Spring Semester 2007 Has Finally Arrived!

I hope you and your family enjoyed some time with your student over Winter Break and I’m guessing you’re ready for their return to Colorado State University. I must admit that as happy as I was to send them home at the end of fall semester, I’m just as excited to see students return to campus this week!

Many thanks for your positive messages for my recovery. I’m feeling much better and anticipate a full recovery over time. Your continued patience with my ability to quickly respond to your concerns and inquiries is greatly appreciated.

The start of second semester brings a variety of feelings and thoughts for both students and their families. Students may be focused on a new start mentality, satisfaction and/or disappointment with fall term grades, missing relationships at home, excitement for being with school friends again, financial concerns, and a desire to show school pride.

Families undergo another transition as they say goodbye to their student once again and readjust to their absence in the home. Siblings and parents may experience profound sadness, extreme joy, or a sense of ambivalence in response to this transition. Rest assured, these feelings are all normal.

A reminder: first installment of tuition and fees was due on January 10, 2007. Any student who completes registration agrees to pay the University according to the payment terms documented in the Colorado State University Class schedule. Tuition, general fees, university technology fee, and residence hall/on-campus apartment charges are due in three monthly installments.

Also visit www.fafsa.ed.gov to fill out the Free Application for Federal Student Aid, or FAFSA. This is required every year to determine federal student aid such as loans and grants. For more information on filling out the FAFSA form, visit www.collegeinvest.org/FAFSA. This site includes a checklist of information and items you need to fill out the form. According to an article in the Fort Collins Coloradoan newspaper on January 8, 2007, “around two-thirds of all CSU students received some form of financial aid during the 2005/2006 school year.”

➢ For more information visit http://sfs.colostate.edu.
Included in this month’s email are the following articles:

- **Important Dates for Spring Semester**
- **Changing Majors at CSU**
- **Career-Related Internships and Full-time Job Opportunities through the Career Center**
- **Convenience Accounts**
- “Parents, Prepare Your FAFSA” from The College Parents of America
- “Helicopter Parents: Do They Hover Too Much?” from Student Health 101

We try to anticipate the types of helpful information needed to support you as we partner together toward your students’ success. If you have ideas or suggestions for articles, please pass them along and we’ll try to include them in future e-newsletters.

In closing, thank you for the privilege of working with you and your terrific students!

Sincerely,

*Jody*

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P.S. Last month’s poll on CSU’s parent & family website asked families to tell us what they were most looking forward to regarding their students’ return home. Results showed 16% of the respondents were excited about “catching up with their students” 19% were looking forward to “family dinners together,” and 56% of the families were just “glad they’ll be home” again.

Participate in this month’s poll asking families to reflect on their favorite part of Winter Break with their CSU students. Choose among the following options on the website at http://parentsandfamily.colostate.edu/

- Hearing stories about their college adventures
- Celebrating their good grades and academic progress
- Family togetherness and traditions
- Sending your student back to campus
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct. 23, 2006</td>
<td>Registration begins for continuing students</td>
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<td>Nov. 20, 2006</td>
<td>Registration begins for new students</td>
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<td>Jan. 13, 2007</td>
<td>Orientation and registration for new students</td>
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<td>Jan. 15, 2007</td>
<td>Last Day to Cancel Registration (no assessed tuition &amp; fees)</td>
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<td>Jan. 15, 2007</td>
<td>Martin Luther King Day - no classes</td>
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<td>Jan. 16, 2007</td>
<td><strong>$50 Late registration fee for adding 1st class</strong></td>
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<td>Jan. 16, 2007</td>
<td>Classes begin</td>
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<td>Jan. 31, 2007</td>
<td>Registration closes</td>
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<td>Jan. 31, 2007</td>
<td>Override/Overload form due (last day)</td>
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<td>Jan. 31, 2007</td>
<td>Regular schedule change period ends (add/course drop)</td>
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<td>Jan. 31, 2007</td>
<td>Option Pass/Fail/Audit Grading form due (last day)</td>
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<td>Feb. 16, 2007</td>
<td>Graduation Contract (Undergraduate) due</td>
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<td>Feb. 23, 2007</td>
<td>Graduation Application (Graduate) due</td>
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<td>March 10, 2007</td>
<td>Spring Recess begins</td>
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<td>March 19, 2007</td>
<td>Course withdrawal period ends (Please note that University withdrawal ends May 4, 2007)</td>
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<td>May 4, 2007</td>
<td>Classes end</td>
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<tr>
<td>May 7, 2007</td>
<td>Final examinations week begins</td>
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<tr>
<td>May 11, 2007</td>
<td>Commencement ceremonies</td>
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Changing Majors at CSU
By Haley Richards, Academic Advisor, Center for Advising and Student Achievement

