MATH 1010-004: Mathematics for the Liberal Arts
Department of Mathematical and Statistical Sciences
College of Liberal Arts and Sciences, University of Colorado Denver
COURSE SYLLABUS

Instructor:	Michael Pilosov	Term:	Spring 2018
Office:	Student Commons Bldg. 4310	Class Meeting Days:	Monday/Wednesday
MML Code:	pilosov28665	Class Meeting Times:	3:30 - 4:45 PM
E-Mail:	michael.pilosov@ucdenver.edu	Location:	NC 1539
Policy: will respond with 24 hrs. (48 hrs if weekend)		Website: Canvas - https://ucdenver.instructure.com/	

Office Hours: MW 2-3PM in "West Lounge" (near SCB 4119 and 4125), at the "Help Desk" booth.
If these times do not work for you, please email me with several possible times you would like to potentially schedule an appointment for.

Course Coordinator: Pamela Whitten; pamela.whitten@ucdenver.edu; 303-315-1741; SCB 4120
Associate Chair: Dr. Stephen Billups; stephen.billups@ucdenver.edu; 303-315-1735; SCB 4221

COURSE OVERVIEW

I. Course Rationale
This mathematics course is designed specifically for liberal arts students and to meet the CORE requirements of the University of Colorado Denver. The course was designed with two major goals:

- To strengthen your quantitative skills and restore your confidence in these skills
- To demonstrate the relevance and applicability of mathematics to your lives and careers.

Hopefully, the course will give you an awareness of the role that mathematics plays in today's society in everything from population crises to financial planning, from environmental issues to the spread of disease. If successful, this course should equip you with quantitative skills that you will need for future courses, for careers, and for life itself!
Semester Hours: 3

II. Course Prerequisites
The mathematical prerequisite for the course is that you have met the entrance requirements for the university, namely three years of high school mathematics.

III. Course Description
Designed to give liberal arts students the skills required to understand and interpret quantitative information that they encounter in the news and in their studies, and to make quantitatively-based decisions in their lives. Topics include a survey of logic and analysis of arguments, identifying fallacies in reasoning, working with numbers and units, linear and exponential relations and essentials of probability and statistics. The emphasis is on applications with case studies in economics, finance, environmental sciences, health, music and science.

IV. Required Texts and Materials

Using and Understanding Mathematics: A Quantitative Reasoning Approach 6th edition , by Bennett and Briggs. Purchasing the MyMathLab software will come with a free eBook version of the text. Most students choose to use the online eBook version, but you may also purchase a used hardback version (or 3 hole punched version) of the textbook if you like having a physical copy to study from. You will need to purchase a mymathlab code as well if you choose a hard copy text. **You need a scientific calculator. We use the** Casio Fx 300MS. See section XII for other options.

To access MyMathLab go to http://www.pearsonmylabandmastering.com/northamerica/mymathlab/ Under the **Register Now** tab click on **Student**. Then click on '**O.k. Register Now'**. You will need the **Course ID** which is: pilosov28665 and either a student access code or a valid credit card. If you purchased the text new at the bookstore it will have a student access code which gives you access to the homework software. If you use a credit card to purchase the software it comes with an eBook which you can use for the class.

V. Colorado Commission on Higher Education Learning Objectives

The Colorado Commission on Higher Education has approved MATH 1010 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-MA1 category. For transferring students, successful completion with a minimum grade of C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum/html.

GT Pathways Mathematics (GT-MA1) Content Criteria:

a) Demonstrate good problem-solving habits, including:

- Estimating solutions and recognizing unreasonable results.
- Considering a variety of approaches to a given problem, and selecting one that is appropriate.
- Interpreting solutions correctly.

b) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas.

c) Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style.

d) Apply mathematical concepts, procedures, and techniques appropriate to the course.

e) Recognize and apply patterns or mathematical structure.

f) Utilize and integrate appropriate technology.

GT Pathways Mathematics (GT-MA1) Competencies:

A. Quantitative Literacy: Competency in quantitative literacy represents a student's ability to use quantifiable information and mathematical analysis to make connections and draw conclusions. Students with strong quantitative literacy skills understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.).

Students should be able to:

1. Interpret Information.

a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

2. Represent Information.

a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

3. Perform Calculations.

a. Solve problems or equations at the appropriate course level.

b. Use appropriate mathematical notation.

c. Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.

