulfill SGR #3 Social Sciences/Diversity.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2024

Section 3. Provide a Detailed Reason for the Proposed Change

The components of the FSRM / WMST 253 Socio-Psychological Aspects of Dress course correspond with the SGR #3 objectives, and thus the school seeks approval and inclusion of FSRM / WMST 253 on the designated list of SGR #3 courses.

FSRM / WMST 253 Socio-Psychological Aspects of Dress focuses on how human behavior is communicated via dress. This is a global phenomenon that examines how cultural values, norms, and global standards affect our behavior, and how this is expressed in dress.

The importance of Socio-Psychological Aspects of Dress goes beyond the field of fashion. Dress is a behavior and expresses distinct roles in society. Dress affects the way we see ourselves and others.

Studying human behavior is important for all fields of study as it:

1. Improves self-awareness
2. Strengthens relationships (personal and professional)

3. Promotes critical thinking
4. Increases understanding of motivations and teamworking skills
5. Fosters cultural awareness

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

General Education is defined in BOR Policy 2:7 as "Curriculum defined to develop learners' general knowledge, literacy, skills, and competencies which equip students for success with advanced curriculum, program and major completion, and career competencies." Further, in that same policy, Goal 3 is identified as: "Students will understand the organization, potential, and diversity of the human community through study of the social sciences."

FSRM /WMST 253 Course Description: Examination of clothing behavior from sociological, psychological and cultural perspectives.

FSRM / WMST 253 Socio Psychological Aspects of Dress introduces basic theories and terminology used in social sciences. The course examines how historical issues, institutional frameworks, and cultural values affect human behavior. Students are introduced to a wide variety of viewpoints, which fosters diversity awareness and encourages self-awareness.

Students in FSRM / WMST 253 will cover content and topics in the course that directly correlate to the Goal 3 outcomes, as documented on the syllabus.

Goal 3 Student Learning Outcome	**Course Content**	**Assessment**
Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines. (SGR #3, a.)	Students will develop a response to a culturally diverse event and use terminology and concepts to describe and explain the role of dress.	Three separate Response Papers addressing a culturally diverse event.
Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts. (SGR #3, b.)	Students will describe how dress reflects dominant ideals.	Dressing Out of Context Experiment (capstone project). See below for description.
Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts. (SGR #3, c.)	Students will identify how dress is a behavioral process related to cultural, social, and psychological values, norms, and perceptions. Students will recognize how the meaning of dress differs from culture to culture and context. Students will discuss the role of dress in formation of identity.	Dressing Out of Context Experiment (capstone project). Students conduct an experiment in which the dress out of context for a minimum of 6 hours in a day and write an analysis reflecting the variety of responses they received in society, the perceived responses, and their own behavior.

Note: Graded in-class activities and quizzes are utilized to prepare students for the listed comprehensive assessment used to evaluate the SGR – SLO.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

The course syllabus is included in the following pages.

- Examination of dress and behavior from sociological, psychological, and cultural perspectives.
- During this course, we will examine the influences and relationships between dress styles, cultures, and lifestyles. Examples during the course are used for illustrative purposes and to promote discussion. They are not intended to convey any value judgment about the dress and lifestyles.

Instructor: A-M (Bonnie) Junker, M.S.

Phone: 605-688-4002
Wagner Hall, 435

Email: anne.junker@sdstate.edu

Office Hours:
Monday and Wednesday: 11:00 AM – 1:00 PM

My goal is to respond to emails within 24 hours on weekdays. Emails sent after 6:00 pm and during the weekend/holidays will receive a reply the next business day, unless there is a genuine emergency that warrants an immediate reply.

