

November 2015

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Fall 2015 Calendar

- Nov 26-27:** Thanksgiving Break
- Dec 4:** Last Day of Classes
- Dec 7-11:** Final Exams



They're About to be Back

The end of the Fall 2015 semester is upon us and your First-Time Freshman is probably exhausted at the end of their first semester in college. It is a big adjustment from high school, as well as a lifestyle change. They have endured a long 14 weeks of lectures, quizzes, assignments, presentations, and group projects, and they still have finals. When they return home, they might be quite a different person than who they were just 4 months ago in August. Expect an exhausted student when they arrive home for their extended stay during the winter break. They will need and appreciate sleep, and want to be allowed to just relax for a couple of days. Be sure to inform them of any family plans in advance so that no surprises interrupt their time to unwind. Listen and communicate. One of their critical needs at this point is care and comfort that can only be offered by family. They might be reserved with telling you their stories and their experiences, but it is your responsibility to ask them to share. Be supportive and assuring. As you know, after finals course grades will be submitted. And while some students may be ecstatic to receive their grades, others may not be. It is important that you are assuring, not reprimanding, at this time. Sometimes changing their major may be necessary if the student is unhappy with where they are. Finding their interests is part of the process that each college student goes through, and choosing a major that they are passionate about is one of the keys to future success.

Focusing on Financial Aid

Student Financial Aid —> Satisfactory Academic Progress (SAP)

[Satisfactory Academic Progress](#) (SAP) is the term used to denote a student's successful completion of coursework toward a degree. Students who fail to achieve minimum standards for Grade Point Average (GPA) and completion of classes could lose their eligibility for all types of federal and state aid (includes grants, work-study, Direct, PLUS and Perkins loans). For more further information please visit the [Office of Financial Aid](#) website. To see how the SAP evaluation affects your student [click here](#).

TOPS: To maintain TOPS eligibility, a student must earn a cumulative Fall GPA of a 2.0 and be registered as a full-time student by the 15th class day of the Spring semester.

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Grades Matter. Grades First.

Spring 2016 Academic Calendar

Jan 4: Deadline to pay tuition

Jan 12: Cajun Connection (New Students)

Jan 13: Classes Begin

Jan 18: Martin Luther King Day

Jan 20: Last Day to Add or Drop a Class

Feb 8-10: Mardi Gras Break

Mar 3: Last Day to Drop with a "W"

Mar 14-24: Academic Advising Period

Mar 25-Apr 3: Spring Break/Easter Break

Apr 4: Class Resumes

Apr 27- May 1: Dead Days

Apr 29: Last Day of Classes

May 2-6: Final Exams

May 13: Spring Commencement

May 13: Semester Officially Ends

Your student, if at risk, has already received their second [Grade Check](#) of the semester. The next Grade they receive will be the final grade that will count towards their [GPA](#). With just a few weeks left of the semester it is still important for your student to be diligent in their studies.

Final projects will be due— many of which might make up a large portion of the grade for that class. [Final Exams](#) are fast approaching.

After Thanksgiving break your student has only a week of classes left before Final Exams. Encourage your student in these last few weeks to plan their time well and seek out assistance from both a tutor and their professors. It is important for your student to spend their time studying.

In planning for Final Exams it is important for your student to remember to eat healthy, exercise, and get sleep. Planning their time will enable your student to achieve a level of healthy stability during a stressful time. [Here](#) are twelve tips to help your student get a handle on Final Exams.

Also keep in mind that the Academic Success Center offers [individual tutoring](#), [study groups](#), [supplemental instruction](#), and [online tutoring](#) to all students, and that the best time to make use of their help is before students realize they need the help. If you have noticed your student is struggling in some area, please encourage him/her to contact the Academic Success Center by phone at 337-482-6818 or by email at asc@louisiana.edu.

FERPA: Family Educational Rights & Privacy Act

The Family Educational Rights and Privacy Act of 1974 (sometimes referred to as the Buckley Amendment) was designed to protect the privacy of educational records and to establish the rights of students to inspect and review their educational records. It also provided control over the release of educational record information. The original intent of this legislation was to keep elementary and high school records private and to give parents access to their student's school records.

