

Parent Newsletter

A Newsletter for the



of First-Year Students

February 2018



Jase Mayorga

FRESHMAN SPOTLIGHT

Where are you from?

Henderson, Louisiana. (Originally from New Orleans, but Henderson mainly)

Why did you chose UL?

I chose UL due to the simple fact that it feels like home! With so many friends who attend here, I find it interesting that I can still go to school with them and keep those relationships. Orientation was really exciting, and showed me

that UL was the university I wanted to choose and stay with.

What has been your greatest memory so far this year?

The greatest memory I've had so far this year would probably be the snow days! I remember coming back from Orientation Staff retreat and within the next few days it snowing! Me and my girlfriend walked around campus to see everything covered in white, it was an astonishing moment to see everything look so different but still majestic.

What have you become involved in since arriving at UL?

Since arriving at UL, I've gotten involved in several UPC meetings, SGA meetings recently, and joined Orientation Staff! Also last semester, tutoring those who needed help in math 103/104 and 105 when I had free time.

How would you describe yourself?

I would describe myself as spontaneous, energetic, ecstatic, helping, and outgoing. I'm very open, and love to establish new friendships!

What is your major and what type of career are you looking to have?

My major is Electrical Engineering, and I seek to have a career within the electrical field or possibly becoming a professor at the university with a PhD!

Tell us a funny story that has happened this year.

The funniest thing that has happened this year was homecoming week! I will never forget this moment, ever. Chris Jones came to showcase his special talent of hypnotism and it was really cool! Somehow he hypnotized a good deal of students, and had them playing the roles of zombies and as a president, secretary, and even a cheerleader. The highlight of it for me was the one guy who claimed he didn't believe in it, and was so set on it being fake, became hypnotized, and even acted like Michelle Obama. It was hilarious.

What would you tell a senior looking to attend UL for Fall 2018?

Don't look back, and go with the decision to attend UL. It's beyond worth it, and the atmosphere, energy, and students is like nowhere else; trust me I've made countless memories since I've arrived, and they just keep growing. As you embark on your adventure to UL, it's the best experience you'll ever have.

What else would you like me to know about you?

I've moved over 20 times, and been to 13 different schools! Out of all the areas, schools, and places I've been, Lafayette is my favorite by far! Alongside my favorite city, my favorite University being UL! Geaux Cajuns! :-)



UNIVERSITY of
LOUISIANA
L A F A Y E T T E

Office of First-Year
Experience

Inside this Issue

Freshman Spotlight	1
Encourage Students	2
Academic Advising	2
Spring 2018 Calendar	2
Part-Time Jobs	3
Advice from Parents	3
Campus Resources	3
Recommendation Letters	4
Spring Semester Action Items	5
Grades First Check	6
Be Aware, Be There	7
Your Student—February	7
UNIV 100 Showcase Awards	8

Contact Information

Visit us at our office:
230 Hebrard Blvd.
Lee Hall, Room 106
Monday-Thursday
7:30am-5:00pm
Friday
7:30am-12:30pm

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



Follow OFYE on
Social Media





Spring 2018 Academic Calendar

February 12-14

Mardi Gras Break

March 1

Last Day to Drop with a "W"

March 12-23

Academic Advising Period

March 30 - April 8

Spring Break/Easter Break

April 9

Class Resumes

April 25 - 29

Dead Days

April 27

Last Day of Classes

April 30 - May 1

Final Exams

May 4

Semester Ends

Academic Advising

Advising for Summer/Fall will take place from **March 12 - 23, 2018**. *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 "Academic Profile" tab.
- Once on this page, under the "Academic Profile" section, select the "Spring 2018" term. Advisor(s) will be listed below.

Advisor information will include the advisor's name, office location, phone number, and email.

Students can also view Transcripts and any Holds that might be on their accounts .

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

ENCOURAGE 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 intuiter), [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.

HOUSING NOW ACCEPTING CONTRACTS

The **Office of University Housing** is accepting contracts for next academic year! Have your student secure their spot today! All room types and locations are still available. Check the [housing website](#) for rates prior to signing the contract.



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.

ADVICE FROM PARENTS

Here is some advice from parents to parents to help you and your student get through the month of February.

“It is repeated over and over that your student is an adult now. It is still important to stay very active in their life. They still need a parent’s guidance, kind words, and advice. This will help in their success during their big transition in life.”

