Greetings to parents of students of the University of Nebraska–Lincoln. As I am new to the University and have not had the opportunity to meet most of you, permit me to tell you a little about myself. I officially joined the University on July 1 of this year. I came from Utah State University where I held a similar position and before that I served many years at New Mexico State University in both Student Affairs and Academic Affairs. My wife, Elisa, and I have three children. Johnny and Jimmy are twins. One just completed medical school and is now doing his residency in St. Louis and the other is completing a doctorate in chemistry at UC Davis. Fabian is the baby of the family. He recently completed his bachelor’s degree, got married, and is now working in Falls Church, Virginia. Both Elisa and I are enjoying Lincoln and hope to become better acquainted with the State of Nebraska this year.

I want to thank you for sending your sons and daughters to UNL. I hope they enjoy the University as much as we enjoy having them. The beginning of the semester is my favorite time of the year. The students return to the university full of energy and excitement. They bring renewed vitality to the campus and remind us of why we are here.

This is an exciting time for the University. We have a larger freshman class than we have had in the last few years. Our residence halls are full. We will be working on an expansion of the Student Union. And we are looking forward to expanding service and service-learning opportunities for our students.

One of the good problems we have this fall semester is accommodating the large number of students who want to stay in our residence halls. In accommodating more students we had to turn some of our small lounges in some of the residence halls into temporary housing. Unlike the initial perception that one might have about such accommodations, the lounges in most cases turned out to be better accommodations than many of the residence hall rooms. In most cases the Housing Department was able to keep the furniture (couches, tables, and large screen TVs) in the lounges and then added the beds and other amenities to the rooms for the students. Frankly, if I was a student and was given the choice between a converted lounge and a regular room to live in, I would pick the lounge. We now worry that students will get used to living in the lounges and will not want to move to a regular room.

We are delighted to have your sons and daughters with us. We try very hard to let them know about the many programs that are available to them, but we still find that some of our students are not as aware of the many resources as we would like. Parents can help us remind students about these resources. For example, we have an excellent Student Health Center which includes a Counseling Center. The Student Involvement Center provides students an opportunity to get involved in service and leadership activities. Other programs that provide invaluable services to our students include Career Services, the Scholarships and Financial Aid Office, Services for Students with Disabilities, the Multicultural Center and Campus Recreation, just to name a few. Please encourage your son or daughter to use these services.

Please have your (our) student come see me if she or he has any questions. My office is in the Canfield Administration Building, Room 106. I hope that your son or daughter has a wonderful experience at UNL.
TRANSFERRING ACADEMIC CREDIT

How Does Credit Transfer to the University of Nebraska–Lincoln?

By JoAnn Moseman, MA, Academic Transfer Coordinator, Office of Undergraduate Studies

It is increasingly common for students to take courses from more than one college. Students may take courses through distance learning or on-line, enroll at a community college or pick up a course over the summer. Whether it is a study abroad program, courses taken at another college for convenience, or a transfer from one college to another, students and parents often have questions about how credit transfers.

Q: Will the credit transfer?

The answer is both simple and complex. Most credit can be transferred to UNL, but that is only part of the story. The real issue is whether the credit applies to the student’s degree requirements. Because requirements vary, this answer will vary by college and by major.

Q: How is credit evaluated?

The academic college within the university will determine how credit is applied to a student’s particular degree requirements. Even if it doesn’t apply to a student’s degree, academic credit is never lost. It remains a part of the student’s academic record.

To transfer credit, the University of Nebraska–Lincoln requires official transcripts from all colleges attended, whether or not courses were completed. Keep in mind all financial obligations to a college must be met in order to obtain an official transcript.

One helpful tool for both students and parents is the transfer course equivalency table available on the UNL admissions web site (http://nebraska.unl.edu/tequiv/index.asp). This enables students to see if a particular course has been evaluated and its equivalent designation at UNL. Courses which have not been evaluated will initially transfer as general credit and must be evaluated by the academic college. A course syllabus may be required for evaluation.

Q: What do transfer credit designations mean?

- Many transfer courses have been evaluated by UNL faculty and are established to be equivalent to UNL courses. These courses act like the equivalent UNL course and fulfill college requirements.
- Other courses transfer as subject credit such as math or history, but are not equivalent to a specific course. In some cases, even though a course has no equivalent UNL course, it may be substituted for a required course.
- Some courses transfer only as general elective credit. They count toward the total number of hours a student must earn toward graduation, but usually do not fulfill a specific degree requirement. Some majors and degree plans are quite specific and leave little room for elective credit.
- A smaller number of courses are more technical or specialized in nature and transfer as vocational credit. This type of credit has limited application to a university degree.

