

CHEM 100L - Fundamentals of Chemistry Laboratory (3 hours/week, 1.0 Units)

Catalog Course Description:

This laboratory course is designed to illustrate the principles of inorganic and physical chemistry and to familiarize students with scientific reasoning, basic laboratory equipment and safe practices, scientific data collection methods and interpretation. This laboratory course is intended for students majoring in nursing, nutrition and allied health sciences, and provides a foundation for future lab work in chemistry. Please read through most current San Diego Mesa Catalog for general information about transferability information for this course, college, and details regarding other course descriptions.

mySDCCD: Our gateway to all things SDCCD at [MySDCCD](#).

Instructor: Dr. Dwayne Gergens

Email: Thank you for your patience. We do our timely best responding to emails within 48 hours during weekdays sent to dgergens@sdccd.edu having CHEM100L as our course identifier in its subject heading. Emails received on weekends and holidays can have a much longer response time when we are away from our computer. We filter spam emails, and an email without an appropriate subject heading is deleted.

My preferred method of contact is email; responding within 48 hours.

Phone: For prompt replies, emailing directions are shown above.

Address: 7250 Mesa College Drive, MS415V, San Diego, CA 92111

Office Hours: My office-visiting hours (face-to-face & remote) availability and appointment procedure are linked in/through Canvas. These visiting hours are times for conversation about our course and student work, answering questions, offering feedback, or listening as a student explores a line of reasoning. We can also provide student resources to help in meeting the challenges outside of class.

Course Period: We remain committed in providing a high-quality learning experience for every student while keeping the health and safety of our community in mind. Our [Covid-19 Information for Students](#) can help students to be better engaged in following our District return to Campus protocols, and our course can pivot to fully-online if needed. We meet twice a week on the day our section is scheduled in MS 408, and supplement our course by having students complete related work in various ways in- and outside of these class meetings as needed.

Canvas: Our course is supported by Canvas; additional details are available in Canvas:
Course Nrb (CRN [54609](#)) – Tuesday 7:05 pm–10:05 pm
Course Nrb (CRN [54611](#)) – Thursday 7:05 pm–10:05 pm

Please log into Canvas for details [getting started](#) our course.

Questions about the use of Canvas are best handled by [Canvas Support](#) or (1-844-612-7421) email: support@instructure.com. We are here to help with technical questions; however, students are responsible for their own use of technology, while working from a reliable computer of their choice computer having the correct computer settings in our course, and knowing the mechanics and use of Canvas.

Textbooks: For more details on textbooks, [Mesa bookstore](#).

- (1) Chem 100L Lab Manual - Mesa Chem Dept at Mesa Bookstore, Copyright 2023
- (2) Chemistry Student Lab Notebook - 100 Duplicate ISBN 1930882092

Campus Wi-Fi: [Mesa Wireless Internet](#)

Additional Supplies: Access to reliable computer, Internet and printer; a current email registered with SDCCD; Lab notebook (duplicate carbonless); and scientific calculator.
Personal protective equipment (PPE) to be worn in laboratory:

- Safety goggles (ANSI:Z87 or Z87 approved)
- Lab coat (length to extend below the knees & closes in front)
- Closed-toe shoes (must cover entire foot)
- Long socks and long pants (no skin can be visible)
- Nitrile laboratory gloves (as needed)
- Soap & Matches, striker and/or lighter
- Laboratory notebook (duplicate carbonless)
- MASTER V-629 lock (behind the cash register in our bookstore)
- Stapler & refills

Computer Skills Advisory:

Entry-level computer skills are needed to complete types of course activities requiring computer skills; a basic familiarity with computer terms and use, word processing, document manipulation, spreadsheets, email, online services and successfully navigating through online material, technology requirements and troubleshooting are expected.

Prerequisite: Successful completion of Intermediate Algebra with a grade of C or better or appropriate placement based on California Title 5 regulations.