“Be prepare to allow your child to make decisions. Also, be prepare to help guide them and offer plenty of love and support throughout the year.”

“Patience! Give your student space and always be there to allow them to vent on their own terms.”

“Read the newsletter. Help your student to be independent—even when it comes to finances, studying, grades, etc.”

Campus Resources

[Academic Success Center](#)

Lee Hall, Rm. 115
(337) 482-6818
asc@louisiana.edu

[Writing Center](#)

H.L. Griffin Hall, Rm. 107-108
(337) 482-6447

[Counseling & Testing Center](#)

Saucier Wellness Center,
O.K. Allen Hall
(337) 482-6480
counseling@louisiana.edu

[Office of Disability Services \(ODS\)](#)

Conference Center, Rm. 126
(337) 482-5252
ods@louisiana.edu

[Student Support Services](#)

DeClouet Hall, Rm. 106
(337) 482-6828
specialservices@louisiana.edu

[STEP Computer Labs on Campus](#)

[Student Affairs Division](#)

Martin Hall, Rm. 211
(337) 482-6266
studentaffairs@louisiana.edu



THE GENTLE ART OF ASKING FOR A RECOMMENDATION LETTER

At this time of the year, when scholarships and internships are open for application, I get about a dozen or so requests from students to write them letters. Some of the emails, like the one above, come after I explicitly tell students from previous semesters to let me know if they need me to write one for them. And I am honored to do so, as I know many students struggle to find someone who can write about them in specific, concrete ways that allow their strengths to shine. I truly like writing them. Really, I do.

But there are ways to ask and then there are *ways to ask* for a letter.

Here is a typical response from me for an email request as the one above:

Dear Ed,

Of course, I will be honored to write you a letter of recommendation, but I need to know a few things first so I can write one that allows your true, wonderful self to peek through. Can you provide me with the following as soon as possible?

**Name of Person/Committee/
Organization that I will be**

addressing. It always helps to craft a letter that specifically names the person or entity.

Where it will be sent and how. Will I receive an email with a link to upload the letter? Will I need to mail it myself? Will you need to pick it up and submit it with other application materials? This will help me be on the

*Dear Dr. Baldwin,
Can you write me a letter of recommendation for a scholarship that I want to apply for?
Thanks,
Excited Ed*

lookout for an email from an unknown party or to know that I need to buy some stamps (more on that further down in the list).

Information about the type of scholarship you are applying for. It is merit-based, need-based, or other? This information will help me determine what kind details I will emphasize.

Due date. This is perhaps the most important of all because it helps me manage my time. If you need something quickly, you can still ask, but I will need to assess whether or not I am able to produce it on time.

Copy of your resume or brief list of your accomplishments and your long-term goals. In other words, what else can I highlight about you that may have changed since we last talked. I don't want to write about your dreams of being a veterinarian, as you told me last semester, when you are now interested in marketing.

Other materials. In the event that the recommendation letter needs to be mailed, can you provide me with *addressed, stamped* envelope(s)

to mail the letter? This is a common courtesy and expedites the process.

As you can see, the original email was rather thin on details that I needed to determine if I could write a letter (This is why the due date is important!) and to determine the quality of a letter I could write. I would also add that if the student had been one of mine from a few years ago, a current photo would also have been helpful to jog my memory should I not totally remember specific details at first. If the goal is to get a good letter of recommendation, then a little time and attention to details will help the recommend-er (if that is even a word).

But, wait! There's more. Once the agreement is secured and the information has been provided, the recommendation process does not end when the letter is sent. The student has two additional tasks that will forever solidify their place in the heart of anyone who writes them a recommendation letter:

A note of gratitude. Yes, I said it: The student needs to (must?) write a thank you note to the person who spent considerable time and energy making them look good to others. A handwritten, mailed note is always preferable, but a sincere email may also suffice. A mere "thanks" in person, over the phone, or in a text is nice, but not the same.

(Continued on page 5)



(Continued from page 4)

A follow-up on the outcome. I, like many who are excited by students' endeavors, want to know how it turned out. Did they get the scholarship? Were they chosen for the internship? Following up with those who wrote letters of recommendation allows the student and them to create closure as well as prime them in the event that the student may need another letter. This is where a

note of gratitude can grease the wheels. I know that I am much more excited to write another letter for a student who has genuinely expressed appreciation for what I did the last time.

