

February 2016

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RESOURCES

- [Writing Center](#)
H.L. Griffin Hall, Rm. 107
Call: 482-6447
- [Computer Labs on Campus](#)
- [Counseling & Testing Center](#)
Saucier Wellness Center in
O.K. Allen Hall
Call: 482-6480
counseling@louisiana.edu
- [Office of Disability Services \(ODS\)](#)
Conference Center, Rm. 126
Call: 482-5252
ods@louisiana.edu



Encouraging Students to Play to Their Strengths

When children are students in middle school and high school they are taught that there are certain ways to study and learn. Due to the uniformity schools try to teach at these ages they often dictate which ways to learn. Once your child reaches college they tend to maintain the belief that they have to continue to study and learn in that fashion. On the contrary, college is a time for students to discover themselves socially and intellectually, and they should choose the method that best works for them. There are three main ways that students tend to compute information: by sight, by sound, and by touch.

When a student is a visual learner, he or she performs best when viewing pictures, graphs and diagrams, and demonstrations. This type of student is best served by reading through a text, notes, etc. Students who are auditory learners best attain and retain information through hearing it. The biggest strength for this student is class lecture, where a professor can vocally relay the information. The [Academic Success Center](#) suggests all students practice the traits of [LADDER Listening](#), especially auditory learners. And finally, tactile learners are those students who best learn through physical contact, whether that be writing information in the form of notes or partaking in role-playing demonstrations. It is likely that each student will want to engage in all of these at some time.

Another variable that can greatly effect how your child learns is his or her personality. The standard method for characterizing personality is the [Myers-Briggs Personality Type Inventory](#) (MBTI). This test will identify a student's predisposed personality characteristics in four groups: [social orientation](#) (extrovert vs introvert), [information processing](#) (sensor vs intuitor), [decision making](#) (thinker vs feeler), and [achieving goals](#) (judger vs perceiver). Once determined, the Myers-Briggs test will assign a combination of four letters that are specific to the personality traits of each individual person.

College is the place for students to decide for themselves how best they learn and to apply those methods to their study habits; yet the process is often hindered by lessons taught in primary and secondary education. As a parent, you have the influence over your children to nurture their creativity and individuality. It falls to us their teachers, and you their parents to promote the idea that they do not have to go about studying in the same way as the person to their left or the person to their right.

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Spring 2016 **Academic Calendar**

March 3: Last Day to
Drop with Grade of W

March 14-24: Advising
Session for Summer/Fall

March 17: St. Patrick's
Day

March 25—Apr 3: Easter
Holiday/Spring Break

April 27: Beginning of
Dead Days (at 8:00pm)

April 29: Last Day of
Classes

May 2-3: Final Exams

May 4: Exam Study Day

May 5-6: Final Exams
Resume

May 13: Spring
Commencement Exercises
and the official end of the
semester!

See the [Academic
Calendar](#) for more dates.

The Feasibility of Part-Time Jobs in College

Your child is now nearing completion of his or her second semester in college. An important preparation for life after college that can easily be done now is gaining practical experience in the work force! A large majority of students in college hold down part-time [student jobs](#) that can range anywhere from 5 to 20+ hours a week. Whether it is to gain knowledge of the working world or simply to have some extra spending money, having a job is an important part of life in college.

The [Office of Career Services](#) is a division of [Student Affairs](#) whose mission is to provide services to UL Lafayette students and alumni in developing and implementing their career goals by providing skill enhancement, career and employer information, and maintaining quality university-employer relationships that provide a link between students and potential employers. Career Services maintains an [online database](#) where university students can view openings for part-time jobs, internships, and [co-ops](#) for course credit. These openings cater to students who live on-campus with numerous university positions, but also cater to commuter students by offering numerous positions in the Lafayette and surrounding areas.

Career Services also provides cover letter and [resume-writing tips](#) as well as works with students on how to professionally approach the interview process. Besides its online database, Career Services also organizes [career fairs](#) throughout the year where they bring in anywhere from 80 to 100+ businesses and post graduate organizations. All UL Lafayette students and recent alumni are encouraged to attend.

Finding the Right Major

Choosing a major can be a daunting task. In fact, a majority of students enter college undecided on a major or will end up changing their original major before they reach graduation. This is where the [Majors Fair](#) can help your student "find their fit."

The Majors Fair provides an opportunity for students to explore undergraduate [majors](#), [minors and concentrations](#) offered at the University of Louisiana at Lafayette by networking with and asking [questions](#) to faculty, staff and [Career Services](#) all in one location. Students can explore their areas of interest, discover a major they never knew existed, and even learn about ways to get involved. With over 114 different majors on campus, there's something for everyone. Have your student visit the [Majors Fair](#) and start learning about what possibilities are waiting for them.