Changing majors is a common occurrence among today’s college students. Over half of the students who enter CSU with a declared major change their major somewhere along the path to graduation. The reasons for changing majors range from unrealistic expectations and academic difficulty, to greater self-realization and discovery of a previously undeveloped skill or talent. Luckily, CSU provides a wonderful assortment of services and resources for students who want to change their major or who are contemplating a major change.

Students wishing to change or explore majors are encouraged to participate in the following major exploration activities:

- Visit with an academic advisor in CASA – The Center for Advising and Student Achievement (CASA) advises all students at CSU who are undecided on their major choice or who are seeking majors that have controls. CASA will also advise students who have a declared major but are interested in exploring their options or wishing to change their major. Advisors in CASA help students clarify their interests and develop an exploration plan for finding a suitable major.
- Review college and departmental websites to see what types of events, research, and projects are happening in the departments of interest.
- Read the university catalogue to learn about course requirements for every major, minor, and interdisciplinary studies program at CSU.
- Talk to key advisors in the academic departments of interest.
- Research major and career websites such as Academic and Career Horizons, which can be found on the CASA website.
- Take exploratory courses to try out different areas of interest.
- Complete interests, values, and skills assessments. Students can utilize a variety of academic and career interest assessments from both CASA and the Career Center.
- Visit with a career counselor from the Career Center to discuss vocational plans, work values, and professional development.

Students and their families can find links to key advisors, major and career informational websites, and interest and skills assessments on the CASA website at: [http://www.casa.colostate.edu](http://www.casa.colostate.edu)
Career interest inventories and career preparation resources can be found on the CSU Career Center’s website at: [http://career.stuser.colostate.edu/](http://career.stuser.colostate.edu/)

For students who know what major they want to declare, their change of major process is often as simple as walking into the departmental office and asking to fill out a Change of Major form. However, some majors, such as business, engineering, technical journalism, and construction management require certain prerequisites be met before a student can declare their major. We call these majors “controlled majors.” And in these cases, the student should work closely with an academic advisor in CASA.
Students and their families should remember that there is not one “perfect” major for students. All students have a variety of skills and interests they can incorporate into their academic and career goals. Students’ choice of major does not determine what they will do for the rest of their lives, so it is important that students find majors that cater to their skills, values, and interests.

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**Career Related Internships and Full-time Job Opportunities**

**Visit the Career Center**

By Ann Malen, Director, Career Center

Your student’s future is important to us. The Career Center wants to work with your student to help them define their career interests and obtain internships and fulltime employment. Encourage your student to connect with The Career Center to learn what they can do with their major, gain tips on writing resumes, interviewing and the job/internship search process. We have a common goal – helping your student create career success!

There are many ways for students to connect with The Career Center:

- Access [www.career.colostate.edu](http://www.career.colostate.edu) for information about what to do with majors, and how to prepare for jobs and internships.

- Utilize The Career Center to secure an internship that will build their resume and give them “real world” work experience.

- Attend Career Center sponsored opportunities such as:
  - Two All-Campus Career Fairs
  - Specialized Career Fairs including Agriculture & Natural Resources and Teacher Job Fair
  - On-campus interviews
  - Group meetings with employers on campus

- Register in CareerRAM to access job/internship postings, on-campus interviews, connect with alumni, and upload their resume into a searchable database.

If you have questions or need additional information, please email The Career Center at [career_info@mail.colostate.edu](mailto:career_info@mail.colostate.edu) or call 970-491-5707.
Convenience Accounts
By Kris Folsom, Director, Lory Student Center Marketing

Get an extra $5 for every $50 you put on a Convenience Account – until February 15th!