Course Access:

- This course will be taught face-to-face on campus. Information will also be communicated via D2L. https://d2lsdbor.edu/d2/login?noRedirect=1

Course Meeting Time:

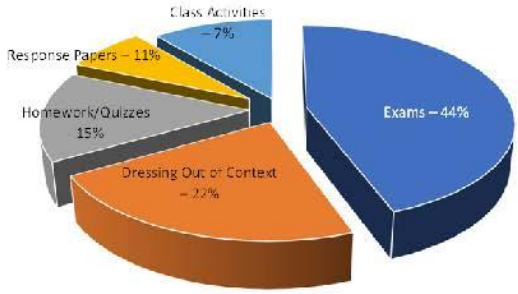
- Tuesday/Thursday, 12:30 – 1:45 PM, in Wagner Hall, room 453.

Instructional Method:

- A variety of learning styles will be accommodated in this class and are reflected in the structure of evaluation for the course. Class time may consist of, but is not limited to, a combination of lecture, slides, videos, reflections, research/experiment, and class discussion as well as individual and group activities.

Technical/computer questions can be directed to: *SDSU Support Desk at 605-688-6776 for assistance.*

Grading Rubric



Required Course Materials

- Miller- Spillman, K.A., Reilly, A., & Hunt-Hurst, P. (2019). *The meanings of dress* (4th). NY: Fairchild.
- Additional materials will be posted on D2L.

Recommended:

- American Psychological Association. (2020). *Concise rules of APA style* (7th ed.). Washington, DC: American Psychological

Student Learning Outcomes

SLO = Course Student Learning Outcomes, SGR = System General Requirements SLO's for #3 Social Sciences/Diversity

Students will:

SLO#1: Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts. (SGR#3 c.)

- Identify how dress is a behavioral process related to cultural, social, and psychological values, norms, and perceptions.
- Recognize how the meaning of dress differs from culture to culture and context.
- Discuss the role of dress in formation of identity.

Assessment (Introduce, Reinforce): Graded Quizzes & Exams,
Assessment (Mastery) of SLO SGR #3 c: Dressing Out of Context Experiment

SLO#2: Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts. (SGR#3 b.)

- Describe how dress reflects dominant ideals.

Assessment (Introduce, Reinforce): Graded Quizzes & Exams,
Assessment (Mastery) of SLO SGR #3 b: Dressing Out of Context Experiment

SLO#3: Understand how professionals in the field use the understanding of dress as non-verbal language.

Assessment (Introduce, Reinforce): Graded Quizzes & Exams,
Assessment (Mastery) of SLO: 3 Response Papers

SLO#4: Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines (SGR#3 a.)

- Describe the role of dress in culture using appropriate terminology and socio-psychological theories and concepts.

Assessment (Introduce, Reinforce): Graded Quizzes & Exams,
Assessment (Mastery) of SLO SGR #3 a.: 3 Response Papers

Student Responsibility and Course Policies

Academic Success:

If you want to be successful in this course, here are some tips to follow:

- ✓ Attend each class period prepared and review feedback on your assignments.
- ✓ Actively participate during labs.
- ✓ Read all materials before each class period and review repeatedly before exams.
- ✓ Carefully read assignment guidelines! Please carefully evaluate your work with the directions and assessment rubric before submitting.
- ✓ Learn beyond the required course material! Get involved and interested in the course topics. You are welcome to bring relevant and current news articles and information to class to share.

Course policies:

Communication:
Effective communication is essential for a productive teaching/learning relationship. Please contact me as soon as possible if you have any questions or concerns that pertain to this course. I want to help you be successful in this course and can only help you if you reach out to me in a timely manner.

Email:
- Please only use my anne.junker@sdstate.edu email address. Any emails via D2L will not be noticed.
- Please make sure you check your jacks email regularly for any messages.
- My goal is to respond to emails within 24 hours on weekdays, and 48 hours on weekends and holidays.

D2L:
- I will use D2L for posting updates, information, course materials, and grades. Please check the course site on D2L daily for notifications, updates, feedback on assignments, and grades.

Citations/plagiarism:
As outlined in SDSU Policy 2.4, plagiarism is considered academic misconduct and cheating. Consequences for plagiarism and other forms of academic misconduct are outlined in this policy.
- To avoid plagiarism, you **must** cite **all outside ideas or information** used in your work **and** reference those citations using the most recent APA format. "*I was not aware*", or "*I am not familiar with APA style"* are not excuses for missing citations and references.
- Cheating also includes "coat tail riding" in group work – not fully and equally participating in all research and work in group projects, and just letting others do all the hard work while taking equal credit. This will result in a deduction of points or a zero for the assignment, depending on amount of work.

