The content of this handbook has been compiled from several university websites and through contributions from many university staff and faculty members. Its primary writer and editor was

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# Table of Contents

Mission of the University of Denver  
To our DU Families  

Transitions  
The Summer Before College  
Independence and its perils  
Summer To-Do-List  

Discoveries - New Student Orientation  
Saying Goodbye  

Housing And Residence Life  

Academics/The Quarter System  
Common Curriculum Matrix  
Registering for Courses  
Academic Colleges and Programs  
Majors and Minors  
Undecided/Undeclared  
The First-Year Seminar Program  
Academic Advising  
Registration  
Final Exams  
Grades  
Good Standing/Probation  
Frequently Asked Questions About Academics  

Inclusive Excellence  
Opportunities for Engagement  
University Honors Program  
Living-Learning Communities and the Pioneer Leadership Program  
Partners in Scholarship/Undergraduate Research  
Center for Community Engagement and Service Learning  
Campus Activities/Student Government  
Greek Life  
Residence Hall Leadership  
Fitness and Recreation  
Denver Pioneer Athletics  
Programs and events, on and off campus  

What Is Best For Your Student?  
The Social Student  
The Quiet Student  
The Student with a Disability  
The Commuter Student  
The Transfer Student  
The Athlete  
Study Abroad  
Student Employment  
Preparing For A Profession  
Unexpected Surprises/When Your Student Needs Help  
Mechanics And Other Miscellaneous “Stuff”  
Transportation  
The Role Of Parent Relations  
Parents Association Membership Dues  
Parents Association Council  
Keys to Successful Interventions  
Frank Talk - Tough Lessons From A Parent Turned Administrator  
Suggested Readings  

**IMPORTANT DATES 2013-2014**

### Summer 2013
- **June 17:** Registration opens for First-Year Seminar
- **July 17:** Registration closes for First-Year Seminar
- **July 17:** View housing assignments available in myWeb

### Fall Quarter 2013
- **September 1:** New Student Move in day (Centennial Halls, Johnson-McFarlane Halls and the first-year portion of Centennial Towers will open)
- **September 2 – 3:** Parent & Family Orientation
- **September 2 – 6:** New Student Orientation and Registration (Discoveries Week)
- **September 7:** Returning Student Move in
- **September 8:** Last day to register without late fee via webCentral
- **September 9:** Classes begin
- **September 13:** Last day to change meal plan for Fall Quarter
- **September 15:** Last day for 100% refund for dropped classes
- **September 27:** Fall room change date
- **September 27:** Health Insurance waiver deadline
- **October 23:** Fall Career & Internship Fair, 3pm-6pm
- **October 25 – 26:** Homecoming / Parents & Family Weekend (programs may be added as we get closer to this event; see www.alumni.du.edu for updates)
- **Oct 28 – Nov 1:** Registration week for Winter Quarter 2014
- **November 15:** Last day of classes
- **November 18 – 21:** Final examination period
- **November 19:** Last day to change meal plan for Winter Quarter
- **November 21:** Last day of finals; meal plan ends with dinner
- **November 22:** Residence Halls Close at 9am
- **November 28 – 29:** University Closed

### Winter Interterm
- **Nov 22 – Dec 20:** Contact special programs (303) 871-2360 for schedule and registration
- **Dec 25 – Jan 1:** University Closed

### Winter Quarter 2014
- **January 5:** Residence Halls re-open at 9am; Last day to register without late fee
- **January 6:** Classes begin; meal plan begins with breakfast
- **January 12:** Last day for 100% refund for dropped classes
- **January 20:** University Closed
- **February 17 – 21:** Registration for Spring Quarter 2014
- **February 19:** Career and Internship Fair, 3pm – 6pm
- **February 21 – 22:** Dads & Granddads Weekend (schedule and information can be found on the Parent and Family Relations website as we get closer to the event: www.du.edu/studentlife/parents/events/)
March 12: Last day of classes
March 13 – 16: Final exams
March 16: Last day of finals; Meal plan ends with dinner; Last day to change meal plan for Spring Quarter

**Spring Interterm**
March 17 – 23: Contact special programs (303) 871-2360 for schedule and registration

**Spring Quarter 2014**
March 23: Last day to register without late fee
March 24: Classes begin; Meal plan begins with breakfast
March 30: Last day for 100% refund for dropped classes
April 14: Registration for Summer 2014 begins
April 23: Non-profit and Government Career and Internship Fair, 3pm – 6pm
May 12 – 16: Registration for Fall Quarter 2014
May 26: University Closed
May 30: Last day of classes
June 2 – 5: Final exams
June 5: Last day of finals; Meal plan ends with dinner
June 6: Graduate commencement exercises www.du.edu/commencement; residence halls, suites, and undergraduate apartments close at 9am; students with summer residence contracts may be eligible to stay in the same room
June 7: Undergraduate commencement exercises www.du.edu/commencement

**Summer Interterm**
June 8 – 15: Contact special programs (303) 871-2360 for schedule and registration

**Summer Session 2014**
June 16: Classes begin
July 4: University Closed
August 14: Last day of classes
August 15: Commencement – Graduate and Undergraduate www.du.edu/commencement

**Fall Interterm**
August 15 – 30: Contact special programs (303) 871-2360 for schedule and registration

*For the full 2013-2014 calendar, see: www.du.edu/registrar/calendar/year_view13_14.html*
Mission of the University of Denver

Vision
The University of Denver will be a great private university dedicated to the public good.

Values
In all that we do, we strive for excellence, innovation, engagement, integrity and inclusiveness.

Mission
The mission of the University of Denver is to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge. Our active partnerships with local and global communities contribute to a sustainable common good.

Goals
- Community--We will create a diverse, ethical, and intellectually vibrant campus community to provide a challenging and liberating learning environment.

- Learning--We will provide an outstanding educational experience that empowers students to integrate and apply knowledge from across the disciplines and imagine new possibilities for themselves, their communities, and the world.

- Scholarship--We will invigorate research and scholarship across the university to address important scientific, sociopolitical and cultural questions of the new century.
To our DU Families:

This publication is for YOU. Your student is receiving all kinds of important information from the University of Denver. You may see all of it; you may see some of it; you may see none of it. This guide tells the DU story from the perspective of parents and family members. We cover the most relevant topics for families, and also link you electronically to much additional information from the depths of DU’s massive website. Our goal is to help you find out what you need to know in a timely way, with the option of diving into topics most interesting and pertinent to your family.

Since no two students are the same, it is hard to provide you with generalized advice. Although resources for DU students are plentiful, how your students choose to engage them depends so much on their temperament. For that reason, in addition to providing information about the DU landscape, we want to share our thinking about how different types of students might choose to transition into their college experience here.

A real sea-change happens as you move from parenting a high school student to supporting a college student. Changes range from students’ legal status to their inevitable developmental shifts from adolescent to emerging adulthood. In the end, nearly all these changes have one theme – INDEPENDENCE. Emotionally, for you as parents and supporting family members, these moves towards independence can be, will be, both terrifying and gratifying. In this publication, we cover the transitions we see most frequently, hoping to keep the negative surprises to a minimum.

What has NOT changed is the importance of your involvement and your support in your student’s life. Although our primary relationship will always be with your student, we see you as partners in your student’s education. You are most welcomed to the DU community!

Sharon McGregor Bond, Director of Parent and Family Relations
Jo Calhoun, editor and author

Mission of Parent and Family Relations

Parent and Family Relations is committed to engaging parents and families as University of Denver community members through involvement in programming and volunteering, communication and outreach, research, information and support. We consider parents and families to be essential partners in student success and University development. We believe that by building strong relationships with parents and families, being intentional about valuing the diverse views of parents and families, and providing resources designed to meet the needs of families of students, we create a positive and healthy learning environment for University of Denver students and their families to enjoy for years to come.
TRANSITIONS

The Summer before College

Your student is now a high school graduate and ready to start college. Before you know it, you will be headed to DU for the first day of orientation. The summer prior to college can be very challenging emotionally, as both parents and students strain to redefine their relationship to each other. Students’ excitement about a new adventure is paired, under the surface, with sadness about leaving family and friends and with unexpressed fear of change. Parents’ pride is mixed with the painful realization that their child is leaving home and things will never be quite the same in the family system. No wonder that summer before college can be a real roller-coaster ride.

Independence and its perils

It bears repeating -- independence is the name of the game. At DU our goal is to treat our students as adults; legally, they are adults. We believe in setting our standards high, knowing that our students are likely to step up to meet them. Our goal is to create a civil and diverse community, one that maximizes possibilities for growth among our students. We understand that sometimes our students are 18 years old going on 30, and sometimes they are 18 going on 12. This is a time of such rapid growth and change. (Remember that infancy year from zero to one? It’s like that, only slightly less visible to the naked eye.)

We believe in a system of challenge and support. We provide as much support as humanly possible to help students be successful, understanding the huge developmental leaps they are making at this age. We make the rules as clear and as reasonable as we can to support an academic community of integrity. And, we hold students accountable for their behavior. Before you jump in to rescue, please see “Keys to Successful Interventions,” p. 44.

Because many students are away from parental supervision for the first time, their first year of college is a time of major stress and demanding self-regulation. Some of the challenges:

- A renewed sense of peer pressure – students have left their life-long friends at home. With so much riding on their success at making new friends quickly, new college students are somewhat less “peer proof” than they seemed to be as high school seniors. If your students are handed a beer or a joint at an off-campus party, how will they respond?
- Time management/hours of studying – there’s a lot of new evidence that students are studying much less than we imagined, hoped and assumed. While faculty expectations are high (and ever increasing), new college students sometimes struggle to separate themselves from “the crowd” to make a trip to the library. New students don’t yet understand the value of using daytime hours between classes to study. They have not “un-learned” the habit of starting the 10-page paper the night before it’s due. They haven’t yet experienced how quickly a 10-week quarter passes. They’re not used to studying on weekends. Their first quarter grades may hit them like a cold shower. This is a “learn by experience” thing. We’ve yet to meet a student ready to tackle time management seriously until after a crisis. Every college and university offers time management courses. Nobody comes.
- Residential living – many of our students have never shared a bedroom. The adjustment to shared space, differing preferences, standards, social styles, and sleep patterns can be
disconcerting. No parents are present to referee “sibling” disputes. Addressing conflict constructively is a new skill that requires development. (That’s what Resident Advisers are for.)

- **Grades** – Remember parent-teacher conferences and your oversight of your students’ grades? Those days are over. Your students’ records belong to them, regardless of who is paying the bills. The University is legally bound to accurately maintain and safeguard student records. DU will not release student records without the written consent of the student. The Family Educational Rights and Privacy Act of 1974 (FERPA) provides students with a number of rights regarding their educational records. Occasionally students will choose to release part or all of their student record to third parties such as parents, attorneys, or employers. Students and alumni who wish to release student records can complete a release form found on the website for the Office of the Registrar, www.du.edu/registrar/general/privacypolicy.html.

Most importantly, have a conversation about your expectations prior to the end of the first quarter. It is not appropriate for parents to call a faculty member to learn a student’s grade. Conversations about grades should happen between you and your student.