4. Apply and Analyze Information

a. Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level.

b. Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.

c. Make judgments based on mathematical analysis appropriate to the course level.

5. Communicate Using Mathematical Forms.

a. Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).

B. Problem Solving: Competency in problem solving represents a student's ability to design, evaluate, and implement a strategy to answer a question or achieve a goal.

Students should be able to:

1. Define a Problem.

a. Construct a detailed and comprehensive problem statement or goal.

b. Identify relevant contextual factors.

2. Propose a Strategy.

a. Identify reasonable approaches to solving the problem within the given context.

3. Evaluate Potential Strategies.

a. Provide an evaluation of the potential strategy(ies) which may include:

i. the history of the problem,

ii. the logic behind the potential strategy(ies),

iii. the feasibility of the proposed strategy(ies), and

iv. the potential impacts of the proposed strategy(ies).

b. Choose a feasible strategy.

4. Apply a Strategy.

a. Implement chosen approach(es).

b. Gauge success of the chosen strategy(ies) and revise as needed.

VI. Course Goals and Learning Objectives

As a CORE course in mathematics, by the end of the semester all students will:

1. *Calculate*: Accurately and logically manipulate a mathematical representation to attain desired information.
2. *Represent*: Able to translate between representations to clearly represent information and gain insight. Representations may be expressed symbolically, graphically, numerically, or verbally.
3. *Interpret:* Draw meaningful inferences and communicate insights from mathematical representations.

Mathematical representations may include statistical, graphical, algebraic, geometric, or symbolic.

4. *Model:* Develop and/or apply an appropriate mathematical model for a real-world problem. This can be demonstrated by e.g. developing a model, choosing an appropriate model from several, or explaining the primary assumptions needed to use a particular model.

These CORE Learning Objectives will be demonstrated and assessed within the following specific learning objectives for this Mathematics for the Liberal Arts Course.

Students will be able to:

- Use set notation to write the members of sets or state that a set has no members. *Represent*
- Draw a Venn diagram with two circles showing the relationship between a pair of sets. *Represent*
- Draw a Venn diagram with three overlapping circles to represent the relationship among three sets. *Represent*
- Use unit (dimension) analysis to convert from one unit of measure to another. *Calculate*
- Convert percentages to fractions and decimals and vice versa. *Calculate*
- Compute absolute and relative change. *Calculate*
- Solve problems involving percentages including percentage difference questions, 'of' vs. 'more than' questions and price and sale percentage questions. *Calculate*
- Represent numbers using scientific notation and be able to multiply and divide numbers in scientific notation without a calculator. *Represent*
- Use estimation to determine whether given statements are reasonable (i.e. A person could walk across the U.S. in one year.) *Interpret*
- Solve financial problems involving simple and compound interest. *Calculate & Model*
- Solve financial problems involving continuous compound interest. *Calculate*
- Use the Savings Plan Formulas (with regular payments) to determine the amount of money needed to invest each month in a savings plan to achieve a desired goal. *Calculate & Model*
- Calculate total and annual return for investments. *Calculate*
- Calculate annual percentage yield for investments. *Calculate*

- Calculate loan, credit card and mortgage payments for fixed APR loans. *Calculate & Model*
- Identify which statistical sampling technique is being used in a given study. *Interpret*
- Read a statistical study and identify any bias or confounding variables present. **Interpret**
- Use the theoretical method to determine the probability of a given outcome or event. *Calculate*
- Use the empirical method to estimate probabilities *Calculate*
- State an estimate of a subjective probability and explain how they arrived at it. *Calculate*
- Calculate the probability of an event not occurring. *Calculate*
- Construct a probability distribution for a given set of events. *Calculate*
- Calculate the odds for and odds against an event happening. *Calculate*
- Identify whether two events are independent or dependent. *Interpret*
- Identify whether two events are overlapping or non-overlapping. *Interpret*
- Compute 'and' probabilities for independent events and 'or' probabilities for overlapping and non-overlapping events. *Calculate*
- Use the at least once rule to find the probability of certain events. *Calculate*
- Calculate the expected value of a given game or insurance policy. *Calculate*
- Identify examples of the gambler's fallacy *Interpret*
- Identify and use the appropriate counting technique (i.e. arrangements with repetition, permutations or combinations) to count the number of ways a given event can occur (i.e. how many ways can the nine performances at a piano recital be ordered). *Calculate*
- Identify whether a quantity is growing linearly or exponentially. *Interpret*
- Use doubling time and half-life time reasoning to predict future populations/quantities given information about a growth or decay rate. *Model*

