



**Health Psychology Topics: Advanced Clinical Psychopharmacology**  
**Psychology 7490**  
**Spring, 2018**

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**Class Hours/Location:** Monday, 1:00-3:50 NC 5004  
**Office Hours:** Monday, 4:00-5:00 or by appointment; NC 5005E

*“The power to prescribe is the power to un-prescribe.” Russ Newman*

**Required Texts**

Stahl, S. (2013) *Stahl's Essential Psychopharmacology: Neuroscientific Basis and Practical Application* (4<sup>th</sup> Ed). Cambridge University Press: Cambridge, UK.

Get login for full UPTODATE access through Anschutz Library (uptodate.com)

Additional readings are noted below in the schedule that are available in Canvas or through the provided links. There will also be readings from primary sources that you will retrieve as you do evidence-based literature searches.

**Course Overview and Objectives**

In this course, we are going to explore topics in psychopharmacology that builds upon your knowledge of psychopathology by identifying the neurological and physiological pathways that affect cognition, psychological health, and how these pathways are affected by pharmacology. Our focus will be on examining and critically analyzing conceptual, theoretical, and practical aspects of psychopharmacology and psychophysiology as well as how to apply these concepts to medically ill patients in psychotherapy. You will gain a thorough understanding of psychopharmacology and psychophysiology with detailed biological and psychological information that co-occurs with the major medical and mental health disorders. You will develop a sophisticated, critical understanding of how to apply this information to a clinical psychotherapy patient.

**Major objectives:**

- Develop a sophisticated, critical understanding of how we think about psychopharmacology in the context of psychophysiology from a scientific, biopsychosocial perspective.
- Gain a working knowledge of psychophysiology and psychopharmacology with the knowledge of how to apply this information to a clinical psychotherapy patient.

At the conclusion of this course, you should be able to:

- Integrate physiological and psychological information to understand healthy functioning and psychopathology as assessed through testing, discussion, and paper
- Translate physiological information into clinical health psychotherapy, as assessed through the paper and mnemonic
- Communicate psychopharmacology concepts to peers/public as assessed by the paper, presentation and, mnemonic
- Classify the impact of psychopharmacology on neurocognitive functioning as assessed by discussion, testing, and paper
- Evaluate the impact of the major classifications of non-psychiatric disease and pharmacology on neurocognitive

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functioning as assessed through testing, discussions, and paper assignment

- Explain the physiology associated with major medical and psychological disorders and key medical rule outs required before diagnosing a psychological disorder as assessed by testing, paper, presentation, and mnemonic assignments
- Compile information obtained in a clinical interview (or a vignette) into different diagnostic categories and develop appropriate pharmacological targets for those symptoms as assessed in discussion and testing
- Determine the impact of culture, race, gender (and other related factors) on psychopharmacology, and be able to recognize what role these play in understanding and treating as assessed by testing, discussion, and paper/presentation.

## GRADING AND ASSIGNMENTS

**Final Grades:** Final grades will be based on the number of points earned out of 300. Points for each assignment will be posted within 48 business hours in Canvas. You can monitor your progress, upcoming due dates, your current grade and your progress toward your final grade in Canvas.

Your grade will be determined by your performance on the class assignments. Please be aware that the grayed areas are considered failing by the graduate college and requires the course to be retaken. Letter grades are assigned as follows:

Grade	Pts	%		Grade	Pts	%		Grade	Pts	%
A	276+	92+		A-	275-270	90-91.9		B+	264-269	88-89.9
B	263-246	82-87.9		B-	245-240	80-81.9		C+	239-234	78-79.9
C	233-216	72-77.9		C-	215-210	70-71.9		D+	209-204	68-69.9
D	203-186	62-67.9		D-	185-180	60-61.9		F	<179	< 60

## PARTICIPATION

A key requirement of graduate training in psychology is that students assume an active role in their education. As part of that engagement, students will need class attendance as well as active engagement both in and outside of class to fully benefit from this class. Students will read all the assigned material and be prepared to discuss it in class each week. Students are encouraged to ask questions and add their perspective to the class discussion. While participation is not explicitly graded, being an active participant in the class discussions and asking questions will result in a better understanding of the material, better future recall of material, and a better class experience for everyone. If you are unable to attend a class, or have any concerns about your level of participation, please let me know as soon as possible.

