

CHEN 1310 Introduction to Computing for Engineers

Fall 2025

Dr. Charlie Nuttelman, Teaching Professor

When and Where Does the Course Meet?

Tuesdays and Thursdays, 8:00-8:50 a.m. in DUAN G1B20

Lab/Recitation Meetings: Time varies (see buffportal.colorado.edu for your specific time); ECCR 143 (sections 012 and 014-019) and STAD 136C (section 013)

Website: canvas.colorado.edu

How Do You Get in Contact with the Instructor?

E-mail: Charles.Nuttelman@Colorado.EDU

NOTE: I do not check messages on Canvas – please directly email me (above).

Office Hours: TBD, will be posted in a document entitled “Instructor Office Hours”.

The best way for you to reach me is through email. I strive to return all emails within a 24-hour timeframe (usually much sooner), excluding weekends and university holidays. In the unusual situation where you do not hear back from me within a 24-hour period (excluding weekends), please re-send your email (emails pile up quickly!). Please be aware that email is official communication and should be composed as such (no texting abbreviations etc., please). *All email communications should be written in a professional, formal way. Please don't use words like “Hey” and “Yo”.*

How Do You Get in Contact with Your Course Assistant (CA)?

Each of you attends a weekly lab section (see buffportal.colorado.edu) and each section has a Course Assistant (CA). Please see the document entitled “CA Contact Information” for your corresponding CA and their email address. Photos of CAs are available in the document “CA Photos”.

Instructor Bio

I have taught this course over 20 times. I received my B.S., M.S., and Ph.D. degrees from CU Boulder in Chemical and Biological Engineering and have been an instructor/teaching professor in the department since spring of 2007.

In addition, I created and currently teach a three-part online course all about VBA entitled “Excel/VBA for Creative Problem Solving” (<https://www.coursera.org/specializations/excel-vba-creative-problem-solving>) that some of you may be interested in if you'd like to learn more about VBA. Hundreds of thousands of learners have enrolled in this course from around the world – *there is a huge interest in learning VBA by professionals in the real world, emphasizing its importance and utility.* I also created and teach a three-part online course focused solely on Excel called “Everyday Excel” that some of you might be interested in taking (<https://www.coursera.org/specializations/everyday-excel>).

In my free time, I enjoy outdoor adventures. If you are ever interested in hearing about my outdoor endeavors (or if you'd like to share yours), stop by and chat!

Course Description

From the 2025/2026 CU Course Catalog:

Introduces the use of computers in engineering problem solving, including elementary numerical methods. Teaches programming fundamentals, including data and algorithm structure, and modular programming. Software vehicles include Excel/VBA and MATLAB. Formerly GEEN 1300 and COEN 1300. Requisites: Requires prerequisite or corequisite course of APPM 1340 or 1345 or 1350 or MATH 1300 (minimum grade C-).

Why Should You Want to Take Introduction to Computing for Engineers?

Engineers perform mathematical computations to solve complicated problems. In a few years you will be released into the “real world” and will be given free reigns to solve many challenging, open-ended problems for which there are likely no solutions! In fact, your company/boss has specifically hired you to tackle these problems, and possibly the solution has great importance and value. You will likely *not* be providing your solution to these problems on pages of engineering paper (written), as is required in many of your engineering courses. Instead, your boss will prefer you to submit your findings in a well-organized spreadsheet or computer program. The “live updating” that is performed by spreadsheets allows the user to adjust the inputs with immediate recalculation of outputs/solutions – a piece of paper does not do this!

CHEN 1310 Intro to Computing for Engineers prepares you well for subsequent coursework in engineering. Basic programming is quite foreign to many of you; we will spend a substantial amount of time going over the basic programming structures in VBA and Python. Once learned, these programming structures and methods can easily be implemented in other computing tools/languages that you will encounter in the future. In general, CHEN 1310 teaches you how to think like an engineer. *Solving problems is the main focus of the course.*

What Will You Learn in This Course?