You need not worry about your student being well-fed as they return to campus. A Convenience Account is an easy way to make purchases on campus. There’s no need to carry cash or credit cards when you have a Convenience Account. Convenience Accounts are accepted at all residential dining centers, in the Lory Student Center and even at the coffee cart in the library. To get your student’s spring semester off to a great start, you’ll receive an extra $5 for every $50 you put on an account before February 15th.

Convenience Accounts are accessed with the RamCard students already have. They can eat lunch between classes, enjoy an espresso while studying in the library or even pick up some aspirin and a box of tissues at Cam’s Corner Store. There are no fees or transaction costs – all of the funds you put into your student’s Convenience Account will be available for your student to use.

Have your student stop by the ID & Vending Office on the main level of the Lory Student Center, or visit www.convenienceaccount.colostate.edu. But don’t delay, this special offer expires 2/15/07.

Parents, Prepare Your FAFSA (Excerpt)
By James A. Boyle, President, College Parents of America

Monday, January 8, 2007

The New Year is a time for resolutions and, even more important, a time for action.

This is certainly the case for parents of high school seniors and parents of current college students who will be returning to undergraduate school in the fall. For you, it’s time to act, in collaboration with your child, on applying for financial aid for the next academic year. In short, it’s FAFSA time. And for those of you who are parents of younger children, it doesn’t hurt to learn about the FAFSA—and the whole process of applying for financial aid—in advance.

The process may seem daunting, but it’s really not. You may wrongly assume that your child is not eligible for financial aid, but, in the end, you may be pleasantly surprised. So, as you get ready to prepare your Free Application for Federal Student Aid (the real name of the FAFSA), here are some tips from College Parents of America:

- Move early on submitting the FAFSA, but there is no need to send it in immediately. Some web sites, and financial aid guide books tell you to turn in your FAFSA as close to January 1 as possible, creating the impression of first-come, first served as it pertains to financial aid availability. That is not the case. You certainly don’t want to wait until March or, more importantly, miss any of the financial aid deadlines for the schools to which your child is applying/attending, but you don’t have to rush to get it done this
• So, when should you submit the FAFSA? I would plan to do your taxes early this year, and work on your child’s FAFSA at the same time. Here’s why I recommend doing it this way: much of the information you need in order to fill out your tax returns is the same information that you need to correctly fill out the FAFSA. This gathering of information on income and assets is critical to both of these tasks and, while neither the 1040 or the FAFSA is particularly fund to do, they both are essential to get done. Work on them together and share the pain, but then get double the satisfaction when both are turned in early.

Once the FAFSA is submitted and processed by the appropriate government agencies, then your Expected Family Contribution (shorthanded as the EFC) will be calculated. This EFC is extremely important as, in many a case, it will level the playing field in terms of what you may end up paying each year for your child’s college education.

Speaking from personal experience (and, I might add, the ancient history of the mid-1970s when many student aid programs were in their infancy), my EC to attend Northwestern University, a private institution in Evanston, IL, was exactly the same as it was to attend the University of Michigan, a public school in my home state. If the system works as it should, then the EFC is relatively the same from school-to-school, allowing families with financial need to have their children pick where to attend college based on factors other than cost.

As in any “system,” there are imperfections in the financial aid process. These imperfections, however, should not keep your child from applying for aid. As Anthony Bellia, author of Financial Aid for the Utterly Confused writes in his book, “You owe it to yourself to apply for financial aid if you believe that you need help. Although there is no guarantee that you will be eligible, you will know with certainty only if you apply.” Another way of saying “nothing ventured, nothing gained.”

Check out the College Parents of America website to sign up for Boyle’s newsworthy emails and obtain other great information at www.collegeparents.org.

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**Helicopter Parents: Do They Hover Too Much?**

Students and Schools Disagree on Parent Involvement

By: Alex Roarty, Student Health 101

“My parents are in my life the perfect amount. They are really involved when I ask them for help. But they don’t throw themselves in my life.”

So said a female University of Missouri-Columbia junior in our August 2006 College Health Services, LLC student survey. And she’s not alone. The overwhelming majority of students we surveyed--83%--said their parents are “involved just the right amount” in their lives right now.

