

Discoveries Orientation Recap and Student Rights and Responsibility

New Student & Family Programs
Webinar Series



New Student & Family Programs
UNIVERSITY OF DENVER



Today's Webinar

- New Student & Family Programs Overview
- Student Rights and Responsibility
FERPA Information
- Discoveries Orientation Recap
- Upper-Classman Family Panel
- Facilitated Q&A



Welcome!

- Feel free to say hi and put where you are zooming from in the chat!
- Take the welcome poll
- Use the Q & A feature for questions.
- The chat is open for us to share links and for connections.
- Email families@du.edu with any follow up questions.

Where to Find Slides and Recording:

- All webinar slides and recordings will be accessible on our [website](#) and in [DU Family Experience](#) - They'll be posted in the [Fall Orientation 2025](#) community
- Slides and Recording will be posted within 1 business day of the webinar
 - Today's slides/recording will be available Friday by 5pm MT



New Student & Family Programs



New Student & Family Programs
UNIVERSITY OF DENVER



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New Student Experience &
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Office Overview

New Student and Family Programs (NSFP) is committed to the successful transition of new students and families into the University of Denver campus community and the ongoing support of student success.

***Our Parent & Family Philosophy:**
We view parents and families as partners in your student's education journey. We want to work together to support your student's success.*





DU Discoveries Overview

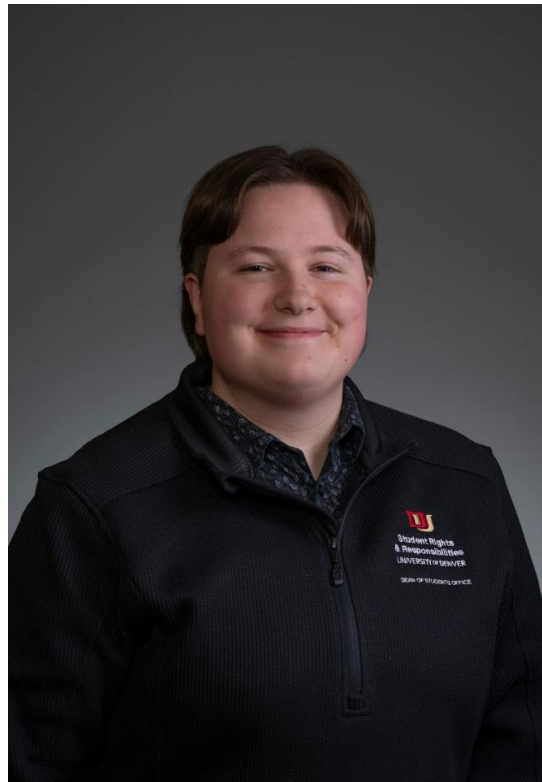
Navigating Student Privacy and Support: Understanding the SRR Process and Your Role

September 18, 2025





Student Rights & Responsibilities Team



Michele Bilotta

They/Them
SRR Administrator



Frank Winchester

He/him/his
Assistant Director



Kristine McCaslin

She/her/hers
Director



Olivia Feldkamp

She/her/hers
Associate Director



Mission & Philosophy

(1)

The Office of Student Rights & Responsibilities strives to be **educational and restorative** in our processes by offering educational Outcomes, workshops and alternative case resolution options. Through the Outcomes assigned to Students, we hope to encourage **self-awareness, social engagement**, and provide **opportunities for reflection and meaning-making**.



Mission & Philosophy

(2)

We strive to achieve a safe campus community in which Students:

- **Respect themselves, others, the University, and the surrounding community;**
- **Honor differences** and gain an appreciation for living in a diverse society;
- Maintain high standards of their personal and **academic integrity;**
- **Understand the impact of their actions** and choices upon themselves, others, the University, and surrounding communities, and
- Seek opportunities to **repair harm, restore trust, and acknowledge the impact** of their actions and choices.