In the last several decades, spreadsheets have revolutionized how engineers solve problems. Excel is the preferred spreadsheet program and the standard not only in engineering but also in business, finance, and other diverse fields. I oftentimes hear from former students, industrial contacts, and online learners who tell me the importance of spreadsheets in their engineering careers. During the first part of CHEN 1310, you will learn basic problem-solving skills in Excel. In the second part of the course, you will be introduced to programming. While there are many different programming languages that you will potentially use in your career, I prefer to use VBA (comes along with Excel) because students are familiar with Excel, and it makes teaching programming easier than other languages. Moreover, since Excel is so popular in industry, you will learn many tricks and tools in VBA that will greatly enhance your use of Excel to solve engineering problems. Finally, you will learn about a second popular computing tool: Python. Compared to other sophisticated computing tools (e.g., MATLAB), Excel/VBA and Python are both very cheap (Python is free).

Here is a partial list of what you will learn in this course:

- Solve basic math and science problems and open-ended engineering problems.
- Design and execute case studies on math, science, and engineering problems.
- Create simple plots in Excel (scatter plots, line graphs, bar graphs, and histograms)

- Perform regression analysis on sets of experimental data.
- Create code that carries out the three main programming structures: sequence, selection, and repetition.
- Implement numerical techniques such as iterative solving, the bisection method, the Golden Section search method, the Euler method, the Newton-Raphson method, and gradient descent.
- Solve optimization scenarios.

How Does the Course Work?

You will be expected to complete several online “Learning Modules” (educational screencasts) and answer associated in-video questions by 7:00 a.m. the morning of each class period. I will also ask several “clicker” questions (see below) during each lecture, and these are worth a portion of your grade. There are fixed due dates for many of the items. Also, you will work through lab workshops during your lab/recitation and you are expected to turn these in by 11:59 pm on Fridays (occasionally due on Sundays), regardless of the day of your lab. Four in-lab, mandatory quizzes will test your understanding of the material.

Pro Tip: One of the best ways to learn the course material is to: 1) be prepared for class by completing the pre-class Learning Modules and answering the associated in-video questions, 2) coming to class and working through examples with me, and 3) asking questions that arise.

Pro Tip: Students who attend office hours generally perform better than those who do not.

I will hold several in-person office hours during the week, and the CAs will also hold in-person and remote office hours during the week. Online Learning Modules can be played repeatedly, allowing you to pause them and practice side-by-side on your computer. In sum, plenty of help will be available but it is up to you to take initiative to learn the course material.

Required Materials

- 1) Access to the Windows version of Microsoft Excel (Office 365 is readily available to all students through OIT’s website: oit.colorado.edu) – A personal laptop is NOT a requirement to take this course, but you do need to have regular access to a computer that runs the Windows version of Excel. Students have been taking this course and have been very successful in the past even without a personal laptop. However, it will help a great deal to have your own computer that you can bring to class to work through examples with me. Also, it will make doing homework easier since you can work at home instead of on campus. If you do not have a personal laptop/computer, then there are plenty of computer labs on campus with computers for you to use. The *official* version of Excel/VBA for the course is the Windows version of Excel. Please see the document on Canvas entitled “What version of Excel do I need for the course?” for more information about Excel versions. If you own a Mac, you can still use it (many students do!) by running the Windows version of Excel (see below in “If You Own a Mac”).
- 2) We will be using iClicker (I refer to this simply as “clicker”) to enhance active learning and participation in the course. Each of you will need to have a smart phone and download the

iClicker Student App. Please follow the instructions here (skip steps 6-8):
<https://oit.colorado.edu/tutorial/cuclickers-access-your-cuclickers-account>

Click here to join the class: <https://join.iclicker.com/ICBN>

See more information below under “Clicker Questions”.