- **Tuition and fees** – although many families choose to finance their students’ education at DU, students alone are responsible for being sure that their financial accounts are up-to-date and that tuition, room and board and other related costs are paid by published deadlines. Students can experience “registration holds” if their accounts are not current. DU does not put holds on students’ accounts to be harsh. We put holds on students’ accounts to assure that they do not incur a level of debt that becomes totally unmanageable. Please note -- bills are not mailed! Regardless of who actually writes the checks (or takes out the loans!), students receive the bills. Each quarter, they receive an “ecoBill” via e-mail. Students may choose to have their bills sent to one additional e-mail address. E-mail is DU’s official means of notifying students of pertinent information. Since texting and Twitter have become so popular, many students do not check their e-mail regularly. If you would like to receive your student’s bills, please be sure that your student designates your e-mail address to receive such information. More on this at www.du.edu/bursar. The people at the Bursar’s Office understand how complicated this can be – feel free to call them at 303-871-4944.

- **Safety on campus** – One of your biggest adjustments, we know, is the sobering knowledge that you can no longer protect your student from danger. (In reality, of course, life is fraught with peril and we as parents...
surrendered that power long ago.) As urban campuses go, DU is quite safe, with a sizeable Campus Safety department, dozens of emergency phones at key locations across campus, a robust emergency alert system and a rape aggression defense program. For more information, see www.du.edu/campussafety. Still, coach your student about common-sense safety tips for living in a city (see Campus Safety’s website information on crime prevention for helpful tips).

Have we compounded your worries about your student’s ability to step up to the challenges of independent living? Be at peace. The good news is that our students do a remarkable job of adjusting successfully to life on campus. Most flourish in DU’s atmosphere. Will there be bumps in the road? Sure. But your students will rely on their peers, their faculty, and the excellent student-centered staff for support. And they will continue to turn to you for advice and affirmation. Your student’s college years can be among the most gratifying chapters of parenthood. For more help in preparing for these transitions, please see Recommended Readings, p. 48. And do not miss Helen Johnson’s talk during Parent & Family Orientation on September 3.

**Summer To-Do List**

- **Make sure to register for Parent & Family Orientation in September.** This orientation session is separate from new student orientation and is designed to answer all your questions and to give you the opportunity to meet many of the DU faculty and staff who will be interacting closely with your student. Visit www.du.edu/studentlife/Discoveries for registration information.

- **Over the summer, our students will register only for their First-Year Seminar—don’t forget that the First-Year Seminar registration deadline is July 17th!** Students receive a packet of information about FSEM registration in June 2013 following their deposit. Why don’t our students register for other courses during the summer? At DU, we want students to work with a faculty mentor before registering for additional courses, so that they can make informed choices. All new students will register for their Fall Quarter courses at the end of Discoveries (new student orientation) Week. This gives students the chance to interact with lots of faculty, upper class students and staff to answer any questions. Students living on-campus do not receive information about their housing assignment until their First-Year Seminar registration is completed.

- **Before students arrive on campus, they should verify that they have all of the updates they need on their laptop computers** by visiting www.du.edu/uts/helpdesk/newstudent.html. Once students arrive on campus, they will receive information about how to connect

**Grades**

*Parents may obtain non-directory information (grades, GPA, etc.) through the following methods:*

1. **Student Permission Form:** This form allows students to give blanket approval for their parents’ access to their education record.

2. **Parent Request to Receive Access Form:** This form allows parents to seek access to their student’s education record under certain conditions. You may access these forms at: www.du.edu/registrar/general/privacypolicy.html. Or, for more information, call the Office of the Registrar at 303-871-2284.
to DU wireless. University Technology Services will be available in residence halls to answer students’ questions.

- **Talk about expectations** with your student. Now is a good time. What have you decided about your student having a car on campus? How are finances going to be handled? Will the student open a checking account? What about spending money? How will you get information about your student’s grades? What are your expectations about those grades? How often will you talk by phone? What about alcohol, safety, relationships, or other issues? (See our section on Unexpected Surprises, p. 36) Talking about these things now can help set clear expectations and facilitate communication regarding tough issues once your student is at DU.

- **Do your homework on DU’s resources.** You can be a helpful referral source when your student needs guidance on campus. You can learn more about DU offices and resources in this handbook or online at www.du.edu/studentlife/parents.

- **Support your student in arranging to have individual needs met.** Arranging necessary services for students with a learning disability, mental illness or physical condition is best done before you arrive on campus. DU welcomes students with disabilities and employs a staff with substantial experience in supporting students. Help them help you by organizing documentation and giving them ample notice of your students’ needs. College is the time for your students to begin to advocate for themselves (if they haven’t done so already), and to find their own voice to articulate their needs. See “The Student with a Disability,” p. 28, for more details.

- **Take time to think about your evolving relationship with your student.** Just as your student may feel excited, anxious and fearful about starting college, you may be experiencing similar contradictory feelings, as well. This is a period of huge adjustment for you as a parent/family member. Your mixed feelings of joy and sorrow, pride and loss are normal. There will be a void in the family, and some roles may shift—especially if younger siblings are still at home. Think intentionally about how you can support your student’s growing independence. And, it’s a good time to take care of yourself! Refocus on your own hobbies and interests; consider how you want to spend this next stage of your life. Remember that your student still needs you and loves you, even if he or she doesn’t express it openly or often.

**DISCOVERIES – NEW STUDENT ORIENTATION**

DU has one of the most innovative and successful orientation programs in the country. Remember that students will have registered for their First-Year Seminar by mid-July. When they arrive on campus in September for Discoveries Week, their orientation group will consist of the 19 (or so) other students who have enrolled in the same First-Year Seminar (FSEM). And, their orientation group leader will be the faculty member teaching that FSEM, assisted by a knowledgeable upper-class student orientation leader. By the end of students’ first week on campus, they will have made 19 new friends, and will already have one faculty member “in their corner.” Students’ FSEM instructor also serves as their academic advisor and mentor for the entire first year.

Transfer students have a specially designed orientation experience geared to their needs (which are somewhat different), led by our professional academic advisors.
Discoveries helps students make the best possible start to their experience at DU. Orientation activities are designed to prepare students for the new experiences and challenges that are a part of a liberal arts education—both academically and socially. Through Discoveries, students develop a strong sense of what it means to BE a DU student – what are our cultural norms? What does it mean to be at an “honor code school”? What does the community expect of them? Where can they find the support they need? They learn their way around campus; their comfort level grows exponentially. Students have developed a great You Tube video describing Discoveries Week on the Discoveries website, www.du.edu/studentlife/Discoveries. We encourage you to take a look at it before coming to campus.

Throughout Discoveries Week, students will participate in a variety of activities:

- small group discussions
- large group presentations
- interaction with faculty
- academic advising
- registration for the rest of their fall quarter courses
- social activities
- campus tours
- a “Destinations” field trip
- and much more!

Participation in Discoveries is required – and it is all-consuming! Students should not plan to do anything that week that isn't DU-related. Missing Discoveries can have a negative impact on their fall registration and on their acclimation to campus.

Parents and family members – we have an orientation for you, too! Please register online for Parent and Family Orientation by visiting this link: www.du.edu/studentlife/discoveries/parentsandfamilies.html. An orientation schedule can be found on that page as well. Please note – students will have a full schedule beginning September 2nd that is separate from the Parent and Family Orientation schedule. Parent and Family Orientation is designed to offer families information and resources to help you successfully provide support throughout your student’s years at the University of Denver. Please visit the Parents and Families section of the Discoveries website (see link above) to view a schedule, important dates, health information, and a To-Do List for Parents.

More questions after checking the Discoveries website? Call the Discoveries staff at 303.871.3860.
Saying Goodbye

Parent and Family Orientation ends late Tuesday afternoon, September 3. You will want to make arrangements to have a final farewell with your student that day based on your student’s Discoveries schedule (having dinner together that evening may or may not be possible). Occasionally parents have trouble saying goodbye and think about staying in Denver a few additional days – or even imagine accompanying their student through the fall quarter registration process, which happens later in Discoveries Week. Resist the urge. It isn’t appropriate, and you will embarrass your student. Some things to remember as you make this transition:

- You may have certain expectations about your final goodbye. Realize that once you reach campus, your student is ready and excited to explore and begin to experience college on his or her own—without family hovering in the background. And that’s a good thing. Take time before you come to campus to have a meaningful conversation and an emotional goodbye. After you’ve finished moving your student into the residence hall, be prepared to tour campus on your own and to do something fun with the rest of the family while your student dives in to campus life. On the day of your departure from campus, try to make your goodbyes short and sweet. Your students are likely to be struggling with mixed feelings, as you are. They will take their cues from you about your confidence in launching them into college life. Your job as a parent is to make that transition easier, not harder. It’s important that you manage your own emotions, and not leave them for your student to handle.

- As you leave your student on campus to start his or her new college experience, you may find joy and pride mixed with longing as your student begins this journey of independence. Parents and families may feel left out of this new beginning or feel that they are relinquishing control.

- Support your student in getting involved on campus and in DU life. Some students may be interested in the school newspaper and others in volunteer groups, specialty organizations or Greek life. You can be assured that DU offers opportunities, organized groups and resources for a wide variety of interests and activities to engage and challenge your student, enriching his or her college experience.

- During these coming months of transition, your most important role as a parent is to listen, encourage and help your student seek out resources. Don’t forget to ask open questions to encourage your student to share his or her experiences without fear of judgment, pressure or criticism.
HOUSING AND RESIDENCE LIFE

Living on campus kick-starts students’ DU experience; it connects them to the social and intellectual life of the University. That’s why we require first- and second-year undergraduates (from outside of metro Denver) to live on campus, and why we offer comfortable, convenient housing options for all our students. Whether they’re new to DU or are veteran DU students, students really do enjoy living, working, and learning together with other students on campus.

Our buildings are comfortable and up-to-date; we offer a range of living options. Students will share a bedroom with a roommate their first year, but after that they can have a shared room in a suite, or their own room in a suite. All of our buildings share a few common characteristics:

- **Convenience** - All the halls are right on campus, with short walks to classrooms, the athletic center, and light rail.
- **Safety** - Students need a keycard to get into the residential parts of our buildings, and the halls have front desks staffed 24/7.
- **Room for fun** - Our halls have big main lounges for watching TV or playing pool, and lots of small, comfortable lounges for studying or hanging out.
- **Learning opportunities** - Living and learning communities, theme floors, and classrooms in the residence halls make learning a part of day-to-day life.

You will notice that we tend to say “residence halls” rather than “dormitories,” because our students do so much more than sleep there. The residence halls are our students’ home. So much learning and growth happens through community living. The residence halls are part of our educational mission, and we take that responsibility seriously.

We encourage you to explore our undergraduate halls in detail by taking a video tour on this website: [www.du.edu/housing/buildings/index.html](http://www.du.edu/housing/buildings/index.html). For more details on housing, see [www.du.edu/housing/](http://www.du.edu/housing/) or call 303-871-2246.

ACADEMICS/THE QUARTER SYSTEM

The University of Denver operates on the academic quarter system. In this system, most students enroll in classes for three quarters: Fall, Winter and Spring. Each quarter consists of 10 weeks of classes and four days of final exams. Summer and Interterm (the breaks in between each quarter)
offer opportunities for students to take additional courses; every year more students choose to do so. Students are considered full-time if they take between 12 and 18 credits in a given quarter. Courses range from 2 to 5 credits, with most courses counting as 4 credits. In general, most students take 4 courses each quarter. In order to graduate “on time,” that is, after 12 quarters, students should plan to average 15-16 credits per quarter.