Honor Code

- SRR's guiding document
- Applies to behaviors both on and off University Premises
- Reviewed and revised annually
- Defines Honor Code Community Standards
- Sets forth the SRR Process, including Student Accountability Board
- Defines and provides a framework for Outcomes



SRR Process: Educational & Restorative

- The SRR process is an educational, restorative, and administrative process, not a criminal or civil process.
- The University can proceed with the SRR process regardless of pending criminal charges, civil proceedings, or if the Student withdraws from the University
- SRR process is based on a Preponderance of the Evidence.
- The SRR process assesses behavior, not character.



Community Standards

(1)

- **Academic Integrity**
 - Cheating
 - Plagiarism
 - Unauthorized Use
 - Unauthorized Distribution
 - Repeated Submission
 - Fabrication
 - Impediment
 - Unauthorized Collaboration
 - Academic Collusion
 - Syllabus Violation
 - Violation of Professional Standards



Community Standards

(2)

- **Alcohol**
 - Unauthorized Possession
 - Unauthorized Distribution
 - Intoxication
 - Regardless of age
 - Coerced Consumption
 - Drinking Games
 - Paraphernalia
 - Hosting



Community Standards

(3)

- **Drug**
 - Unauthorized Possession
 - Federally illegal drugs
 - Prescription drugs not used as prescribed
 - Medical Cannabis is not permitted
 - Distribution
 - Intoxication
 - Coerced Consumption
 - Paraphernalia
 - Hosting
 - CBD



Community Standards

(4)

- **Drug**
 - Unauthorized Possession
 - Federally illegal drugs
 - Prescription drugs not used as prescribed
 - Medical Cannabis is not permitted
 - Distribution
 - Intoxication
 - Coerced Consumption
 - Paraphernalia
 - Hosting
 - CBD



Drug Continued

- Cannabis is federally illegal.
- Despite Colorado state laws and regulations, possession and use of cannabis is prohibited on campus in any form, regardless of age.



HRE Community Standards

(1)

- **Alcohol**
 - Presence of Alcohol
 - Residents under 21 must not be in the presence of alcohol or alcohol use within University housing
 - Possession of Alcohol
 - Only Residents who are 21 may possess alcohol
 - Residents must not have alcohol in assigned living quarters where all Residents are not 21
 - Residents must not possess or consume alcohol in the presence of individuals under 21 within University housing
 - Containers of Alcohol
 - Residents may not possess containers of alcohol in common areas
 - Residents who are 21 may transport unopened containers of alcohol to their assigned living quarters
 - Drinking Games
 - Regardless of age
 - Souvenirs and Decorative Containers



HRE Community Standards

(2)

- **Drug**
 - Presence of Controlled, Prohibited, or Illegal Drugs
 - Residents must not be in the presence of any Federally controlled, prohibited drug or drug use within University housing.
 - Provision or Delivery of Controlled, Prohibited, or Illegal Drugs (or Paraphernalia)



Honor Code



GRL

Honor Code & Guide to Residence Living (GRL)

Students are expected to read and familiarize themselves with these documents.

These documents will support Students with navigating their college experience.

If there are any questions about this, please contact us at SRR@du.edu.

Privacy and Confidentiality



FERPA

(1)

- The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords Students the right to have access to their education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. Students may both grant and remove access to the information to other individuals.
- In K-12 settings, parents/legal guardians have full access to their student's record.
- In University settings, parents/legal guardians do not automatically have access to their Student's educational record, regardless of who is taking financial responsibility for tuition and other fees.



FERPA

(2)

- Applies to the SRR process and Student Conduct records.
- Parents/legal guardians do not have the right to access these records. Your Student needs to sign a FERPA waiver for SRR staff to discuss conduct issues with you.
- SRR's primary relationship is with the Student, so we will include your Student in any conversation or email. Your Student will also lead any discussion and make all decisions.



FERPA

(3)

- A parent/legal guardian notice is sent after the SRR process is complete, even without a FERPA waiver in situations where:
 - Students who are under 21 are found responsible for Alcohol or Drug violations, or
 - The Student is separated from the University.
- If there is not a FERPA waiver, we may not be able to answer your questions, but we are happy to explain process.
- Do not hesitate to contact SRR staff, we want to partner with you.