Once a student turns eighteen, or attends school beyond secondary school, the rights of access to the student's records transfer to the student. This means that all academic information regarding your college student goes directly to the student unless the student has given specific, written permission to release that information to someone else. The exception to this law occurs if parents document in writing that the student is still claimed as a dependent for income tax purposes. The college may require you to submit your most recent tax forms in order to support this claim.

What does FERPA mean for you as a college parent? Generally FERPA rules mean that student academic information such as grades or academic standing (GPA, academic transcript, academic warning, academic probation, or discipline records) will be given to the student and not to the parents. College students are considered responsible adults who may determine who will receive information about them. College representatives are prohibited from discussing information about the student's academic record with parents. For more information please [see here](#).

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RESOURCES**Academic Success Center**

Lee Hall
Rm 115
Call: 482-6818
asc@louisiana.edu

Writing Center

H.L. Griffin Hall
Rm. 107-108
Hours: Mon-Thurs 9AM - 3PM; Fri 9AM -12PM
Call: 482-6447

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

Student Support Services

DeClouet Hall
Rm. 106
Call: 482-6828
specialservices@louisiana.edu

STEP Computer Labs on Campus**Student Affairs Division**

Martin Hall
Rm 211
Call: 482-6266
studentaffairs@louisiana.edu

Academic Probation: What does it mean?

Academic Probation occurs when a student's cumulative grade point average is 10 or more quality points below a 2.0 average. A student may attend the University while on academic probation, but with the following stipulation: **they must earn a 2.0 semester or better GPA**. This means that a student who is placed on probation at the end of the Fall semester must earn a 2.0 GPA for the Spring 2015 semester.

If on academic probation, your student will remain on probation until a cumulative grade point average of 2.0 or better is achieved. When your student has earned a cumulative grade point average of 2.0 or better, he/she will be placed in academic good standing. If your freshman student is on Academic Probation after this Fall semester they are **required** to participate in a special workshop before the end of the first week of classes in the Spring Semester.

If your student is put on academic probation, they will be contacted by the University through their [University email](#). For more information contact the [Academic Success Center](#), or email asc@louisiana.edu.

Repeat Rule

Students who do not pass a required course may [repeat](#) the course. Once a course has been repeated and a higher grade earned, students may request the removal of the previous attempt from the GPA hours, hours earned, and quality points from the calculation of the adjusted grade point average. Only some colleges use the adjusted grade point average for graduation and entrance into the Upper Division (for more information please have the student see an advisor). Repeats are not automatically figured into the adjusted grade point average. The student is responsible for reporting a repeated course to the Registrar's Office. Students should complete a [Request for Application of Repeat Rule form](#) and return it to the [Registrar's Office](#), Martin Hall, Room 171.

The Repeat Rule can only be applied for coursework taken through UL Lafayette. Courses completed through another university or college cannot be used as part of the Repeat Rule. Please note that prior course attempts are not removed from your students academic record, only from the adjusted grade point average.

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RESOURCES**[Majors offered at UL Lafayette](#)**

- [Alphabetically](#)
- [By College](#)
- [By Interest](#)

With over 74 undergraduate majors, UL Lafayette provides as much educational diversity as possible in order to not only provide our students with the skills they need to enter the work force but the chance to follow their passions wherever they lead.

[What Can Students Do With A Particular Major?](#)

Whether your student is exploring multiple majors or searching for information about their chosen field, this site will help them connect majors to careers. Learn about the typical career areas and the types of employers that hire people with each major, as well as strategies to help make students more marketable. Encourage your student to research majors and careers through the hyperlink provided above.

Quick Tips for Parents of Undecided Students

The career development process can be brand new to most UL Lafayette students when they arrive on campus and the options & pressures can be overwhelming. As your student begins to explore and establish their major goals and career interests, here are a few ways you can help and support your student:

1.) Encourage them to visit the [Major & Career Exploration Center](#) in [Career Services](#). We provide:

-  [Career Assessments](#)
-  [Major and Career Counseling](#)
-  [Career Planning Direction](#)
-  [Majors Fair](#)
-  [Career Fairs](#)
-  [Workshops and Seminars](#)

2.) Be there:

-  Talk to them about their interests, skills, and values.
-  Listen to what your student might be considering and try to be receptive to hearing what makes their considerations compelling.
-  Help them recognize their strengths and career possibilities without letting your personal biases carry much weight.