Websites, books, and journals can provide excellent information, but it is important to evaluate the credibility of any source. If you need help evaluating sources, please talk to me or a reference librarian on campus or use a guideline listed below:
- https://owl.purdue.edu/owl/research_and_citation/conducting_research/evaluating_sources_of_information/evaluating_digital_sources.html
- http://guides.lib.berkeley.edu/evaluating-resources

For APA formatting and citation examples, students may consider these resources:
- American Psychological Association. (2019). *Concise rules of APA style* (7th ed.). Washington, DC: American Psychological Association
- https://apastyle.apa.org
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Board of Regents and University Policies:

Class Attendance
SDSU Policy 2.5 outlines the University protocol for class attendance. If a student has an accident, falls ill, or suffers some other emergency over which they have no control, the student needs to gather whatever documentation is available (e.g., copies of repair or towing bills, accident reports, or statements from health care provider) to show the instructor. Such exceptions must be communicated and negotiated between the student and faculty member prior to the absence whenever possible.

On occasion, when a student has an emergency, they will contact the Student Affairs office who will send a courtesy notification to the student's faculty members. However, arrangements regarding attendance should be negotiated between the student and the faculty members.

Excused Absences: University excused absences are limited to:

- illness documented by a physician's statement on original letterhead, specifying the date and time of the visit/procedure (which must clearly conflict with class time), or
- death in the immediate family, or
- University related activities documented by a signed University Absence Notification ("Excuse Slip").
- "Personal problems", work schedules, vacations, or foreseeable weather-related road conditions are ***not*** considered grounds for an excused absence.

Acceptable documentation does NOT include prescriptions/medications. Routine or non-emergency doctor's visits are expected to be scheduled **outside** of class time.

Final Exam Policy
The final exam policy and final exam schedule are available on the public website. **All courses offered for 2 or more credits will have an examination time determined by the final examination schedule**. The published final examination schedule must be followed and the final examination in a course should be given as scheduled and not at other times, even if the faculty member and all students in a course agree to such a change.

ADA Statement: South Dakota State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services (Phone: 605-688- 4504; Fax: 605-688-4987; E-mail: Nancy.Crooks@sdstate.edu or SDSU.Disabilityservices@sdstate.edu; Address: Room 271, Box 2815, University Student Union, Brookings South Dakota 57007), which will work to resolve the issue as quickly as possible. Please note: if your home institution is not the institution you are enrolled at for a course (host institution), then you should contact your home institution's Office of Disability services. The disability services at the home and host institution will work together to ensure your request is evaluated and responded.

Freedom in Learning Statement: Under Board of Regents and Regental Institutions policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Discussion and debate are critical to education and professional development. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact their home institution to initiate a review of the evaluation.

Academic Dishonesty and Misconduct: Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. **Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam.** The Regental Institution's policy and procedures on cheating and academic dishonesty can be found in SDSU Policy 2:4 and the governing Board of Regents policies can be found in BOR Policy 2:33 and BOR Policy 3:4. The consequences for cheating and academic dishonesty are outlined in policy.

Acceptable Use of Technology: While Regental Institutions strive to provide access to computer labs and other technology, it is the student's responsibility to ensure adequate access to the technology required for a course. This may include access to a computer (not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty and staff should observe all relevant laws, regulations, BOR Policy 7.1, and any institutional procedural requirements.

Emergency Alert Communication: In the event of an emergency arising on campus under BOR Policy 7:3, your Regental Home Institution will notify the campus community via the emergency alert system. It is the responsibility of the student to ensure that their information is updated in the emergency alert system. The student's cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

Complaint Procedure and Academic Appeals: South Dakota State University's primary objective is to assist students in meeting their academic goals through a positive and rigorous academic experience. In the case that a student has a concern, the University's procedures should be followed to address these concerns and/or complaints. Policy 2:4 outlines procedures for academic appeals.