And as if on cue, just as I wrote the last sentence above, I received an email thanking me for writing two letters for one student. See! I am so glad that I could help that student out and will remember that next time she asks.

[Amy Baldwin](#) writes for HigherEd Parent. She and co-author Brian Tietje have a new book, [A High School Parent's Guide to College Success: 12 Essentials](#), available on Amazon. She is also the co-author with Brian Tietje and Paul Stoltz of *The College Experience*, *The Community College Experience*, and *The College Experience Compact*, all published by Pearson Education. She and her husband are parents of a college freshman and a high school sophomore.

SPRING SEMESTER ACTION ITEMS FOR YOUR COLLEGE STUDENT

By [Suzanne Shaffer](#) from [Collegiateparent.com](#)

Students are back on campus following a well-deserved winter break. Spring semester will soon be in full swing! In addition to coursework and extracurricular commitments (and of course their social life), there are activities and tasks that are unique to the second semester. This Top 5 should be on your student's radar:

1. Meeting with an academic advisor.

Your student has already registered for spring courses, and will meet with an advisor later in the semester to preregister for fall. That makes NOW the perfect time for a big picture conversation with their academic or major advisor.

They can evaluate the previous semester(s) and, if they are a couple of years in, do an informal "Academic Audit" (at some schools, a formal Academic Audit will be required). They should confirm that they are on track to graduate with no unpleasant surprises waiting for them senior year (i.e., coming up a few credits short of what's required to graduate).

A meeting with an advisor can also help prepare your student for future course selections and provide a chance to ask questions about their major and electives.

2. Visiting the financial aid office.

If your student receives financial aid (need-based or merit), they should make an appointment at the financial aid office. Students wishing to [apply for or renew financial aid](#) must complete paperwork (due dates vary, and may involve completing an online form for the school plus [the FAFSA](#) and possibly the CSS). Any loans for the spring semester will need to be signed, and this is a good time to verify the status of grants and scholarships, especially those with academic requirements. While there, your student should get a list of all loans and take inventory of their college debt.

3. Diving into study abroad tasks.

Does your student hope to study abroad next year? Applications for Fall '18 programs are due this spring. There is still time to meet with a study abroad advisor, attend a study abroad fair, and research programs, but your student should not procrastinate. Planning for study abroad requires a lot of work, comparable to taking an extra class.

If your student has already been accepted to a summer or fall program, they can follow [this checklist](#) and start completing the required tasks. Waiting until the last minute is not an option! It can take weeks or even months to get an appointment at the consulate to apply for a student visa, and more time for the passport and visa to be returned.

(Continued on page 6)



Is your student considering study abroad in Spring '19? They may think they have all the time in the world but they do not want to be rushing around like crazy next fall. Encourage them to apply now and enjoy the extra breathing room!

4. Preparing for on-campus housing selection.

The on-campus housing selection process typically gets rolling in late winter. Most freshmen were matched with roommates by the college. After the first year, students usually choose their own roommates. It's important to be informed and flexible during this process, and to prepare ahead of time. Before selection begins, your student should look at residence hall options available to upperclassmen and rank their top choices. Some residence halls will offer single rooms, others suites (multiple bedrooms sharing a common room and bathroom).

5. Dropping by the career center.

It's time to polish up that resumé and apply for summer jobs, internships and research opportunities. There are career prep workshops your student can attend (how to write a cover letter and prepare for an interview, for example). Spring job fairs are a great chance to learn what's out there. If the college has funding available for students accepting unpaid internships or staying on campus to do research, applications will be due this spring.

GRADES FIRST CHECK

Your student will be getting feedback during the semester on attendance and grades through **Grades First**. Students who have grades below a C and/or excessive absences will receive an email from the Academic Success Center encouraging them to contact the instructor immediately seeking help. The first grade checks for Spring 2018 will take place between **Jan. 31-Feb. 7, March 7-14, and April 1-18**.

Academic progress is an important focus of the University. While your student's academic journey is their own, you can support them by knowing about the various support resources on our campus that help students academically and encourage your student to take advantage of these resources.

The [Academic Success Center](#), located in Lee hall, provides academic counseling, career information and tutoring. Counselors also assist students with

dropping classes and changing majors. Tutoring is held in the Learning Center where students can get assistance with academic problems. The Center offers free one-on-one tutoring, study group tutoring, supplemental instruction, computer lab assistance, and other services. Tutoring is available for most all 100 and 200-level math and science courses as well as for accounting, economics, engineering, French, psychology, Spanish and statistics.

