Mission

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.
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OPPORTUNITIES FOR ENGAGEMENT

Student Activities
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University Honors Program
Living and Learning Communities
Pioneer Leadership Program
Partners in Scholarship/Undergraduate Research
Center for Community Engagement and Service Learning
Residence Hall Leadership

FITNESS AND RECREATION

TRANSITION STRATEGIES

STUDY ABROAD

STUDENT EMPLOYMENT

PREPARING FOR A PROFESSION

WHEN YOUR STUDENT NEEDS HELP

Academic Difficulty
Substance Abuse
Conduct Issues

NEED TO KNOW

Financial Aid
Pioneer ID Card
Transportation
Laptops
Books
Parking
Hotels

THE KEY TO SUCCESSFUL INTERVENTIONS

PLANNING FOR SECOND YEAR SUCCESS
IMPORTANT DATES 2015-2016

Summer 2015
June 15: Registration opens for First-Year Seminar
July 15: Registration closes for First-Year Seminar

Fall Quarter 2015
Sept 6: New Student Move in day and Parent Orientation Check-in
Sept 7 – 8: Parent & Family Orientation
Sept 7– 2: New Student Orientation and Registration
Sept 13: Last day to register without late fee via webCentral
Sept 14: Classes begin
Sept 20: Last day for 100% refund for dropped classes
Sept 25 – 28: Fraternity & Sorority Fall Recruitment
Oct 21: Fall Career & Internship Fair, 3pm-6pm
Nov 2 – 5: Registration for Winter Quarter 2016
Nov 19: Last day of classes
Nov 20 – 23: Final exams
Nov 26 – 27: University Closed

Winter Interterm
Nov 24 – Dec 23: Contact Special Programs (303) 871-2360 for schedule and registration
Dec 25 – Jan 1: University Closed

Winter Quarter 2016
Jan 4: Classes begin
Jan 4: Last day to register without late fee
Jan 10: Last day for 100% refund for dropped classes
Jan 18: University Closed
Feb 15 – 18: Registration for Spring Quarter 2016
Feb 17: Career and Internship Fair, 3pm – 6pm
Feb 12 – 14: Dads & Granddads Weekend (Schedule and information at www.du.edu/studentlife/parents/events)
Mar 9: Last day of classes
Mar 10 – 13: Final exams
Spring Interterm
Mar 16 – 22: Contact Special Programs (303) 871-2360 for schedule and registration

Spring Quarter 2016
Mar 20: Last day to register without late fee
Mar 21: Classes begin
Mar 27: Last day for 100% refund for dropped classes
Apr 11: Registration for Summer 2016 begins
Apr 20: Non-profit, Government Career & Internship Fair, 3 – 6pm
May 9 – 12: Registration for Fall Quarter 2016
May 27: Last day of classes
May 28 – June 2: Final exams
May 30: University Closed
June 3: Graduate commencement exercises
   www.du.edu/commencement
June 4: Undergraduate commencement exercises
   www.du.edu/commencement

Summer Interterm
June 5 – 12: Contact special programs (303) 871-2360 for schedule and registration

Summer Session 2016
June 13: Classes begin
July 4: University Closed
Aug 11: Last day of classes
Aug 12: Commencement – Graduate and Undergraduate
   www.du.edu/commencement

Fall Interterm
Aug 12 – 27: Contact special programs (303) 871-2360 for schedule and registration

To view residence hall open/close dates, meal plans, and other information pertaining to student campus housing, the most recently updated information may be found at www.du.edu/housing/resources/importantdates
The Role of Parent & Family Relations

Parent & Family Relations publishes information for families (such as this handbook) which help you find information and resources. We are committed to engaging parents and families as University of Denver community members through sharing information and support.

We consider parents and families to be essential partners in student success and University development and we recognize that the word "parent" includes many identities - that the parents who support our students also include grandparents, extended family, partners and friends.

Our website offers important information about Parent Weekends, opportunities for involvement, hotel recommendations, and research about parenting college students.

DU Parents Association

We encourage you to join the DU Parents Association, which supports our publications, special discounts and giveaways for Parent Weekend events, and offers several benefits of membership. Membership is $109 and includes:

- DU Parent & Family Calendar mailed to you before the beginning of each academic year
- Entry in a drawing each quarter of the academic year (for 4 years) to win a $250 DU Bookstore gift certificate
- 10% discount off gifts and apparel at the DU Bookstore for 4 years
- Early event registration for our very popular Parents Weekend in February

Visit go.du.edu/parents to join.  
(Membership is only $99 if you join before September 8)
DU Parents Council

The University of Denver is proud to have dedicated and active volunteer parents who are members of the DU Parents Association Council. This group engages families with the University community by meeting twice per year to discuss planning of parent events, volunteering during events, developing outreach, and enhancing Parents Association membership benefits. Learn more about the Parents Association Council at go.du.edu/parents.
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
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.