To meet the student status requirements for residence, athletics and financial aid, students must remain at or above 12 credits each quarter. Students may fall below 12 credits if they experience academic difficulty or have other special circumstances, such as health issues, that may warrant a lighter course load. Undergraduate students who consider taking fewer than 12 credits should consult an academic advisor in the Center for Academic and Career Development (www.du.edu/studentlife/advising/) to address possible changes in eligibility for residential living, financial aid and health insurance. Academic calendars and deadlines for each quarter can be viewed online at the Office of the Registrar at www.du.edu/registrar/calendar/index.html

Common Curriculum
An undergraduate at the University typically completes between 52 and 60 academic credits in the Common Curriculum, corresponding to 13 to 15 courses:

- First-Year Seminar (1 course)
- Advanced Seminar (1 course)
- Language (1 to 3 courses)
- Ways of Knowing (8 courses)
- Writing and Rhetoric (2 courses)

Please use the navigation options on the website www.du.edu/commoncurriculum/ataglance/index.html to explore the descriptions, learning outcomes and courses offered under each category of the Common Curriculum.
Because certain programs have slightly different requirements in the Common Curriculum, and because AP and IB courses or transfer courses from other universities and colleges may change the distribution of the requirements, students should always consult an academic advisor regarding Common Curriculum planning for courses at the University and abroad.

Registering for Courses
The registration process for new students begins the summer before they come to campus when they register for their First-Year Seminar. Students receive registration instructions in the mail in June 2013.

Students will register for the rest of their classes during Discoveries week, DU’s new student orientation program. During Discoveries, students will receive information from various departments about majors and minors, work with their Faculty Mentor (their First-Year Seminar instructor) to build a fall schedule, learn about University undergraduate requirements, and register for fall courses online. Later in their academic career, students select advisors from their major area of study. Professional academic advisors at the Center for Academic and Career Development also are available to assist students with questions or other academic issues.
Academic Colleges and Programs
Undergraduate students at DU engage in a multidisciplinary education that’s rooted in a clear commitment to taking on the great issues of our time. Enriched by diverse learning experiences that extend from the classroom to the field, laboratory, community and professional world, students become informed by diverse perspectives that deepen understanding of the global culture.

Students may select from more than 100 undergraduate programs (see www.du.edu/learn/undergraduates/degreeprograms.html) including traditional majors and compelling dual degree programs that span a variety of disciplines, including business, education, social work, art history, geographic information science, international studies, public policy and engineering.
At DU, students can choose from programs in:

- Arts, Humanities and Social Sciences
- Business
- Engineering and Computer Science
- International Studies
- Natural Sciences and Mathematics

Majors and Minors
Majors and minors are available in a huge variety of academic areas. A complete list of majors, minors and academic programs offered at the University of Denver is available online at www.du.edu/learn/undergraduates/degreeprograms.html.

Parents often raise the question about the relative advantages of students pursuing a liberal arts major (on the one hand) or a business major (on the other). Your students will have ample opportunity to talk with faculty members in both the liberal arts, pre-professional programs like engineering, and business. And when you are on campus, you should feel free to visit with faculty members in those areas as well. In addition, students have all kinds of opportunities to “mix and match” liberal arts, pre-professional, and business coursework during their time at DU. The professional staff in our Career Center are experts in helping students translate their classroom learning, their internship, travel, employment and volunteer experiences into marketable skills and persuasive resumes, regardless of students’ majors and minors.

Most importantly, we believe the decision about a major and minor should be the student’s own (understanding that free advice from families is always welcomed!). Students are more likely to achieve excellence in fields that they love.
– that ignite their passion. One of the major challenges of parenting is to separate one’s own plans and dreams for offspring from the unique ways in which each student is blossoming into adulthood with a life map of his or her own (including the unforeseen paths that journey might take).

Students who are paralyzed by indecision about majors, minors and careers absolutely benefit from their families’ wisdom, and they usually welcome it. Students in conflict with their families over their academic and career choices can resist family influence unilaterally. We encourage families to acknowledge the tension and to search for common ground for ongoing communication.

**Undecided/Undeclared**

Approximately 20 percent of all incoming students are “undeclared.” We support students’ taking time to explore different academic majors and clarify their goals while they research their interests through courses, programs, and co-curricular activities. Some degree programs are more sequential than others and require an earlier “declaration” time in order for students to complete their requirements in four years. But all students must declare a major prior to registration for their sixth quarter at DU. Resources are available to help students decide on a major through the Center for Academic and Career Development (www.du.edu/studentlife/advising/ and www.du.edu/studentlife/career/).

The First-Year Seminar Program

All first-time, first-year students (NOT transfer students) enroll in a First-Year Seminar (FSEM 1111). Completion of this 4-credit course is one of the graduation requirements for all first-time, first-year students, regardless of the number of AP credits they may be bringing with them. Students register for their First-Year Seminar the summer before they come to DU and choose the rest of their first quarter courses during Discoveries Orientation in the fall. FSEM information packets are mailed in June, following receipt of students’ enrollment deposits.

First-Year Seminars are designed to provide students with an in-depth academic experience that will be rigorous and engaging. All first-year students are paired with a Faculty Mentor for the duration of their first year at DU. Faculty Mentors are also a good source of support if students need assistance any time during their first year.

Student’s First-Year Seminar instructor will also serve as their academic advisor and Faculty Mentor for their entire first year at DU. Students meet individually with their mentor during winter and spring quarters for advising and registration help. Faculty Mentors are also a good source of support if students need assistance any time during their first year.

Mentoring

College work, including writing, critical reading and thinking, discussion, argument and debate. Faculty members have selected course topics about which they have particular expertise and enthusiasm. For first-year students to be able to engage with faculty in the exploration of these topics is an extraordinary opportunity for academic and personal growth.
The seminars will meet for 4 hours per week for the fall quarter. Students can read descriptions of seminars for Fall 2013 on the First-Year Seminar Descriptions page, (www.du.edu/studentlife/fys/fys_descriptions.html).

**Academic Advising**

We know both students and families worry about accessibility to strong academic advising. First-Year Seminar faculty members are especially well-prepared to assist first-year students with their advising needs. But students are also most welcome to seek out faculty advising in the major or minor area(s) they are considering and to make appointments to see the professional academic advising staff in the Center for Academic and Career Development and in the Daniels College of Business. More advising is better, and we are not territorial. Because so many of our students study abroad and/or pursue double majors or dual degrees, strong and continuing academic planning is crucial. Students need to take the initiative to be sure they have all of their bases covered in terms of degree requirements!

**Registration**

As indicated above, students register for fall quarter at DU during Discoveries Week. Availability of space in classes is carefully monitored to provide reasonable access to all first-year students, regardless of when their orientation group is scheduled to register.

For subsequent quarters, students will participate in pre-registration (called “priority registration”) during the sixth or seventh week of the current quarter. Priority registration is done on-line. Students arrange to meet with their faculty advisor, who releases the student to register on-line following advising. Students receive a specific time and date after which they can access the on-line registration system. Those registration times are calculated based on students’ credit hours completed and in progress, with priority being given to students with more credits. There is a logic to this! The closer students are to completion of degree requirements, the more important it is that they have access to the specific courses they need in order to graduate.

This electronic registration “queuing” can cause great anxiety among first-year students and their families, due to concerns about students getting the courses they want when they want them. But DU is not a place where students are forced to stay extra terms because they have not been able to access courses they need. The Common Curriculum is flexible and provides multiple avenues for its completion, and major and minor departments are attentive to creating a sufficient number of courses to assure their students’ timely completion. What students DO need to be flexible about in their early quarters at DU is the structuring of their schedules. Creating several quarters of classes only on Tuesday, Wednesday, and Thursday between 10 and 2 (only!) is not a likely option!

As families, you can help quell students’ anxiety about registration, first by managing your own anxiety about the process, and then by encouraging your student’s flexibility and openness (especially) to Common Curriculum courses that they may not have previously considered. For more information on the registration process, see www.du.edu/registrar/regbill/reg_priority.html.
Final exams
A four-day final examination period follows each 10-week quarter. Final examination times are scheduled by the Registrar’s Office long before the start of each quarter. Faculty members typically announce the time and date of their final examination in the course syllabus and on the first day of class. By policy, faculty members must give their final exams at the times designated during the final examination period. Every year, a few students are caught in a bind because they have arranged transportation home at the end of the quarter prior to the end of the final exam period, only to discover that they have a late final that conflicts with their travel. Students and families should not assume that final exams can be re-arranged. Faculty members are constrained by DU academic policy. A student’s failure to complete a final exam may result in failure of the course. Families are well advised to arrange travel home for their students only after the close of the final examination period. You may access the 2013-2014 academic calendar at www.du.edu/registrar/calendar/acadcal13-14.html.

Grades
Students may access their grades, along with other academic information, via webCentral, an online portal. Grades are available on the web as soon as they are validated in the Office of the Registrar. Privacy regulations do not permit the University to release grades over the telephone. If students require an official copy of their grade report for a quarter, they may print their final grade screen from their account on webCentral. Because this screen includes the University seal, a printed copy of the online report is considered an official grade report. For most programs, grade reports are mailed only upon special request. Such requests must be made by the student and renewed each year. Forms are available online (www.du.edu/registrar/forms/index.html) or by contacting the Office of the Registrar at 303-871-4095.

Good Standing/Probation
To remain in good academic standing at the University of Denver, students must maintain a 2.0 cumulative grade point average (GPA) – that is, their grade point average taking into consideration ALL quarters at DU, not just their current term GPA. A 2.0 GPA is required for graduation from the University. An Academic Standards Committee reviews all student grades at the end of each quarter. Students who drop below a 2.0 cumulative GPA are placed on academic probation and are expected to raise their cumulative GPA to 2.0 or better the next quarter (with significant support from members of the Academic Advising staff).

Depending on the severity of students’ academic difficulties and on evidence of ongoing poor performance, the Academic Standards Committee may require that students be suspended from the University for a period of time (typically 3 quarters) in order to interrupt their unsuccessful pattern of behavior. In a few instances, and after repeated warnings, students may be permanently dismissed from the University, especially if their GPA has dropped to the point where it is unlikely they will be able to raise it sufficiently to assure their eventual graduation from DU.

When students go on academic probation, an e-mail notification is sent to the student. Please note – notification goes to the STUDENT, not to the parent – your students are legally adults and responsible for their own academic record. It’s important that students who receive this e-mail make an appointment with the advisor identified in the notification. An
advisor will be able to help students make a plan and share resources to help them get back on track academically.

Most often, students who experience ongoing academic difficulty at DU are also experiencing other life circumstances which hamper their success. So many people at DU are available for support.

Our biggest challenge is that students in difficulty often “go AWOL.” They stop going to classes. They stop calling home. They do not respond to our outreach. They retreat, afraid of disappointing all those who have supported them in the past. If you sense this pattern of withdrawal happening with your student, feel free to pick up the phone and call. You may start with one of the offices above, or with the Office of Parent and Family Relations, 303-871-3708.

Frequently Asked Questions About Academics

Q. Will my student have the opportunity to meet with academic advisors?
A. Yes. All first-time, first-year students enroll in a First-Year Seminar. First-Year Seminar instructors serve as academic advisors and Faculty Mentors for a student’s entire first year at DU. Students will meet individually with their mentor during winter and spring quarters for advising and registration help. Faculty Mentors are also a good source of support if students need assistance any time during their first year. If your student is undecided, he or she may also wish to meet with an academic advisor in The Center for Academic and Career Development in the Driscoll Student Center.