## LEADING JOURNAL ARTICLE DISCUSSIONS (25 points)

Leading discussions on empirical research is part of a future career in education, clinical therapy, or administration. Students will sign up to lead two weeks of article discussions (12.5 pts/week). Peer leaders can choose to discuss the articles topically or individually. Each discussion leader will develop a brief review of each paper ( $\leq 1$  paragraph per article), identify key discussion questions, and consider topics for class debate. Please plan for approximately 30 minutes of discussion. We will sign up for weekly leaders on the first day of class. If you need to switch during the semester (e.g. illness, etc), you are welcome to switch weeks once you have identified someone to switch with you, but please let me know as soon as you switch. Full grading rubrics are available on Canvas.

## MIDTERM TEST – (50 points)

One take-home test will test your knowledge of basic factual information along with your ability to apply your knowledge and integrate concepts and theoretical perspectives. The test may be multiple choice, short answer and/or essay questions. It will be due (via email or by paper) when we meet for the next class one week later. It is expected that students will do the take-home independently; discussing the test with anyone else constitutes a serious breach of ethics.

## PSYCHOPHARMACOLOGY & PHYSIOLOGY PAPER – (100 points)

This assignment is a chance for you to potentially make a long term impact on the field of clinical health psychology. In this 25 page paper, you will: 1) select a body system, 2) describe the normal physiology/purpose, 3) common dysfunctions/diseases/injuries that can cause neurocognitive or psychological effects, 4) frequently used medications used

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to treat this system with neurocognitive or psychological effects, and 5) how to use this empirical information to alter psychotherapy approaches. The rubric for this paper is found in Canvas.

--We will exchange papers with a peer review of the paper drafts part-way through the semester (see schedule for dates). It is expected that you will provide a thoughtful and thorough review to your colleague using the journal peer review techniques you learned in Research Methods. You will return your peer review to me and to your colleague.

-- For those who chose to continue to work on the paper subsequent to the end of the term, there will be an opportunity to turn this paper into a publication. Details of this paper will be discussed in class. The rubric for this paper is found in Canvas.

### **PAPER PRESENTATION - (25 points)**

This 15-20 minute presentation will be your opportunity to teach the class the information you learned by writing your psychopharmacology and physiology paper. The target audience is your peers so have fun and be educational. The full grading rubric is available on Canvas.

### **CREATE YOUR OWN MNEMONIC – (25 points)**

Part of being a doctoral-level psychologist requires not only understanding material, but also being able to translate complex information to patients, colleagues, students, or community members in a memorable and meaningful way. In this assignment, you will take a concept from your paper to create a memorable way to understand the concept, similar to Dr. Stahl's "Pines, Dones, 2 Pips, and Rip" found at: <https://www.youtube.com/watch?v=kuYGJOcloH8>

Be creative with this assignment! You can use any approach that best suits the topic you chose: verbal, written, music, dance, art, etc. The presentation should take no more than 3 minutes, to be presented after (or during) your paper presentation. It can be a pre-recorded, or a live presentation, but no longer than 3 minutes. The assignment will be judged by both the professor and your peers on: efficacy of teaching the concept (5 pts), efficiency of the message (5 pts), appropriateness of the approach (5 pts), ease of using the approach (5 pts), and general coherency of the message to the information your paper (5 pts). The full rubric is found in Canvas.

### **COMPREHENSIVE FINAL EXAM- (75 points)**

The final exam is cumulative and designed to assess your ability to integrate and apply all the information learned throughout the course. This will occur in class. No computers etc will be allowed, but it will be open note so any papers are welcome. It will be a similar format as the mid-term exam with a combination of short answer, essay, and treatment planning based on hypothetical cases. The main goal of the final exam is to be certain that you have an excellent foundation and are well-prepared for your future career as a clinical health psychologist.

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### **Schedule\*\***

\*\*The following schedule of lecture topics and assigned readings is subject to change. I will make every effort to give you advance notice of any changes and a revised syllabus will be distributed.