VII. Course Schedule - Tentative Course Outline

Week	Day	Date	Sections	Topic/Assignment
1	Monday	Jan 15	No Class	Martin Luther King Day
	Wednesday	Jan 17	1C/1E	Sets and Venn Diagrams and Critical Thinking
2	Monday	Jan 22	2A/2C	Working With Units and Problem Solving
	Wednesday	Jan 24	2B	Problem Solving With Units HW 1; 1C,1E
3	Monday	Jan 29	3A	Uses of Percentages
	Wednesday	Jan 31	3B	Number is Perspective HW 2; 2A, 2B, 2C
4	Monday	Feb 5	Review/Catch-up	Review ch 1-3
	Wednesday	**Feb 7**	**Exam #1**	**Exam #1**
5	Monday	Feb 12	4B	Power of Compounding
	Wednesday	Feb 14	4C	Savings Plan and Investments HW 3; 3A, 3B
6	Monday	Feb 19	4D	Loans, Credit Cards and Mortgages
	Wednesday	Feb 21	8A	Linear vs. Exponential HW 4; 4B, 4C
7	Monday	Feb 26	8B	Doubling Time and Half Life
	Wednesday	Feb 28	Review/Catch-up	Review Ch 4 and 8 HW 5; 4D, 8A
8	Monday	Mar 5	5A	Fundamentals of Statistics (**will be assessed on Exam #3)**
	Wednesday	**Mar 7**	**Exam #2**	**Exam #2**

9	Monday	Mar 12	5A	Fundamentals of Statistics
	Wednesday	Mar 14	5B, 5C	Believability, Statistical Tables & Graphs HW 6; 8B
10	**Spring Break**	**Mar 19-25**		
11	Monday	Mar 26	5D, 6A	Media Graphs and Characterizing Data
	Wednesday	Mar 28	6B	Measures of Variation HW 7; 5A, 5B, 5C
12	Monday	Apr 2	6C	Normal Distribution
	Wednesday	Apr 4	7A	Fundamentals of Probability HW 8; 5D, 6A, 6B
13	Monday	Apr 9	7B	Combing Probabilities
	Wednesday	Apr 11	7C	Law of Large Numbers HW 9; 6C, 7A
14	Monday	Apr 16	7E/OR class time for project	Counting and Probability
	Wednesday	Apr 18	Ch 7/Flex day for new material chosen by the class	Probability Activity or new material HW 10; 7B, 7C
15	Monday	Apr 23	Review	Review ch 5 – 7
	Wednesday	**Apr 25**	**Exam #3**	**Exam #3**
16	Monday	Apr 30	Review	Review for Final
	Wednesday	May 2	Review	Review for Final
	Week of May 7	**TBA**		**Final Exam**

NOTE: I reserve the right to change the tentative schedule throughout the course of the semester.

**Any changes made to assignment due dates will be posted on Canvas*

VIII. Assignments

Exams: There will be three exams each worth 10% of your grade plus a comprehensive final examination worth 20% of your grade.

Exam #1:	Wednesday, February 7
Exam #2:	Wednesday, March 7
Exam #3:	Wednesday, April 25
Final Exam:	Week of May 7 (TBA)

Homework

Homework problems will be assigned weekly from the online homework program MyMathLab (MML). These assignments will be graded and due each Wednesday at 1PM before the beginning of class and are worth a total of 15%. The lowest assignment will be dropped at the end of the semester. You will use MML to do the online homework. You get immediate feedback while doing the online homework since the problems are graded as you do them. Additionally, if you want to improve your score on a particular assignment you can return and retry that assignment before its due date. If you do not do an online homework by its due date you will receive a zero on that homework.

Quizzes

There will be homework quizzes each week over the course of the semester worth 20% total. Each quiz will be over the prior week's homework and will be given every Wednesday except during exam weeks (e.g. homework assigned in week 1 will be covered in the quiz on Wednesday of week 2). **No make-up quizzes will be given**. You must contact me in **advance and provide necessary documentation** to arrange another time to take the quiz (prior to the scheduled in-class quiz). To compensate for unforeseen circumstances, one-quiz score will be dropped. The quizzes will be given at the beginning of the class. Do not be late!