Q. How much will my student need to study each day?
A. As a general rule, two to three hours of study are expected for every one hour of class time; i.e., for a 4-hour course, students should allot eight to twelve hours of study time per week. However, study time depends on course load, difficulty, and each student’s needs, abilities and high school preparation.

Q. What if my student wants to be a business major?
A. The University of Denver’s Daniels College of Business requires a secondary admission process for students interested in pursuing a business major. For most students, the application process and admission decision will occur early in the fall quarter of the student’s sophomore year. A small number of high-achieving students may be granted direct admission to Daniels when accepted to the University of Denver, and transfer students will apply to both the University and to Daniels concurrently.

Q. My student is falling behind in courses. Where can he or she get help?
A. Students can get assistance in several places. The student’s first—and best—source of help is the faculty member teaching the course. First-year students are also encouraged to speak with their

In addition to the Academic Advising Office (www.du.edu/studentlife/advising/) and students’ faculty advisors, Student Life’s Office of Student Outreach and Support (www.du.edu/studentlife/studentsupport/) and the Health and Counseling Center (www.du.edu/duhealth/) are good places to reach out for front-line support.
Faculty Mentor if they find they are having any academic difficulty. The academic advisors at The Center for Academic and Career Development are an excellent resource and offer a variety of free workshops ranging from time management to test-taking and study skills. Students can also get help at specific resources like the Math Center, the Writing Center, and through private tutors.

For more frequently asked questions about academics, please visit www.du.edu/studentlife/advising/FAQadvising.html#4

**INCLUSIVE EXCELLENCE**

Inclusive Excellence (IE) is the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents, and all the valuable social dimensions that they bring to the campus, including but not limited to race/ethnicity, sexual orientation, gender identity, gender expression, religion, nationality, age and disability. More than a short-term project or single office initiative, this comprehensive approach requires a fundamental transformation of the institution by embedding and practicing IE in every effort, aspect, and level of a college or university. Stated differently, the goal is to make IE a habit that is implemented and practiced consistently throughout an institution.

The concept of Inclusive Excellence moves DU away from a simplistic definition of diversity to a more inclusive, comprehensive, and omnipresent notion of inclusiveness that has the following features:

- **Inclusiveness and Excellence are merged** and considered one and the same as opposed to the traditional perspective that separates the two concepts. To practice inclusiveness is excellence.
- **Responsibility for diversity and inclusiveness is shifted to everyone** (administrators, faculty, staff, students, and alumni) on campus as opposed to one unit or department shouldering the responsibility for diversity. A unit or person can drive the process, but every individual at the University of Denver from the Chancellor to students assumes responsibility for change.
- The university moves away from conceptualizing diversity as a numerical goal (numbers only) of diverse students, staff, faculty, administrators, and alumni to **transforming the institution into a vibrant community that embeds diversity throughout the institution in multiple areas** including (but not limited to): demographics (numbers), curriculum, policies, pedagogy, financial resources, leadership, hiring, student learning, marketing, technology, teaching, student advising, communications, administration, recruitment, hiring and promotion, assessment, institutional advancement, tenure and promotion, and evaluation.
- Inclusive Excellence employs a **broad and inclusive definition of diversity** that includes disability, gender identity, gender expression, sexual orientation, age, religion, disability, race, ethnicity, nationality, and other important social dimensions that are part of the campus community.
We hope you will learn more about Inclusive Excellence during your time as part of the DU community. It is a tremendous benefit for your student to have exposure to the rich diversity that is present at DU. If you are interested in learning more about Inclusive Excellence and the work of the Center for Multicultural Excellence, check out their website, www.du.edu/cme/.

OPPORTUNITIES FOR ENGAGEMENT

The research is indisputable. There is a strong correlation between students’ active engagement on campus and their persistence to graduation. (If you’re interested, take a look at What Matters in College by Alexander W. Astin – see Suggested Readings at the end of this handbook.) It just makes sense – students who are involved in their campus, who have found a place to grow and thrive, who feel they “belong” – want to stay to pursue their goals.

Because so many DU students choose to study abroad in their junior year, DU students tend to take on leadership positions quickly. It is not unusual for first-year students to become officers of student groups and for sophomore students to be presidents of organizations. We know our students have leadership experience from high school. They step up at DU without missing a beat!

The DU menu of opportunities for engagement is vast. How your student takes advantage of these offerings depends to a great extent on temperament. Some of our related recommendations about strategies for engagement follow in sections on specific types of students.

Here, though, are some important starting places for all students:

University Honors Program
DU’s Honors Program offers a broad liberal education rooted in the arts and sciences. Just as important, it supports in-depth study in the major. Honors students are able to meet roughly half of the university’s undergraduate requirements in small, discussion-based courses taught by top faculty from throughout the University. The program acts as a clearinghouse for research, internship and service opportunities. It also provides funding for the thesis work or culminating projects necessary for graduation with distinction in the major. For more information about the Honors Program admissions process and requirements, please visit www.du.edu/honors.

Living-Learning Communities and the Pioneer Leadership Program
Living and Learning Communities (LLCs) are academic and residential communities, each
dedicated to an interdisciplinary theme. DU has five LLCs: Creativity and Entrepreneurship, Environmental Sustainability, International, Social Justice, and Wellness. LLCs are based on a theme. Every quarter, LLC students take seminar classes that relate to that theme. These classes are taught by DU professors and credits from these courses can be applied to some majors or minors. Students live on the same floor of the residence hall that hosts their LLC and take part in programs that enhance their coursework. Special dinners, speakers, cultural activities, retreats or field trips into Colorado's great outdoors are just a few of the things our students do. Incoming students receive information on how to apply to become part of a Living and Learning Community – see also www.du.edu/livinglearning, or call 303-871-2464.

The Pioneer Leadership Program has been developing the leadership skills of some of the University of Denver’s most talented undergraduate students since 1995. PLP is a unique academic minor and operates similarly to a Living and Learning Community at the University of Denver. Fueled by a value-based, personal code of ethics, the Pioneer Leadership Program instills confidence in leaders so that they are willing to take risks, make the tough calls and ultimately do the right thing. For more information, see www.du.edu/leadership or call 303-871-2462.

**Partners in Scholarship/Undergraduate Research**

Students often don't think about opportunities to become engaged with faculty members in their potential field of study. Academic departments welcome student involvement and input. Encourage your student to make an appointment to see a faculty member in an interesting department! In addition, during their undergraduate years at DU, students are well-advised to consider planning a research project with a favorite faculty member.

DU’s Partners in Scholarship program (PinS) provides an excellent opportunity for students to enhance their undergraduate experience through a collaborative research project. With the assistance of a faculty partner, students design and execute a project that involves in-depth study in their specific area of interest.

PinS funding helps cover the expenses necessary to ensure the completion and success of the project. Expenses may include supplies such as books, software, or lab equipment, travel for research, or materials like props for a play. Students may request up to $1500 each quarter.

In addition to quarterly grants, DU’s Undergraduate Research Center supports a variety of academic opportunities for undergraduates. For more information in the PinS program and other undergraduate research opportunities, go to www.du.edu/urc/ or call 303-871-4301.

**Center for Community Engagement and Service Learning**

Most of our incoming students have had substantive community service opportunities in their high schools and expect to continue that community engagement in college. This work is fostered by DU’s Center for Community Engagement and Service Learning (CCESL). CCESL leads the campus in embracing the University of Denver’s commitment of “being a great private university dedicated to the public good.” Its mission is to educate, engage, and equip the campus community
to accomplish tangible, public work that improves the lives of people in our communities. The Center values the public good, inclusive excellence, and, as part of higher education's civic mission, building community capacity and engagement. Students may get involved by contacting the CCESL staff at www.du.edu/ccesl/, 303-871-3706.

Campus Activities/Student Government

DU has a huge array of extra-curricular activities, campus clubs, and academic and social groups, literally “something for everyone.” As part of Discoveries Week, students will be invited to attend Pioneer Carnival, where representatives of these student groups will be present to talk to students, sign them up for activities and to receive additional notices of upcoming events. In the meantime, if you want to see the gigantic listing of student organizations, see www.du.edu/studentlife/studentactivities/index.html. That website also has links to The Clarion, DU’s student newspaper, and to DU’s long-time student traditions like Winter Carnival and May Days.

Undergraduate Student Government (USG) is pivotal to the success of student activities, and first-year students will be invited to participate in student government quickly; elections for first-year senators are held during fall quarter. USG keeps students posted via its website, www.du.edu/usg/.

Greek Life

DU is home to several Greek letter organizations – currently eight fraternity chapters and seven sorority chapters. Some, but not all, of them are residential (although first-year students may not live in Greek houses). Typically, about 20% of DU’s undergraduates are affiliated with a Greek-letter organization. Membership recruitment takes place during the fall quarter, and sometimes in subsequent quarters during the academic year.

The Greek chapters focus on “scholarship, friendship, leadership and service,” their four pillars at DU. Students are not likely to feel pressured to join a Greek organization, nor do the Greek organizations have a monopoly on the social life of the campus. The Greeks have a healthy presence; they provide strong support for their members and are well-represented in student leadership ranks.

Many students participate in Recruitment in order to get a sense of the Greek organizations and to meet new classmates, whether or not they decide to accept membership in a particular group. This is perfectly acceptable! Rho Gammas, a group of upper-class Greek students, provide objective advice and support for new students going through the recruitment process. To learn more about Greek life at DU, see du.orgsync.com/org/dugreeklife/home or call 303-871-3280.

Residence Hall Leadership

Because DU attracts a national and international student body, and because we believe strongly enough in the value of the residential experience to require it, the majority of DU’s first- and second-year students live on campus. First-year students live in one of three residence halls – Johnson-MacFarlane Hall (J-Mac), Centennial Halls (known as Halls) or Centennial Towers (known as Towers). Each of these buildings has a distinct culture, and students tend to develop a strong sense of affiliation with their residence hall. The residence halls depend on students for
leadership – an often-overlooked opportunity for students. Residence Hall Associations (RHAs) are always open to new student leaders. And when students are in their second year, they are eligible to become Resident Advisors (RA), highly competitive positions that provide students with great opportunities to develop their leadership skills and help build their communities. LOTS more information is available at www.du.edu/housing/.

**Fitness and Recreation**

DU students are able to exercise their bodies as well as their minds. The Ritchie Center provides state-of-the-art facilities and equipment to provide students with fitness and recreation opportunities. The Ritchie Center is home to DU’s 17 NCAA Division I teams, the Coors Fitness Center, and intramural and club sports for students, faculty and alumni. Undergraduate students taking at least twelve credit hours have free access and discounted rates for DU Recreation programs at the Ritchie Center. For details, see www.recreation.du.edu/fitness.

The majority of our students participate in club, intramural or varsity sports. Intramural Sports is an organized program that allows students, faculty and staff at DU to participate in team, dual, and individual sport activities. Intramural Sports provide a great opportunity for physical activity for leisure time while promoting wellness and fellowship. Examples of intramural sports that may be available include softball, ice hockey, outdoor soccer, broomball, kickball, flag football, ultimate Frisbee, and more. Interested? See www.recreation.du.edu/intramurals or call 303-871-3845.

Club Sports at DU continue to grow, now reaching more than 800 students as one of the largest student organizations on campus. Club sports are open to students of all abilities and provide opportunities to continue participating in a sport they love or try a new sport. Participants compete at local, regional and national levels, gain leadership skills, and meet new people. Currently, DU offers nearly 30 active club sports from which students can choose. If a particular sport is not currently represented, students are encouraged to start a new club. For more information, see www.recreation.du.edu/clubsports or call 303-871-3845.