3.) Foster Connections:

-  If you know someone in a field related to their interests, mutually facilitate an informational interview or “shadow day.”
-  Inspire them to investigate majors and careers based on their strengths.

[Career Services](#) · [Major & Career Exploration Center](#) · 337-482-1444

explore@louisiana.edu



UNIVERSITY OF LOUISIANA AT LAFAYETTE
OFFICE OF CAREER SERVICES
Student Affairs Division

Academic Colleges at UL Lafayette

- [College of the Arts](#)
(22 Majors)
- [College of Business Administration](#)
(8 Majors)
- [College of Education](#)
(20 Majors)
- [College of Engineering](#)
(7 Majors)
- [College of General Studies](#)
(4 Majors)
- [College of Liberal Arts](#)
(27 Majors)
- [College of Nursing & Allied Health](#)
(6 Majors)
- [College of Sciences](#)
(21 Majors)

Examples of Minors Offered at UL Lafayette

- [Accounting](#)
- [Biology](#)
- [Computer Science](#)
- [Economics](#)
- [Human Resources](#)
- [Linguistics](#)
- [Music](#)
- [Political Science](#)
- [Public Relations](#)
- [Sociology](#)

[Click here](#) to see the full list of minors offered.

Double Major or Add a Minor?

One reason your student may decide to double major is because they are having difficulty deciding on a single major in which they are interested. Or there may be difficulty in narrowing their choices down to one major. Whether double majoring is a good choice or not depends on the student and their reasoning for double majoring.

Your student will want to be sure to gather all of their information before making a decision to double major. Double majoring will require a lot of work, coordination and time management. Keep in mind that it is possible that completing two majors may add extra time to your student's college career. It will probably also involve summer classes or winter intercession classes. Your student will need to consider whether that extra time is worth it and whether it is financially feasible. Because of the extra work involved in a double major, and the potential sacrifices involved, one should be completely committed to the decision.

Your student should speak with their academic advisor about all of the requirements involved in double majoring. They should also discuss whether or not the same thing can be achieved with one major and one minor. Your student also might talk to several professors in the chosen fields of study. This will help the student to understand what the professionals in the field will be looking for in a college graduate, or what graduate schools will want to see on a transcript. Participating in some informational interviews with people working in their chosen field might also help your student in making the decision.

Weighing the advantages and disadvantages, your student should consider their reasons carefully and honestly. An informed decision requires knowing the reasons, the pros and cons, the implications and sacrifices, and the potential benefits.

Adapted from www.collegeparents.org. Click [here](#) to read the full article.

Double Trouble. Double Major.

To [Double Major](#) means your student will complete two majors in one baccalaureate program. This means that when your student graduates they will have one bachelor degree, but comprised of two fields of study. To earn a degree as a [Double Major](#), the student is required to complete all requirements of their primary degree program. In the secondary degree program the student is required to complete all major courses (including all pre-and-co-requisites and other designated courses). More information can be found in the [UL Lafayette Online Catalog](#), or via a representative in the [Academic Success Center](#). You may also see the [student resources page](#) for academic strategies and topics.

A Minor

The University offers students a wide variety of minors that enrich their course of study while at the University. Minors may expand a student's knowledge and skills in an area that increases preparation for a particular career. Other students may choose to enroll in a minor simply to learn more about an area of personal interest. One of the most popular minors offered by the university is a Leadership Studies minor. The [Leadership Studies](#) minor became available in Spring 2014, and is available to students of any major. The minor was [student-developed](#) with the goal of creating well rounded students who can communicate effectively. To learn about the requirements for the Leadership minor [click here](#).