How can Parents/Legal Guardians support Students through the SRR Process?



Support Person

- Students have the right to one (1) Support Person of **their choice** present during the SRR Process.
- A Support Person can be any person chosen by the Student, including but not limited to a parent or legal guardian, family member, or an attorney.
- A Student must complete a FERPA form and a Support Person Form prior to the Support Person engaging in the SRR process.



The Role of a Support Person

(1)

- The University's primary relationship is with its Students, rather than with the Support Person.
- The University's priority and obligation is to correspond and otherwise conduct the SRR process directly with Students and not through their Support Person.



The Role of a Support Person

(2)

- A Support Person may not:
 - Speak or otherwise communicate on behalf of the Student.
 - Actively participate in any meeting or proceeding under the SRR process.
 - Attend a Case Resolution Meeting or other related meetings without the Student they are supporting being present.



The Role of a Support Person

(3)

- Listen to your Student.
- Advise your Student.
- Help your Student:
 - Review the Honor Code, SRR process information, and any letters they receive.
 - Create talking points for scheduled meetings.
 - Identify questions or points of clarification.
- Let your Student know you are there no matter what.
 - The incident does not define them.
- **Empower your Student's voice.**

Medical Amnesty Process



Medical Amnesty Process

(1)

The Medical Amnesty Process is designed to **reduce barriers to Students taking immediate action** based on concerns about being held responsible for alcohol or drug related Honor Code violations.



Medical Amnesty Process

(2)

When, out of a concern for health and safety, a Student chooses to take **intentional action and seek assistance from a University Official or emergency services** for themselves or others, SRR will not initiate a **formal** conduct process for alcohol and/or drug violations if the Medical Amnesty Process applies.



Medical Amnesty Process

(3)

When the Medical Amnesty Process is applied, SRR may refer Students to **resources** or **assign other Educational Outcome(s)** intended to **promote health and safety**.



When does Medical Amnesty NOT apply?

- A Student did not cooperate with University Officials or emergency personnel at the time of the incident.
- A Student provides assistance to another individual without actively informing a University Official or emergency services.
- Other extenuating circumstances weigh against application of the Medical Amnesty Process.



What you can do to encourage your Student to utilize Medical Amnesty:

Medical Amnesty Support

- Normalize seeking help in emergency situations
- Learn and discuss Medical Amnesty together
- Encourage them to look out for others
- Reassure them that asking for help is mature, responsible behavior



Additional Guidance

- Encourage your Student to engage with you in a transparent manner.
- Familiarize yourself with University resources and encourage your Student to use them as they navigate their college experience.
- Your support matters – and so does your Student's growing independence. Together, we can help them thrive.

DOS Office

When you do not know where to start, start with YOUR Dean of Students (DoS) Office

The Dean of Students Office serves as a central hub to connect you to supportive campus and community resources to successfully navigate their DU experience.

The DoS Office partners with faculty and staff across campus to best serve our graduate and undergraduate students through advocacy, collaboration and education.

Contact:

303-871-4261

DoSoffice@du.edu

<https://studentaffairs.du.edu/get-connected>

Instagram: du_dosoffice

Dean of Students Office: DUhelp

<https://studentaffairs.du.edu/du-help>



DoS Website



DUhelp

SRR@du.edu



Family Orientation Recap



New Student & Family Programs
UNIVERSITY OF DENVER

Dining



DU DINING OFFERS SEVERAL PROGRAMS SPECIAL TO RESIDENTS

Seconds Program

- Pay or swipe for your food at checkout and ask for a receipt
- Redeem your receipt at the same or different station during the same visit
- Bring your ID for verification
- The Seconds Program cannot be used with the OZZI Green Box Program

*Seconds
Program*



OZZI Green Box Program

- Ask for a reusable OZZI container and trade your token for your meal.
- Pay or swipe at checkout.
- Return your container at an OZZI machine: scan the barcode, drop it in.
- Press the screen button to get a new token for next time!