Project/Activities

There will be several activities and at least one group project that will be required of all students. (15% of total grade)

Exams

There will be 3 in-class exams. (30% total)– see tentative schedule for dates. A **3 X 5 hand written notecard** will be allowed on each exam and all 3 notecards will be allowed on the Final Exam. **There will be no make-up exams.** You must contact me in **advance** so that we may arrange another test date (prior to the scheduled in-class exam): documentation **will** be requested. You must bring your student ID card to each exam. You may not use cell phones during the exams, not even as a calculator in the event that you forget yours. A scientific calculator is allowed on exams.

Final Exam

There will be a comprehensive final exam that will be worth 20% of your total grade. Each student who has maintained the attendance policy will have the opportunity to improve prior exam scores on the final exam. The cellphone policy is the same as on the other exams. Violation of this policy on any exam will result in a grade of zero.

Exam 1	**100 points**		**Quizzes: 10 at 20 points each**	**200 points**
Exam 2	**100 points**		**Homework: 10 at 15 points each**	**150 points**
Exam 3	**100 points**		**Individual Projects (1-2)**	**100 points**
Final	**200 points**		**Group Project**	**50 points**
Total	**500 points**	**+**	**500 points**	**= 1000 points**

No curves will be applied. Your total points will be divided by 10 to compute your percentage grade.

Grading Scale:

A: 90-100% B: 80-89.9% C: 70-79.9% D: 60-69.9% F: Below 60%

X. Grade Dissemination

Course grades will be updated in the Canvas gradebook weekly, which can be found at https://ucdenver.instructure.com/. CU Denver utilizes web grading which is accessed through UCDAccess. Web grading information can be found by going to www.ucdenver.edu/student-services/resources/registrar/faculty-staff/

COURSE PROCEDURES

XI. Course Policies - Grades

Attendance Policy:

Attendance will be taken daily. You are expected to attend class faithfully and to take responsibility for your own learning. **Each student is allowed to miss up to 3 class periods over the course of the semester.** If you choose to miss more than the allotted 3, you will lose the opportunity to improve prior exam grades on the final exam.

Late Work Policy: No late assignments will be accepted notwithstanding extenuating circumstances, in which case it is up to you to effectively communicate with me through email.

Extra Credit Policy: 10 points of extra credit will be available to students throughout the semester. Your first opportunity is to locate my office (SCB 4310 and add your name to the sign-in sheet prior to start of class on Jan 24).

Assessment Make-up Policy:
Prior approval from instructor and documentation must be provided to schedule a make-up exam.

Incomplete Policy: Incomplete grades (I) are not granted for low academic performance. To be eligible for an Incomplete grade, students must (1) *successfully* complete at least 75 percent of the course, (2) have special circumstances (verification may be required) that preclude the student from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments with the original instructor using a CLAS Course Completion agreement.

XII. Course Policies – Technology and Media

Email – Students can communicate with me regarding attendance, meeting arrangements, grades, and/or questions regarding the course content, assignments, and due dates. You may also send me a message via Canvas. I will check by my CU Denver email and Canvas daily.

MyMathLab Technical Difficulties – Please contact Pearson Support. You can find a link on www.coursecompass.com. In most cases I will not be able to help with these types of issues, but feel free to email me so that I can be more lenient with due dates if necessary.

Computing Technology – You will need a scientific calculator in order to complete the course successfully. I will teach how to use the Casio Fx 300MS (ES), available from many sellers for $10 or less. You can use your own but it's up to you to figure out how to use it. A TI-83/84 will work, too.

XIII. Getting Help

MERC Lab There are Teaching Assistants available to answer your questions in the MERC lab in the North Classroom Building (NC) room 4015. This is an excellent resource! Check with the lab to see their schedule. Try to form a study group to study and learn with; it really works for some people! Realize that there are many ways of learning and a study group may be helpful for you.

Academic Success and Advising Center Helps new freshmen and transfer students through academic advising, schedule planning, time management, personal support and referrals to other on-campus resources. North Classroom (NC) Room 2024 Phone: (303) 352-3520.