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**Examples of
UNIV 100 Course
Themes**

- The History of Everything
- World Culture through Clothing
- U.S. Civil Service
- Stalking Beauty
- Southpark and American Life
- History of American Music
- A Taste of Business
- Beauty & Joy of Computing
- Black Male Leadership
- Global Competence
- Boat Building & the Brain
- Become Internet Famous
- Baby You're a Firework!
- Emerging Issues in Athletics
- Student Congress
- Sustainability
- A Cultural History of Dinosaurs
- History of American Catholicism
- History & Traditions of UL Lafayette
- Social Change & Meaning of Life
- Truth & Identity in the Age of Social Media

Showcasing the Ragin' Cajuns Class of 2019

Fall 2015 marks the first time UL Lafayette has held Cajun Connection in conjunction with a modified University 100 (UNIV 100) themed course. As that course has already come to a close, we in OFYE would like to invite you to join us in seeing what the Class of 2019 created, through imagination, ingenuity, and resourcefulness, as part of their term projects. These projects will be displayed on the first floor of Dupré Library, so drop by at your leisure and prepare to be impressed!

**UNIV 100
SHOWCASE**

Please join us!

The Office of First-Year Experience is pleased to showcase the best of our class projects from the fall semester UNIV 100 courses.

The showcase will run from November 17 to December 5, 2015 in the Edith Garland Dupré Library.



UNIVERSITY OF LOUISIANA AT LAFAYETTE
OFFICE OF FIRST-YEAR EXPERIENCE
A Division of Academic Affairs

(337) 482-6599 | firstyear.louisiana.edu | ofye@louisiana.edu

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Thanksgiving at UL Lafayette

The Office of University Housing will be offering a Thanksgiving Meal for those residential students staying on campus for the Thanksgiving holiday. For further information on the event, please have your student reach out to his/her Community Assistant as soon as possible.



WEAR RED

You can support your son or daughter and the University of Louisiana at Lafayette by wearing red each Friday! Encourage your son or daughter to wear red on Fridays as well. It shows support for our university.

Still need that Ragin' Cajun gear? Check out the wide array of apparel available at the [University Bookstore](#). Bookstore locations include the Student Union, the Tent on St. Mary Blvd, and the Red Zone on Johnston Street.

Spring 2016 FYIs

Deferments of Payment:

If you plan to defer payment for Spring 2016 tuition, access to doing so will be made available on [Ulink](#) in mid November. Tuition must be fully paid or a deferment placed on your student's account by **January 4, 2016**. Should you have any questions regarding the deferment process, please contact the [Office of Student Financial Aid](#) directly by phone at 337-482-6506 or by email at finaid@louisiana.edu.

Parking Permits:

If your student parks on campus via a parking permit, whether residential or commuter, access to purchasing all parking permits for the Spring 2016 semester will be made available through [Ulink](#) on November 16th. Students will purchase permits identical as those they purchased at the beginning of the Fall 2015 semester. Should you have any questions regarding on-campus or commuter parking, please contact the [Office of Transportation Services](#) directly by phone at 337-482-6858 or by email at parking@louisiana.edu.

Housing:

Students wishing to remain on campus for the Spring 2016 semester only need to pay their housing bill or place a deferment of payment by January 4th. All other renewal procedures are auto-defaulted to keep the process as simple as possible for both the student and you, their parents. Any students wishing to break their housing contract and move off campus must discuss that process directly with the [Office of University Housing](#) on the second floor of Buchanan Hall. For any questions or concerns please contact the Housing Department directly by phone at 337-482-6471 or by email at oncampusliving@louisiana.edu.

Dining:

Meal plans for students who live on campus will auto-default onto their fee bill for the Spring 2016 semester. Any commuter students who wish to purchase a meal plan, is more than welcome to do so at any time during the semester by visiting Sodexo's [Dining Plan](#) webpage. Should you have any questions or concerns please contact Dining Services directly at 337-482-1087 or by email at elizabeth.brooks@sodexo.com.