UNL students are encouraged to work with an academic adviser prior to enrolling in courses, especially those outside of the University of Nebraska–Lincoln. Careful planning is essential in selecting courses to fulfill degree requirements.
Financial experts advise college students to use debit cards rather than credit cards. College students with limited budgets may not pay credit card balances in full each month. Interest and finance charges increase debt and continue the cycle. Debit cards only allow students to spend money in their accounts and do not incur interest or finance charges.

Students who need money for educational expenses, including living expenses, should see the Office of Scholarships and Financial Aid at http://www.unl.edu/scholfa/ for student loan information. Terms for student loans are usually better than those for credit cards. For students who still want or need a credit card here are Six Simple Rules for Student Credit Card Use.

**Parents are encouraged to discuss finances with their students, including the student’s use of debit cards, credit cards, and the university NCard. If your student has a credit card for emergency use, make sure you agree on what does and does not constitute an emergency.**

Many families help pay charges to the student’s consolidated bill, such as tuition, fees, and housing. Since NCard purchases around campus are also charged to that account, it is a good idea to discuss who will be responsible for which charges, such as copying or printing, books and supplies, or vending machines and food in the Union. Charges appear on the student’s consolidated bill and must be paid in full each month. For information about UNL student accounts including Frequently Asked Questions (FAQ), visit this web page [http://stuaccts.unl.edu/](http://stuaccts.unl.edu/).

The NCard can also be connected to a Wells Fargo account and be used as a debit card. For information about services and policies regarding the NCard see, [http://ncard.unl.edu/](http://ncard.unl.edu/).

For information on credit cards, debit cards and other consumer banking resources visit this website from the U.S. Financial Literacy and Education Commission: [http://www.mymoney.gov/](http://www.mymoney.gov/).
Parents find answers and stay informed at HousingConnection.unl.edu

The semester has started. Your student calls you with concerns about his or her roommate. How will you respond?

**HousingConnection.unl.edu** is a website designed specifically for parents who have a student living in a residence hall at UNL. The website features Housing contract and dining information, and gives tips on how to best handle residence life situations from a parent’s perspective.

Parents will want to sign up at the site to receive important e-mail news from UNL Housing. E-mail messages could be about weather emergencies, health-related issues, important upcoming dates concerning housing contracts, or similar types of news.

An example of an e-mail you might receive would be information on how you and your student should respond should a snow storm hit Lincoln during spring break, or if a case of mumps was reported. Our goal is not to clutter your inbox, but only to keep you informed when issues arise or notified of important upcoming dates.

Other topics on the **HousingConnection.unl.edu** website include:

- Move-in information and tips to make moving to UNL easier
- Wondering what to pack?
- Wireless, computer and technology questions answered
- Community Resident Assistants: Your student’s most important contact
- Room assignment update
- Good, nutritious food for your student
- Safety on campus

For more information on **HousingConnection.unl.edu**, contact Shari Rosso, UNL Housing Marketing and Communications, at srosso3@unl.edu, 402-472-9297.
Health Center Addresses Students’ Everyday and Larger Health Care Needs

James R. Guest, M.D.
Director, University Health Center

For the first part of your child’s life, you parents have probably handled every detail of your son or daughter’s health. Now as your children become adults and go off to college, you’re probably becoming less involved—but still concerned every day about your child’s health—and possibly still responsible for taking care of insurance issues, immunization records and prescription needs. As your student transitions to adulthood and becomes more responsible for his or her own care, I want to let you know that the University of Nebraska–Lincoln’s Health Center professionals are here to help them. We are a first-source health clinic. We can address illnesses and injuries, mental health concerns and a wide array of physical and mental health areas students experience adjusting to college life. We also have a pharmacy, physical therapy department, laboratory and dental office to fill additional health care needs.

I also want you to know that we are continuously updating plans to handle outbreaks of disease, in consultation with the Lincoln Lancaster County Health Department and in cooperation with Nebraska Health and Human Services and Centers for Disease Control.

Last semester we experienced a few cases of mumps, and we were very fortunate that we did not experience the large number that some universities saw in surrounding states. Our strict adherence to immunization requirements probably helped protect students from becoming ill from mumps. But immunizations do not give 100 percent protection. Specific to the mumps outbreak, health experts discovered that more than 90 percent who have received two MMR (Measles, Mumps, Rubella) vaccinations appear to be protected from mumps. Why some individuals are susceptible to mumps is still not known, but we did have a handful of cases surface in April and took steps recommended by the Health Department to prevent the spread on campus.