We believe in a system of challenge and support. We provide as much support as 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 “The Key to Successful Interventions,” p 55.
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** – new college students sometimes struggle to separate themselves from “the crowd” to make a trip to the library. They may not yet understand the value of using daytime hours between classes to study and some 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 and their first quarter grades may hit them like a cold shower. This is a “learn by experience” thing. Some students have it well under control and some may feel as if time is speeding up in the last few weeks of the quarter. Stress may elevate during this time. It’s a good idea to keep texts short (email seems to be a thing of the past with most students now) and help them by listening when they need to vent. Usually, they don’t need you to “do” anything, but listen. If your student expresses the need for support, the Health & Counseling Center or Student Outreach & Support are excellent student resources.

• **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. Resident Advisors are there to help, but the ultimate responsibility is in the hands of the students involved.
• **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.

Parents may obtain information such as grades and GPA by two methods; completion of the Student Permission Form which allows students to give blanket approval for their parents’ access to their education record, or completion of the Parent Request to Receive Access Form which 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. Or for more information, call the Office of the Registrar at 303-871-2284.

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.
• **Billing** – 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 email. Students may choose to have their bills sent to one additional email address. Email is DU’s official means of notifying students of pertinent information. Since texting has become so popular, many students do not check their email regularly. If you would like to receive your student’s bills, please be sure that your student designates your email address to receive such information. More information on this can be found 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 sizable Campus Safety department, a robust emergency alert system and a rape aggression defense program. Still, coach your student about safety tips for living in a city. For more information, see Campus Safety’s website www.du.edu/campussafety.
Summer To-Do List

- Make sure to register for Parent & Family Orientation. 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. Registration information can be found by visiting www.du.edu/studentlife/discoveries.

- Over the summer, our students will register only for their First-Year Seminar (FSEM). The First-Year Seminar registration deadline is July 15th. 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 during Discoveries (new student orientation) Week. This gives students the chance to interact with 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. Once students arrive on campus, they will receive information about how to connect 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
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. 39, 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. 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 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.

Move-in and Student Orientation Dates

For first-year students living in the residence halls, move-in is on Sunday, September 6. Discoveries Orientation will begin Monday, September 7, and continue until Saturday, September 12.
Discoveries Week Activities for Students:

- 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.

Parent & Family Orientation – Sept 7 & 8

Parents and family members – we have an orientation for you, too. Please register online at: www.du.edu/studentlife/discoveries/parentsandfamilies

An orientation schedule can be found on that page as well. Please note – students will have a full schedule beginning September 7, which 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. Questions? Call the Discoveries staff at 303-871-3860.
Parent and Family Orientation ends late Tuesday afternoon, September 8. 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 into 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.

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
Health and Counseling Center – Success Through Wellness

To help keep students healthy and well, DU has a comprehensive Health and Counseling Center (HCC) conveniently located on campus. The HCC offers a wide range of primary care medical services as well as mental health and counseling services. The Center is staffed by physicians, nurse practitioners, physician assistants as well as psychologists, psychiatrists, and social workers. The HCC is proud to be accredited by the AAAHC, the American Association of Ambulatory Health Care.

Medical Services

The medical staff at the HCC provides general primary care, women’s health care, allergy management, travel exams, annual physicals, and sports medicine exams among other services. The HCC has an on-site laboratory and offers consultations from a dermatologist, gynecologist, and a nutritionist. The HCC has a contractual arrangement with a local diagnostic imaging clinic to provide reduced-cost x-rays at a nearby center. The Center provides a limited on-site dispensary for commonly used prescription medications.

Counseling Services

The HCC offers individual, group, and couples therapy as well as psychological testing, psychiatric evaluation, and medication management. The HCC provides assessment and short term treatment for students with substance abuse issues. Students are generally eligible for up to 10 visits of counseling per academic year. Students needing long-term or intensive mental health care are typically referred to community providers.
Costs

Undergraduate students pay a mandatory, quarterly Health and Counseling Fee, currently set at $158 per quarter. This fee gives students access to up to ten mental health visits and unlimited primary care visits at the HCC for a co-payment of only $10 per visit. Specialty consultation has a slightly higher co-payment. Crisis intervention is always available free of charge to all students. The HCC does not bill third-party insurance and students are expected to pay their co-payment and any additional fees at the time of service. Credit cards are accepted. DU requires students to maintain health insurance to cover hospitalization and more serious medical conditions. As a convenience, DU contracts with United Healthcare Student Resources to provide a Student Health Insurance Plan (SHIP) for students who don’t otherwise have coverage. This can be waived if students are covered by their parents’ or other healthcare plan.