M 1/15 NO CLASS THIS WEEK -- MARTIN LUTHER KING DAY

#### Readings for 1/22

- Stahl -Chapter 1 & 2
- Gopen, G. & Swan, J. (1990). The science of scientific writing. American Scientist. (In Canvas)
- Preston, J. (2014). Quick Reference to Psychotropic Medications.
- Video- George Gopen "Reader Expectation Approach"  
<https://vimeopro.com/catch24video/gopenwriting/video/214335793>

**Readings for future weeks should be completed before arriving at class for the week on which they were assigned.**

#### **Week 1**

**M 1/22**      **Introductions and Review Syllabus**  
**Term paper discussion; Draw paper topics & sign up for article discussion leads**  
**Neurotransmission**  
**Pharmacokinetics**

#### **Week 2**

**M 1/29**      **Pharmacodynamics**  
**Psychosis & Schizophrenia**

#### Readings

- Stahl - Chapter 3 & 4
- UPTODATE: Brief Psychotic Disorder

#### **Week 3**

**M 2/5**      **Antipsychotic agents**

#### Readings

- Stahl - Chapter 5
- UPTODATE: Second-generation antipsychotic medications: Pharmacology, administration, and side effects

#### Discussion Readings

- Lieberman JA, et al; Clinical Antipsychotic Trials of Intervention Effectiveness (CATIE) Investigators. Effectiveness of antipsychotic drugs in patients with chronic schizophrenia. *N Engl J Med.* 2005 Sep 22;353 (12):1209-23.
- Marder, T.C., Marder, R.A. (2007). The CATIE schizophrenia trial: results, impact, controversy. *Harvard Review of Psychiatry*, 15, 245-258.

#### **Week 4**

**M 2/12**      **Mood Disorders**  
**DEA Classifications**  
**FDA Labeling**

#### Readings

- Stahl – Chapter 6
- DEA Drug Scheduling: [www.dea.gov/druginfo/ds.shtml](http://www.dea.gov/druginfo/ds.shtml)

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- FDA Pregnancy/Fertility Drug Labeling:

<https://www.fda.gov/drugs/developmentapprovalprocess/developmentresources/labeling/ucm093307.htm>

### **DUE: Outline of Paper with annotated Bibliography for in class Peer Review**

#### **Week 5**

##### **M 2/19 Antidepressants**

###### Readings

- Stahl – Ch 7
- UPTODATE: Unipolar depression in adults: Choosing an initial treatment

###### Discussion Readings (Read in the order listed):

- Star\*D Method: Tamminga, C.A. (2003). Star\*D Treatment Trial for Depression. *American Journal of Psychiatry*, 160 (2). 237.
- Star\*D Stage 1 Outcomes: Trivedi, M. et al. (2006). Evaluation of Outcomes With Citalopram for Depression Using Measurement-Based Care in STAR\*D: Implications for Clinical Practice. *American Journal of Psychiatry*, 160 (1), 28-40.
- Star\*D Stage 2-Med Switch Outcomes: Rush, A., et al. (2006) Bupropion-SR, Sertraline, or Venlafaxine-XR after Failure of SSRIs for Depression. *New England Journal of Medicine*, 354 (12), 1231-1242.
- Star\*D Stage 2-Med augmentation Outcomes: Trivedi, M. et al. Medication Augmentation after the Failure of SSRIs for Depression. *New England Journal of Medicine*, 354, 1243-1252.
- Kirsch I, Deacon BJ, Huedo-Medina TB, Scoboria A, Moore TJ, et al. (2008) Initial severity and antidepressant benefits: A metaanalysis of data submitted to the Food and Drug Administration. *PLoS Med* 5(2): e45. doi:10.1371/journal.pmed.0050045

#### **Week 6**

##### **M 2/26 Library Resources for High Quality Research and Open Access Figures**

*Guest Lecturer: Geoff Johnson, Graduate Teaching & Learning Librarian*

Homework - TBA

#### **Week 7**

##### **M 3/5 Mood Stabilizers**

###### Readings

- Stahl - Chapter 8
- UPTODATE: Bipolar Disorder—Choosing pharmacotherapy for acute mania and hypomania
- UPTODATE: Bipolar Disorder- Pharmacotherapy for depression

###### Discussion Readings

- Perlis, R.H. et al. (2006). Primary outcomes from the Systematic Treatment Enhancement Program for Bipolar disorder (STEP-BD). *American Journal of Psychiatry*, 163, 217-224.