Contrast that opinion with school administrators, who say parents have become more involved in their college children’s lives over the past few years. They say some parents actually call their professors to discuss their children’s grades. And as the Wall Street Journal reported in March 2006, parents have even been known to attend their student’s job interview or to negotiate their compensation packages.
Not surprisingly, these parents have been labeled “helicopter parents” for the way they hover over their young adult children. As a result, students, parents, and school administrators alike are reexamining the balance between students’ independence and the help they receive from their parents.

**More Parental Involvement**

Lori Bolden, the Assistant Dean of Students at Lehigh University, said she has noticed a change in parental behavior over the years. “Generally speaking, I think that there has been a steady increase of parental involvement when dealing with our students,” she said. “When it comes time to attend, students are obviously involved in the decision making, but we also find that parents are just as, if not more, involved, and it’s more of a family decision.”

What are parents involved in?

“[It] runs the gamut,” Bolden said. “Parents wanting to sit in on advising appointments that students have with their professors, asking us to check with faculty about grade progress as opposed to encouraging their students to build relationships with faculty…getting involved in roommate disputes as opposed to letting the students communicate.”

Sometimes the calls from parents come to her office, and Bolden said that parents often ask the University to help their son or daughter instead of encouraging their child to solve the problem. Bolden said the increasing cost of tuition has contributed to increased parental involvement. “A college education is a huge investment,” she said, “and thus we see parents wanting to make sure that the students are getting education and services that they need and are paying for.”

And some students readily accept their parents help, according to our August 2006 survey: 11% of students said that they have had their parents talk with a school administrator or professor. Another 12% said that their parents had made contact with a company with whom they were trying to get an internship or job. Schools are taking notice of the increased parental involvement and are responding accordingly.

For example, Bolden said Lehigh has significantly expanded the family orientation program for parents of first-year students. “This is our opportunity to let parents know who we are, what we do, what information we can and cannot share with parents because of certain laws,” she said. At these programs, Bolden said Lehigh officials talk to parents about laying the foundation for students to become more independent. They also give them a family guidebook with similar advice.

**Struggling with the Change**

Many students find it difficult at first to see how much they should break away from their parents. Lehigh senior Steph Gardner is from just outside of Lehigh in Allentown, Pennsylvania. She spent her first semester in college at the University of Vermont before transferring to Lehigh, but ironically, had a much easier time asserting her independence after she moved much closer to home. “I felt like my mom didn’t really want to let me go,” she said. “I didn’t know if that was because I’m the only girl in my family or what, but it was frustrating. But since I’ve been at Lehigh, since my second semester freshman year, I haven’t had a problem.”

Lehigh sophomore Chris Knight’s family lives in California. He’s had to become independent whether he wanted to or not because regardless of how much trouble he’s in, his parents aren’t going to be able to just come over. “Being across the country from my hometown prevents even the most zealous parents from making an unexpected weekend visit, and I’ve probably become more independent because of it,” he said. Still, he makes sure to keep his parents involved to some degree in his life. “I always tell them how my classes are going and voluntarily send them my grades before they ask, but they’re probably in the dark about where I went Friday night. So I would describe it as a healthy balance for both parties.”
What’s the Right Balance?
Finding the right balance isn’t easy. You might be in college, but that doesn’t mean you necessarily have to fully support yourself and never go to your parents for advice. Our August 2006 survey shows that students do keep in frequent contact with their parents.

- 62% of students speak with their parents several times a week or more
- 25% of students speak with their parents once or more a day

The top three topics students discuss with their parents? Money (77%), health and well-being (62%), and career planning (61%). Students are much less likely to seek their parents’ advice about relationships (24%).

So, it’s pretty normal to ask your parents for guidance. Of course, it’s also important that the process of gaining independence at least begins. Gardner said everyone must find what works for them. “It’s this weird place between real adulthood and still being a teenager,” she said. “We’re all learning how to function and live and be on our own, but since we’re 18, 19, 20, 21 years old, we’re not quite sure how to handle all of it, especially when it comes to bills or landlord troubles.”

Bolden said the ideal relationship for parents and the school is a partnership that seeks to support the student while still letting him or her make his or her own decisions. “Students may not be completely independent and able to do everything on their own, but together we can work to give students the skills and insight that they need to successfully navigate the college experience,” she said. “In many ways, college is a preparation for life and the ‘real world,’ and it’s important to encourage students to be independent now in preparation for that.”