Course Objectives ([CIC Approval: 05/09/2019](#)):

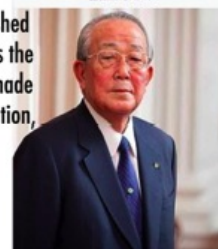
Upon successful completion of this course, students will be able to:

1. Locate and use safety equipment and follow safety procedures in the chemistry lab.
2. Identify laboratory equipment, supplies and techniques commonly used in the chemistry lab.
3. Use units and significant figures correctly when making simple laboratory measurements, such as mass, volume, length, density, and temperature.
4. Explain the differences between elements, compounds, mixtures, and solutions, and apply a variety of techniques to separate heterogeneous mixtures and solutions into their components.
5. Employ scientific reasoning in the chemistry lab by collecting and organizing data, developing a hypothesis, testing a model and by distinguishing between observations and conclusions.
6. Use common chemical and physical properties of matter to differentiate between a chemical and a physical change.
7. Measure the volume of a solid from dimensions and by water displacement and calculate the density of liquids and solids.
8. Recognize and explain periodic trends in the properties of elements.
9. Identify different types of chemical reactions and predict their products.
10. Use the mole concept in a variety of applications, including to analyze a chemical compound, to determine the molar relationships of its components and/or its empirical formula.
11. Calculate stoichiometric relationships in chemical reactions.
12. Describe the properties of solutions and how to prepare solutions to specified concentrations.
13. Use titration to determine the concentration of a solution and a volumetric pipet and/or buret to measure solution volume.
14. Describe the properties of acids and bases, recognize whether a given pH value represents an acidic, basic, or neutral solution.
15. Use Lewis structures to determine molecular geometry of molecules.

Course Learning Outcomes (Lecture Courses, DOC & Department Approval: January 2017)

- I. Purpose and Background
- II. Materials, Safety and Experimental Procedure
- III. Observations and Data
- IV. Calculations
- V. Discussion and Conclusion

Inamori, who is a Zen Buddhist priest, established the Inamori Foundation in 1984, which awards the annual Kyoto Prize to honor those who have made "extraordinary contributions to science, civilization, and the spirituality of humankind."



Course Overview* – What is this course all about ???



*No prior knowledge of chemistry is needed for our course. We'll be on a journey together:

- Focusing on becoming better Citizens of Science, by
- Learning the FUNdamentals of Chemistry, while Going back to ELEMENTary School.

Is this right fundamentals course on our pathway for learning???

- CHEM100/100L are courses applicable for nursing, nutrition, allied health sciences, animal health technology majors, and are required in the preparation for ANHL120, ANHL145/145L, BIOL205, CHEM130/130L and CHEM160/161.
- If a student is planning to enroll in CHEM200/200L, CHEM255 and/or BIOL210A, majoring in science or satisfying prerequisites for professional schools, do not enroll in CHEM100/100L.
- More information about transferability for this course try [ASSIST](#), and our [College Catalog](#).



Methods of Evaluation:

As we progress through our weekly Laboratory Schedule of Topics, student success will be evaluated based on a number of course activities relevant to our course objectives in the course outline of record ([COR](#)). Proper time management outside-of-classroom preparatory study time (i.e., pre-and post-laboratory work, reading our companion co-requisite lecture textbook, homework, computer assisted instruction) is needed per week as we journey through our schedule to satisfactorily meet our course objectives.

Weekly Chapter Readings & Lecture Schedule of Topics:

Our weekly schedule shown on syllabus page 9 and due dates are set but can change depending on student need and pace as we adjust instruction to improve student learning, success and performance in mastering the material. Any changes to our schedule are announced in Canvas.

Course Activities & Assessments:

Communications and details for our course activities—availability period and due date—are announced, and listed under [Course Summary](#) in Canvas/Syllabus. Selected laboratory course activities will be graded with feedback and/or marked as GLP (Good Laboratory Practice) completed. The point earned for a graded course activity (15 pts each) is recorded into Canvas.

Overall Percentage Grade Calculation:

Points earned for course activities count toward a final Overall Percentage Grade Calculation of Achievement which is calculated dividing the total number of points earned by the total number of graded point possible in our course percentages (part / whole) and applied to the following Grading Scale:

$$A \geq 90\% \quad B \geq 80\% \quad C \geq 65\% \quad D \geq 50\% \quad F < 50\%$$

We can schedule a meeting to review grades. Bringing to our meeting our laboratory notebook and graded work are helpful before we can have a meaningful student discussion regarding a grade calculation.