Mydutxt Feedback

Questions, Comments, Concerns?

Text us directly and we'll get back to you ASAP!

Text "DUDINING" to 82257



FOOD ALLERGY ACCOMMODATIONS

MEET THE DIETITIAN



Allergen-free station, serving hot meals free from three core ingredients: **Milk, Nuts, and Gluten**. These meals are prepared using designated equipment & small wares and dedicated servers providing meals.



A self-serve pantry where students can select items free of **Gluten, Nuts, and/or Dairy** to augment their breakfast, lunch, or dinner. You will find dedicated appliances (toaster, microwave) reducing the risk of cross-contact when preparing meals.



Need help with special dietary needs, wellness goals, or fueling an active lifestyle? Gina Vega is here for you

Contact:
gina.vega@sodexo.com



Use a Meal Swipe!



**EINSTEIN
BROS BAGELS**
Monday – Friday
7:30AM - 10:30AM



STARBUCKS
Monday – Friday
2:30PM - 4:30PM



FOURTH STORY
Monday – Friday
7:30PM - 10:30PM



FRONT PORCH CAFE
Monday – Friday
11:00AM - 2:00PM



QDOBA
Monday – Friday
2:30PM - 4:30PM



LAW SCHOOL CAFE
Monday – Friday
8:30AM - 2:00PM

Top Asked Dining Questions:

How can my student use a meal swipe at a café locaiton?

On campus cafes, Starbucks, Einstien's, Qdoba and other dining locations will accept meal swipes as desginated times of the day. There are signs at all the registers of the locations naming their meal swipe times. Students are limited to 1 meal swipe a day at locations that are not the Dining Hall.

What's the difference between Flex Cash and Meal Cash?

Meal Cash is funds that can be used at on-campus dining locations and c-stores. Flex Cash is replenishable and can be used at off-campus partnering businesses in the DU area.

My student has questions or needs with their meal plan, who do they go to?

If your student is residential, they'll go through Housing and Residential Education at housing@du.edu. If your student is a communter, they'll go through the ID office.