Emergency Care

The HCC provides 24/7 medical and mental health consultation via telephone. Students needing after-hours consultation can call the main HCC number for instructions on reaching the medical or mental health provider on call. Students needing emergency care are typically referred to Porter Hospital, just a short distance from campus. When a student calls 911 from a campus phone, Campus Safety officers are immediately dispatched as well as Denver Police and/or paramedics.

CAPE – The Center for Advocacy, Prevention and Empowerment

CAPE is a department of the Health and Counseling Center that provides programs and resources to help promote healthy relationships, teach non-violence and equality and foster a respectful and safe environment for all members of the University of Denver community. CAPE also supports survivor healing by providing advocacy and support for victims of sexual violence, stalking, sexual harassment and relationship violence. All services are confidential and free of charge.
Free services provided by CAPE include a safe and confidential place to talk, education about safety planning, support, information about reporting incidents, counseling, a resource library, outreach trainings, and skill building for healthy relationships. Contact the Director of CAPE, Dr. Gillian Kaag, at 303-871-3853 and find more information about this program at www.du.edu/cape.

Privacy

Students over the age of 18 have their medical and mental health care protected by federal privacy laws (HIPAA) and state privacy statutes. HCC may not release any information to parents without the student’s written permission. In the event of a medical or mental health emergency, an HCC or other DU official will typically contact the parents.

For further information about the HCC, check out our website at: www.du.edu/hcc
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.

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

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. To explore the descriptions, learning outcomes and courses offered under each category of the Common Curriculum, use the navigation options on the website www.du.edu/commoncurriculum/ataglance

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. Academic Resources are found at www.du.edu/studentlife/academicresources

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 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.
The First-Year Seminar Program

All first-time, first-year students (not transfer students) enroll in a First-Year Seminar (FSEM). 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.

First-Year Seminars are designed to provide students with an in-depth academic experience that will be rigorous and engaging. Students develop the kinds of academic skills that will prepare them for successful 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.

Students’ 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.

The seminars will meet for 4 hours per week for the fall quarter. Students can read descriptions of seminars for Fall 2015 on the First-Year Seminar Descriptions page, www.du.edu/studentlife/fys/fys_descriptions
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

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 online. Students arrange to meet with their faculty advisor, who releases the student to register online following advising. Students receive a specific time and date after which they can access the online 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.
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.

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 email notification is sent 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 email 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. Many people at DU are available for support.

Good places to reach out for front-line support are:

- Academic Advising - www.du.edu/studentlife/advising
- Student Outreach and Support - www.du.edu/studentlife/studentsupport
- Health and Counseling Center - www.du.edu/duhealthare
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.

Here are some important starting places for all students:

Student Activities

DU has an 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 listing of student organizations, see www.du.edu/studentlife/studentactivities

Undergraduate Student Government

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 six sorority chapters, as well as one multicultural fraternity and three multicultural sororities. Some, but not all, of them are residential (although first-year students may not live in Greek houses). Typically, about 27% 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 or call 303-871-3280.

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 and Learning Communities

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.

Pioneer Leadership Program

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. 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

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 on 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

DU’s Center for Community Engagement and Service Learning (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, or call 303-871-3706.

Residence Hall Leadership

Because DU attracts a national and international student body, and because we believe strongly 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 (RAs), highly competitive positions that provide students with great opportunities to develop their leadership skills and help build their communities. More information is available at www.du.edu/housing

Fitness and Recreation

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 12 credit hours have free access and discounted rates for recreation programs. For details, see www.du.edu/live/athleticsandrecreation.

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 ten 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 303-871-2336, ext. 2.
Transition Strategies

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) become best friends. 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.

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 mid-terms 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 become overwhelmed.

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.

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.

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, outdoors under trees, 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.

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 (303-871-4724).

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.

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 as they work together weekly on the four cornerstones of LEP: self advocacy, self awareness, self determination, and accountability.
If your student would benefit from enrolling in the Learning Effectiveness Program, you and your student may contact them at www.du.edu/lep, or by calling 303-871-2372.

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 to not 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.

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 DSP@du.edu or learn more at www.du.edu/dsp or by calling 303-871-2372.
The Commuter Student

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

Your student may want to consider purchasing a meal plan, so that they can eat in the residence halls with their friends and/or add “meal plan cash” to their Pioneer ID card. For more information, call the Pioneer Card office at 303-871-4545 or visit www.du.edu/pioneercard/yourcard/mealplans

Especially in their first-year, commuter students will want to resist the urge to leave campus between classes. Finding 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.

Students’ activity fee includes a free RTD pass. When students drive to campus, many 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 about purchasing a parking pass for campus parking lots can be found at www.parking.du.edu, or by calling 303-871-3210.

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 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.
The Transfer Student

Every year, about 200 transfer students join the DU community. 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.
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.

To be eligible for this program, students must have a cumulative GPA of at least 3.0 and remain in good standing with no conduct violations.

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).