Instructor Communication - Regular Effective Contact:

We are looking forward to working with students closely this semester, and students can expect me to play an active role as we journey through our course together. This is a face-to-face course having weekly course announcements and course (laboratory) activities. We will make announcements weekly, teach course material through laboratory lecture, join students in class discussions during class schedule published times in order to help students to understand course concepts, and provide detailed feedback on major course activities. Additional details for course activities and for keeping a laboratory notebook are provided in Canvas. This is extremely important - safety first. There is no substitute for preparing to work safely in our laboratory course supported by Canvas, and there are [consequences](#) (Board of Trustees Policy BP 5500) when a student does not. Learning about each course activity with its directions and guidelines, availability period and due date is equally important and course activities are listed under [Course Summary](#) items in Canvas/Syllabus.



Methods of Instruction & Classwork Expectations:

Our course period is a mixture of lectures, problem solving, presentation of solutions, writing laboratory reports and of course, experiencing laboratory work, equipment set-ups and use, data collection and analysis, and viewing instruction by short videos (flipped classroom) in- and outside of class and spending class time having discussions. At various times students are asked to present problems, reflect on the reading and generate questions for classmates, take summative post assessments, all which offers students the opportunity to measure their growth and check for understanding. It is essential students are being pro-active in their work by coming to class prepared to do the day's laboratory work performed on the dates listed on our laboratory schedule. In particular, every laboratory course activity follows the same pre-laboratory format:

- Reading our laboratory manual and attempting homework before coming to class for course.
- Preparing our laboratory notebook with a purpose, background, safeties, diagrams & set-ups prior coming to our course period.

In addition to following our directions and guidelines provided in our syllabus, students who enroll in our course do so knowing our course is supported by Canvas, and with the understanding they are accepting responsibility for:

- Engaging in reading our laboratory manual & companion co-requisite lecture textbook as needed.
- Viewing instruction shown in short videos at outside of class and spending class time having discussions.
- Creating a study guide over aspects of content highlighted on our laboratory schedule of topics, and emailing me questions if additional help is needed making it easier for students to be more engaged in performing well on this overall laboratory material and graded course activities.
- Practicing on their own, at their own pace, to develop their ability to reliably perform and demonstrate the target knowledge and skills by being engaged in supplemental materials (Canvas module course materials, tutorials and handouts, drill & practices and assessments) covered in our course in support of our course activities and optional content. For example, like looking up further resources while pursuing their own self-directed study.
- Raising our hand if we don't understand; we are here to help.
- Logging our learning experience in laboratory by signing in-and-out on their laboratory notebook.

Pre-Laboratory & In-Class Laboratory Work (6 pts can be earned):

Please to class prepared to perform laboratory work. At any time during our course period, pre-laboratory and/or in-class work can be checked, initialized, collected and graded. Often this 'check' occurs at the beginning of class when our pre-laboratory work is graded. In completing our laboratory notebook documentation (duplicate carbonless) and laboratory manual pages, write only in blue or black permanent ink, and write it as if you were the person who would have to grade it. Students are encouraged to discuss laboratory work and problems with others. However, ultimately a student is to take ownership of their write-up and worked problems knowing only selected pages are graded.

Post-Laboratory Work (9 pts can be earned):

Laboratory work documentation (turning in original pages) for a course activity are bundled, stapled together and turned in for grading. A course activity (bundle submission or assessment) is generally due one week after the completion of a course laboratory activity and is listed under Course Summary in Canvas/Syllabus. Prepare each bundle submission as if you were the person who would have to grade it keeping in mind, neatness and completeness counts. A complete bundle includes our pre-laboratory and in-class laboratory work notebook pages (6 pts), report summary sheets-analysis of unknowns, answers to post-laboratory manual questions, and a laboratory report as needed (9 pts). A course activity (completed bundle submission or assessment) is graded for neatness and completeness and correctness in unknown identification for a bundle total of 15 points that is counted towards a student's final Overall Percentage Grade Calculation of Achievement.

Performance/Attendance:

Students are expected to attend every class meeting, to arrive on time, and stay throughout the class period. Students may be dropped from the class for **excessive tardiness**, for **failure to attend class the first day or during the entire first week of class**, or if **the total number of absences exceeds twice the number of hours the class meets per week**. In the case of absence (nonattendance), it is the student's responsibility to inform the instructor.

Key performance indicators show our students making the grade when they are in regular attendance, and are participating in creating a positive course environment. Attendance in our course is determined by participation in academically related course activities. Students are considered present if there is evidence of one's participation in course activities including, but not limited to, submitting a course activity, taking a test, participating in an online discussion, and working in a group. A student is considered to be in nonattendance (absent) if there is no evidence of their participation in the academic activities of our course, and there are consequences.

