Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition □ Regular or □ Experimental or □ Other (click and type to specify)
   - B. Deletion □
   - C. Modification: □ in credits □ in title □ in prerequisites or co-requisites □ in number or alpha □ Other (click to specify)

2. New Alpha, Number and Title
   - Math 115 - Statistics

3. Credits
   - 3 credits

4. Old Alpha, Number and Title

5. Credits *

6. New Catalog Description
   - An introduction to topics in statistics, with a brief look at elementary probability. This is a valuable course for business, natural science, social science, health science and computer science majors.

7. Select box and type specific information in text box.
   - Prerequisites □ Corequisites or □ Recommended Preparation
   - Grade of "C" or better in Math 25 or equivalent, satisfactory math placement test score, placement into Math 100 or higher, or consent of instructor.

8. Student Contact Hours Per Week
   - Lecture 3.0
   - Lecture/Lab *
   - Lab *
   - Other (click to specify)

9. Proposed Date of First Offering
   - Semester Summer
   - Year 2002

10. This course □ is proposed for the Liberal Arts Program
    - Program. □ can fulfill Math or Logical Thinking
    - If Other, specify

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii C</td>
<td>Math 115 - Statistics</td>
<td>Honolulu C</td>
<td>Math 115 - Statistics</td>
</tr>
<tr>
<td>Kapiolani</td>
<td>Math 115 - Statistics</td>
<td>Maui C</td>
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</tr>
<tr>
<td>LCC</td>
<td>Math 115 - Statistics</td>
<td>Kauai C</td>
<td>Math 115 - Statistics</td>
</tr>
<tr>
<td></td>
<td>Math 121 - Introduction to Statistics and Probability</td>
<td></td>
<td>Math 115 - Statistics</td>
</tr>
</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   - □ Already articulated with
   - Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
   - □ Appropriate for Articulation with UH Community Colleges, UH Manoa, UH West Oahu and UH Hilo
   - Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:
   - Desire articulation for general education core requirement in Quantitative and/or Logical Reasoning (or Symbolic Reasoning) and for any program requirements.
   - □ Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   1. To enhance the Liberal Arts course offerings to support the AA degree and general education.
   2. To provide for the needs of students in various majors that require an introductory statistics course.

Requested by: Jean Oshiro
   Department Chairperson
   Date 1/14/01

Approved by: Jean Shiroma
   Curriculum Committee Chairperson
   Date 1/15/02

Anne M. Nagata
   Faculty Senate Chairperson
   Date 2/5/02

Angela M. Weatherby
   Dean of Instruction
   Date 2/26/02

Provost
   Date 3/27/02

CCCM #6100 (Amended for WCC use October 2001)

(KM A. LeJour) 2/12/02
University of Hawaii Community Colleges  
Proposal to Initiate, Modify or Delete a Course  

Levels of Review of Course Proposal at Windward Community College  

Course Alpha, Number, and Title: Math 115 - Statistics  

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
<th>Reason:</th>
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<tbody>
<tr>
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<tr>
<td>1. Department Area (more than one departmental instructor's signature required)</td>
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<td>2. Department</td>
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<td>Department Chairperson</td>
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<td>Discussed at Department Mtg 11/14/01</td>
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<td>3. Division</td>
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<td>4. Curriculum Committee Review</td>
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<tr>
<td>Curriculum Committee Chairperson</td>
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</tbody>
</table>
1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

For the department and the college, Math 115 would "Enhance the Liberal Arts Course Offerings to support the AA degree and General Education." (ADP p. 19) It provides another way for students to meet Quantitative/Logical Reasoning Requirement for the AA degree and enhances the choices available for the general education of the student.

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

No additional resources are anticipated. Existing computer facilities will suffice. Existing math faculty will be able to teach this course. Existing calculator equipment that the department has will suffice. Math 115 will take the place of offering a second section of Math 100.

3. Is a similar course taught elsewhere in the UH system? Yes If yes, provide details of how this course differs from existing similar courses.

This course is similar to all the Math 115 courses offered within the UH Community Colleges.