If You Own a Mac

Although some students have anecdotally mentioned to me that VBA works on the most recent versions of Macs, the Mac version of Excel/VBA... doesn't work that well, to put it lightly. Even in the first week of class I have many optional activities in Learning Modules that require macro-enabled Excel files (.xlsm); these will not work on a Mac. If you own a Mac and want to use it for the course, you can install the Windows version of Excel by running Boot Camp and partitioning your hard drive so that you can boot your computer with Windows and run the Windows version of Excel/VBA. You will not be able to complete the course objectives, quizzes, and especially the assignments if you use the Mac version of Excel/VBA. You are expected to know the Windows version of Excel/VBA for homework assignments, Learning Modules, clicker questions, and quizzes. If you choose to use a Mac running Windows Excel/VBA, *you* (not me nor TAs) must know the differences and equivalent operations as well as the PC commands/code. In summary, you will not be able to use the Mac version of Excel/VBA in this course.

Pro Tip: If you own a Mac, you will need to install the Windows version of Excel/VBA on your machine!

OIT can help you install the Windows version of Excel/VBA onto your Mac (<https://oit.colorado.edu/support/it-service-center>) but it entails doing one of the following:

1. Use BootCamp (installed on many Macs) to partition your hard drive. You should contact the Help Desk at OIT to have them help you do this.
2. Install and run Parallels (www.parallels.com) on your Mac then install the Windows version of Excel/VBA.

Python will work just fine on a Mac (and also on a Windows machine). Python is available free (installation instructions to come later in the semester).

Your Responsibilities as a Student

Time commitment:

Introduction to Computing for Engineers (CHEN 1310) is a difficult and challenging course. The typical workload for an engineering course is roughly 3 hours of time outside of class for every 1 credit hour of course. Therefore, since this course is a 3 credit hour course, it is expected that you will be spending (on average) 9 hours of time outside of class working on this course each week.

You can expect me and the TAs to:

- treat you with respect
- treat you fairly
- provide prompt feedback on your work for the class
- be available during office hours

- respond reasonably quickly to emails (I try to maintain a 24-hour turn-around time, except on weekends)
- challenge you to grow academically and to support you in doing so

I will expect you to:

- treat me, your fellow students, and the TAs with respect
- carefully complete your assignments (lab and homework) and thoroughly prepare for class (pre-class Learning Modules)
- actively participate in this course (clicker questions)
- plan ahead and ask questions/bring up issues in finding assignments and Canvas readings early on
- invest time in the course (on average you should be spending 9 hours of time outside of class on this course each week – College of Engineering expectations are that for every 1 credit hour of class, students will spend one hour in class and 3 hours outside of class)
- follow the expectations of this syllabus and raise any concerns about it to me during the first week of class (via email or during my office hours)
- regularly check Canvas and your student email account for updates and reminders
- not wait until the last minute to start things (homeworks, labs, Learning Modules); this will give you plenty of time to get questions answered and resolve any connectivity issues (for example, if a Learning Module is not working on your computer, you'll have time to use another computer)
- attend your weekly lab section

Late Policy & the Importance of Planning Ahead and Making It Happen!

All work in this class needs to be done in the required time frame. All assignments are due by the date and time they are listed to be due. Late work will not be accepted unless due to severe emergencies. In those rare cases, I expect you to notify me ideally before the assignment is due or within one day of the due date and to provide valid documentation (e.g., for a medical emergency I need a doctor's note). Do not email me your assignments or drop off assignments in my mailbox. All assignments need to be submitted through Canvas.

All too often, I will get an email from a student an hour before the due date with something like, "My computer just crashed, and I lost everything – can I have an extension?!" We live in an electronic world now and all of our futures (including mine) are governed by deadlines and are dependent on technology. Technology fails! Make sure you plan early, and if a technology failure arises, be prepared to stay up late and do whatever it takes to get your work done on time - make things happen, no excuses. Early preparation will reduce the severity of these issues. A technology failure is not an excuse.