Absences:

Staying in contact with me by email during any absence is very important. During an absence, a student is responsible for all missing course content & activities (announcements, lectures, assessments, handouts, work, etc.). Not emailing me in making arrangements to make-up a missing course activity on the day of or prior a student absence forfeits a student's eligibility in making-up any missing activity. Absences and missing course activities are considered nonattendance and our limit are two. There are two types of absences—**excused and unexcused**.

- **Excused absence.** An absence is marked 'excused' if a student emails me advance notification prior to or on the day of their nonattendance.
- **Unexcused absence.** Not completing a course activity during its availability period is considered nonattendance and is marked as an 'unexcused absence.' Any activities missed during an 'unexcused absence' cannot be made-up. Missing activities receive zero credit.



A Warning About Turning Course Activities in Late:

Unexpected circumstances can happen leading to late work. Please reach out to me immediately to discuss a plan for success if this occurs. Course activities not submitted when asked to do so by their instructor, or when prompted to do so by Canvas, receive a grade reduction; one-percent grade reduction per every one-minute late. Any course activity mailed to me receives a 10% grade reduction per every day late past the submission and postmark date.

Procedures for Make-ups:

We are not obligated in allowing make-ups for missing course activities due to nonattendance. Making up course activities missed during an 'excused absence' is only considered if it is appropriate & fair to all in doing so and is within the construct and safety of our course schedule and setting. PLEASE NOTE: We are not obligated to consider other absences as excused and can require a student to provide documentation for 'excused absences.' Missing activities during an 'unexcused absence' cannot be made-up.

Withdrawing from Our Course:

It is a student's responsibility for withdrawing (dropping) from our course by the published deadlines. A student's intention should be discussed with their instructor before withdrawing from any course, keeping in mind, if a student is in nonattendance the student will be dropped from our course. Important dates for course activities and major course events are shown on our Weekly Canvas Module and Laboratory Schedule of Course Activities shown on syllabus page 9.

Aloha, Need Help? 😊



Feedback is a Gift. From my perspective, feedback on what students know, what students don't know, and how to improve our course is very much appreciated. We are here to help each other in becoming better “Citizens of Science.” Having as our intention “mastering chemistry by coming prepared, doing preparatory work and asking questions to ensure a concept is understood” will have an impact on student performance & achievement which is used in deriving an overall grade. Are we open to the learning process and helping each other on this journey? If something is not working or if there are questions, please reach out to me by email, and let me know how it is going as we master the fundamentals of chemistry in our course. Mahalo nui loa. Sincerely, Dr. Gergens

Errors in grading:

Errors—hopefully none—can be made in grading. Please reach out to me to discuss the matter if credit is not given where credit is due. I'll be happy to help.

Accommodation for Disability:

If a student is in need of academic accommodations due to a learning disability, physical disability, or any other circumstance needing special accommodations our college's Disabled Students Programs and Services (DSPS) department recommends that students with disabilities or specific learning needs contact their professors during the first two weeks of class to discuss academic accommodations. If a student believes that they may have a disability and would like more information, or have questions about DSPS services at Mesa, contact a DSPS counselor (619) 388-2780 or email mesadsps@sdccd.edu.

Special Needs & Student Support Services:

If a student is in need of food, clothing, a textbook, we are here to listen and assist in meeting their basic needs on our pathway toward a successful education at Mesa. Student Health Services provides physical and mental health services having nurse practitioners available daily. Also, many additional Student Support Services shown on the next page for our syllabus are available.

Respectful Conduct, College Culture and the Learning Process:

The learning process in our course is based on the belief that everyone has the capacity to broaden one's knowledge and their understanding of methods of gaining knowledge in chemistry and to develop one's abilities in critical thinking, in oral and written communication, and in mathematics. Experiencing these things and developing an awareness of college culture through the lens of other cultures can be the key to accomplishing our goals successfully. With this in mind, treat our time with respect and intention by 'adopting incredible elemental steps for incremental success' (That's Incremental), by acknowledging student productivity and our classmates with kindness and encouragement with simple positive affirmations—like “I am awesome and we have awesome chemistry”—thus keeping the motivation and momentum which develops our capacity for self-understanding as life long learners. Additional tips & strategies for improving motivation and momentum in our learning process are linked in Canvas.