4. Is this course experimental and/or unique to Windward Community College? No If yes, provide rationale and details of its impact on the College Curriculum

5. Is a similar course taught in the upper division level by a 4-year UH college? No If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
Course Alpha and Number Math 115 - Statistics

Submitted by Windward Community College

Date November 12, 2001

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course and any related baccalaureate program area.

   UHH - Math 121 - Introduction to Statistics and Probability

   The course may be used to satisfy Quantitative/Logical Reasoning (or Symbolic Reasoning) requirement for General Education Core requirements. This course is required for a bachelor's degree in nursing.

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

   Yes. Linn Benton Community College, Oregon - Math 243 - Introduction to Statistics
   American River College, California - Statistics 1 - Introduction to Probability and Statistics

3. Please attach a complete course outline if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: Windward Community C

DATE SUBMITTED: _____________________________

COURSE ALPHA & NUMBER: Math 115

SEMESTER CREDITS: __3_

COURSE TITLE: Statistics

DATE OF OUTLINE: (Fall or Spring) Fall Year 2001

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

   Standing Committees
   Written Communication [ ]
   Mathematical & Logical Thinking [x ]
   World Civilizations [ ]
   Languages [ ]
   Arts & Humanities [ ]
   Natural Science [ ]
   Social Science [ ]

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include 'none'). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>Math 121</td>
<td>QLR</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>none</td>
<td>Symbolic</td>
</tr>
<tr>
<td>UH West O'ahu</td>
<td>none</td>
<td>Math/Science</td>
</tr>
<tr>
<td>Hawai'i CC</td>
<td>Math 115</td>
<td>QLR</td>
</tr>
<tr>
<td>Honolulu CC</td>
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<td>Kapi'olani CC</td>
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<td>Kaua'i CC</td>
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<td>QLR</td>
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<tr>
<td>Windward CC</td>
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</tr>
</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

   ________________________________
   Typed Name or Signature

Note: If submitting in printed form, 20 copies are required for distribution for appropriate review.

Revised 01/18/01
COURSE OUTLINE

COURSE/CATALOG DESCRIPTION
An introduction to topics in statistics, with a brief look at elementary probability. This is a valuable course for business, social science, natural science, health science and computer science majors.

COURSE NAME
Statistics

COURSE ALPHA
Math 115

CREDIT/CONTACT HOURS
3 credit hours lecture/3 contact hours per week

PREREQUISITES REQUIRED
Grade of "C" or better in Math 25 or equivalent, satisfactory math placement test score, placement into Math 100 or higher, or consent of instructor.

CO-REQUISITES
None

RECOMMENDED PREPARATION AND BASIC SKILLS
Satisfactory completion of Math 25. College reading and writing skills.

SPECIFIC COURSE OBJECTIVES
Upon completion of the course the student will be able to:

1. Create graphs from given data and interpret a given graph.

2. Calculate and interpret various descriptive statistics, such as means, median, modes, ranges, variance and standard deviations.

3. Solve probability problems involving the concepts of independent events, mutually exclusive events and conditional probability.

4. Calculate and interpret probabilities for normally distributed random variables.

5. Draw a scatter diagram, determine and draw the corresponding regression line, and calculate and interpret the corresponding correlation coefficient for a set of paired data.

6. Construct and interpret (for large samples) confidence interval estimates parameters.

7. Perform and interpret the results of various hypothesis tests.
METHOD OF INSTRUCTION
The mode of instruction varies from instructor to instructor. Generally, the mode of instruction is primarily discussion-problem solving where the initial portion of each class period may be utilized to discuss and clarify any questions from the preceding class meeting and/or assignment, and the remaining portion is used to discuss new material.

COURSE CONTENT AND APPROXIMATE TIME TO BE SPENT ON EACH TOPIC
1. Introduction to Statistics & Abuses of Statistics - 1 wk
2. Descriptive Statistics and Graphing Data – 2 wks
3. Probability – 2 wks
4. Random Variables and Binomial Distribution – 2 wks
5. Normal Probability Distribution – 2 wks
6. Confidence Intervals and Sample Sizes – 2 wks
7. Hypothesis Testing – 2 wks
8. Correlation and Regression – 2 wks

TEXT(S)
Elementary Statistics, 8th Ed. by Mario Triola or Essentials of Statistics by Mario Triola are possible texts. Reading level- approx. 13 (College level)

REFERENCE AND SUPPLEMENTARY MATERIALS
Student's Solutions Manual that accompanies the text, if available for student purchase.