Student Success Services and Supports: Information about student success services and supports, including tutoring and supplemental instruction, can be found at the Wintrode Student Success and Opportunity Center website.

Course Evaluation and Grading

The course grade will be a reflection on consistent participation and performance in lab/class and online materials, exams, quizzes/assignments and final exam.

- I strive to return your work to you within 7 days after the deadline of the assignment. Written work may take longer.
- All exams, quizzes and assignments will be graded on a point basis. The final grade for the course is based on a total number of accumulated points.
- Deadlines for assignments are listed in the course schedule and posted on D2L. Assignments will not be accepted after the deadline.
- Grades will be posted in the "Grades" section of the course (accessed on gold toolbar). You will also find a "Current Grade" rubric that will give you the most current overall grade in the course.
- I *strongly welcome* you to contact me if you have any questions about your grade. However,…
  - To make this a productive conversation you must have a specific question (Please do not: "Why did I get a …?) *and* you must be able to demonstrate clearly and specifically how you met the requirements outlined on the assignment guideline.
  - I do **not** discuss or compare other students' grades, or work, with your grade or work! I will discuss *your* work with *you*, and evaluate it based on the requirements outlined in the syllabus and assignment guideline.
  - Please review your work immediately. If you have any questions about your work or grade, please contact me within 7 days after I have returned/graded your work. I will not address any questions about your grade or your work after this 7-day timeframe.

Assignments:		**Points**	**%**
Exams		300	44%
Dressing Out of Context Assignment [1]		150	22%
Homework/Quizzes		100	15%
Class Activities		50	7%
Response Papers [2]		75	11
	TOTAL POINTS	**675**	**100%**
Please note: There are *no points awarded for attendance.* Unexcused absences and inactive participation will result in deduction of points at the end of the semester (often full letter grade).			

1. Assessment evaluates course SLO #1, #2 and SGR #3 b, c. 2. Assessment evaluates course SLO #3, #4 and SGR #3a .

Grading Scale:

	Points ↓	Comparable to	
A	607 - 675	90% - 100%	Exceptional / Substantially Exceeds Expectations
B	540 - 606	80% - 89%	Above Average / Exceeds Expectations
C	472 - 539	70% - 79%	Average / Meets Expectations
D	405 - 471	60% - 69%	Unsatisfactory / Minimally Meets Expectations
F	404 and below	59% and below	Failure / Does Not Meet Expectations

A - Superior Work
Indicates originality and independent work and a thorough mastery of the subject matter/skill; achievement so outstanding that it is normally attained only by students doing truly exemplary work. Student has clearly mastered the subject and demonstrate strong ability to use course material in analysis and synthesis of material and projects, and accurately relates relevant content to material or current events outside of the course/classroom. All work is 100% accurate, free of spelling and grammatical errors, accurate application of APA rules, and demonstrates superior depth in knowledge and application of content.

B - Very Good Work
Indicates clearly better than adequate competence in the subject matter/skill, achievement of quality higher than adequate, but not of exemplary quality. Student demonstrates ability to use course material in analysis and synthesis of material and projects. All work is 100% accurate, free of spelling and grammatical errors, accurate application of APA rules, and demonstrates excellent depth in knowledge and application of content.

C - Adequate Work
Indicates that classroom work, outside assignments, and examinations have been completed at a level indicating adequate competence in the subject matter/skill. All work is still 100% accurate, free of spelling and grammatical errors, accurate application of APA rules, and demonstrates adequate knowledge and application of content (70% and above).

D - Minimally Acceptable Work
Indicates achievement which meets the minimum requirements of the course, but at a level indicating less than adequate competence in the subject matter/skill. All work should still be 100% accurate, free of spelling and grammatical errors, accurate application of APA rules. Work demonstrates inadequate knowledge and application of content.