Spring 2016 Majors Fair
Wednesday, March 9
Student Union Ballroom
11:00 a.m. - 1:00 p.m.

Student can also visit with representatives from the following areas: [Study Abroad](#), [Graduate School](#), [Internships](#), [Student Organizations](#), the [Academic Success Center](#) & the [Office of the First Year Experience](#).

Brought to you by the [Major & Career Exploration Center](#) in [Career Services](#)

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Academic Advising

Advising for Summer/Fall will take place from March 14th—24th.

All students at UL Lafayette are assigned a specific counselor from their academic college.

If your child does not know who his/her counselor is, the information can be located on [Ulink](#).

Once logged in, click on the “Students” tab.

Once on this page there will be four columns on the right side of the page: Housing, Calendars, Student Information System, My Academic Profile, Student Resources, and Career Planning.

Under “My Academic Profile,” your child should be able to view his/her class schedule, final exam schedule, and Advisor Information.

Advisor information will include the person’s name, office location, phone number, and email.

[View Advisor location by college here.](#)

Preparing to Become a Sophomore

It’s either right around the corner or seems like a long way away: next Fall your student will be in their second year of college, a sophomore! Hopefully your student did not have too many challenges in scheduling their classes for their first two semesters; but regardless whether they had difficulty or not here are some tips for scheduling classes—these tips are applicable from now till when they graduate.

Before seeing their advisor, your student should review their degree plan. This should have been given to the student by their advisor; most colleges have this available online through their department website. If your student has difficulty locating their degree plan, they may contact their college’s administrative office to request one (ask for a degree plan, curriculum, plan of study, or major checklist).

When your student has reviewed their plan they should check off the classes they have taken and look at the classes needed. It is important to keep in mind that the further along your student gets in their degree plan the classes they need to take will likely have more pre-requisites. Your student should check on those classes to view the pre-requisites and also the course description; [course information](#) may be found on the [online catalog](#).

Your student should now be able to determine which classes they may take in the following semesters. Their focus should be first on any “core” classes they have not completed (includes but is not limited to Science, Math, English, Humanities, and Social Sciences). Your student’s second priority should be their major classes (classes that are specifically related to their major).

When thinking about their next year of college (in this case their sophomore year) your student should compare the classes they need to take in the following semester and then review the [course schedule](#). The course schedule should be updated when advising begins ([see academic calendar](#)). Having several classes to choose from and “play” with when looking for class-times and arranging a class schedule will allow for a contingency plan in case a class fills up or does not fit with the other class times.

Look at the course schedule. For each course your student wants to take they should look at all the class times offered for that course. Highlight the classes that have a limited number of offerings. When your student begins taking 300-400 level courses the number of classes offered are going to decrease. It is important to look at the class times to make sure none of the classes overlap, but it is also important to look at which building the classes will be in. Your student should make sure they have enough time to travel from class to class. [View the campus map](#).

Your student should make a class schedule that they like, and have a couple more plans ***just in case the classes fill up quickly.***

After preparing their class schedule, your student should then schedule an appointment with their advisor as soon as possible. The quicker your student meets their advisor, the quicker their scheduling hold will lift. Once that hold has been lifted, your student will then be able to log onto their [Ulink](#), under the “students” tab, on the right side of the page there will be a link titled “Registration”. If your student clicks here they will see one of two things: a schedule stating the dates and times when registration is open, or the registration page (click on “regular classes”). Your student may then register for their classes.

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2016 Home Baseball Schedule

Feb 19-21: Sam Houston St.

Mar 1: New Orleans

Mar 4-6: Sacred Heart

Mar 18-20: Little Rock

Mar 24-26: Georgia St.

Apr 4: Northwestern St.

Apr 12: Tulane

Apr 19: Nicholls St.

Apr 20: McNeese St.

Apr 22-24: Texas St.

Apr 27: Louisiana Tech

May 6-8: Appalachian St.

May 19-21: UL Monroe

2016 Home Softball Schedule

Feb 19-20: Oregon

Feb 21: Central Arkansas

Feb 25: Texas Tech

Feb 26-27: Rutgers

Feb 27-28: Alcorn St.

Mar 9: Longwood

Mar 12-13: South Alabama

Apr 2-3: Texas St.

Apr 23-4: Appalachian St.