Career Center The center assists and guides students with understanding and leveraging their skills, personality, values and interests as they choose an academic major and determine a career direction. Services include job search and strategies, resume development and writing, practice interviews and salary negotiation. Employers may benefit from online job posting, resume referrals, on-campus interviewing, career fairs, employer presentations, and networking events. Tivoli building, Room 267 Phone: (303) 556-2250.

Disability Resources and Services Office DRS serves the needs of a large and diverse community of students with disabilities, providing accommodations including: assistance in identifying volunteer note-takers, alternative testing, textbooks in alternate format, priority registration, interpreters and referral to the Access center. North Classroom Building (NC) Room 2514. Phone: 303-556-3450 TTY: 303-556-4766

First-Year Experience The First Year Experience (FYE) is a comprehensive approach to ensure first year students make a successful transition to college. Office of Undergraduate Experiences Phone: 303-315-2133

Learning Resource Center The Center provides individual and group tutoring, Supplemental Instruction (SI), study skills workshops and ESL support. UCD students are eligible for 1 hour of free tutoring per week. North Classroom Building (NC) Room 2006, Phone: (303) 556-2802

Scholarship / Resource Office Information about scholarships and guidance on the scholarship application process. Tivoli Student Union 259 Phone Number: 303-352-3608

Student Life Office This office encourages students to take advantage of all of the academic resources, out-of-class learning and recreational opportunities that are available throughout the year at CU Denver. Tivoli Student Union Suite #303 Phone: 303-556-3399.

The University of Colorado Denver provides many other services and resources. See http://www.ucdenver.edu/life/services/Pages/index.aspx

XIV. Academic Honesty

Students are required to know, understand, and comply with the CU Denver Academic Dishonesty Policy as detailed in the Catalog and on the CLAS website. Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty. If you are not familiar with the definitions of these offenses, go to http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/policies/Pages/DefinitionofAcademicDishonesty.aspx.
This course assumes your knowledge of these policies and definitions. Failure to adhere to them can result in possible penalties ranging from failure of this course to dismissal from the University; so, be informed and be careful. If this is unclear to you, ask me. The College of Liberal Arts and Sciences (CLAS) Ethics Bylaws allow the instructor to decide how to respond to an ethics violation, whether by lowering the assignment grade, lowering the course grade, and/or filing charges against the student with the Academic Ethics Committee. Violating the Academic Honor Code can lead to expulsion from the University.

Definition of Academic Dishonesty

Students are expected to know, understand, and comply with the ethical standards of the University. In addition, students have an obligation to inform the appropriate official of any acts of academic dishonesty by other students of the University. Academic dishonesty is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements. Examples of academic dishonesty include, but are not limited to, the following:

Plagiarism: Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. The incorporation of another person's work into one's own requires appropriate identification and acknowledgment, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted:

1. Word-for-word copying of another person's ideas or words.
2. The mosaic (the interspersing of one's own words here and there while, in essence, copying another's work).

3. The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory).
4. Fabrication of references (inventing or counterfeiting sources).
5. Submission of another's work as one's own.
6. Neglecting quotation marks on material that is otherwise acknowledged.

Acknowledgment is not necessary when the material used is common knowledge.

Cheating: Cheating involves the possession, communication, or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise. Examples of cheating are:

1. Copying from another's paper or receiving unauthorized assistance from another during an academic exercise or in the submission of academic material.
2. Using a calculator when its use has been disallowed.
3. Collaborating with another student or students during an academic exercise without the consent of the instructor.

Fabrication and Falsification: Fabrication involves inventing or counterfeiting information, i.e., creating results not obtained in a study or laboratory experiment. Falsification, on the other hand, involves deliberately alternating or changing results to suit one's needs in an experiment or other academic exercise.

Multiple Submissions: This is the submission of academic work for which academic credit has already been earned, when such submission is made without instructor authorization.

Misuse of Academic Materials: The misuse of academic materials includes, but is not limited to, the following:

1. Stealing or destroying library or reference materials or computer programs.
2. Stealing or destroying another student's notes or materials, or having such materials in one's possession without the owner's permission.
3. Receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor.
4. Illegitimate possession, disposition, or use of examinations or answer keys to examinations.
5. Unauthorized alteration, forgery, or falsification.
6. Unauthorized sale or purchase of examinations, papers, or assignments.

Complicity in Academic Dishonesty: Complicity involves knowingly contributing to another's acts of academic dishonesty.