Somewhat related and equally as important is the issue that I occasionally encounter related to someone getting sick within the last day or hours of an assignment being due. We all get sick from time

Pro Tip: Late work is NOT accepted, even if your computer crashes or you lose internet access or your homework just "didn't go through". YOU are responsible for timely submission of work on Canvas (submitted electronically). Please submit work EARLY (one day early) in case you have computer or internet access issues or get sick at the last minute and then make sure that you receive a verification email from Canvas. A technology failure is not an excuse for anything in this course!!

to time, and we need to prepare early in case this happens. I will likely *not* give you an extension and tell you, “But you’ve had a week to work on the assignment!” See more below in “What to Do If You Are Sick.”

What to Do If You Add the Course Late

If you add the course late, you will need to email me letting me know that you’ve added the course late. I will then send you a reply email that you will need to keep in your inbox for the duration of the course. This email will clarify what assignments (within the first two weeks) will be dropped/excused at the end of the course. During the week of finals (not earlier!), please forward that saved email back to me and I will adjust your grade. These adjustments will not show up on Canvas but will be made in my master grade spreadsheet. IMPORTANT: Because I drop the lowest homework assignment, several pre-class Learning Module and clicker scores, and the lowest lab, any missed assignments before the course is added will be used as the dropped assignments. For example, if a student misses Homework #1 because they add the course late, this will be the dropped homework assignment.

What to Do If You Are Sick

Inevitably, you are likely to become sick at least once during the semester. I realize this, and sickness is the primary reason that at the end of the semester the lowest single homework assignment (see note below), the lowest 5-10% of pre-class Learning Modules and clicker questions, the lowest quiz, and the lowest lab are all dropped. If you are sick, there is no need to email me about getting credit for these items since I automatically drop the lowest 5-10% for illnesses and other absences during the semester. Make sure to start your homework and Learning Modules early; if you become sick the night before something is due, I will tell you, “But it’s been available on Canvas for almost a week!” Start early!

Pro Tip: No need to email me if you are sick unless it is an extended absence due to illness. In this case, I can work with you to set up special extensions on your work.

Grading Criteria:

Shown below are the contributions of the various assessments in the course as percentages of the final grade. NOTE: I do my best to set up Canvas such that it follows the following grade breakdown, but ultimately it is the following table that you should go by when determining your grade in the course.

Assessment	% Final Grade
Homework:	10%
Labs:	10%
Lab Attendance:	5%
Learning Modules:	10%
Clicker Questions:	10%
In-Lab Quizzes (4 of these, lowest one dropped):	45%
THE TANK:	10%

Homework – There will be homework assignments due most weeks of the course (due by 11:59 p.m. on Fridays unless otherwise specified – see Course Schedule). Homework assignments will cover material up through the previous week. Homework assignments are to be completed individually. While you may choose to work in study groups, each student must present his or her own work. I encourage working in groups (reinforces knowledge, eliminates confusion, is fun!) but all work submitted in this course should represent your “final product” from your thought/learning process. This means that we would expect each student’s homework to appear different from all other students’ homework. The lowest single homework score is dropped at the end of the semester. Please see the section “Generative Artificial Intelligence” at the end of this document for more information related to the use of AI in this course.

Pro Tip: Working in groups and “teaching” each other the material is one of the best ways to learn! However, each student must synthesize/create his/her own solution and answer to the problem and submit their work individually.

Labs – You will be required to complete 14 lab assignments/workshops throughout the semester. You will work through the workshops during lab/recitation periods, and they are aligned with the schedule

and homework assignments. Lab attendance is mandatory (5% of your final grade in the course) and the CAs will take attendance within the first 5 minutes of lab each week (no credit if you are late to lab). Lab workshops are designed to provide you with instructions and examples to reinforce what you are learning elsewhere in the course. Lab workshops are to be submitted electronically to Canvas and are due by 11:59 pm on Fridays (this is to allow extra time in case you do not finish the lab during your lab/recitation section although we do design the labs

Pro Tip: A great way to remember to submit pre-class Learning Modules, lab, and homework assignments is to place reminders and/or due dates in an online/electronic calendar on your computer or phone.

such that you should be able to finish them during the allotted lab/recitation period). We will drop the single lowest lab at the end of the semester. Please see the section “Generative Artificial Intelligence” at the end of this document for more information related to the use of AI in this course.