We have all read in recent news reports about the concerns of an avian flu outbreak. Although it remains unclear how small or great the risk might be of that occurring, we are making preparations to react to any communicable disease like this and to protect students. Recognizing that avian influenza or any other pandemic would present a more complex scenario than the mumps cases, our campus response is being coordinated with Lincoln community responses. We are aware of the risks, the resources we have available on campus, and how and when to access other health care facilities in Lincoln. We have tested certain components of our response and readiness plan already. Two years ago during an influenza outbreak, we practiced triage and surge plans. During the flu vaccine shortages of the last two years, we have practiced prioritizing scarce resources. During the mumps outbreak we have tested our ability to disseminate information and notify our health aides. Our mental health providers are trained to respond to mental health needs during and after a crisis to help those whose lives are disrupted. These components are just a small part of our overall plan.

<table>
<thead>
<tr>
<th>SESSION</th>
<th>MEMBER</th>
<th>GUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>$25</td>
<td>$30</td>
</tr>
<tr>
<td>45 minutes</td>
<td>$35</td>
<td>$40</td>
</tr>
<tr>
<td>60 minutes</td>
<td>$45</td>
<td>$50</td>
</tr>
</tbody>
</table>
Dr. Robert Portnoy  
Director, CAPS University Health Center

As a Psychologist and Director of Counseling and Psychological Services (CAPS) at the University Health Center, I am writing in an effort to help you understand and prepare for some of the unique experiences your children may have during their college years. This developmental period can be a significant transition time for your son or daughter... and for you. I hope the following will provide you with valuable information about CAPS and other helpful resources, as well as offer you support and guidance during this period of adjustment.

What your child may experience:
For your son or daughter, college will likely be a period of intellectual stimulation and growth, career exploration and development, increased autonomy, self-exploration and discovery, and social involvement. During this period, your children may forge new identities or seek to clarify their values and beliefs. This may require an examination of self, friends, and family. It may also be a time for exploration and experimentation, and a period in which your children may question or challenge the values you hold dear. The changes your son or daughter may experience can occur quickly, as they begin to develop new peer relationships, gain competence in new areas, and learn to manage their independence. It is important to recognize that every child will experience his or her own unique set of challenges and adjustments, just as every parent will have different expectations for and reactions to their child’s college experience.

What parents may experience:
Often overlooked is the fact that the college experience is a significant transition for parents as well as their children. As parents, you may experience feelings of happiness, excitement, and pride when your child leaves for college. At the same time, you may feel a sense of sadness and pain and have many understandable fears and concerns about your child’s future and well-being. You may worry about your child’s safety and ability to care effectively for him or herself. You may fear losing your child as he or she begins to function more independently and form deep attachments with peers. You may be concerned about how your child will deal with alcohol, drugs, and sexual relationships. You may also wonder how your child’s performance in college will reflect on you as the parent. You can expect to feel a variety of emotions.

How you can support your child:
1. Although your child wants and needs to become more autonomous during this period, it is important for your son or daughter to know you are still there for them and available to talk about issues which arise. Maintaining a supportive relationship with your child can be critical to their success in college, particularly during their first year. If you and your child were not particularly close prior to their leaving home, it is still important for you to convey your support. You may be surprised to find that some space and distance from your child can help improve your relationship.

2. It is important to maintain regular contact with your child, but also to allow space for your child to approach you and set the agenda for some of your conversations. Let your child know that you respect and support his or her right to make independent decisions and that you will serve as an advocate and an advisor when asked. Finally, recognize that it is normal for your child to seek your help one day and reject it the next. Such behavior can be confusing and exhausting for parents, so make sure to take care of yourself by talking about your feelings with your own support system.

3. Be realistic and specific with your child about financial issues including what you will and will not pay for, as well as your expectations for how your son or daughter will spend money. It is also important to be realistic about your child’s academic performance, recognizing that not every straight-A student in high school will be a straight-A student in college. Help your children to set their academic goals; encourage them to do their best and to seek assistance if needed.

4. The fact that your child has left home does not necessarily prevent family problems from arising or continuing. Refrain from burdening your children with problems from home they have no control over.

TRANSITION continued on page 8
Counseling and Psychological Services offers a variety of services to enhance your child’s academic success and emotional well-being. These include individual and group counseling for students experiencing a variety of personal-emotional issues; crisis-response services; workshops for improving personal and academic success; psychological testing for possible learning disabilities and attention deficit disorder (ADD); self-help materials; and a variety of on-line resources, including screenings for depression, anxiety, alcohol use, and eating disorders. For a more detailed description of each of these services, please check out the CAPS webpage at: www.unl.edu/health/students/caps/

Q: When might counseling be appropriate for your child?