F - Unacceptable Work
Indicates achievement that fails to meet the minimum requirements of the course and is clearly below university quality, not a passing grade. Work is inaccurate and not free of spelling and grammatical errors, and/or has inaccurate application of APA rules. Work does not demonstrate minimal acceptable knowledge and application of content.

The cut-off scale is based on points, not percentages. In order to ensure that all grading is fair and equal for all students, there must be a clear and consistent cut-off point between grades. While it is possible that students at the end of the semester are one or two points away from a desired grade, the final letter grade will be determined purely by matching the student's total accumulated points to the range of points associated with a letter grade.

There will be no assignments for extra credit.

COURSE STRUCTURE

A variety of learning styles will be accommodated in this class and are reflected in the structure of evaluation for the course. Class time may consist of a combination of lectures, slides, videos, and class discussion as well as individual and group activities.

Exams (300 points total - each exam is 100 points)

- Students will complete 3 exams during the semester. All exams are completed in class.
- Exams will cover any of the readings, discussions, and any additional information presented during class or on D2L, and may be MC questions, short answers, and short essay questions.
- **Purpose**: Exams tests students' accumulated knowledge and recall ability. Any professional in our field must use and understand the terminology and concepts used throughout the industry. Fundamental knowledge is also critical for understanding the interconnectedness of the many factors, problem solving, and creative innovation.

Dressing Out-of-Context Assignment (150 points total – 3 steps to this assignment)

- You will wear out-of-context dress for **at least six hours** during a day in a public setting with significant exposure to other people. You will record (verbally and with pictures/video) your reactions and the reactions of others.
- You will summarize your experience, thoughts, findings, and conclusions in a 4–5-page paper and oral presentation. **Work MUST include course material in your description and analysis.** Paper and presentation MUST include images taken during your experiment.
- Paper must follow APA guidelines for manuscript format and citations.
- **Purpose**: Students will firsthand experience the importance of dress, and its socially assigned meanings, and the impact on perceived/actual social status, behavior, and equality.

Class Activities/Quizzes (50 points)

- A variety of activities, including quizzes, will be completed in and outside of class.
- **Purpose**: Quizzes will give students insight to the effectiveness of their preparation for each class, further their understanding and help students engage with the course material.

Homework (100 points)

- Students will complete homework assignments via D2L or assigned in class.
- **Purpose**: Homework assignments provide students with an opportunity to review the class materials.

Response Papers (75 points, 3 response papers @ 25 points each)

- You will attend 3 different events that increase your awareness of global issues and diversity, especially as they relate to dress and identity. Two of these events may include an in-class viewing of a documentary and a guest speaker. These two events cannot be substituted by an event of your choice. A third event of your choice.
- You will write a short summary (2 pages) of your experience, describing the role of dress in culture using appropriate terminology and socio-psychological theories and concepts.
- You must apply APA formatting and citations/references.
- **Purpose:** Exposure to cultural events different from your own will allow you to see how cultural values and norms are expressed in behavior, including dress.

Attendance & Participation Attendance (No Points for Attendance!)

- You are required and expected to attend class and come prepared (read the assigned material ahead of time in order to fully participate in class discussions). Attendance will be taken at each class period in the form of rollcall or a quiz.
- Unexcused absence results in zero attendance points for that day and you cannot reschedule any class activities, quizzes, or exams. Unexcused absences will result in deduction of points at the end of the semester and often results in a full letter grade lower final grade.
- Your instructor will not keep you updated on your unexcused absences.
- **Purpose**: Attendance and participation is essential to receive the full benefit of a course. Students also establish a professional image of being reliable, engaged, and taking responsibility of their progress - skills essential to success in the professional work environment.

Tentative Class Schedule

*This is a *tentative* schedule for the Spring 2024 semester. Subject to change at the discretion of your instructor. Notification of any changes will be posted on D2L (Course Home).