The Academic Success Center also offers [DIY Workshops](#). These workshops have many different topics including: "Top 5 Ways to Master You Time", "What Happens if I Fail a Class?", "Procrastination", and many more.

The DIY Workshops have already begun and will continue throughout the semester. Encourage your student to take advantage of the workshops which are pertinent to their struggles.

The [English Writing Center](#) is also a great place to receive academic assistance, particularly for any writing assignments. The Center will assist students at any stage of the writing process, including:

- Enhancing writing skills, and seeing strengths and weaknesses in their writing
- Focusing on writing processes and the value of creating multiple drafts
- Helping students learn to proofread their writing while empowering students to own their writing
- Nurturing creative ideas in students

[Studies have shown](#) that students who seek academic assistance receive benefits such as higher academic achievement, improved personal and social development, and increased motivation. If your student is struggling academically or expresses that he or she is overwhelmed, encourage them to seek assistance.

BE AWARE, BE THERE

According to the CDC (Center for Disease Control and Prevention) suicide is the number one leading cause of death among college students. The University of Louisiana at Lafayette is active in Suicide Prevention. This means that the university spreads awareness to the student body, to the community, and to the parents. Parents play an important role in suicide prevention by recognizing the symptoms and getting their student help. It is important that you are communicating and speaking with your student; conversing with them about their friends, classes, and weekend activities. When conversing with your student you should watch for symptoms of depression, anxiety, stress or grief. The number one cause of suicidal tendencies is depression; however there are other mental disorders that may cause suicidal tendencies. Visit Suicide.org for more information. Any combination of depression, anxiety, stress, or grief may cause your student to experience suicidal thoughts and tendencies.

Symptoms of [suicidal](#) tendencies are: withdrawal from friends, drastic changes in behavior, previous attempted suicide, neglecting their personal appearance, and mood shifts. Symptoms of [depression](#) may include low motivation level, avoiding friends, changes in eating or sleeping patterns, unpleasant, negative thoughts, or loss of energy. And symptoms of [stress](#), [anxiety](#), and [grief](#) could be manifested physically, emotionally, or in behavior.

If you are concerned for your student, or suspect they are experiencing grief, stress, or anxiety, you should speak with your student about it and make them aware that there is assistance available both on and off campus. For on-campus resources, the [Counseling and Testing Center](#) located on Hebrard Boulevard provides free and unlimited professional assistance to students.

Please be aware that many of these symptoms overlap. If your student is experiencing any of these symptoms, 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's immediate health or safety we encourage you to drive them to any Emergency Room. You may also call the [Counseling Center](#) for information and/or the [Dean of Students Office](#) for assistance on how to get your student help.

The [Crouch Foundation](#) is a local suicide awareness foundation that seeks to establish suicide prevention, awareness and educational programs in the Acadiana area. The [Counseling and Testing Center](#) has provided information on various topics.

If you are concerned about your student or someone you know, and may suspect or know they have suicidal tendencies you may direct them to:

Southwest Louisiana Education & Referral Center

232-HELP / 211

Monday - Friday, 8:00am - 4:30pm with
24 hour on-call services for emergencies

Information & Referral Line
(337) 232-4357 (HELP)

Know the Warning Signs of Suicide

- 1) Social Withdrawal
- 2) Drastic behavior changes
- 3) Loss of interests: hobbies, work, school
- 4) Drastic changes in personal appearance
- 5) Use, or increasing use, of alcohol or drugs
- 6) Expressions of hopelessness
- 7) Expressions of a violent or hostile history
- 8) Unwillingness to connect with those who can help

Always Remember to A. C. T.

Acknowledge the person has a problem and need for help.

Care for the person and make sure they know it.

Treatment: get them the help that they need.



**YOUR STUDENT
THROUGHOUT THE
SEMESTER
FEBRUARY**

**[Click here and scroll to
February to see what
your student can
expect this month!](#)**

*Contributed by the University of
Michigan website.*



SHOWCASING STUDENT PROJECTS FROM THE FIRST-YEAR SEMINAR (UNIV100)

At the conclusion of each Fall semester, participating UNIV 100 sections submit student projects for an annual UNIV 100 Showcase. The showcase was implemented to display the best student work from our first-year seminar. The projects are displayed in the Edith Garland Dupré Library from January 22, 2018 to February 21, 2018. On February 6, 2018, awards were presented to the winning projects in six categories, as well as one overall winner - Best in Show.