As we tell stories about the lives of others, we learn how to imagine what another creature might feel in response to various events. At the same time, we identify with the other creature and learn something about ourselves.

Dr. Martha C. Nussbaum
2016 Kyoto Prize Laureate

Adopting incredible elemental steps



Knowledge makes a man
unfit to be a slave.

Frederick Douglass



Academic Integrity Policies / Procedures & Student Support Services

In joining the academic community, the student enjoys the right and shares the responsibility of exercising the freedom to learn.

Plagiarism:

Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation. Academic dishonesty of any type such as cheating and plagiarism can result in one or all of the following: a failing grade on the assignment, a failing grade in the class, and/or formal disciplinary action by the college. By enrolling in a course, a student agrees they are the person accessing and completing the work for the course and will not share one's username or password with others.

Student Code of Conduct and Student Behavior:

Each student's conduct is expected to be in accordance with the standards of the college that are designed to promote its educational purposes as expressed in our [student code of conduct](#) available at the Dean of Student Affairs. Charges of misconduct and disciplinary sanctions will be imposed on students who violate these standards of conduct or provisions of college regulations.

Contentious behavior and the inability to follow directions and/or directives:

Contentious behavior and/or the inability to follow directions and/or directives during any activity, or having any course activity—reports, assessments, homework, etc.—prepared in a manner in violation the college's student code of conduct will not be tolerated, and as a consequence for the misconduct, zero credit will be given for that course activity and the student will be reported to our college administrators.

Netiquette:

These [Netiquette Guidelines](#) are suggestions for success in our online learning environment.

Add, Drop and Withdrawal Policy:

It is as student's responsibility to add, drop and withdrawal from classes before the deadlines stated in the class schedule. If a student stops attending our course and fails to withdraw by the deadline stated in the class schedule, a final grade must be assigned to the student.

Audio & Video Recording of My Lectures:

Audio and video recording of my lectures is not permitted in our course unless 1) a student is given permission, 2) the student uses the audio/video of lecture with the understanding that the recorded information is restricted for personal use and not to be distributed to the general public, and 3) the student agrees to providing me with the audio and video recording with its written transcript as email attachments within 48 hours of its recording so it can be shared with the rest of our class.

Please reach-out to me if there are questions regarding this or if additional help is needed.

Student Support Services, Veterans Affairs, Academic Tutoring, Library & Scholarship:



- A wide range of student supportive services serving the needs of our students and their well-being, along with [Veterans Affairs](#) for support materials and services are available. Check them out by visiting our [Student Services and Campus Resources](#) webpage for a complete list of services, including tutoring, and counseling, and our [Library](#).
- Free online tutoring is available through our [Mesa Tutoring Computing Center \(MTC2\)](#).
- When there are questions about Canvas and online learning, the [Online Learning Pathway](#) is ready to assist students, and [Mesa College Scholarships](#) are available for students.

Practicing Self-Advocacy by Raising Our Hand to Gain More Insight & Clearer Focus:

Asking questions from a student perspective:

Get the benefit of further explanation, or become engaged in an interesting discussion by asking questions from a student perspective. Since the material presented in our course is cumulative and comprehensive, the questions students ask of their instructors and peers provide information about how carefully our students have been listening, possible areas of confusion, and, most importantly, how an instructor might adjust their style of teaching in meeting the needs of everyone in our class in better providing a 'home court advantage.' When a question is asked, a student becomes a participant rather than a spectator in an academic dialogue. Feedback is a gift. So, please reach out to me for help when something is not understood and when given the opportunity to do so.

Vulnerability is our most accurate measurement of courage (*Brene' Brown*):

- Please "Raise our hand if don't understand."
- Here are some safe-zone questions one can easily ask in practicing self-advocacy.
- "Where do you feel most students have difficulties in understanding this material?"
- "What do you find most interesting or intriguing about the material just presented to us?"
- "From your experience, what are common mistakes students make in solving this type of problem?"
- "What questions should we be asking that we are not?"
- AND most importantly, "Can you please help me?"



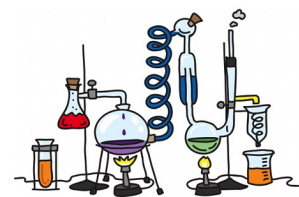
SAFETY QUIZ (this one of two safety quizzes) – Response are to be inputted in to Canvas:

We urge students to follow all safety guidelines, and be to be kind to yourself and others.