Week	Date	Topic	Assignments
Week 1	January 9	Intro to the course	Get your book! 😊 **Supplemental video – D2L**
	January 11	Dress, Culture, and Theory	Chapter 1
Week 2	January 16	Fashion as a Dynamic Process	Chapter 2
	January 18	Dressing Out of Context Assignment In class activities	Read guideline for assignment (D2L)
Week 3	January 23	Dress as Non-Verbal Communication	Chapter 3
	January 25	Social Perception and Inference **(Supplemental Information)** Dress and the formation of identity	See D2L for supplemental information.
Week 4	January 30	Fashion, Status and Inequality in Dress **(Supplemental Information)**	See D2L for supplemental information.
	February 1	The Body	Chapter 4 **Dressing Out of Context - Proposal, Dropbox, by February 4, 11:59 PM**
Week 5	February 6	***Exam 1: Chapters 1-4, plus supplemental information***	
	February 8	Dressing for Life and Death **(Supplemental Information)**	See D2L for supplemental information

Week 6	February 13	Dress and Gender	Chapter 5
	February 15	Class Activity	**Response Paper #1 due in Dropbox by February 18, 11:59 PM.**
Week 7	February 20	Dress and Sexuality	Chapter 6
	February 22	Race and Ethnicity	Chapter 7
Week 8	February 27	In class activity	
	February 29	Dress and Religion	Chapter 8
Week 9	March 5	In class activity	
	March 7	***Exam 2: Chapters 5-8, plus supplemental information***	
Week 10	March 12	**No Classes – Spring Break**	
	March 14		
Week 11	March 19	Dress in the Workplace	Chapter 9
	March 21	Class Activities	**Response Paper #2 due in Dropbox by March 24, 11:59 PM.**
Week 12	March 26	Dress in the Media	Chapter 10
	March 28	In class activities/Overflow	**Dressing Out of Context – part 2** (= pictures and initial notes), in dropbox by March 31, 11:59 PM.
Week 13	April 2	Fashion and Fantasy	Chapter 11
	April 4	In class activities/Overflow	
Week 14	April 9	Fashion and Technology	Chapter 12
	April 11	Ethics in Fashion	Chapter 13
Week 15	April 16	In class activity	All **Dressing Out of Context - papers and presentations**, in the Dropbox by April 16, 11:59 PM. **Response Paper #3 due in Dropbox by April 21, 11:59 PM**
	April 18	Dressing Out of Context Presentations	
Week 16	April 23	Dressing Out of Context Presentations	
	April 25	Dressing Out of Context Presentations	
Finals Week	**Final Exam – May 5: 4:00 – 6:00 PM** **The final exam cannot be rescheduled for any reason, except if you have 3 or more exams on the same day. Please do NOT plan on leaving campus before your last scheduled final exam.**		

IMPORTANT DATES SPRING 2024

January 8, Monday .....Start Date/Instruction begins
January 15, Monday .....Martin Luther King Day Holiday
January 17, Wednesday.....Last day to drop or add and adjust final fees
January 18, Thursday ..... Spring tuition and fees payment due; "W" grade begins
January 26, Friday .....Last day to submit a graduation application for Spring 2024
February 19, Monday ..... Presidents' Day Holiday
March 4, Monday .....First half Spring Term ends
March 7, Thursday .....Deficiency reports due by midnight
March 11-15, Monday – Friday..... Spring Break
March 29-31, Friday – Sunday**.....Easter Recess
April 2, Tuesday..... Last day to drop a course
April 29-May 3, Monday – Friday*** ..... Final exams
May 4, Saturday ..... Commencement
May 8, Wednesday..... Grades due by midnight

** The Governor has authorized administrative leave on the Monday following Easter in prior years and classes were canceled. Although April 1 is currently scheduled as a class day, please note this and plan events and class sessions accordingly.

*** May 3 - official graduation date noted on transcript

IMPORTANT DATES SUMMER 2024

May 6, Monday – May24, Friday..... May Interim
May 27, Monday ..... Memorial Day Holiday
May 28, Tuesday – August 2, Frida..... 10-week Academic Summer Session
June 14, Friday .....Last day to submit a graduation application for Summer 2023
June 19, Wednesday .....Juneteenth Holiday
July 4, Thursday .....Independence Day Holiday
August 5, Monday – August 23, Friday ..... August Interim