May 7-8: UL Monroe



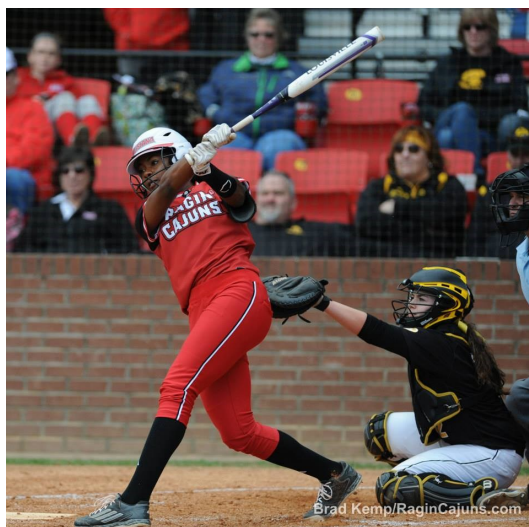
It's Time to Return to the Diamond

Spring is just around the corner, and that means warm temperatures, sunny skies, and visits to M.L. Tigue Moore Field and Lamson Park. Your freshman no doubt had the opportunity to revel in school spirit in the Fall with Ragin' Cajun football, volleyball, and soccer, but Spring brings us to the outfield to sit back and enjoy the beautiful Louisiana weather from March to May. The UL Lafayette Baseball team finished the 2015 season with a record of 42-23, winning the [Sun Belt Conference Championship](#) and the [NCAA Houston Regional Tournament](#), and coming two games short of reaching the College World Series. Ragin' Cajun Baseball spent a record three weeks as the [No. 1 ranked team in the country](#) in 2014, and enters the 2016 season as the [No. 6th ranked team in the country](#), just ahead of in-state rival LSU. Head Coach [Tony Robichaux](#) feels the program is heading in a very special direction and we would like for both you and your child to be a part of that journey with us! For information about attending a baseball game please [visit the UL Lafayette Ticket Office](#), or call in at 337-265-2100.



Sunshine and Success at Lamson Park

A number of Ragin' Cajun sports teams have seen success throughout the years, but none have been able to compete with the consistent standard of excellence as the Lady Cajun Softball team. After going 49-10-1 in the 2014 season with an appearance at the [Women's College World Series](#), the Lady Cajuns came two games short of returning to the



WCWS in 2015. Looking for the chance to go all the way, head coach [Mike Loteif](#) is excited to kick off the season and face some fierce competition. Beyond a regular Sun Belt Conference schedule, the Lady Cajuns host the [Oregon Ducks](#) in mid February to open up home play at [Lamson Park](#), and visit the [Baylor Bears](#) in March while also visiting the defending national champions, the [Florida Gators](#), in mid April. Coach Lotief is happy with the chemistry between his players and is optimistic about his team's chance to go far in the post season. Full-time students

attend softball games for free, but if you would like to join your child in rooting for the Lady Cajuns tickets can be [purchased online](#) or by phone at 800-745-3000. Geaux Cajuns and play ball!

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Know the Warning Signs

1. Developing a tolerance to alcohol.
2. Emotional Changes.
3. Sleep Disturbances.
4. Changing eating behavior.
5. Loss of interest in personal hobbies.
6. Neglecting personal hygiene.
7. Changing social circles.
8. Providing excuses to consume alcohol.
9. Conversations center on alcohol and its consumption.
10. Inability to quit or reduce the consumption of alcohol.
11. Becoming overly secretive about the consumption of alcohol.

The above is just a partial list of substance dependence warning signs. For further information regarding alcoholism or for help in dealing with alcohol problems, students can contact the UL Lafayette Counseling & Testing Center at **337-482-6480** and set up an appointment to speak with a counselor. The center offers an unlimited number of sessions **free of charge** to all students, faculty, and staff of the university.

Alcohol Awareness

Alcohol poisoning is a severe and potentially fatal physical reaction to an alcohol overdose. It is the most serious consequence of binge drinking. When excessive amounts of alcohol are consumed, the brain is deprived of oxygen. Educating yourself and your student on the dangers of excessive drinking plays an important role in your student's attitude toward alcohol. The two most obvious dangers of excessive drinking are alcohol poisoning and the consequences of drinking and driving. In the State of Louisiana, the legal limit for Blood Alcohol Content ([BAC](#)) is 0.08%; an of-age alcohol consumer operating a vehicle with a BAC above 0.08% will receive a DWI (for more information [see here](#)). Some of the results of having a BAC of 0.08% are a loss of comprehension, reaction time, coordination, and attention ([consequences of impaired driving](#)). Though it might be common knowledge that drinking and driving is dangerous, what exactly makes it so dangerous? According to the Louisiana Highway Safety Commission those with a BAC between .04% and .05% have an increased chance of being involved in a crash, and this chance increases rapidly with a higher BAC. When a driver reaches a BAC of .06% they are twice as likely to be involved in a fatal crash as a non-drinking driver. And by the time they reach a BAC of .08%, they are 10 times more likely than a non-drinking driver to be involved in a fatal crash.