**Denver Pioneer Athletics**

DU students receive exclusive student ticket offers for Denver Pioneer athletic events. Students may enjoy two pre-packaged ticket options:

- **Hockey Student Season Tickets**
  Season tickets to all regular season home DU Pioneer Hockey games. Tickets go on sale in September each year. Hockey season tickets are limited to the first 425 students and have sold out nine consecutive seasons.
The Pioneer Pass
Each student’s DU ID includes a pre-paid ticket to all regular season home games for men’s and women's basketball, gymnastics, men’s and women’s lacrosse, and women's volleyball – more than 60 events! These offers are available to current DU students only. See www.denverpioneers.com for more information. For tickets, call 303-887-2336, ext. 2.

Programs and events, on and off campus

In addition to the breadth of opportunities described here, many other DU programs welcome student participation and leadership. A few examples:

- The Lamont School of Music has multiple choral groups open to music and non-music majors. Every Friday afternoon, Flo’s Underground showcases student compositions and lets student instrumentalists and vocalists take center stage. “Newman Center Presents” features a full slate of dance, music and opera events open to the entire region.
- DU’s Theatre Season capitalizes on white and black box spaces as well as the Newman Center for the Performing Arts to host a robust series of first-rate productions featuring student talent.
- All students are welcome at DU’s Bridges to the Future series, which brings in internationally-known speakers to address cutting-edge public policy issues.
- The University Chaplain’s Office sustains a strong interfaith presence on campus and offers a wide variety of program and service opportunities for students of all faiths or no faith.
- And then there is Denver! And the Rocky Mountains! We embrace our geography as part of our campus. Students take advantage of their RTD passes and catch the light rail at its DU station to enjoy downtown Denver museums, restaurants, concerts, and athletic events. Students carpool to the mountains and find bargain ski passes at all the major ski areas in Colorado.

You catch the spirit of the place, we’re sure. Denver, Colorado is a glorious place for students to go to college, and opportunities for students to learn, grow and play abound.

WHAT IS BEST FOR YOUR STUDENT?

The DU menu is so vast precisely because one size doesn’t fit all. Our student body is diverse in both visible and invisible ways. How your students choose to find their place in the community depends so much on their individual temperament. Some of our new students jump out of their parents’ cars on Day One and never look back. Others need a whole year to find the right group of friends, the best academic fit, the places on campus that feel like home. Based on our experience at DU, we offer these transition strategies based on “student type.”

The Social Student

DU tends to attract a lot of students who were both academic and social leaders in high school. These are the “don’t look back” students who feel at home on campus before the end of Discoveries
Week. The “fit” happens quickly, and their roommate(s) may soon become BFFs! Social students thrive on the early leadership opportunities available here, and will be most successful if they find clubs and organizations to join right away. They may choose to hold a part-time job on campus, to join a living-and-learning community, and to get involved with the Center for Civic Engagement and Service Learning. Many of them join Greek letter organizations. All of these commitments require time.

Social students need strategies for moderation and balance.

For the most part, as family members, your role can be to stand back and cheer from the sidelines. But what your students may need from you soon is help with strategies for moderation and balance. A 10-week quarter moves quickly, and midterms and final exams sneak up on students. If they have spread themselves too thin and not carved out adequate time to keep up academically, the first set of grades can be a rude awakening. Helping your student with time management and stress reduction will be important, lest they “flame out.”

The other challenge for social students is managing the new round of peer pressure that comes when adolescents enter a new environment. We know it is a cliché to warn about students’ behavior the first time they are away from home, but it continues to come up because it is a truism. Every year, a few students just cannot self-regulate; they cannot say no. They “go along,” secure fake IDs, play too hard, and study too little. Honestly, this is impossible for parents to manage or control from a distance. But your early conversations with your students about your expectations are important, and your careful listening as the quarter progresses is your best tool in supporting your student.

Social students thrive at DU, and as students grow and mature, their ability to juggle responsibilities will grow as well.

**The Quiet Student**

DU’s relatively small size and student-centered culture make it an attractive place for quiet students. More introverted students don’t need to be pressured to join 100 clubs and organizations. These students get involved successfully on campus, but they tend towards more selective participation in a few things that play to their strengths. They are likely to develop a circle of close friends through their First-Year Seminar experience, in their residence halls and through club or intramural sports teams. Living-and-learning communities and Greek letter organizations may be good choices for them, but for different reasons than for social students. The LLCs are small, and students in the same LLC live on the same wing in the residence halls. Students on those wings are likely to share common interests. The sororities and fraternities are not all alike. Quiet students are smart about finding the groups that will honor them as they are, groups that will welcome their quiet strength.

Living with the constancy of roommates on a lively residence hall floor means that lots of people are sharing small spaces. It’s impossible to be alone! One of the most important tasks for quiet students is to find a place on campus where they can enjoy some solitude. DU’s campus has a
lot of wonderful niches for students. Quiet corners can be found in the academic buildings, the Anderson Academic Commons and other libraries, the out-of-the-way coffee shops and cafes, or outdoors under (or up in!) trees – DU’s campus is an arboretum – or in nearby parks and neighborhoods. Encourage your student to find a niche where he or she can be alone and re-collect.

Quiet students are sometimes more challenged to find their voice in the classroom. At DU, that classroom engagement is really important. Quiet students thrive in DU’s small classes. If your students find themselves occasionally in a large class, you might coach them to seek out the faculty member outside of class to begin to build the personal relationship that will increase their comfort level in class.

In our culture, we put a lot of emphasis on students finding the “right fit” in their college choice. It’s certainly true that many quiet students arrive at DU and really find themselves, after some years of high school loneliness. But it’s also common that for quiet students, that feeling of “fit” may take longer. If your student is not “feeling the love” right away, no need to panic. It can take longer for quiet students to cultivate the few close friends they need for support. There may be a few false starts. There may be talk of transferring. That’s normal, and it usually passes as students begin to identify “home spaces” on campus. Again, careful listening is your best tool in supporting your student. If, however, you sense that fear, isolation or depression is setting in, pick up the phone and let us know. Start with the Office of Parent and Family Relations (303-871-3708) or Student Outreach and Support Services (303-871-4724).

Quiet students have an opportunity to really shine at DU, and they typically do.

The Student with a Disability

DU has a reputation of providing exceptional support for students with disabilities. We have a nationally-known program, the Learning Effectiveness Program (LEP) for students with learning disabilities. The LEP partners with the Disability Services Program (our accommodations specialists) to assure that students have access to tools for academic success.

Occasionally, students with disabilities (and their families) have had to fight an uphill battle in elementary and secondary school to have their disability appropriately understood and accommodated. It’s been a burden, and there’s battle fatigue. So, it is understandable that when these students come to college, they do not want to be defined by their disability. Since they have been quite successful in high school, some students want to put the disability behind them, as something they have outgrown. New environment, new start. Don’t be surprised if this happens with your student. It is not unusual for our students with disabilities NOT to want to register for accommodations through the Disability Services Program or to enroll in the Learning Effectiveness Program. They certainly don’t have to. It’s fine for students to choose to “wait and see” how they manage their academic life.
Our experience is that students’ disabilities come to college right along with the boxes and luggage. As parents, you will want to familiarize yourself with DU services available to your students in order to help them make appropriate, timely decisions.

DU serves students with a wide range of learning, psychological and/or physical disabilities. We support students through two distinct programs. It’s important for you to know the difference.

The Disability Services Program (DSP) provides students with disabilities equal opportunity to participate in DU’s programs, courses and activities. DSP provides reasonable accommodations at no cost to any student who has a documented disability or medical condition, as required by the Americans with Disabilities Act (Amendments Act) and Section 504 of the Rehabilitation Act.

DSP provides a range of accommodations, including, but not limited to:

- Test accommodations (examples: extended time, minimal distraction)
- Alternate format texts and materials
- Course substitutions
- Wheelchair accessibility/Classroom changes
- Early registration
- Note takers
- Sign language/oral interpreters
- Referrals to other services and programs

DSP serves more than 700 DU students in all programs, from first year students to graduate students. Many new students contact DSP the summer prior to coming to DU, and we encourage that early contact so that accommodations can be arranged in a timely way.

Before students start college, it is common for parents of students with disabilities to serve as their primary advocates to assure appropriate understanding of the disability and timely management of accommodations. Once students enter college, they take on their own sense of agency, and their own responsibility for self-advocacy. This can be hard, both for students and for parents, but it is absolutely crucial for students’ self-development and for students to successfully navigate the DU environment. Contact DSP at www.du.edu/studentlife/disability/dsp/ or by calling 303-871-2372 or 303-871-2278.

DU’s Learning Effectiveness Program (LEP) has been recognized as one of the top comprehensive learning support programs in the country. Founded in 1982 as a program for students with learning disabilities, the LEP has grown to serve over 200 students with learning challenges, learning disabilities and ADHD each academic year. LEP works closely with DSP (which arranges students’ academic accommodations), but is a separate, optional, fee-for-service program. LEP’s services include one-on-one weekly support sessions with academic counselors, individual, subject-specific tutoring, and time management and organization skill development. Students often develop close relationships with their academic counselors, who serve as coaches and mentors, understanding the students’ disabilities and abilities well.
If your student would benefit from enrolling in the Learning Effectiveness Program, you and your student may contact them at www.du.edu/studentlife/disability/lep/index.html, or by calling 303-871-2372. Students are accepted into the LEP on a space-available basis. If you know this program will be important for your student’s success, you are well-advised to make arrangements before your student arrives on campus in the fall.

**The Commuter Student**

We want our commuter students to feel completely at home on DU’s campus. We know they may be anxious about entering a new environment, about finding friends, about fitting in, and about parking!

Discoveries Week, along with their successful integration into their First-Year Seminar group, will be a huge help. Commuter students are welcome to join their friends in their residence halls, and they may want to consider purchasing a meal plan, so that they can eat in the residence halls with their friends often. For information on meal plans, see www.du-dining.com/plans/index.html. Students can all add “meal plan cash” to their Pioneer Cards (call the Pioneer Card office at 303-871-4545 for more information).

Especially in their first-year, commuter students will want to resist the urge to leave campus between classes. Finding the clubs and organizations that are right for them, going for coffee with friends, studying at the library – these will be important times for them to “bond” with classmates. Greek recruitment is another great opportunity to identify potential friends on campus. “Hanging out” at a Greek house can provide an important home base for commuter students.

We also encourage commuter students to get engaged academically – to explore their major departments and get to know faculty members there, so that they create an academic home.

As for that parking thing – first, encourage your students to leave home early, so that if finding a parking space is difficult, they will still have plenty of time to arrive on time at class. Second, have them consider using the light rail or bus. Students’ activity fee includes a free RTD pass! And third, be sure your student buys a parking pass. Many commuter students try to get by with on-street parking. That is very hard, as parking in the neighborhoods surrounding DU is limited to 1-hour, and both ticketing and towing are common-place. Information on parking passes is available at www.parking.du.edu, or by calling 303-871-3210.

A final word of caution for families of commuter students. Your students will be entering a residentially-based campus, and for their own happiness and success, your students will want to be, and deserve to be, a part of the DU community. Their classmates living on campus have no curfews and few family responsibilities, no one who monitors their coming and going. It may not be reasonable to expect your student home for dinner every night. It may not be realistic to set a curfew as restrictive as the high school curfew. It may be hard for your student to keep up the same family responsibilities in addition to managing the full-time job of being a student. This
is a time to re-negotiate your expectations with your student about family involvement. Family connections remain incredibly important to students, but they are likely to change during your student’s time in college – and that’s to be expected.