Pre-Class Learning Modules – Before most classes, there are Learning Modules on Canvas (online) that are due. A Learning Module consists of a short (typically 4-9 minutes) screencast with 1-5 in-video questions that you must answer. These are designed to prepare you for class, and these must be completed and questions answered each class day by 7:00 am. Each Learning Module has the same weight/value. If there is only one Learning Module assigned on a given day, this is worth only a quarter of the points on a day when four Learning Modules are assigned. Thus, it is important not to miss Learning Modules on the days when several of them are assigned and due. You have the opportunity to answer most in-video questions twice (i.e. you have two attempts for each question).

IMPORTANT: The lowest 8 (this amounts to about 10% of them) pre-class Learning Modules are dropped at the end of the year. This is in case you are sick, absent, accidentally forget to do them, or in the chance that they “just don’t go through” or your “dog ate your computer.”

Clicker Questions – Every class period will have between 1-4 clicker questions that I will ask to students. It is your responsibility to answer these questions during class. A correct answer will receive 5 points, an incorrect answer will receive 3 points, and no answer will receive 0 points. Each question

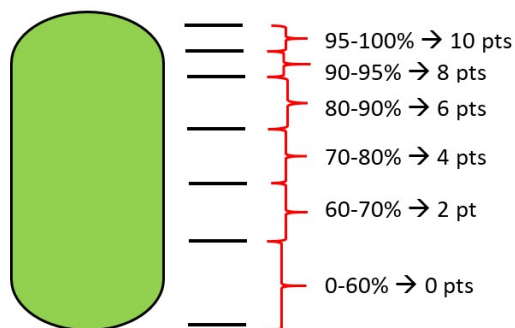
throughout the semester has the same weighting, so a class with four clicker questions will be worth more than a class with a single question.

You will need to have an iClicker student app account (register here: <https://buffportal.colorado.edu/card/cuclicker>), and download and set up the app BEFORE you get to class. Click here to join the course: <https://join.iclicker.com/ICBN>

At the end of the semester, I will drop roughly 10% of the lowest clicker scores for situations in which your submissions do not go through or if you are absent from class. That said, there's no need to let me know if occasionally your clicker response does not go through on a given day (it'll happen to everyone), but please DO let me know if it is a recurring problem, as this is something that should be fixed.

In-Lab Quizzes – During Weeks 6, 9, 12, and 15 you will be required to take an in-lab Quiz during your scheduled/assigned lab section. These quizzes have pre-provided “disclosed” questions, of which you will be randomly assigned a subset to solve, and “nondisclosed” questions, which are similar to the disclosed questions. Of the 4 quizzes, the lowest single quiz will be dropped. Each of the remaining 3 quizzes are worth 15% of your final grade in the course. *These in-lab quizzes are the most important assessments during the semester, so I would recommend taking them seriously.* A list of topics will be provided for each quiz. *Note that there is no Final Exam in this course! The last in-lab Quiz will occur the week before Finals week!*

THE TANK – Throughout the semester, you will have many opportunities in the Learning Modules to fill your TANK. By the end of the semester, you will receive a score between 0 and 10 depending on how full your TANK is. Please see the document "FILL YOUR TANK" on Canvas for information.



*Diagram not to scale!

How Are Grades Assigned?

Each of the components of your final grade, as well as the final course grade will be determined based on the following general rubric.