COURSE REQUIREMENTS
The course requirements vary from instructor to instructor. Generally, assignments (homework) and in-class exams are required. At the discretion of the instructor, a project and/or group work may be required.

EVALUATION
Methods of evaluation vary from instructor to instructor. Generally, methods of evaluation involve a combination (or all) of the following: homework, quizzes, exams, special projects, group activities and a comprehensive final exam.
I. COURSE DESCRIPTION:

A basic introduction to topics in statistics, with a brief look at probability. Emphasis on applications to physical and social sciences.

II. SEMESTER UNITS: 3

III. HOURS PER WEEK: 3 (Lecture) 3 (Lab) 3 (Total)

IV. PREREQUISITES/COMMENTS:

The prerequisite for this course is MATH 25 (Elementary Algebra II) with a grade "C" or higher, or the equivalent. Recommended placement in ENG 22/60 (Introduction to Expository Writing/Technical Writing) or above.

V. COURSE OBJECTIVES:

The main objective of this course is to provide its students with a basic working knowledge of the methods of statistical inference, and how these methods can be applied to "real life" situations. In particular, the formation and testing of hypotheses is emphasized.

VI. COURSE CONTENT:

A. Description of statistics and its value to various fields of study; how to "lie" with statistics
B. Organization and graphic presentation of data
C. Calculation of mean, median, mode, variance, and standard deviation
D. Elementary probability theory
E. The binomial distribution
F. The normal distribution and its properties
G. Confidence levels and critical values
H. Hypothesis testing
I. Regression and correlation
J. Additional topics: Chi-Square, Independence, Goodness of Fit, Nonparametric Statistics, Analysis of Variance

VII. TEXT AND REFERENCES:

See current list of mathematics texts.

VIII. EQUIPMENT AND MATERIALS:

Students will need a calculator (statistical type recommended). Instructors are encouraged to supplement the course with assignments requiring the use of statistical software and internet resources.
IX. METHODS OF INSTRUCTION:

The methods of instruction vary according to instructor, but generally a lecture-discussion approach is followed.

X. METHODS OF EVALUATION:

The methods of evaluation vary from instructor to instructor. Generally these methods involve a combination (or all) of the following: homework, quizzes, exams, special projects, cooperative group activities, and a comprehensive final exam.

Date: 3/13/00  Submitted by: [Signature]
Statistics
(COURSE TITLE)

MATH 115
(ALPHA AND NUMBER)

COURSE DESCRIPTION: Elementary probability and statistics including standard deviation, calculations and inferences about means and proportions, normal distributions, linear correlation; for business, economics, computer science, counseling, psychology, sociology, health and sciences.

SEMESTER UNITS: 3

HOURS PER WEEK: 

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

PURPOSE: Transfer

PREREQUISITES OR OTHER ENTRANCE REQUIREMENTS: Satisfactory performance on math placement test or satisfactory completion of MATH 27.

25. Revised 1996

COREQUISITES: None

RECOMMENDED PREPARATION:

DATE: September 1982 (rev.) (Department Approval of Outline) (Department Chairperson)

DATE: (Curriculum Committee Approval) (Curriculum Committee Chairperson)

DATE: (Approved: Copy sent to the Chancellor's Office) (Provost)
ATH 115

1. COURSE COMPETENCIES:

A. General Competencies

Student taking the course can partially satisfy:

Liberal Arts Competencies #1, 7
Math/Science Competencies #2, 3, 7
A.S. Degree Competencies #1, 5

B. Specific Competencies

At the end of the course the student should be able to:

Articulate and interpret various descriptive statistics, such as means, median, modes, ranges, variances, and standard deviations

Draw and interpret various graphs, such as frequency histograms, bar graphs, and cumulative relative frequency histograms

Solve probability problems involving the concepts of independent events, mutually exclusive events, and conditional probability

Calculate probabilities involving normal random variables

Determine and interpret (for large samples) confidence interval estimates of population means and proportions

For a set of paired data: draw a scatter diagram, determine and draw the corresponding regression line, and calculate and interpret the corresponding correlation coefficient

2. TEXT AND MATERIALS:

Elementary Statistics by Ingram

3. AUXILIARY MATERIALS AND CONTENT:

There are many instructor-made handouts available upon request from lead instructor.