During Parent Orientation, the Office of Parent and Family Relations can provide you with “A Guide for Families of Commuter Students” by Cathie Hatch and Tracy Skipper. It’s helpful reading. If you miss it, ask for it by calling 303-871-3708.

**The Transfer Student**

Every year, about 200 transfer students join the DU community, and we are happy to help them find a place. Transfer orientation is crucial for these students, and we hope you will encourage them to participate. Often transfer students are reluctant to go through new student orientation, but at DU, the transfer student orientation is designed especially for them. We know their needs differ from first-year students, and we tailor our information-sharing accordingly. It can be tough for transfer students living off campus to make new friends. Often, students’ transfer orientation group become their first, and a lasting, set of friends at DU.

Transfer students will want to tap opportunities for engagement early and often. They can start by attending Pioneer Carnival on the Saturday before classes start, and may want to consider Greek recruitment, student government, and academic research options. Establishing relationships early on with faculty members in their major department is a good move.

Registration can be a particular challenge for new transfer students, as advisors work with them to choose appropriate courses, given their completed credits and anticipated graduation date. Most upper class students will have registered before them, so during their first quarter of registration, especially, they will need to be patient and flexible, and to work closely with an academic advisor. It all works. If students have any residual doubt about whether they have made the right decision to transfer, that anxiety along with registration difficulties can really create some stressful moments. Families can help by keeping calm and urging students to take the long-range view. Transfer students typically have no trouble graduating “on time.”

**The Athlete**

About 400 of our students are Division I varsity athletes, and they add a tremendous amount of leadership and spirit to our student culture. By the time student-athletes arrive at DU, they understand the self-discipline required to be elite athletes. That skill serves them well as they take on even greater time management challenges required by the 10-week quarter system. The quarter system can be especially challenging as athletes travel with their teams. DU faculty members’ expectations are high, and our student-athletes meet them. In order to do so, they receive really robust support from Athletics. Athletics Department staff members have designed an excellent student support program (mandated by the NCAA) and they closely monitor the academic progress of all student athletes. At DU, student athletes persist to graduation at extremely high rates, and most teams’ cumulative GPAs are above the mean cumulative GPA of the undergraduate student population.
Like all other entering students, our student-athletes participate fully in Discoveries Week. Athletes have to work hard to integrate with the rest of the student culture, given the time demands that their sport requires, but we think it’s important for them to do so. The First-Year Seminar and their establishment of a relationship with their FSEM instructor are important first steps in that process.

Student athletes are allowed to register at “the head of the line” to assure that their class schedules and their practice and game schedules do not collide. Athletes work very closely with academic advisors to assure that they are keeping pace with academic requirements and not short-changing their academic commitments. Many teams have required “study tables,” and virtually all DU coaches recognize the primary importance of the academic enterprise.

It’s unusual for student athletes to leave DU. But if you sense your student is unhappy, a conversation with his or her coach or with the support program staff members in Athletics is totally appropriate.

**STUDY ABROAD**

At DU, we strive to develop cross-cultural connections and the new perspectives that come with them by encouraging students to study and live abroad for at least one quarter. We want our graduates to appreciate and understand the differences and interdependencies that characterize our world. The University of Denver strongly invests in study abroad because we believe that as many students as possible should have the opportunity to discover how education really comes to life in an international context.

To foster an internationalized campus culture, DU has developed an infrastructure that makes study abroad efficient and affordable. Students on the Cherrington Global Scholars Program (CGS) typically spend a quarter abroad and still meet all the requirements of their degree programs—on schedule and at no additional cost for tuition, room, and board. We want our graduates to appreciate and understand the differences and interdependencies that characterize our world.

To be eligible for this program, students must have a cumulative GPA of at least 3.0. Students on conduct probation may not apply for or participate in the program. Students who do not qualify for CGS but still want to study abroad are also eligible for many study abroad programs, along with short-term service learning and faculty-led programs.

Students planning to study abroad have a wide choice of universities and independent programs to choose from. We encourage students to plan ahead (GPA, program shopping, passport, academic planning). For example, many programs require one or two years of language study. It’s not too soon for students to begin discussing study abroad options with an academic advisor during their first year.
It bears repeating – students need to be cognizant of the fact that a conduct violation resulting in probation could scuttle their study abroad plans. Those behavioral missteps can have long-lasting consequences! It’s important for students to understand that early. Lots more information on study abroad is available at www.du.edu/intl/abroad/ or by calling 303-871-4912.

STUDENT EMPLOYMENT

“Work-Study” is one of the ways in which colleges and universities award financial aid to students. Students work part-time at on-campus jobs designated as work-study and are paid a regular hourly wage. Students can use their work-study income to cover any of their college costs. Students qualify for work-study based on their estimated family contribution as calculated by the FAFSA, (Free Application for Federal Student Aid). At DU, work-study jobs are available all over campus. We encourage students to inquire about work-study positions in offices that are of interest to them. The hourly wage for work-study positions varies depending on the competitiveness of the position and the skill level required for the job. Many students gain valuable pre-professional experience via their work-study positions and develop relationships with faculty and staff that last throughout their undergraduate years at DU. Students may also use their work-study awards to do Public Achievement work or to become Service Learning Associates through the Center for Civic Engagement and Service Learning (see more at www.du.edu/ccesl/development/public_achievement.html).

The Office of Student Employment (part of Student Financial Aid) also connects DU students with employers in the greater DU and Denver community. Students interested in employment opportunities may search for information on current job postings and sign up to receive email notifications when jobs are posted matching their interests. The office serves all students looking for off-campus hourly positions and those students with a Work-Study financial aid award looking for on-campus jobs or off-campus community service positions. On-campus supervisors and off-campus business employers use the Student Employment website to post job openings targeting currently enrolled students. You may access that website at www.du.edu/studentemployment/ or call 303-871-6792 for more information.

Sometimes parents ask “how much is too much?” in terms of part-time work. Although all students are different, research shows generally that students who work 6-8 hours weekly do not experience any resulting academic decline. Students who work 15 hours or more weekly sometimes do struggle to manage all of their commitments. Work-study employers do expect professional behavior from their student workers, but also understand that academics come first. You know your student best. Keep up an ongoing conversation about time management.

PREPARING FOR A PROFESSION

More and more, families of college graduates are experiencing what the press has coined “the boomerang effect,” that is, their sons
and daughters are moving back home following college graduation because they are not yet financially independent. Clearly, part of this is the effect of the economic recession we have been experiencing. Sometimes this can be a mutually positive experience. But usually, it’s not ideal. It’s certainly not what parents expect after having invested in their students’ college degree! How can your student use his or her four years at DU to prepare to be professionally ready and financially independent?

Planning for a career is really a four-year process. But for students managing other academic and social demands, the “career thing” is easily (but mistakenly) deferred. In students’ first year, we encourage them to sit down with a career counselor to explore their interests and aptitudes and to take career assessments. They can consider good matches for majors and minors and begin the process of identifying professions that capitalize on their strengths and their passions.

During their second and third years, students should be thinking about building blocks towards a profession – demonstration of excellence and leadership inside and outside the classroom, internships, pre-professional summer experiences, shadowing professionals in a field of interest, undergraduate research projects, clusters of coursework. It’s not too soon for students to be developing a professional resume.

Prepping for the job search and interview process in the senior year requires skill development that the Career Center staff is well-prepared to provide. DU offers quarterly career fairs that offer hundreds of internship and job opportunities – students will want to attend them in their best professional attire, resume in hand. The Career Center’s website connects students to thousands of job opportunities nationwide; we encourage students to be aggressive in making contacts, and we teach them how to do that. In addition, connecting to DU alumni will be a key part of students’ job search networking. DU has alumni chapters in multiple metropolitan areas in the US and abroad.

Many DU graduates decide that graduate or professional school is in their future. Eventually, a third to a half of our alumni complete an advanced degree. Although many students choose to go straight on to graduate school, it’s common for students to wait a few years, trying on a job experience or two both to test the “match” and to gain a context that can make graduate school more relevant. Nationally, financial aid is available for some, but not all, graduate programs.

That makes DU’s option of “dual-degree programs” very attractive to students. A dual degree program is a curriculum that allows students to move directly from their undergraduate program into a paired graduate degree program at DU. In students’ fourth year, they can begin graduate coursework, making it possible, in many programs, for students to complete a Bachelor’s degree and a Master’s degree in five years. These programs are competitive! High grade point averages and careful academic planning are required. More information is available at www.du.edu/learn/graduates/degreeprograms/index.html.
We all have high hopes for students' college years. So when an SOS call comes from a student, it can be jarring! Students’ growth and development during the college years is so dramatic – it’s inevitable that there will be surprises (some happy, some not so happy) along the way. In addition to a number of specific offices (listed below), Student Life staffs an Office of Student Outreach and Support, with a team of professionals who are prepared to help students troubleshoot whatever problems arise. When students do stumble, it is in some predictable areas:

**Academic difficulty** – Your student’s admission to DU reflects our belief that he or she has the brainpower to graduate from DU! Still, sometimes students struggle academically. Often, that is not a brainpower issue – it is a symptom of other personal difficulties (see below). But some students will benefit from subject tutoring. They may want to make an appointment at the Undergraduate Writing Center or at the Math Center. If students need help in a particular course, our faculty members prefer that students approach them first about assistance – this is a really important step. Faculty may refer students for additional tutoring to upper class students who have already completed the course or to graduate students; some departments keep a list of student tutors. Other students profit from sitting down one-on-one with a professional academic advisor to “diagnose” specific academic or personal issues. See contact information at the end of this section.

**Substance abuse** – As a dedicated parent, you have spent the last 17 or 18 years sharing your values with your student. Your student will encounter many situations at DU, just as in any university setting, that may challenge those values. Although the legal drinking age in all states is 21, drinking is common on many campuses. We know that many students had their first drinks in high school. As a parent, make sure that you talk to your student about the larger issue of drinking on campus and ask about the social culture. Ask about the parties and social gatherings your student attends. Continue to share your values with your student. Talk about what drinking and alcohol means in your family. Discuss how your student is in charge of his or her own behavior and choices—including consequences.

At DU, we uphold the local and state laws regarding alcohol and underage drinking. The university permits the responsible use of alcohol at approved locations for students who are 21 and older. Students who have violated these laws and campus policy are held accountable for their actions.

For a first alcohol violation, DU gives a written warning or probation, requires student participation in an alcohol education class, and notifies the student's parents. Colleges and
universities that have implemented parental notification have seen significant decreases in alcohol violations and student recidivism.

Continuing offenses may result in probation, suspension or dismissal. All offenses include parental notification. Students on probation are not allowed to participate in certain programs, such as Cherrington Global Scholars or to hold campus leadership positions.

*Conduct issues* – Most students have not lived in a setting of such high density as a residence hall, nor are they accustomed to the reality that they share responsibility for what happens in their residence hall room. Students may experience minor residence hall violations (like noise), or more major ones – having a banned substance in their room, for example, or engaging in underage drinking. Despite our warnings, some students secure fake IDs. Rules violations like these result in students having an interaction with the Office of Student Conduct. In addition, students are not immune from civil and criminal law violations and resulting charges.