#### **Week 8**

##### **M 3/12 Anxiety Disorders and Anxiolytics**

###### Readings

- Stahl – Chapter 9
- UPTODATE: Approach to treating generalized anxiety disorder in adults

###### Discussion Reading

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- Marchesi, C. (2008). Pharmacological management of panic disorder. *Neuropsychiatric Disease and Treatment*, 4, 93-106.
- Andrisano, C., Chiesa, A., Serretti, A. (2013). Newer antidepressants and panic disorder: a meta-analysis. *International Clinical Psychopharmacology*, 28, 33-45. doi: 10.1097/YIC.0b013e32835a5d2e

### Take Home Mid-Term Distributed

#### Week 9

M 3/19 **SPRING BREAK -- Have Fun!**

#### Week 10

M 3/26 **Chronic Pain and Treatment**

##### Readings

- Stahl- Chapter 10
- UPTODATE: Overview of the Treatment of chronic non-cancer pain

##### Discussion Reading

- Onen, et al. (2005). How pain and analgesics disturb sleep. *Clinical Journal of Pain*, 21, 422-431.

### Mid-term Test on Weeks 1-8 DUE

#### Week 11

M 4/2 **Sleep disorders and Treatment**

##### Readings

- Stahl – Chapter 11
- Kripke, D.F. (2000). Chronic hypnotic use: Deadly risks, doubtful benefit. *Sleep Medicine*, 4 (1), 5-20.
- Kripke, D.F. (2007). Greater incidence of depression with hypnotic use than placebo. *BMC Psychiatry*, 7, 42-47.
- UPTODATE: Overview of the treatment of insomnia in adults
- Spiegel, K., Sheridan, J.F., & VanCauter, E. (2002). Effect of sleep deprivation on response to immunization. *JAMA*, 288 (12), 1471. \*START ON PAGE 1471

##### Discussion Readings

- Huedo-Medina, T.B., Kirsch, I., Middlemass, J., Klonizakis, M., Siriwardena, A.N. (2012). Effectiveness of non-benzodiazepine hypnotics in treatment of adult insomnia: meta-analysis of data submitted to the Food and Drug Administration. *British Medical Journal*, 345, e8343. DOI: 10.1136/bmj.e8343.
- Suvorexant advertising material from Merck in Canvas
- Herring, W.J. Snyder, E., Budd, K., Hutzelmann, J., Snively, D., et al. (2012). Orexin receptor antagonism for treatment of insomnia: a randomized clinical trial of suvorexant. [Neurology](#), 79(23):2265-74. doi: 10.1212/WNL.0b013e31827688ee.

### Due: Paper Draft for Peer Review Exchange Due

#### Week 12

M 4/9 **ADHD and Treatment**

##### Readings

- Stahl – Chapter 12
- UPTODATE: ADHD in children and adolescents
- UPTODATE: Pharmacotherapy for adult ADHD

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- Li, D. et al. (2006). Meta-analysis show significant association between dopamine system genes and ADHD. *Human Molecular Genetics*, 15 (14), 2276-2284.

Discussion Readings

- Faraone, S. (2009). Using meta-analysis to compare the efficacy of medications for ADHD in Youths. P&T: Pharmacy and Therapeutics for Managed Care and Hospital Formulary Management, 34,678-683.
- Faraone, S.V. & Glatt, S.J. (2010). A comparison of the efficacy of medication for adult ADHD using meta-analysis. *Journal of Clinical Psychiatry*, 71, 754-763.

**Due: Peer Paper Review Due**

**Week 13**

**M 4/16      Dementia and Treatment**

Readings

- Stahl – Chapter 13
- UPTODATE: Treatment of dementia

Discussion Readings

- Billioti de Gage, S. et al (2012). Benzodiazepine use and risk of dementia: Prospective population based study. *British Medical Journal*, 345, e6231.

**Week 14**

**M 4/23      Addiction, Impulsivity & Treatment  
Personality Disorders & Treatment**

Readings

- Stahl – Chapter 14
- UPTODATE: Pharmacotherapy for Personality Disorders
- Lee, R., & Coccaro, E. (2013). Chapter 51: Neurobiology of Personality Disorders. (p. 1045-1077) In A. Schatzberg & C. Nemeroff, *American Psychiatric Association Textbook of Psychopharmacology*. American Psychiatric Publishing, Washington DC.
- Simeon, D., & Hollander, E. (2013). Chapter 61: Treatment of Personality Disorders. (p. 1267-1283) In A. Schatzberg & C. Nemeroff, *American Psychiatric Association Textbook of Psychopharmacology*. American Psychiatric Publishing, Washington DC.