4. METHOD OF INSTRUCTION:

Each class session will be generally divided into two parts of varying lengths depending upon the topic under discussion. The first portion will be devoted to the problem solving and discussion of the previous homework assignment. The second portion of the class time will be devoted to a lecture/discussion session which introduces new topics.

After the new concepts have been introduced some sample problems will be worked at the board or on the overhead projector with as much student participation as possible.

At the end of this second session of the class period an assignment will be made for the students to work on as practice before the next meeting.
S. EVALUATION:

A. Short, ten to fifteen minute quizzes to help students to check themselves at least once a week.

B. Hour examinations at the end of each chapter or large unit.

C. Homework collected at regular intervals throughout the semester.

D. Grading:
   90% - 100% = A
   80% - 89% = B
   70% - 79% = C
   60% - 69% = D
   59% and below = F

E. A two hour final examination graded according to the percentages given in "D" above.
Instructor:  Mr. Eric Matsuoka  
Mailing address:  Leeward Community College  
Math & Natural Sciences Division  
96-045 Ala Ike  
Pearl City, HI 96782  
Office:  MS-106  
Office phone:  455-0417  
Campus fax:  455-0471  
Email:  ematsuok@hawaii.edu

Office hours:  Monday, Wednesday, and Friday: 1:00 to 1:50 pm  
Tuesday and Thursday: 3:00 to 3:30 and 4:30 to 5:45 pm

Office hours are the times I expect to be in or near my office. Due to meetings, conferences, and the like, I may not always be available during announced office hours. Moreover, office hours are held on a first-come, first-served basis. In particular, if a student is already in my office, I will not answer the phone. Similarly, if I am on the phone, I will not hang up to answer questions from a walk-in student. Office hours are held only on school days until the last day of instruction, May 2, 2001. After that date, office consultation will be by appointment only.

COURSE DESCRIPTION

Math 115 is a course in descriptive and inferential statistics with an emphasis on hypothesis testing. The statistical models to be studied include one- and two-example tests of means and proportions, Chi Square, Linear regression and correlation, and one-way analysis of variance. This course is of value to students of biology, business, computer science, economics, management, psychology, sociology, etc. The course prerequisite is qualified placement test results or a "C" or better in Math 25.

REQUIRED COURSE MATERIALS

Calculator:  You must have a calculator capable of two-variable statistics. The recommended calculator is the Hewlett Packard 20S. You will be responsible for learning how to use any other model on your own.

COURSE POLICIES

Attendance:  Though I will not take attendance, regular and on-time attendance will be expected. Anticipated and unexpected absences should be discussed with me. You will be responsible for all materials and assignments covered in class even if you have an excused absence.  
Consultation:  If you are having difficulties with the material, you should see me as soon as possible. Keep in mind that many topics are prerequisite to later material so ignoring current difficulties can only mean more trouble later.  
Math Lab:  The Math Lab in MS-204 is open to all students enrolled in an LCC math class. Assistance on homework problems is available there on a walk-in, first-come-first-served basis. Assistance will not be provided for assignments that will be submitted for grading. A copy of the textbook is on reserve in the Math Lab.  
Class time:  The beginning of each class will be devoted to questions and discussion on recent class topics and homework assignments. You should pay attention even if you don't have the same question (or didn't do the problem), since some quiz and exam questions are based on the class discussion.  
Homework:  Homework will be assigned regularly but only certain assignments will be collected and scored. You should carefully read relevant materials (both the textbook and your own class notes) BEFORE attempting assignments. Some problems involve only routine computations. Some require reflection and thought on your part. Others are of a more theoretical nature. Each problem or assignment should be attempted on its own merits and not on an example (supposedly) just like it. The value in doing problems lies more in the attempt and the thoughts that go into the attempt than in the "answer."