DU has an Honor Code that informs our expectations of student behavior. Your students will receive information about it during the summer, and it will be a topic of conversation in their First-Year Seminar. The Honor Code applies not only to classroom behavior (affirming high standards for academic honesty) but to all student conduct, both on and off campus. You may read the Honor Code at www.du.edu/studentlife/studentconduct/honor_code_2012-2013.pdf.

*Mental health* – Many students come to college with mental health issues that have already been addressed effectively in high school. But it's also true that during college, students are at an age where they may experience the onset of symptoms of personality disorders that were not evident at an earlier age. DU has a strong Health and Counseling Center (HCC); students have a number of free visits as part of their student health fee. We encourage students to take advantage of the Center; there is no stigma attached! In addition, the HCC can make referrals to students who want to make a connection with a clinician in private practice in Denver.

*Identity* – College is a time when students begin to understand themselves as emerging adults, separate from (but still very much connected to) their families. Students may clarify their sexual orientation and “come out” for the first time. They may understand their ethnicity, religious or gender identity differently. They may choose to change their personal image (get ready for tattoos and piercings). In all of these changes and trials, what students need most from their families is understanding and support rather than judgment. This can be a trying time for parents! Talking to other parents can be helpful; working through these moves toward independence is not easy for students OR parents. But this change process is so important for students’ growth to adulthood. There are lots of support systems in place for students on campus (see below).

*Family or personal crises* – Life careens along during students’ college years. We agonize with our students and families who have experienced loss of jobs, separation of families, unexpected
illness and death. Please know that we are accustomed to working with students and families as they have painful decisions to face. Sometimes students need to take time away from school to deal with their own illness or that of a parent. Sometimes they choose to work for a year to help in a time of financial stress. For whatever reason, sometimes they just need to be home for a while. Students can take leaves from DU without jeopardizing their college career. They just need to work with us to keep the way clear for their return to DU. A meeting with an academic advisor in The Center for Academic and Career Development is a first step. Contact information follows.

If your student is in a bind and you’re not sure where to direct him or her for support (or where to get support yourself), start by calling the Office of Parent and Family Relations at 303-871-3708. Here are some other “front line” offices that will be glad to help:

Office of Student Conduct – www.du.edu/studentconduct, 303-871-4504
Health and Counseling Center – www.du.edu/duhealth/, 303-871-2205
Academic Advising – www.du.edu/studentlife/advising/, 303-871-2455
Center for Advocacy, Prevention, and Empowerment (CAPE) www.du.edu/studentlife/sexual_assault/, 303-871-3456
Center for Multicultural Excellence – www.du.edu/cme/, 303-871-2842
Student Outreach and Support – www.du.edu/studentlife/studentsupport/, 303-871-4724
University Chaplain – www.du.edu/studentlife/religiouslife/, 303-871-4488
Writing Center – duwriting.org/, 303-871-7448

MECHANICS AND OTHER MISCELLANEOUS “STUFF”

*Financial aid – DU has two offices to assist with student financial issues: the Bursar’s Office and Financial Aid Office.

The Bursar’s Office is responsible for the billing and collection of tuition related charges and administering Federal Perkins Loans. The Bursar’s website www.du.edu/bursar offers information about tuition due dates, understanding students’ bills, payment options, online payments, forms, tuition rates and fees, frequently asked questions, and more. Or, call 303-871-4944.

The Office of Financial Aid provides counseling and services to help students and their families finance an education at the University of Denver. On the Financial Aid website www.du.edu/finaid, students will find information on applying for need-based aid, the types of aid available, selecting and applying for educational loans, and many other topics. Additionally, the financial aid staff is available to assist students with their education financing needs. Call 303-871-4020.

*Pioneer ID Card – The Pioneer ID Card identifies students as a member of the University community. Their card is part of the University’s comprehensive “one card” system. It provides students with a wide variety of features and benefits on and around campus.
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Most buildings on the DU campus have door access readers to allow for monitored night and weekend access using the Pioneer ID Card.

Restricted parking lots on campus are accessed using the Pioneer Card. When students pull up to a gated parking lot they will see a card reader device on their driver’s side. If they have access to the lot, the card reader will flash green and allow them to enter the lot.

The Flex Account is a debit account available with the Pioneer Card. This account provides security and convenience. Students need not carry cash, as their ID card can be used to spend previously-deposited funds on and around campus for a variety of merchandise and services.

The Pioneer ID Card allows students to access their residence hall, the Penrose Library, the Ritchie Center, the Law Library, parking lots, and several academic buildings throughout campus. They can also use their card for purchases at several locations on and off campus.

See www.du.edu/pioneercard/pioneer_faq.html for a list of frequently-asked questions about the Pioneer ID Card.

*Meal Plans – The ID card system manages students’ quarterly meal plan allotments. All meal plans have both all-you-care-to-eat dining hall meals and meal plan “cash” to spend at the retail food outlets on campus. Visit du-dining.com/plans/index.html to view meal plans, or contact the Pioneer Card office at 303-871-4545 for information about adding meal plan cash to student Pioneer Cards.

*Deposits to Flex Accounts – Students can open a Flex Account by depositing money in person with cash or check at the Pioneer ID Card Office or online at www.du.edu/pioneercard/index.html.

*Transportation -- The University of Denver is committed to minimizing traffic and pollution in and around campus. DU encourages students, faculty, and staff to leave their cars at home whenever possible. To help promote transportation options, the University established the Transportation Center - a one-stop shop for information about alternatives to driving alone. Lots of information is available at www.du.edu/transcenter or by calling 303-871-7433.

Riding the bus or light rail is a great way to get to campus. Instead of dealing with congestion, construction and road rage, students may want to try using transit. Students simply need to show their Pioneer ID card with College Pass sticker or their Eco Pass as they board the train or bus.

Other options:

Rent a Bike – DU is part of the City of Denver’s Rent-a-Bike program, and has three B-cycle
stations around campus where students can rent a bike. The B-cycles operate from March 1 through November 30, seven days a week from 5:00 am to 11:00 pm. From 11:00 pm to 5:00 am, members may not check out bikes from the stations but may return bikes to any station.

Light Rail – The University of Denver light rail station has become an important fixture at the north end of campus, enabling those around the metro area to access DU from Southeast Light Rail. Trains operate from 5 am until 2 am, with enhanced service during morning and evening peak periods. The station is located on Buchtel Boulevard at High Street, across from the Ritchie Center. Visit www.rtd-denver.com to learn more about the Southeast light rail line.

skyRide to DIA – Staff and faculty and full-time students may use their Eco Pass or College Pass for skyRide to DIA. There is no charge for skyRide with the student College Pass. All Eco Pass holders must pay a $5 fee when using skyRide to DIA. There is no additional fee riding skyRide from DIA.

Biking & Walking – Biking to and from DU and around town is a great way to combine students’ daily exercise with their commute. Several Denver bike routes pass close by DU. Students may try adding a bike ride or short walk to a transit trip to expand their available transit options. Bike route maps may be obtained through the City and County of Denver, at area bike shops, and at the Bookstore.

Commercial Super Shuttle – A number of different shuttle services provide ground transportation from Denver International Airport to the University of Denver. A shuttle ticket generally costs $25 - $35, although lower group rates may be available if you are traveling with a number of people. Please visit the Denver International Airport’s list of commuter shuttles at www.flydenver.com/commutershuttles for options. Super Shuttle gives DU faculty, staff and students a $3 per person discount for transportation to or from Denver International Airport (discount code DU001).

WeCar – The University of Denver is partnering with Enterprise Rent-A-Car to bring the company’s WeCar car-sharing program to campus, offering the University of Denver community an efficient, affordable, sustainable transportation alternative. If your student is interested in using WeCar, see more information at www.du.edu/transcenter/wecar.html.

*Laptops – DU has required all first-year undergraduate students to arrive at the University of Denver with laptop computers since 1999, and, the number of courses incorporating laptops is growing rapidly. Consequently, DU students are using their laptops as portable libraries, laboratories, and communication ports, enhancing their education and extending their educational reach well beyond the classroom walls. Our campus offers a quality mobile learning environment, with more than 36,000 Internet connections located in the Anderson Academic Commons, in other common spaces on campus and in every residence hall room. Every building on campus has “smart” classrooms, allowing students to tap into the vast resources on the World Wide Web. Off-campus or in the residence halls, the learning environment is enriched by the ability to connect with professors, classmates, and, via the Internet, the world. The Bookstore offers laptops that are specially priced for educational discounts. Also, many retailers offer financing programs for laptop purchases. If your student has concerns about being

Our campus offers a quality mobile learning environment, with more than 36,000 Internet connections.
able to buy or lease a laptop, please see www.du.edu/uts/laptops/faq.html.

*Books – After new students have registered for classes during Discoveries Week, they will want to purchase books for the upcoming quarter. In subsequent quarters, students can purchase books following each priority registration. The Bookstore carries new and used (if available) textbooks for all courses, organized by department and course number. The bookstore is located on the upper level of Driscoll Student Center South. Regular store hours are 8:30 am to 6:30pm Monday through Thursday, 8:30 am to 5:00 pm Friday, and 10 am to 3pm on Saturday. Purchases at the Bookstore may be made by cash, check, credit card, DU Flex accounts, and Bookstore accounts. DU Flex and Bookstore accounts are set up through the DU Pioneer ID Card office at 303-871-4545. More information on the bookstore is available at www.dubookstore.com or by calling 303-871-3251 or 800-289-3848.

Some DU students opt to purchase books on-line or through other vendors. It’s important for students to pay close attention to specific textbook editions listed in course syllabi, as textbooks change frequently.

*Parking – Parking spaces are in high demand at the University of Denver. Encourage your students to purchase a parking permit, as on-street parking is not a viable option over the long term. For that reason, all students living on campus who bring a car to DU must purchase a parking permit. Purchasing a permit allows the permit-holder access to DU parking lots. Please visit our website www.parking.du.edu for parking permit sales information or call 303-871-3210.


*Restaurants – A wide array of restaurants populate the DU neighborhood. When we asked parents for their feedback on favorites, well over 100 area restaurants were named. If you’re looking for a quick bite to eat when you’re visiting campus, start with the restaurants on the corner of University and Evans, then stroll north on University or west on Evans. Or use DU’s light rail station to access world-class restaurants in downtown Denver.

*Summer Storage – Some students choose to store their personal belongings near campus over the summer, rather than send them home. DU parents have given us positive feedback about CS Storage, www.csstorage.com, and University Storage, www.universitystorage.com.
THE ROLE OF PARENT AND FAMILY RELATIONS

The Office of Parent and Family Relations is just for you – the parents and guardians of our students. We promote awareness of and involvement in your student’s educational experience. By sharing academic and social activities, you will experience the same excitement, discoveries, challenges, and changes your son or daughter encounters at DU. If you are having any difficulty finding answers to your questions and concerns, please visit our website, www.du.edu/studentlife/parents or call our office at 303-871-3708. Our goal is to assist you so that you can better assist your student.

Here are some ways you may want to be involved:

Parents Association – The Parents Association was established in 1994 to encourage mutual understanding and facilitate communication between the University and parents/guardians, to provide opportunities for parents/guardians to be actively involved in their students’ college experience, and to sponsor programs and provide services that meet the needs of DU parents/guardians. All parents/guardians are encouraged to join the Parents Association to be informed and involved.

The Parents Association website offers important information, opportunities for involvement, and event registration. Parents@DU, the parent’s electronic newsletter, is emailed to parents monthly. If you would like to receive the email newsletter, please contact parents@du.edu and provide the email addresses you would like added to our list. Grandparents are encouraged to join this email list as well.