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 current job postings and sign up to receive notices when jobs are posted that match their interests. Visit the Student Employment 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.
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. 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.

The Career Center’s website, www.du.edu/career, connects students to thousands of job opportunities nationwide, offers quarterly Career Fairs, and vast resources. Encourage your student to create a year-by-year checklist with the Pioneer Career Pathfinder. It’s never too early to cultivate the lifelong skill of career development.
When Your Student Needs Help

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

Sometimes students struggle academically. Often, that 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.

We are serious about your student’s safety and we abide by all laws related to alcohol consumption. If one of our Campus Safety officers find a student intoxicated on campus, the officer may ask the student to administer a Portable Breathalyzer Test (PBT) to assess the student’s level of alcohol consumption. If the test is above the legal limit of intoxication, or the officer perceives that the student is medically compromised, the student will be transferred to a local facility to be medically monitored until they can safely return to campus. If you have any questions about this process, please contact the Health and Counseling Center or the Office of Student Conduct.

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.
Alcohol and drug abuse and misuse are disruptive to the fabric of campus life and contribute to many behavioral and academic problems. The university is committed to educating students and parents about the effects of substance abuse and encourages students to make responsible choices.

**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
Need to Know

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.

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.

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.

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

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

Transportation

The DU Transportation Center is here on campus to help students find alternatives to driving alone, to get information on transportation resources, and it is also where they can pick up their College Pass for riding buses and trains in Denver for free. www.du.edu/transcenter

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.

Here are some options you or your student may find useful:

**Uber** – private transportation anywhere you need to go at the press of a button, an App on your own phone. Students can request a ride to the airport, downtown, back to campus, or anywhere they need to go, in just a couple of clicks. Uber drivers are usually just minutes away from DU, and you don’t need to schedule a pick-up in advance. Payment is made through the app on their phone and no tipping is necessary, so they don’t need to carry cash. And they can electronically split the fare between friends who want to ride along. If you are a first time rider, sign up using this link and receive $20 off your first ride!

https://get.uber.com/go/dupioneers
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 for skyRide to DIA. Eco Pass holders 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 Denver International Airport’s list of commuter shuttles at www.flydenver.com/commutersshuttles 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/carshare

**Laptops**

Our campus offers a quality mobile learning environment, with more than 36,000 Internet connections located in the Anderson Academic Commons, other common spaces on campus and in every residence hall room. Every building on campus has “smart” classrooms, allowing students to tap into vast online resources.

The DU 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 able to buy or lease a laptop, please see www.du.edu/uts/laptops/faq

For laptop specifications and special requirements for certain majors, visit the Laptop Requirements page online at www.du.edu/uts/laptops or call 303-871-4700.

**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 or rent books online or in stores following each registration period. The DU Bookstore carries new and used (if available) textbooks for all courses, organized by department and course number.

The DU Bookstore is located on the upper level of Driscoll Student Center South. Regular store hours are 8:30 am to 6:30 pm Monday through Thursday, 8:30 am to 5:00 pm Friday, and 10 am to 3 pm on Saturday.
Purchases may be made by cash, check, credit card, and Bookstore accounts. Bookstore accounts are set up through the DU Pioneer ID Card office at 303-871-4545. More information is available at www.dubookstore.com or by calling 303-871-3251.

Some DU students opt to purchase books online 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. Please visit the Parking & Transportation website www.parking.du.edu for parking permit sales, or call 303-871-3210.

Hotels

Several hotels in the DU area offer special rates for DU families. You can find a list at www.du.edu/studentlife/parents/hotels.
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 toward 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.

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. 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.
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 go.du.edu/parents. 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.
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.

Enjoy the journey!

Jo Calhoun
Associate Provost for Academic Resources, University of Denver, 2000-2011
Suggested Readings


Important University Phone Numbers & Websites

Academic Advising
(303) 871-2455
www.du.edu/studentlife/advising

Alumni Relations
(303) 871-2701
www.alumni.du.edu

Anderson Academic Commons
(303) 871-3707
www.du.edu/commons

Bursar’s Office
(303) 871-4944
www.du.edu/bursar

Campus Operator
(303) 871-2000

Campus Safety
Emergency 911,
then dial (303) 871-3000
Non emergency (303) 871-2334
www.du.edu/campus-safety

Career Center
(303) 871-2150
www.du.edu/career

Center for Advocacy, Prevention,
and Empowerment (CAPE)
(303) 871-3456
www.du.edu/studentlife/sexual_assault

Center for Multicultural Excellence
(303) 871-2942
www.du.edu/cme

Daniel L. Ritchie Center Box Office
(303) 830-TIXS (8497)
denverpioneers.com

Disability Services Program
(303) 871-2278
www.du.edu/studentlife/disability/dsp

DU Bookstore
(303) 871-3251
www.dubookstore.com