SCORED AND GRADED ASSIGNMENTS

Weekly work:  There will be a scored assignment for each week of class. These assignments may be quizzes taken in class, homework, or some combination of in-class and homework. Unless otherwise specified, in-class quizzes will be closed book (and notes) and must be completed within the allowed time. Homework may require discussion or consultation with classmates but your submission must be your own work. Weekly assignments will be worth from 10 to 50 base points each. Missing assignments will generally be scored as 0 earned points and the base points will be added to your base point total. In general, weekly assignments may not be taken or submitted late. Exceptions to these general policies may be requested but will NOT be automatically granted. Further, subsequent exceptions are more difficult to obtain than a first exception.
Chapter report: A typed (or computer printed) report on chapter TWO must be submitted by Friday, March 23. This report must include the following two elements:

- A summary of the points raised in the chapter, written in complete sentences and paragraphs (NOT an outline).
- Responses to all of the “exercises” (#1-27) from pages 41 to 44.

This chapter report will be worth 100 base points. The quality of your responses WILL be graded. There will be NO exceptions to the March 23 deadline at all. If you do not submit a report by this deadline, you will receive 0 earned points and 100 will be added to your base point total.

Exams: There will be three exams, including a cumulative final exam. The dates of these exams are:

<table>
<thead>
<tr>
<th>Code 1352</th>
<th>Code 1353</th>
<th>Code 4308</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Exam 2</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Monday, February 12</td>
<td>Tuesday, February 13</td>
<td>Tuesday, February 13</td>
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<tr>
<td>Tuesday, February 13</td>
<td>Thursday, March 22</td>
<td>Thursday, March 22</td>
</tr>
<tr>
<td>Monday, May 7</td>
<td>Tuesday, May 8</td>
<td>Thursday, May 10</td>
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</table>

Exams 1 and 2 will contain 100 base points and the final exam will contain 200 base points. The exam conditions may vary and will be announced one week prior to each exam. If you miss an exam due to a verifiable emergency, you must submit written evidence detailing the emergency (in person or postmarked) within 2 calendar days of the emergency. The written evidence must contain a contact name and phone number in the event verification is needed. If you submit such written evidence in a timely manner, you will be allowed to take a make-up exam in the Math Lab during their regular hours. If you do not submit such written evidence, a score of 0 will be recorded for the missed exam and the appropriate number of points (100 or 200) will be added to your base point total.

Extra Points: Extra credit is not intended for, and realistically cannot, make up for a poor exam score. Extra credit is designed as a reward or incentive for work above and beyond what is required as part of the class. You may earn bonus points on exams for exceptional, insightful or innovative work on assignments or exams. Such extra credit will be added to your earned point total but not to your base point total. You may also investigate a statistics-related topic as an extra-credit project. There is no specific limit to the number of projects you may attempt. You will be responsible for finding a topic you want to investigate. If you have an idea for a project, you must obtain approval before submitting the project. A written report including a bibliography is required for each project. Points are awarded on the basis of how much thought (and, to a lesser extent, how much physical effort) you put into the project. Generally, projects that show intellectual growth on your part are worth more than projects that merely report. Extra credit projects must be submitted by the last day of instruction. Any points earned from doing projects will be factored into your course average using a formula that I learned from Kapiolani CC Mathematics Professor Kodama: the points will be added BOTH to your earned point total AND to your base point total.

COURSE LETTER GRADE CALCULATION

A score of at least 100 earned points on the final exam is required for a letter grade of C or better in this class! A student who earns less than 100 points on the final exam will be assigned a course letter grade of D or F based on the standard scale given below. Students who earn at least 100 points on the final exam will be assigned course letter grades based their overall course percentages (total earned points divided by total base points):

- 87.5% or greater earns an A
- 75% to 87.49% earns a B
- 62.5% to 74.99% earns a C
- 50% to 62.49% earns a D
- Less than 50% earns an F

NO “N” GRADES WILL BE ASSIGNED UNDER ANY CIRCUMSTANCES!

IMPORTANT: Students who do not formally withdraw by the deadline will be assigned an F course letter grade! The withdrawal deadline (as stated in the schedule of courses) is either January 29 (for “erases”) or April 3 (for “W” withdrawals).