**Week 15**

**M 4/30      Review/Clean up Week  
Student paper presentations/Mnemonic due**

**Final Paper Due Today**

**Week 16**

**M 5/7      FINAL EXAM WEEK - TBD - Exact day/time announced by CUD later in the semester**

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## **OTHER INFORMATION**

### **USE OF ELECTRONIC DEVICES IN THE CLASSROOM**

- Electronic devices should not disrupt the learning activities in the classroom.
- Pagers/cell phones should be turned off. If you anticipate being contacted for emergency reasons or are on-call, please use the “vibrate” setting
- Cell phones and other devices capable of instant messaging/internet access should not be used to send or return messages or “surf” during class.
- Laptops may only be used to support the learning activities of the class, i.e. taking notes, accessing articles or handouts for class. They should not be used for messaging, gaming, accessing websites not relevant to class, checking email, or for any other activity not immediately relevant to class.
- The use of e-cigarettes are not allowed per CU-D policy.
- A violation of this policy will be viewed as a breach of professional integrity and responsibility.

### **DISABILITY ACCOMODATIONS**

The University of Colorado at Denver and Health Sciences Center is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, 303-556-3450, TTY 303-556-4766, FAX 303-556-2074. I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter.

**Lecture Handouts:** This is primarily a lecture-based course. Lectures on each topic will be guided by Power Point presentations and will both complement and extend the material presented in the text. I do not give out Power Point lecture outlines due to educational psychology research that indicates that individuals are less likely to learn material acquired passively. However, I will put visually dense slides (e.g. figures/tables/graphs) on Canvas under the module/week of the lecture. While I will not give out the Power Point slides, I will be happy to go over any slides again during office hours if you have any questions or wish to take additional notes. This review cannot be used to “make up” an absence from a class. If you miss a class, you are responsible for taking the additional notes or getting missed notes from a classmate.

**In case of class cancellation:** If class is to be cancelled due to bad weather or instructor illness, notice will be posted on Canvas (under Announcements) by 8:00 a.m. that day. If an exam was scheduled on a cancellation day, the exam will be given during the next scheduled class period.

**Email Contact:** You can contact me via email at amy.wachholtz@ucdenver.edu using your university-based email. Please note, I will do my best to respond in a timely manner by the next business day.



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## University of Colorado Denver Syllabus Information

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.

### 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)

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

January 16	<b>Beginning of Semester</b> – First day of classes.
January 21 (11:59 pm)	<b>Add Deadline</b> – Last day to add or waitlist a course using UCDAccess. After the add deadline but before census date, instructor permission on a <a href="#">Late Add Form</a> is required to add courses.
January 22 (11:59 pm)	<p><b>Drop Deadline</b> – 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.</p> <p><b>No Adding of Courses is Permitted Today</b></p> <p><b>Waitlists Purged</b> – 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.</p>
January 31 (5 pm)	<p><b>Final Add Deadline (Instructor Permission Required)</b> 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 <a href="#">Late Add Form</a> is required. Students may submit a completed <a href="#">Late Add Form</a> 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.</p> <p><b>Final Drop Deadline</b> 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).</p> <p><b>Graduation Application Deadline</b> 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.</p> <p><b>Pass/Fail, No Credit Deadline</b> – Last day to request No Credit or Pass/Fail grade for a course using a <a href="#">Schedule Adjustment Form</a>.</p>
March 19 – 25	<b>Spring Break</b> – No classes. Campus open.
April 1 (11:59 pm)	<p><b>Withdrawal Deadline</b> 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 <a href="#">Schedule Adjustment Form</a>. 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 <a href="#">Late Withdrawal Petition</a> 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 <a href="#">Late Withdrawal Petition</a>.</p>
May 2 (5 pm)	<p><b>Late Withdrawal Deadline</b> Last day to petition to late-withdraw from one or more full-semester courses. Students may petition to late-withdraw by submitting a <a href="#">Late Withdrawal Petition</a> 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 <a href="#">Late Withdrawal Petition</a>. 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.</p>

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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.