Students seek counseling for many reasons including, but not limited to, the following: loneliness and adjustment issues, concerns about career choice and/or academic performance, family concerns such as alcoholism or divorce, emotional difficulties such as depression and anxiety, roommate conflicts, eating disorders, problems with alcohol and drug abuse, and suicidal feelings. Students may be seen at CAPS or referred for other psychological or psychiatric services depending on the nature of their presenting issues.

Q: How CAPS can help parents:

Call-a-Counselor. We invite parents to call CAPS to speak with the counselor-on-call if they have any questions about our services or if they are wondering how to assist a son or daughter struggling with a particular issue. We can also provide parents with referrals to specialized mental health services outside the University, if needed. To contact us, please call (402) 472-7450. A counselor is formally on-call Monday–Friday from 10:30 a.m. to noon and from 3:30 to 5:00 p.m.; although someone is likely to be available any time between 8 a.m. and 5 p.m. Monday through Friday.

Q: What does confidentiality mean for parents?

Confidentiality is essential to the counseling relationship we establish and maintain with students who seek our services. We adhere to confidentiality guidelines mandated by Nebraska state law as well as those required by our professional licensing boards. We understand and appreciate that parents often wish to be involved when their son or daughter seeks counseling; however, the aforementioned confidentiality guidelines do not permit us to talk with parents in any way about their child’s participation in counseling without the student’s written consent. We can not confirm or deny that a student has come to CAPS for a counseling session or disclose the name of their counselor, unless your child gives us written permission to do so. Nevertheless, many students prefer to have their parents at least peripherally involved in or informed of the counseling process, especially when the parents are respectful of their child’s desire for some privacy. However, if you are worried about your child, you are always welcome to contact the counselor-on-call and share your concerns.

SELF-HELP INFORMATION

CAPS has developed a number of self-help pamphlets on a wide range of issues (e.g., grief and loss, students in distress, anger management, committed relationships and school) which may be useful to parents and their children. Our website features online screenings for a variety of emotional concerns. In addition, we have links to over 100 pamphlets on a variety of topics developed by other Universities. Please visit our website at www.unl.edu/health/students/caps/ to better inform yourself about the vast array of our services.

SETTING UP AN APPOINTMENT FOR YOUR CHILD

We prefer that your son or daughter call CAPS to schedule his or her own appointment. We have found that they know their schedule best and that they are more likely to keep their appointment if they have scheduled it. A counselor-on-call can talk with you about ways to encourage your student to schedule an appointment and how to talk to him or her about counseling.

The more that you know about the available services of the University Health Center, the better you will be able to provide wise guidance to your son or daughter should they be struggling physically or emotionally. We look forward to hearing from the parents of our students, so that we can help you to better help your sons and daughters. Association has continued due to the support and the recognition which Dr. Griesen has supplied.
and can do nothing about. Sharing these problems with your children may cause them to worry excessively and even feel guilty that they are away from home and unable to help.

5. Find out contact information for people involved in the various aspects of your child’s college experience. These individuals may include academic advisors and deans, financial aid officers, and residence hall staff. If you have questions, or if a particular problem arises, call the appropriate person, but make sure to involve your child in a collaborative effort to address the problem.

How you can support yourself:

1. Recognize that it is normal to have mixed feelings when your child leaves home. Feelings of pain and loss often accompany separation from loved ones. It is also normal to feel a sense of relief when your son or daughter leaves for college and to look forward to some time alone, with your significant other, or with your younger children.

2. Allow yourself to feel whatever emotions arise during this period of adjustment; develop and maintain your own support systems.

3. Do your best to maintain your own sense of well-being. This may involve eating and sleeping well, exercising, and setting new and creative goals for yourself. If your son or daughter has moved away to college, perhaps it is a good time to do some of the things you put off while your child was growing up. Taking on a new project or hobby can be an excellent way to channel your energy and feelings.

CORE VALUES

UNL’s Core Values

UNL’s core values were developed by college deans and expanded through the input of faculty and staff in open forums. The University of Nebraska–Lincoln values:

- **LEARNING** that prepares students for lifetime success and leadership;
- **EXCELLENCE** pursued without compromise;
- **ACHIEVEMENT** supported by a climate that celebrates each person’s success;
- **DIVERSITY** of ideas and people;
- **ENGAGEMENT** with academic, business, and civic communities throughout Nebraska and the world;
- **RESEARCH** and creative activity that informs teaching, fosters discovery, and contributes to the economic prosperity and our quality of life;
- **STEWARDSHIP** of the human, financial, and physical resources committed to our care.