- [Mesa College Coronavirus Updates](#)
 - [CORONAVIRUS.GOV](https://www.coronavirus.gov)
0. In preventing the spread of Covid-19 in this pandemic, we should (list at least four intensions).
 1. Can a student wear contact lenses in the lab? If not, why not?
 2. Explain the expression "STOP, DROP, AND ROLL"?
 3. Explain our immediate actions are to be taken if a chemical solution splashed in our face while we are wearing safety goggles.
 4. Describe the proper procedure for mixing concentrated acid and water.
 5. What is our immediate action if we receive a minor burn?
 6. What are our immediate actions if our lab partner's clothing catches fire?
 7. Describe our immediate actions if acid is spilled on our clothing.
 8. Describe our immediate actions we would take during a moderate earthquake and a severe earthquake.
 9. Explain the expression "TURN AROUND, DON'T DROWN"?
 10. Describe our immediate actions ([active shooter protocol](#)) if there is an active shooter situation.
 11. Describe where the following are located: fire extinguisher; eye wash; safety shower; closest stairwell exit; emergency telephone; closest fire alarm.

Our Course Syllabus:

This syllabus is intended to help students plan their studies in our course. It is subject to change at any time should a change be in the best interest of our course. If a student withdraws and/or is in nonattendance, the student's materials are immediately discarded unless the student contacts me explaining their circumstances. All other student materials are discarded one month after a student overall final grade is posted.



Weekly Canvas Module & Laboratory Schedule of Course Activities – Fundamentals of Chemistry

January

WEEK	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
1	28	29	30 SLC	31			

Course Activity Legend

- SCL Safety & Syllabus
- E1 Scientific Method
- RV1 SigFigs & Dimensional Analysis
- E2 Elements & Compound Changes
- E3 Measurements
- E4 Separation Techniques
- E5 Chemical Periodicity
- RV2 Bonding & Polarity
- E6 Single Replacement Reactions
- E7 Water of Hydration
- RV3 Molar Conversion & Stoichiometry
- E8 Properties of Oxygen
- E9 Titrations
- E10 Solutions
- E11 Acid, Base, & Buffers
- CO Check-Out of Lockers
- NS Holiday

February

WEEK	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 SLC	2	3
4	4	5	6 E1	7	8 E1	9 Dp1	10
11	11	12	13 E2	14	15 E2	16 NS	17
18	18	19 NS	20 RV1	21	22 RV1	23	24
25	25	26	27 E3	28	29 E3		

March

WEEK	Sun	Mon	Tue	Wed	Thu	Fri	Sat
5						1	2
6	3	4	5 E4	6	7 E4	8	9
7	10	11	12 E5	13	14 E5	15	16
8	17	18	19 RV2	20	21 RV2	22	23
9	24	25 NS	26 NS	27 NS	28 NS	29 NS	30
10	31						

April

WEEK	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 E6	3	4 E6	5	6
11	7	8	9 E7	10	11 E7	12 PNP	13 Dp2
12	14	15	16 RV3	17	18 RV3	19	20
13	21	22	23 E8	24	25 E8	26	27
14	28	29	30 E9				

May

WEEK	Sun	Mon	Tue	Wed	Thu	Fri	Sat
14				1	2 E9	3	4
15	5	6	7 E10	8	9 E10	10	11
16	12	13	14 E11	15	16 E11	17	18
17	19	20	21 CO	22	23 CO	24	25
	26	27	28	29	30	31	

Important Deadlines:

- Student Add:** 02-09-24 Deadline to add class with Permission Number and pay Enrollment Fee &/or all applicable fees.
- Dp1 Student Drop:** 02-09-24 Deadline to drop class with no "W" recorded.
- Refund Date:** 02-09-24 Deadline to drop classes and be eligible for refund of Enrollment Fee and/or all applicable fees.
- PNP Pass/No Pass:** 04-12-24 Deadline to select P/NP option for classes with "Student Option" grading basis.
- Dp2 Withdraw:** 04-12-24 Last day to withdraw from classes and receive a "W". No drops accepted after this date. Thereafter, a student must receive a letter grade.
- Grades:** 05-31-24 Deadline for instructors to submit final grades.