Letter Grade	Percentage Grade	Description
A	$93 \leq \text{score} \leq 100$	Exceeds all required elements of an assignment, and the quality of the work is considerably greater than what was required. The quality of the work is considerably above the class average and impressive to the evaluator.
A-	$90 \leq \text{score} < 93$	
B+	$87 \leq \text{score} < 90$	Meets all required elements of an assignment, and the quality of the work is better than what is required and demonstrated by the class average.
B	$83 \leq \text{score} < 87$	
B-	$80 \leq \text{score} < 83$	
C+	$77 \leq \text{score} < 80$	Meets all required elements of an assignment, no more, no less. Quality of assignment is satisfactory for college level work.
C	$73 \leq \text{score} < 77$	
C-	$70 \leq \text{score} < 73$	
D+	$67 \leq \text{score} < 70$	Fails to meet all required elements of an assignment, and/or the quality of the assignment is less than satisfactory.
D	$63 \leq \text{score} < 67$	
D-	$60 \leq \text{score} < 63$	
F	Less than 60	Only meets some of the required elements of an assignment, and/or the quality of the assignment is considerably lower than satisfactory. 50% of points are not guaranteed. At this level points are only given if some elements of the assignment are met. If not, very low percentages are likely.
Zero	0	Fails to meet any of the required elements of an assignment, and/or the quality of the assignment is well below basic standards of writing, comprehension, and/or ability to follow instructions; assignment is late or incomplete; assignment is not turned in at all; assignment shows signs of plagiarism or other forms of academic dishonesty.

NOTE: I do not round scores up – if you earn a 92.99% then this is an A- and NOT an A! Your work in the course = your grade; work harder if you want to ensure that you get the grade you want! Please don't email me at the end of the semester with a "I really need an XX grade in this course" type of an email – you will receive the grade that YOU earn!

What To Do If You Are Struggling In The Course

<https://www.colorado.edu/engineering-advising/academiccoaching>
<https://www.colorado.edu/engineering-advising/workshops>

Availability of Assignments, Pre-Class Learning Modules, and Submission Policies

Pre-Class Learning Modules will generally be available Thursday (after class) the week before they are due. Homework assignments are submitted online on Canvas and are due on Fridays by 11:59 p.m. (see above). They are generally available a week before they are due.

You must submit all of your assignments (with the exception of the clicker questions) via Canvas. Homework and labs must all be submitted directly to Canvas. Canvas provides a confirmation email when an assignment is submitted. Please create a folder in your email service/provider and keep all copies of these submission confirmation emails in case there is a submission issue/problem. We will make every effort to grade and provide feedback on homework assignments, labs, and other assessments within two weeks.

You are responsible for keeping copies of all work you submit for grading. Also, please plan to submit your homework in advance – there will be no exceptions in case your computer and/or internet connection are not working. Please plan to submit assignments at least a few hours early so that any connectivity or computer problems can be fixed or another computer/facility can be used.

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Generative Artificial Intelligence (AI)

I have not yet generated a course policy on the use of artificial intelligence (AI) in this course. I have some ideas, thoughts, and suggestions, but I will be soliciting input from students on the first day of class. After this point, I will post on Canvas a document entitled “Course AI Policy”.

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or DSinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part in adhering to the Honor Code.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the Honor Code will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit Honor Code for more information on the academic integrity policy.

IMPORTANT – Academic sanctions from the Department of Chemical and Biological Engineering: If you are caught for academic dishonesty associated with:

- In-Person Lab Quizzes
- Homework Assignments
- Labs
- Learning Modules and Clicker Questions

the Department of Chemical and Biological Engineering recommends that

1. All involved students **fail the course**.
2. The incident is reported to the Honor Code Council honor@colorado.edu.

For more information about Academic Dishonesty and examples of what is and what is not considered Academic Dishonesty, please see the document “What is Academic Dishonesty?” on Canvas.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email CUreport@colorado.edu. Information about university policies, [reporting options](#), and [OIEC support resources](#) including confidential services can be found on the [OIEC website](#).

Please know that faculty and graduate instructors are required to inform OIEC when they are made aware of incidents related to these concerns regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about their options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don't Ignore It page](#).

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.

See the [campus policy regarding religious observances](#) for full details.

Mental Health and Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The Academic Live Care site also provides information about additional wellness services on campus that are available to students.