Alcohol poisoning, even if caught beforehand, may still result in death. Typically, an adult who drinks more than 5-6 drinks will enter into that "danger zone." BAC will be elevated to 0.08 % and above. Over drinking, going over the 0.08% BAC, may result in immediate effects such as: drowsiness, vomiting, upset stomach, breathing difficulties, impaired judgment, and blackouts. There are also long term effects to consider that could be caused by excessive drinking: high blood pressure, liver disease, nerve damage, permanent damage to the brain, malnutrition, cancer of the mouth and throat. The wisest plan is prevention. When going to drink, encourage your student to set the amount they are going to consume. Encourage them not to [binge drink](#), defined as consuming 5 or more drinks for men and 3 or more drinks for women per occasion. Discuss the dangers of binge drinking, how binge drinking may result in alcohol poisoning and its dangers and effects.

If your student is experiencing any symptoms of binge drinking or habitual drinking, encourage them to seek assistance. There are a number of resources on campus for you and your student. If you are worried about your student, we encourage you to drive them to any Emergency Room in the case of alcohol poisoning. You may also call the [Counseling Center](#) for information.

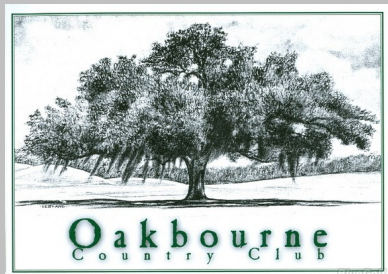
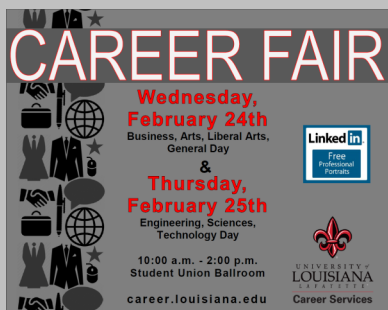
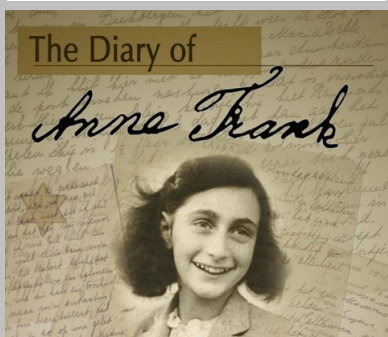
For information on [Alcohol Awareness](#) you may visit the [Counseling and Testing Center](#) website where information about the University's Alcohol awareness program [SLIDDE](#) may be obtained. There is useful literature posted on the website, as well as a "class" on the University's [Moodle](#) website. To view, the student must login with their university CLID and password. We would like to encourage you to view the video and review the information with your student. Click on the following links for more information:

[Effects of Alcohol](#)

[College Drinking](#)

[Facts about Alcohol Poisoning](#)

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Getting Involved

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Student involvement on campus and in the community is an important aspect of college success. Research shows that students who are engaged perform better academically than those who are less involved. As such we do all we can to offer a variety of opportunities for UL Lafayette students to find their comfort zone. Below are some of the events available to students for the remainder of the Spring 2016 Semester:

<u>Date</u>	<u>Event</u>	<u>Star Time</u>	<u>Location</u>
Feb 17	Men's & Women's Tennis vs. Texas A&M Corpus Christi	2:30pm	Cajun Courts
Feb 19	Softball vs. Oregon	2pm	Lamson Park
Feb 19	Baseball vs. Sam Houston St.	6pm	Tigue Moore Field
Feb 20	Hub City Farmer's Market	8am	Oil Center
Feb 20	Emerging Leader Summit	8am	Student Union
Feb 20	Icegators vs. Havoc	7pm	Cajundome
Feb 20	UL Lafayette Symphony String Day Concert	7:30pm	Angelle Hall
Feb 21	The Diary of Anne Frank	2pm	Ruston Community Theater
Feb 21	Ragin' Cajun Chamber Singers	4pm	Angelle Hall
Feb 23	Global Chef Day: Chef Lionel Vandomme	11am	University Club
Feb 24	Career Fair Day (Business, Arts, Liberal Arts, General)	10am	Student Union Ballroom
Feb 25	Career Fair Day (Engineering, Science, & Technology)	10am	Student Union Ballroom
Feb 29	Cajun Classic Golf Tournament	All Day	Oakbourne Country Club