Student Code of Conduct: As members of the University community, students are expected to uphold university standards, which include abiding by state civil and criminal laws and all University policies and standards of conduct. These standards are outlined in the student code of conduct which can be found at:

http://www.ucdenver.edu/life/services/standards/students/Pages/default.aspx

College of Liberal Arts and Sciences
UNIVERSITY OF COLORADO DENVER

Spring 2018 CLAS Policies and Deadlines

CLAS Academic Advising Office • NC1030 • 303-315-7100

Academic Policies

The following policies, procedures, and deadlines pertain to all students taking courses in the College of Liberal Arts and Sciences (CLAS). They are aligned with the Official University Academic Calendar found on the Registrar's website.

Schedule Verification

It is each student's responsibility to verify that their official registration and schedule of courses is correct in UCDAccess (*not* Canvas) before courses begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify post-census date adds. Access to a course through Canvas is not evidence of official enrollment.

Email

Students must activate and regularly check their official CU Denver email account for university related messages. Note: Canvas is not the location to access your CU Denver email account. Log into http://www.ucdenver.edu/email/Pages/login.aspx

Administrative Drops

Students may be administratively dropped if they do not meet the pre- and/or co-requisites for a course as detailed in the UCDAccess registration system. Students may also be administratively dropped from a course if the course syllabus articulates attendance expectations prior to census date and they do not meet those attendance expectations. Please note: this procedure does not apply to all courses and students should not rely upon it; if students plan to no longer complete a course, they are responsible to drop or withdraw from the course.

Post-Census Date Adds and Late Withdrawals

Post-census date adds (i.e., adding a course after census date) require a written petition, verifiable documentation, and dean's approval via CLAS Advising. Late withdrawals (i.e., withdrawing from one or more full-semester courses after the withdrawal deadline but before the late withdrawal deadline) require a Late Withdrawal Petition submitted to CLAS Advising (NC 1030 – 303-315-7100). If petitioning to late-withdraw from individual courses, instructor signatures are required. If petitioning to late-withdraw from the entire semester, instructor signatures are not required. Contact CLAS Advising (NC 1030 – 303-315-7100) for more information on post-census date adds and late withdrawals.

Co-Requisites and Drops/Withdrawals

Students dropping a course with co-requisite(s) before or by census date must drop the course and co-requisite(s). After census date, students withdrawing from a course with co-requisite(s) before or by the withdrawal deadline must withdraw from the course and co-requisite(s). After the withdrawal deadline, until the late withdrawal deadline, students may be able to withdraw from a course or co-requisite(s) based on instructor permission and approval of a Late Withdrawal Petition.

Waitlists

The Office of the Registrar notifies students via their CU Denver email account if they are added to a course from a waitlist. Students will have access to Canvas when they are on a waitlist, but this does not indicate that the student is officially enrolled or guaranteed a seat in the course. If a student is not enrolled in a course after waitlists are purged, instructor permission is required for the student to enroll in the course. The student must complete a Late Add Form and submit it to the Registrar's Office (SCB 5005) by census date in order to enroll in the course.

Applicable Forms

Schedule Adjustment Form — **Submit to Registrar (SCB 5005)**

Purpose:	Approval Signatures Required:	Dates:
Receive an academic overload	*Student and CLAS Advising signatures*	*before Jan. 31 (5pm)*
Receive a time conflict override	*Student and instructor signatures*	*before Jan. 31 (5pm)*
Designate a course pass/fail or no credit	*Student signature*	*before Jan. 31 (5pm)*
Withdraw from an intensive course before the withdrawal deadline	*Student signature*	*Feb. 1 – April 1 (5pm)*

Late Add Form — **Submit to Registrar (SCB 5005)**

Purpose:	Approval Signatures Required:	Dates:
Add a course after the add deadline but before census date	*Student and instructor signatures*	*Jan. 22 – Jan. 31 (5pm)*

Post-Census Date Add Petition — **Visit CLAS Advising (NC 1030) for more information**

Purpose:	Approval Required:	Dates:
Petition to add one or more full-semester courses after census date (verifiable documentation required)	*Submitted petitions are reviewed by the CLAS Assistant Dean*	*after Jan. 31*