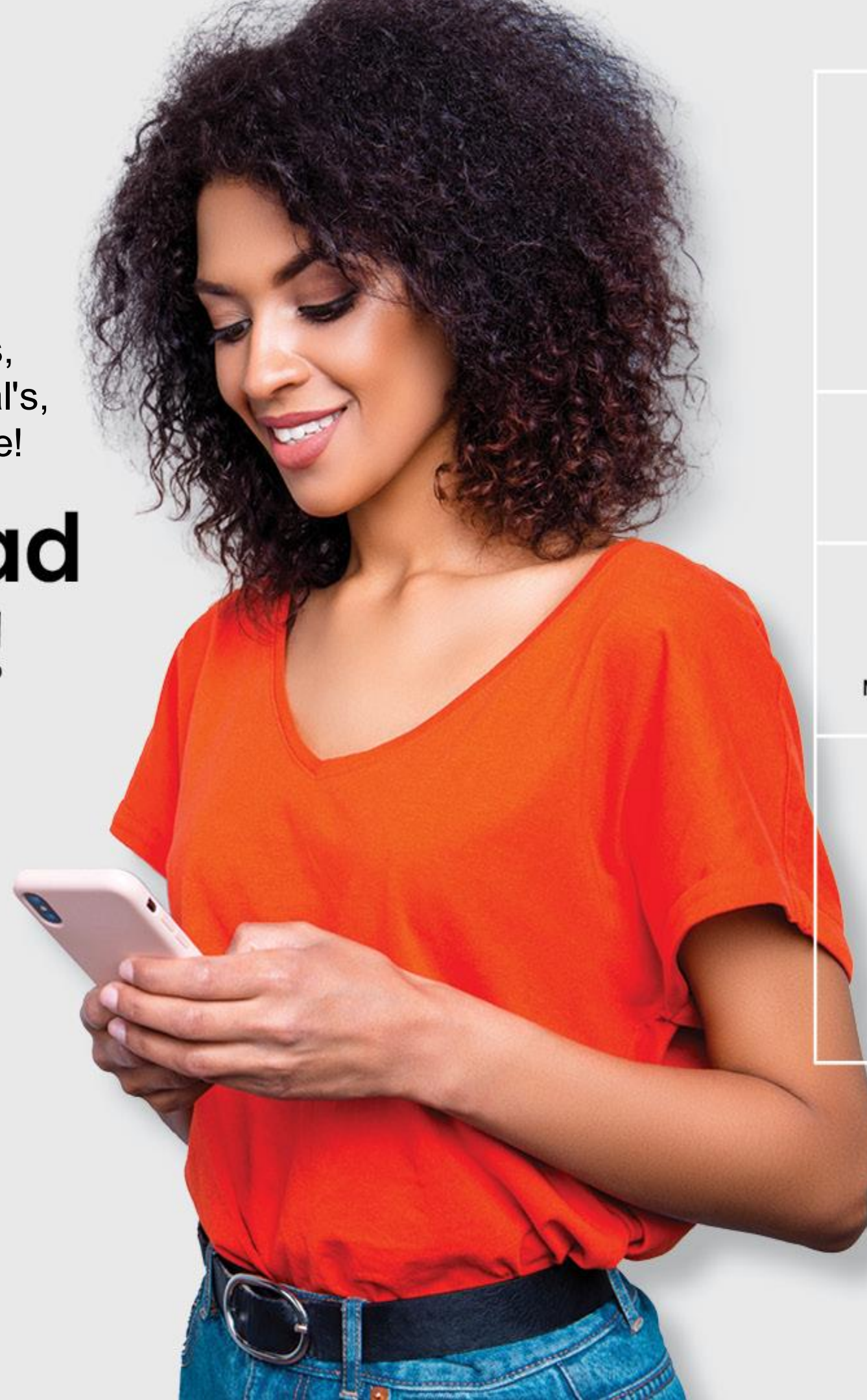
Bonus non-dining question, what does my student do if they lose their ID card?

A replacement ID card costs \$30 at the ID office located under the bookstore.



View daily menus,
allergens, nutritional's,
and so much more!