Each quarter of the academic year, members of the Parents Association are entered into a drawing for a $250 gift certificate to be used at the Bookstore for student textbooks. Association members also receive the Parents Calendar and a 10% discount on gifts and apparel purchases at the Bookstore.
Parents Association Membership Dues

Membership purchased by September 3rd, 2013:
- Four-year membership and a copy of Helen Johnson’s book, Don’t Tell Me What To Do, Just Send Money (to be picked up during Parent & Family Orientation) - $109
- Four-year membership without book - $99
- One-year membership - $59

Membership purchased after September 3rd, 2013:
- Four-year membership - $109
- One-year membership - $59

Parents Association Council
The Parents Association Council is an advisory board made up of a diverse group of parents representing different geographic regions and all four undergraduate classes. The Council works with University staff to foster communication between DU and families of students, to advocate for issues and interests that enhance the student experience at DU and to promote the unique relationship between parents/guardians and the University of Denver. Parents/guardians interested in receiving more information about the Council should contact Sharon Bond at 303-871-3708 or sharon.bond@du.edu.

Homecoming / Parents & Family Weekend and Moms and Dads Weekends – These events are enjoyable times for parents and families to visit their students and campus. Dates, schedules, and registration information can be found on the website www.du.edu/studentlife/parents/events and in Parents@DU newsletters.

THE KEY TO SUCCESSFUL INTERVENTIONS

After all this talk about independence and the importance of students’ self-advocacy, you may be wondering when it IS appropriate for you, as a parent or guardian, to call a DU official to inquire about your student. The answer is, “it depends”! It depends on the circumstances. While it is probably best to allow your student to take the initial steps towards resolution of his or her problems, sometimes, for your own peace of mind, to better understand DU processes, or because you intuitively sense that something isn’t right, you will want to get involved. If your “gut” tells you to do so, call – or come. In this handbook, we have done our best to make suggestions about where to call. The closer you get to the source of information, the better.

Here are some suggestions for successful approaches that are likely to result in positive interactions:
• **Presume good will** – DU employs good people who try to do the right thing. Our faculty and staff are not in it “for the money.” They are not out to “get” students; on the contrary, they work at DU because they love students. They are here to help students be successful and to sustain an environment that makes that likely. Presuming their good will and offering them respect goes a long way towards insuring a positive conversation.

• **Leave out the reminders about how much you’re paying** – we are acutely aware of the cost of a DU education, but we do not see our students and families as customers. We are all members of the same community, and we are all held to the same standards. DU faculty and staff don’t know which students are paying full fare and which are on full aid; our interactions with students are not affected by their financial means. Success is not for purchase; it is earned every day.

• **Accept the final authority** – when students experience an unfavorable outcome (a poor grade, a conduct violation), it is tempting for parents to want to challenge the outcome and take it “to the next level.” Most of our academic and disciplinary procedures have a built-in appeal process, which students may follow. But once a student has pursued the final appeal to its conclusion, we appreciate your acknowledgment that the decision is final. This is important role-modeling for your students.

• **Don’t take over the problem-solving for your student** – our most effective parents are those who help students process, suggest alternative resolutions, listen, and listen some more. They ask good questions like “what do you think you should do?”. They may role-play difficult conversations and offer suggestions on effective written materials, but finally, they send their student back into the situation to solve the problem. Again, this is important role-modeling for your emerging adult.

• **It’s fine to be persistent, but remember your manners** – see items above. Occasionally parents will choose to come to campus to help students resolve difficult situations. We welcome that. Sometimes we really need to tag-team with parents to resolve a challenging student situation. But “losing your cool” can make a difficult situation worse. Just keep breathing. Our common ground is your student’s welfare. It’s helpful if you can retain empathy, both for your student and for the campus representative with whom you are working.

**Pioneers Recycle**

*Please encourage your student to recycle what they will leave behind rather than throwing it away.*
Planning for Second Year Success

This year will fly by. Very soon, you and your student have an opportunity to celebrate the successes of the first year and prepare for next year. You may recognize in your student signs of the “sophomore slump,” such as indecisiveness, depression, and a feeling of being “lost.” As students transition from their first to second year, the array of services that are readily advertised during their first year becomes less visible. DU resources and services continue to be available throughout students’ undergraduate years, but historically schools have assumed that students in their second year and beyond are familiar with university life and where to find assistance. DU’s The Second Year Survival Guide for Parents and Families may be found at www.du.edu/studentlife/parents/informing/. Please check it out!

As you look forward to the second year at DU with your student, talk about the potential pitfalls in the second year. Ensure that the open lines of communication that you established during this first year continue to stay open. If your student begins to feel the “sophomore slump,” you want to be sure that he or she feels comfortable coming to you with concerns. Reassure your student that, although friends may change and academic interests may shift and grow, the transitions of the second year are perfectly normal.

Some starting places for second year students:

– Student Outreach and Support  303-871-4724
– The Career Center  303-871-2150
– Study Abroad  303-871-4912
– Academic Advising  303-871-2455
– Internships  303-871-2150
FRANK TALK – TOUGH LESSONS FROM A PARENT TURNED ADMINISTRATOR

A lot of what I learned about being an effective administrator came from my own children when they were college students. Only now that they are “30-somethings” am I hearing about some things that I didn’t know when they were in college (maybe it was for the best). I have also learned from the students who have landed in my office because they were “in trouble.”

I want to share with you two of my most painful lessons:

First, we always believe our kids, but our kids don’t always tell us the whole truth – about grades, about their role in conduct violations, about their drinking habits, about how they’re spending their money, about whether they’re going to class. Realizing that was such a blow to me as a parent. At DU, I chaired the Academic Standards Committee. From time to time, a parent would call me to say that there must be a mistake – that there’s no way their student could be on academic probation, since they received over a 3.0 the previous quarter. I would ask them to put their student on the line, and then I would say to the student, “You haven’t been truthful with your parents about your grades, have you?” After the student sheepishly answered “no,” I would encourage them to have that conversation as soon as we ended the phone conversation.

Why don’t our kids tell us the truth? For one thing, they don’t want to disappoint us. Our kids know we have made sacrifices for them (including financing the cost of their college education). They love us. They don’t want to hurt us. And it’s hard for all of us to admit our mistakes.

Also, our students don’t have a lot of problem-solving experience as 18-year-olds. They really think they can dig their way out of the hole they’ve created for themselves without having to involve a parent. You can’t blame them for trying. But if you’re getting the sense that something just isn’t adding up, you’re probably right. There’s probably something you don’t know (yet).

Second, it’s very hard to separate our needs and egos from our kids’. What I have come to know as an administrator is that if we parents force our will on an issue (like a particular major – or a break-up with a boyfriend/girlfriend we don’t like), our kids will defy us passive-aggressively. I have seen students flunk out when their parents have not agreed for them to take the leave they are desperately wanting or needing. I have seen students “go AWOL” and stop communicating with parents when conflicts have been too painful to manage. It’s literally true that by the time our kids are in college, they are “beyond our control.”

I am deeply grateful that my kids have been surrounded by a community of caring adults and peers (way beyond Mom and Dad) who have mentored them along the way. They have grown up to be the people they were meant to be. We hope and expect that will happen for your kids, too.

~ Jo Calhoun, editor and author
Suggested Readings


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<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
<th>Website</th>
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<tbody>
<tr>
<td><strong>Academic Advising</strong></td>
<td>(303) 871-2455</td>
<td><a href="https://www.du.edu/studentlife/advising">www.du.edu/studentlife/advising</a></td>
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<td><strong>Alumni Relations</strong></td>
<td>(303) 871-2701</td>
<td><a href="https://www.alumni.du.edu">www.alumni.du.edu</a></td>
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<td><strong>Anderson Academic Commons</strong></td>
<td>(303) 871-3707</td>
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<td><strong>Bursar’s Office</strong></td>
<td>(303) 871-4944</td>
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<td><strong>Campus Operator</strong></td>
<td>(303) 871-2000</td>
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<td><strong>Campus Safety</strong></td>
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<td>Emergency 911, then dial</td>
<td>(303) 871-3000</td>
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<td>Non emergency</td>
<td>(303) 871-2334</td>
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<td><a href="https://www.du.edu/campus-safety">www.du.edu/campus-safety</a></td>
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<td><strong>Career Center</strong></td>
<td>(303) 871-2150</td>
<td><a href="https://www.du.edu/career">www.du.edu/career</a></td>
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<td><strong>Center for Advocacy, Prevention, and Empowerment (CAPE)</strong></td>
<td>(303) 871-3456</td>
<td><a href="https://www.du.edu/studentlife/sexual_assault">www.du.edu/studentlife/sexual_assault</a></td>
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<td><strong>Center for Multicultural Excellence</strong></td>
<td>(303) 871-2942</td>
<td><a href="https://www.du.edu/cme">www.du.edu/cme</a></td>
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<td><strong>Daniel L. Ritchie Center Box Office</strong></td>
<td>(303) 830-TIXS (8497)</td>
<td><a href="https://www.denverpioneers.com">www.denverpioneers.com</a></td>
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<td><strong>Disability Services Program</strong></td>
<td>(303) 871-2372</td>
<td><a href="https://www.du.edu/studentlife/disability/dsp">www.du.edu/studentlife/disability/dsp</a></td>
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<td><strong>DU Bookstore</strong></td>
<td>(303) 871-3251</td>
<td><a href="https://www.dubookstore.com/denver">www.dubookstore.com/denver</a></td>
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<td><strong>Financial Aid</strong></td>
<td>(303) 871-4020</td>
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<td><strong>Greek Life</strong></td>
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<td><strong>Health and Counseling Center</strong></td>
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<td><strong>Housing and Residential Education</strong></td>
<td>(303) 871-2246</td>
<td><a href="https://www.du.edu/housing">www.du.edu/housing</a></td>
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<td><strong>Learning Effectiveness Program (LEP)</strong></td>
<td>(303) 871-2372</td>
<td><a href="https://www.du.edu/studentlife/disability/lep/">www.du.edu/studentlife/disability/lep/</a></td>
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<td><strong>Parent and Family Orientation</strong></td>
<td>(303) 871-3860</td>
<td><a href="https://www.du.edu/studentlife/Discoveries/">www.du.edu/studentlife/Discoveries/</a></td>
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<td><strong>Parent and Family Relations</strong></td>
<td>(303) 871-3708</td>
<td><a href="https://www.du.edu/studentlife/parents/">www.du.edu/studentlife/parents/</a></td>
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<td><strong>Parking Services</strong></td>
<td>(303) 871-3210</td>
<td><a href="https://www.parking.du.edu">www.parking.du.edu</a></td>
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<td><strong>Registrar</strong></td>
<td>(303) 871-2284</td>
<td><a href="https://www.du.edu/registrar">www.du.edu/registrar</a></td>
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<td><strong>Student Outreach and Support</strong></td>
<td>(303) 871-4724</td>
<td><a href="https://www.du.edu/studentlife/studentsupport">www.du.edu/studentlife/studentsupport</a></td>
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<td><strong>Study Abroad Office (Office of Internationalization)</strong></td>
<td>(303) 871-4912</td>
<td><a href="https://www.du.edu/intl/abroad/index.html">www.du.edu/intl/abroad/index.html</a></td>
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<td><strong>University Technology Services (UTS) Help desk</strong></td>
<td>(303) 871-4700</td>
<td><a href="https://www.du.edu/uts/">www.du.edu/uts/</a></td>
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