Late Withdrawal Petition — **Submit to CLAS Advising (NC 1030)**

Purpose:	Approval Signatures Required:	Dates:
Petition to late-withdraw from a course after the withdrawal deadline but before the late withdrawal deadline	*Student and instructor signatures*	*April 2 – May 2 (5pm)*
Petition to late-withdraw from all courses in the semester after the withdrawal deadline but before the late withdrawal deadline	*Student signature*	*April 2 – May 2 (5pm)*

January 16	Beginning of Semester – First day of classes.
January 21 (11:59 pm)	Add Deadline – Last day to add or waitlist a course using UCDAccess. After the add deadline but before census date, instructor permission on a Late Add Form is required to add courses.
January 22 (11:59 pm)	Drop Deadline – Last day to drop a course without $100 drop fee, including section changes (i.e., changing to a different section of the same course). Students may drop courses using UCDAccess. No Adding of Courses is Permitted Today Waitlists Purged – All waitlists are eliminated today. Students should check their schedule in UCDAccess to confirm the courses in which they are officially enrolled. Canvas does not reflect official enrollment.
January 31 (5 pm) Census Date	Final Add Deadline (Instructor Permission Required) Last day to add full-semester courses. To add a full-semester course between the first add deadline and census date, instructor permission on a Late Add Form is required. Students may submit a completed Late Add Form to the Registrar's Office (SCB 5005). After census date, a written petition, verifiable documentation, and dean's approval via CLAS Advising (NC 1030 – 303-315-7100) are required to add a full-semester course. If a student's post-census date add petition is approved, the student will be charged the full tuition amount. College Opportunity Fund (COF) may not apply to courses added late, and these credits may not be deducted from students' lifetime hours. Final Drop Deadline Last day to drop full-semester courses with a financial adjustment. Each course dropped, including section changes, between the first drop deadline and census date generates a $100 drop fee. Students may drop courses in UCDAccess. After census date, withdrawal from courses appears on transcripts with a grade of "W," and no financial adjustment is made. After census date but before the withdrawal deadline, students may withdraw from full-semester

	courses using UCDAccess (instructor permission is not required).
	Graduation Application Deadline Last day to apply for graduation. Undergraduates are expected to make an appointment to see their academic advisors before census date to apply for graduation. Graduate students must complete the Intent to Graduate and Candidate for Degree forms.
	Pass/Fail, No Credit Deadline – Last day to request No Credit or Pass/Fail grade for a course using a Schedule Adjustment Form.
March 19 – 25	Spring Break – No classes. Campus open.
April 1 (11:59 pm)	Withdrawal Deadline After census date, students may withdraw from full-semester courses using UCDAccess (instructor permission is not required). To withdraw from an intensive course, students may use a Schedule Adjustment Form. Withdrawal from courses appears on transcripts with a grade of "W" and no financial adjustment is made. After the withdrawal deadline but before the late withdrawal deadline, students may late-withdraw by submitting a Late Withdrawal Petition to CLAS Advising (NC 1030 – 303-315-7100). Contact CLAS Advising (NC 1030 – 303-315-7100) for more information. After census date, students withdrawing from a course with co-requisite(s) before or by the withdrawal deadline must withdraw from the course and co-requisite(s). After the withdrawal deadline, until the late withdrawal deadline, students may be able to withdraw from a course or co-requisite(s) based on instructor permission and approval of a Late Withdrawal Petition.
May 2 (5 pm)	Late Withdrawal Deadline Last day to petition to late-withdraw from one or more full-semester courses. Students may petition to late-withdraw by submitting a Late Withdrawal Petition to CLAS Advising (NC 1030 – 303-315-7100). If petitioning to late-withdraw from individual courses, instructor signatures are required. If petitioning to late-withdraw from the entire semester, instructor signatures are not required.

	Contact CLAS Advising (NC 1030 – 303-315-7100) for more information. After the withdrawal deadline, until the late withdrawal deadline, students may be able to withdraw from a course with co-requisite(s) based on instructor permission and approval of a Late Withdrawal Petition. After the late withdrawal deadline (or after grades are posted, whichever is sooner), only retroactive withdrawals are considered and verifiable documentation is required. Contact CLAS Advising (NC 1030 – 303-315-7100) for more information on retroactive withdrawals.
May 7 – 12	Finals Week
May 12	End of Semester Commencement Ceremony
May 17	Final Grades Available – Official grades available in UCDAccess and transcripts (tentative). Canvas does not display final grades.
June 22	Degrees Posted – Degrees posted for graduating students on transcripts.