**Download
it Now!**



everyday

**Everyday is
Extraordinary**



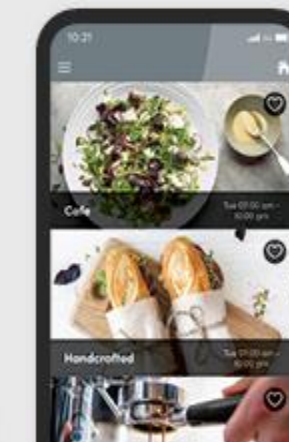
Full
Menus



Healthy
Highlights



Quick
Info



everyday.sodexo.com



Gain access to our
C-Stores located in
Centennial Halls and
Nelson Hall

Important to note, associate DU
ID card on eaccount before using

Adjusting Socially



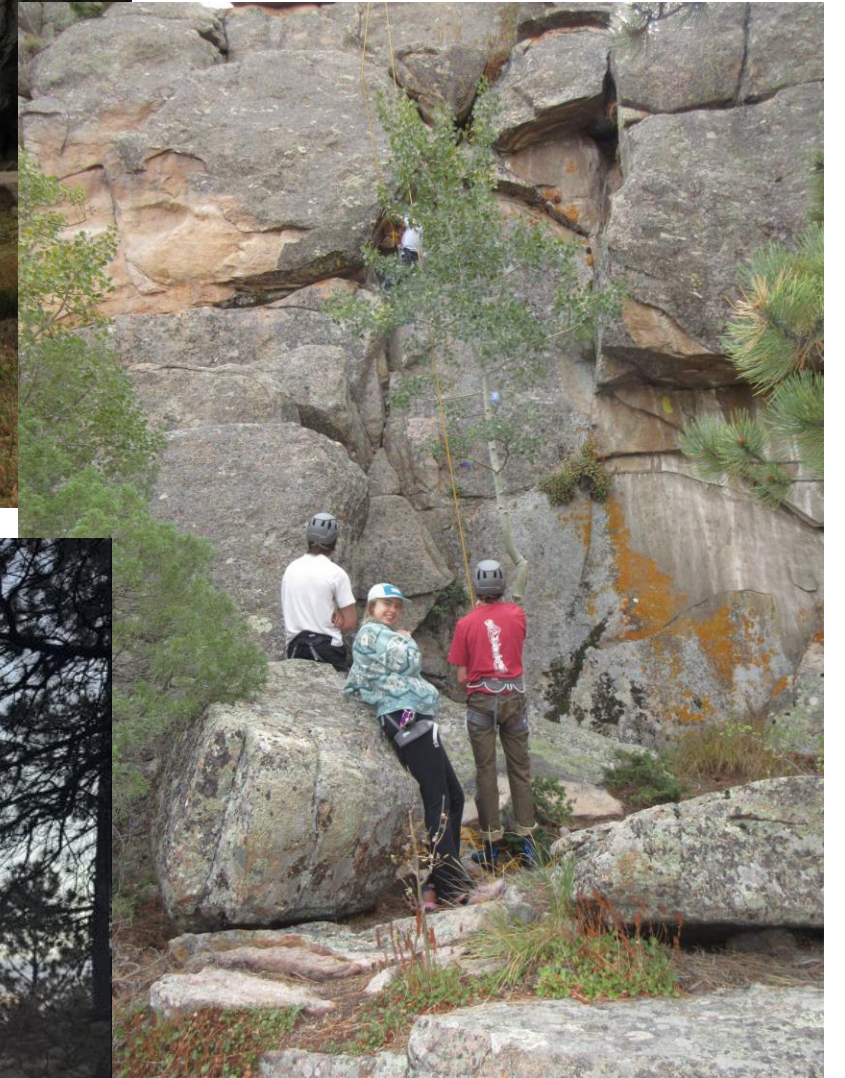
Adjusting Socially:

- Encourage your student to get involved!
 - Wednesday Emails "The Pulse"
- Clubs, organizations, study groups, residence hall activities, events and programs on campus
 - Browse groups and events on Crimson Connect
- Explore new hobbies or interests
 - Flyers and bulletin boards across campus plus tabling on campus green
- Participate in First Ascent and utilize their 4D Peer Mentor



First Ascent

- Registration for October 3-5 and October 10-12 still open in Crimson Connect
- Trip full? Tell your student to join the waitlist!
 - If registration is closed, they just need to email firstascent@du.edu
- Not "outdoorsey" -- no worries! There's a variety of programming to encourage connections
- Worried about school work? There's space to work at mountain campus and we're back by 2pm on Sunday
- Plans changed? There is a late cancellation fee of \$50



Mental Health - What is “Normal”?

It isn’t possible to definitively define normal and concerning behaviors, so take these with a healthy portion of salt. These are just some things to keep an eye out for. Trust you know your family member best and look for major changes in behavior (positive or negative) and check in. Avoid assumptions.

<u>Normal</u> <i>You can still support them; just don't worry</i>	<u>Concerning</u> <i>One instance, meh. A few? Time to check in.</i>	<u>Alarming</u> <i>One is enough. Time for a serious conversation.</i>
Having less time for check-ins	Regularly failing to respond to messages	Complete isolation. Waiting till absolutely necessary to reach out
Feeling like they have a lot-- maybe even too much--on their plate	Always seeming to be overwhelmed	Shutting down due to overwhelm. Leaving responsibilities unaddressed
Self doubt or imposter syndrome. Wondering if they can do this.	Never overcoming that doubt. Genuinely believing they don't belong.	Equating their failure with their value, or lack thereof. Catastrophizing.
Missing a class or two	Regularly missing class. An unexpected class drop.	Missing weeks of class. A late drop.
Having some bad days	Regularly having bad days	Not having any good days



To support their growth, there needs to be balance:
of independence
and connection;
of challenge and
support

How to Help

- 1 Anticipate the new relationship
 - Give space for growth, while remaining interested and available
- 2 Keep track of signs and don't be afraid to check in
 - Maintain a tone of care and concern, not oversight
- 3 Increase support to match increased stress
 - Return to what has worked in the past
 - Keep things in perspective
 - Focus on the person, not the student
 - Remind them of their resources (next slide)

Safer Substance Use Strategies

Strategies that students can use to keep themselves or their friends safer while engaging in substance use.