UNIV100 SHOWCASE

Student Projects from the First-Year Seminar

FALL 2017 SHOWCASE

January 22, 2018 through
February 21, 2018

[View all of the UNIV 100 Showcase award winners here!](#)



BEST IN SHOW

Best in Show for the Fall 2017 Showcase was awarded to Professor Chan Kiat Lim's class, Project 35, "Picture This: CommUNITY Uniting Us Through Our Differences, Struggles, and Adversities". The students who contributed to the project are: Allison Boudreaux, Megan Broussard, Justin Cardon, Adrian Courville, Taylor Diodene, Landon Douet, Nicholas Drozda, Michelle Foreman, Brett Frederick, Clay Gaille, Shelby Heintz, Joel Iler, Eric Kennedy, Justin Laviolette, Colin Leblanc, Tyrell Lentini, James Mays, Brenna Mickal, Sean Moore, Lily Perrett, Emma Weiser, Kendra Wilson, and Kayla Wilson. The students described their project as . . . *"the best way to promote a message of unity was by forming a photo mosaic featuring an image of the Fleur-de-lis standing in the Quad that is composed of hundreds of pictures of UL students in order to show the university's diversity and how, despite our differences, we form a strong and inseparable community. We also put together a slideshow, accompanied by the music we studied in class, which shows quotes our class gathered from students on campus on topics that we considered prominent in our society. These topics include gender equality, peace and tolerance, political strife, LGBTQ issues, poverty, cultural diversity, ethnic/racial issues, and environmental preservation.*



Project 35 - photo mosaic.

Picture This: CommUNITY

Uniting Us Through Our Differences, Struggles, & Adversities.

Fall 2017 – UNIV 100-Section H23: Classical Art Music of the World Wars

Created by:

Allison Boudreaux Megan Broussard Justin Cardon Adrian Courville Taylor Diodene
Landon Douet Nicholas Drozda Michelle Foreman Brett Frederick Clay Gaille Shelby Heintz
Joel Iler Eric Kennedy Justin Laviolette Colin Leblanc Tyrell Lentini Kendra Wilson
Kayla Wilson Emma Weiser Lily Perrett Sean Moore Brenna Mickal James Mays

Introduction

For the past few months our class, headed by Dr. Chan Kiat Lim, studied the beauty born from the destruction of the World Wars in the form of classical art music. Studying the music from a time where the people of the world were so greatly divided helped us to realize the importance of looking further than just skin deep, casting our differences aside, and uniting as one in order to save us from our own self destruction.

Conclusion

Although it will be difficult for people to see one another as equals, a day will come where there is true peace. A peace that is free of any hate or prejudice where, not only is there respect for each other, but there is true justice for all. Although we may still be far from this goal, this project has promoted discussion, and discussion is the first step to finding common ground. ULL is a golden opportunity to make a community that helps give students a way to achieve their just goals and make the world a better place for everyone.

"A world in which we are unable to love one another is a world that is doomed to suffer."

The Project

As a class, we decided that the best way to promote our message of unity was by forming a photo mosaic that features an image of the Fleur-de-lis standing in the Quad that is composed of hundreds of pictures of ULL students in order to show the university's diversity and how, despite our differences, we form a strong and inseparable community. Along with the photo mosaic, we put together a slideshow, accompanied by music we studied in class, that shows quotes our class gathered from students on campus on topics that we considered prominent in our society. These topics include gender equality, peace and tolerance, political strife, LGBTQ issues, poverty, cultural diversity, ethnic/racial issues, and environmental preservation.

Music Used

- Piano Sonata No. 7, Op. 83 by Sergei Prokofiev
- Symphony No. 3, Op. 36 "Symphony Of Sorrowful Songs" by Henryk Górecki
- The Firebird Suite by Igor Stravinsky
- The Rite of Spring by Igor Stravinsky
- Mathis der Maler by Paul Hindemith
- Fanfare for the Common Man by Aaron Copland
- ULL Fight Song by Pride of Acadiana
- Symphony No. 5, Op. 47 by Dmitri Shostakovich
- Metamorphosen by Richard Strauss

"Never in a time of discord should we attempt to resolve our issues with hate."

Project 35 - research poster.

Page 8