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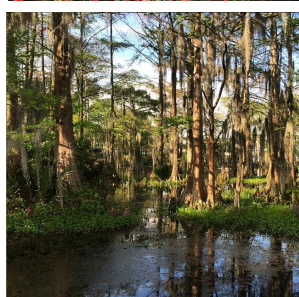
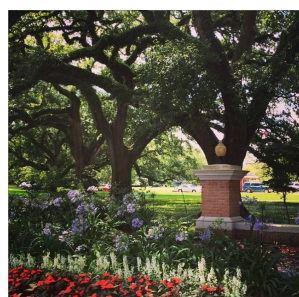
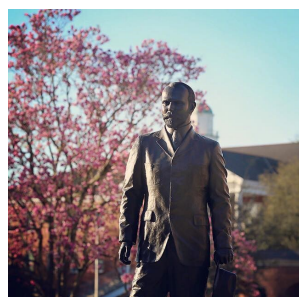
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Month in Review

- 1) Junior Matthew Trenchard won the Best College Film award at the Pontchartrain Film Festival.
- 2) The Speech & Debate team was named Louisiana champions at the Southern Forensics Championship.
- 3) Special Needs freshman Melaine Jankower earned a spot on the Ragin' Cajun Cheer Squad.
- 4) Nursing Alumna Cynthia Suire receives the Dunbar Award for exceptional service to the Youngsville Department of Health & Hospitals.
- 5) Engineering Alumna Jason Moesta assists International Space Station astronauts in Electrical & Thermal Systems during a spacewalk.
- 6) MBA student Nicholas Laborde develops video games for his own company that he created in a university entrepreneurship program.
- 7) Ragin' Cajuns enjoyed some Mardi Gras fun on campus with the Krewe of Roux parade and ball.
- 8) UL Lafayette faculty partner with the Louisiana Icegators to conduct concussion prevention research.
- 9) The first part of renovations to Fletcher Hall nears completion.

Additional information detailing these events can be located by clicking the corresponding picture to the right.





In Theory – Reflections on the University Experience

The great Chinese philosopher Lao Tzu was quoted as saying, “A journey of a thousand miles must begin with a single step.” When you were holding your son or daughter as an infant, who could have imagined the great and long journey you both would go through to get them to this point? It was you, their parents, that faced the immense challenge of molding them into what they have become today, successful young adults pursuing a college education. When students reach college they tend to adopt the mentality that they have made it, that they are now adults and are ready to face the world on their own. As teachers, we in the Office of the First-Year Experience know that this is not exactly the case. We know that college is that last step where students refine the skills they learned in their primary and secondary education, but also the place where they begin to interact in the world, luckily with a safety-net. Serving as that safety-net is what we strive to do here in the Office of the First-Year Experience. We work with anyone who walks in our doors to help them become the most successful student and adult they can be. Our job is to understand, and help them understand, that they have a few more steps to take before the journey of adulthood begins. Below, we provide some philosophical grounds for our mission:

A Marketplace of Intellectual Ideas: Through the UNIV 100 success seminar we try to advocate individual expression as a means to expose students to new ways of thinking. With a campus of 18,000 students, our university is a fine example of diversified intellectuality. Beyond discovering the unknown, we encourage constructive debate over these new intellectual ideas as the basis for ideological evolution. No idea ever became great without first being able to withstand scrutiny and critique.

Individual Fulfillment: A given person is the foremost authority on his or her own potential. What we strive to do is allow students to discover themselves through self expression. Musicians express themselves through their music, and writers through their words, but not all people are such artists. What we try to do, through programming like UNIV 100, The Big Event, and the Peer Mentor Program, is engage students on an individual level so that they can discover who they truly are to fulfill their needs and desires.

Safety Valve: Life in college is vastly different from life in high school, and often students do not know how to cope with the changes. College life also offers great freedoms that sometimes are abused. What we do is encourage students to talk, whether it be to us, our peer mentors, or university professionals, as a means to show them that it is okay to ask for help. We seek to connect them with professional aid so that through an unhindered expression of their feelings, they can receive the assistance they need to excel in college academically, emotionally, physically, and spiritually.

We seek to serve not only the students of the University of Louisiana at Lafayette, but you their parents. We enjoy taking these last few steps with you and your child as they prepare to become active members in a free and intellectually engaging society. Thank you and Geaux Cajuns!

Phillip C. Arceneaux

Office of the First-Year Experience