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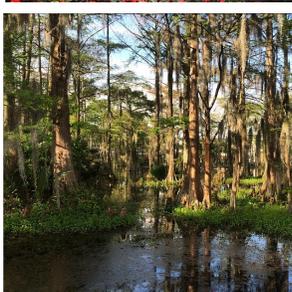
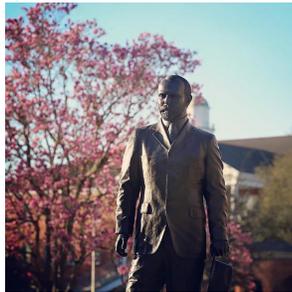
October In Review

- 1) Doctoral Student Nihar Deb Adhikary was nationally recognized for his research on the effect of oil on sedimentary microbes.
- 2) Music Major Sean Bruce was featured on KRVS for his Cajun music composition, *Gold Rush*.
- 3) English Asst. Professor Dr. Lisa Graley won the 2015 Flannery O'Connor Award for short fiction with her book, *The Current that Carries*.
- 4) UL Lafayette hosted a Gubernatorial Debate in the Student Union's Bayou Bijou Theater!
- 5) The Ragin' Cajun Ski Club won its 6th National Ski Championship.
- 6) The Princeton Review ranked the UL Lafayette MBA one of the top 295 programs in the country.
- 7) Ragin' Cajun athletes visited Women's & Children's Hospital for Halloween.
- 8) Cajuns made the most of Homecoming 2015 despite less than accommodating weather.
- 9) 3,000 students gave back to our local community through the 3rd annual Big Event.

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



In Theory – Reflections on the University Experience



Higher education is a marathon, not a sprint. As every amateur marathon runner understands, what matters is that you finish, not how quickly you finish (nor how direct your route to the finish line). Preparing to *finish the race* is what training is all about. So, how should students prepare to graduate from the University of Louisiana at Lafayette? Let’s use the “Team in Training” approach to running as an analogy. “Team in Training” is an organization that helps people (especially first-timers) train for a marathon and fund-raise for a non-profit organization. Anyone who has ever trained for a difficult and long-term goal such as a marathon knows that support matters – what one cannot do alone, one is able to do with the support of others. Organizations such as “Team in Training” also take a holistic view of race preparation – they advise runners on proper shoe fit, nutrition, overcoming injuries, and race-day psychology. As with running a marathon, college students need support and they need to give attention to the whole picture; we want them to finish the race, but to get there, we need to help them to stay healthy (physically and psychologically), eat well, and “outfit” themselves with the proper equipment.

Below, we provide some guidance on supporting your marathoner.

Runners need the right equipment. For a college student, this often means books (and today, also typically a computer).

Runners need a support team. Some marathon runners prefer to run alone; others like to run in a group of runners with compatible paces. But every runner has a support group, including: family members who forgive the hours-long absences for weekend runs, coaches who they turn to for advice, friends who they count on to encourage them when injured or discouraged by their (lack of) progress, and doctors and trainers who help them to mend when they are sick or injured. Whether your student is a “lone runner” or a “group runner,” he or she needs a support system to turn to when discouraged, to provide advice when unsure, and to remind him or her that the goal is to finish. As parents, you are an essential part of this support system for your student.

Runners need to stay healthy, and that requires proper nutrition. Is your student eating a healthy diet and getting enough sleep? In the Office of the First-Year Experience, we help students to see that “cramming” for exams and other less-than-ideal habits are not conducive to long-term success. While they may actually manage to get through that one exam, they are not likely to retain this knowledge beyond that day. (Indeed, research shows that daily review of one’s notes is far more conducive to learning and long-term memory than a “cram session.”)

Runners need to believe that they can finish the race. Confidence and self-esteem are essential to mental health and well-being. Early successes can lend long-term confidence to both runners and students. Equally important is *resilience*. If a runner falls, has an injury or other setback, or just doubts that he or she can finish the race, the ability to recover from a setback (resilience) can result in better long-term performance. Students who struggle during the first couple of years are capable of graduating—but they need to understand that they can recover from these setbacks. Again, supporters and coaches can be the key to helping someone develop resilience.

But no amount of support or number of supporters can run the race for someone else – the fact is that the runner has to put in the time and the hard work. Training for a marathon will involve blood, sweat, and tears. This struggle is what makes the finish so valuable; it feels good to overcome the obstacles and cross the finish line. Anyone who has ever seen the end of a race knows the feeling, as we then witness the flood of euphoria that results from having survived the struggles to reach the finish.

Just remember—and remind your student—that marathons are run one mile at a time. Celebrate every mile marker, and keep the long-term goal in mind.

Thank you for your support of our UL Lafayette students!

Dr. Jennifer Faust

Director, Office of the First-Year Experience