Students should choose strategies that work the best for them, but it's helpful to suggest some!

Everything	Alcohol	Other Substances
Plan ahead	Eat before and/or while drinking	Avoid mixing substances
Trust your instincts	Alternate with non-alcoholic drinks	Start low and go slow
Use a designated driver or rideshare	Count or limit your drinks	Never Use Alone

For powder & pill substances

Individuals using powder or pill substances are at increased risk of opioid overdose due to the presence of fentanyl in the drug market. As a result, we actively encourage students to test their drugs, and to carry Narcan (an opioid overdose reversal agent) if they're choosing to use.



What is “Normal”?

It isn't possible to definitively define normal and concerning behaviors, so take these with a healthy portion of salt. These are just some things to keep an eye out for. Trust you know your family member best and look for major changes in behavior (positive or negative) and check in. Avoid assumptions.

<u>Normal</u>	<u>Concerning</u>	<u>Alarming</u>
<i>Can be common, and not a sign to worry</i>	<i>One instance, meh. A few? Time to check in.</i>	<i>One is enough. Time for a serious conversation.</i>
Trying substances for the first time	Regularly missing class or assignments	Academics, job or social life is suffering
Going out to parties or other events with alcohol	Using substances despite not really wanting to	Engaging in dangerous behaviors like drunk driving
Experiencing getting drunk or high	Negative side effects (Bad hangovers, throwing up, etc.)	Trying to stop or reduce substance use, but can't
Saying substances make things more fun	Saying they can't have fun without substances	Regularly using substances to cope with stress, anxiety, sadness or others

Cheat Sheet

React Without Judgement

Avoid:

- Blaming/Shaming
- I can't believe you would do that
- You're not supposed to drink until you're 21
- Words like: Can't, shouldn't, disappointed

Try:

- Maintaining a neutral expression
- Asking follow up questions
- Thanking them for sharing
- Responding with curiosity and openness

Ask About Their Experience

Avoid:

- Changing the subject
- Rushing through the conversation
- Avoiding the topic
- Minimizing their experience
"everyone does that in college"

Try:

- Thanks for telling me. How did that go?
- That sounds like an interesting night, how was it?
- That sounds like it was a big decision, how are you feeling about it?

Ask About & Encourage Safe Behaviors

Avoid:

- Ending the conversation before getting to the safety topics
- Hinting/Implying things
- Spreading Misinformation

Try:

- Prompting safety conversations
- Setting your expectations
- "How did you all get home safely?"
- "I'm so glad you had fun. Did you make a plan with your friends before you went out?"
- "I'm sorry you ended up feeling so bad. Have you thought about what you could change next time to avoid that?"

Top DU Resources

This is not even remotely an exhaustive list. It is a shortlist of top reference points to offer to a student who may need additional support from campus.

01

Health and Counseling Center

Low to no cost for all students. Individual and group counseling. Located conveniently on campus. Assistance with medications available.

du.edu/hcc or 303-871-2205

02

Student Outreach and Support

Assistance identifying and navigating a wide range of institutional and external resources. Offer connections to financial, legal, medical, basic needs, leave, and academic supports, among many others.

studentaffairs.du.edu/student-outreach-support

03

DU Help

A consolidated list of resources to support students' well-being, finances, safety, connectedness, academics, professional lives, and more. A great starting point for anyone who seems to be struggling.

studentaffairs.du.edu/du-help

Adjusting Academically



Adjusting Academically:

- Ask questions to understand their goals and strategies
- Help calendar out their week
 - Intentional study times that are blocked off can help with procrastination and organization
- Ask about their favorite location to study
- Feel like they need additional help?
 - Encourage them to visit [Student Success Coaching](#) to make an appointment

Potential Questions to ask:

- “What do you like about your classes so far?” (Cue awkward silence or, if you’re lucky, a nugget of useful information!)
- “What have been your first impressions this week?” (Keep the poker face ready—some answers might surprise you.)
- “How did you manage your time this week? Anything catch you off guard?” (Translation: Are you already procrastinating?)
- “What does ideal time management at DU look like for you?”
- “What resource on campus might help you tackle that challenge?” (Subliminal messaging: USE THE RESOURCES.)
- “What resources do you know about on campus?” (Remind them their 4D Peer Mentors is only a message away if they've forgotten)
- “What steps do you want to take next?” (Hoping the answer isn’t just ‘nap.’)



Navigating the Common Curriculum

- DU's Common Curriculum (general education requirements):
 - designed as an **INTENTIONAL PATHWAY** toward achieving [Student Learning Outcomes](#).
 - promotes learning by engaging with students in various content areas, each designed to create a rigorous, inclusive, ethical, and liberating learning environment.
- Most of the typical undergraduate degree (both at DU and elsewhere) is composed of "blank spaces", and the challenge for every student lies in how to fill them **MEANINGFULLY**. DU's Common Curriculum allows students to:
 - think about how to connect the courses they take to their long-term passions and purpose
 - begin to create the narrative of who they want to be
 - be intentional about **WHY** they are making certain choices in the curriculum they are crafting



Navigating the Common Curriculum

- Families can support students by helping "coach" them through the curriculum and being open to exploring and filling those "blank spaces."
- The coach approach depends on students generating their own solutions and approaches to challenges, rather than being told by a coach what to do. Start the question with words that allow for an open-ended answer: "How...," "When...," "What...," "Tell me...," "Say more about...".

Potential Questions to ask:

- What skills do you think you're building, even if the content doesn't feel relevant right now?
- What makes a course feel meaningful or worthwhile to you?
- When you look at the list of options for fulfilling a requirement, what stands out to you?
- Have any of your classes surprised you in a positive way so far?
- How do you think these courses might shape the way you think or communicate, even if they're outside your major?
- When you look at your degree plan, where do you see opportunities to explore new interests?
- How could you use these requirements to explore something new or unexpected?
- What's something you've always wanted to learn or try, and how could you fit that into your schedule?



Stay Connected!



Homecoming:

- [Homecoming website](#)
- DU Family Events:
 - Friday, October 31st:
 - DU Coffee Hour 1pm-3pm– Co-Hosted with DUPB for student and families at student run coffee shop "Beans"
 - Hockey Game 6pm – Family Ticket Block
 - Saturday, November 1st:
 - Hockey Tailgate 4pm-7pm
 - Discounted food and drink tickets when you register ahead of event
 - Hockey Game 7pm –Family Ticket Block





Family Weekend:

- This is a spring event that is either the second or fourth weekend of April 2026
- Dates will be announced at Homecoming!
 - We are waiting on some athletic calendars and other events to be scheduled before finalizing the dates

Fall Webinars

Stay engaged! Fall webinar series will launch in 2 weeks. Registration links and topics for all future webinars are posted to the DU Family Experience and on our webpage.



Upper-Class Family Panel

*Please use the Q & A feature to submit a
question*



New Student & Family Programs
UNIVERSITY OF DENVER

A photograph of a large group of students sitting on a green field, possibly a soccer field, during a sunny day. They are wearing red and white clothing. In the background, there are banners for 'TOYOTA SHOW', 'NATIONAL CHAMPION', and 'SLAW'. A sign on the ground in the foreground says 'Sweet DU 16'.

Stay Connected with New Student & Family Programs!

Phone: 303-871-6080

Email: families@du.edu

"Like" or "Follow" us on Facebook!
facebook.com/DUNSFP

Join the DU Family Experience!

