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**RESOURCES**

[Writing Center](#)

H.L. Griffin Hall, Rm. 107-108

Hours: Mon-Thurs 9AM - 3PM; Fri 9AM -12PM

Call: 482-6447

[Computer Labs on Campus](#)

[Counseling & Testing Center](#)

Saucier Wellness Center in O.K. Allen Hall

Call: 482-6480

[counseling@louisiana.edu](mailto:counseling@louisiana.edu)

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

Conference Center, Rm. 126

Call: 482-5252

[ods@louisiana.edu](mailto: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 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](#) (judge 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.

**SPRING 2015****Academic  
Calendar****February 16-18:** *Mardi  
Gras Holiday***March 5:** Last Day to  
Drop with Grade of W**March 9-20:** Advising  
Session for Summer/Fall**April 3-12:** *Easter Holi-  
day/Spring Break***April 29:** Beginning of  
Dead Days (at 8:00pm)**May 1:** Last Day of Clas-  
ses**May 4-8:** Final Examina-  
tions**May 15:** Spring Com-  
mencement 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.

**How to Know that Your Child is Learning**

Have you ever wondered what your child is learning in class, or if they are even attending class? As their parent you not only wish to give them the tools they need to succeed in life, but as someone who might be paying for their education you no doubt want to make sure they are receiving what you are paying for. The news media is constantly talking about major academic scandals on campuses from the [Naval Academy](#), to the [University of West Virginia](#), to [Harvard](#). It hasn't even been six months since the [Wainstein Report](#) was published detailing the extent of dishonesty at [UNC Chapel Hill](#). Though scandals are rare, it can be difficult as a parent to know whether your child is learning. Sometimes college kids just skip class. In times like these how are parents supposed to feel safe in the quality of their child's education? The answer is knowing the safeguards and getting involved!

In order to confer academic degrees all universities must be accredited by a recognized institution. These institutions regularly review schools on the quality of the educational experience they provide in terms of integrity, accountability, improvements, learning, and transparency. The University of Louisiana at Lafayette is accredited by the [Southern Association of Colleges and Schools Commission on Colleges](#) (SACS COC). UL Lafayette must be officially reaccredited once every decade while also undergoing interim reviews during that time period. The accreditation provided by SACS guarantees the quality of education your son or daughter receives here at the University of Louisiana at Lafayette through both teaching standards and class attendance.

But why put all of your trust in one place? You should know what your student is getting out of UL Lafayette! The best way to do that is simply talk with your child. Ask them what they are learning in class. Use open ended questions so that your child has to fill the space with all of his or her experiences. Engage them about classes, professors, clubs and organizations, their friends, and their res-hall experience if they live on campus. College is a time of adventure and discovering the world, and as their parents you deserve to be a part of your child's adventure.

## Academic Advising

Advising for Summer/Fall will take place from **March 9th—20th**.

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.

Advisor location can also be located by college [here](#).

## Preparing to Become a Sophomore

It’s either right around the corner or seems like a long ways 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 not limited to Science, Math, English, History). 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 amount of offerings. When your student begins taking 300-400 level courses the amount 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. Find the campus map [here](#).

✿ 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 of time when registration is open, or the registration page (click on “regular classes”). Your student may then register for their classes.

## 2015 Home Schedule

- Feb 20-22:** Stony Brook  
**Feb 24:** McNeese State  
**Mar 4:** Northwestern St.  
**Mar 6-8:** Troy  
**Mar 10:** New Orleans  
**Mar 25:** Nicholls State  
**Mar 27-29:** Arkansas State  
**Apr 3-5:** Georgia Southern  
**Apr 7:** Houston  
**Apr 10-12:** Jackson State  
**Apr 14:** Southeastern  
**Apr 22:** Southern  
**Apr 24-26:** UT Arlington  
**May 8-10:** South Alabama

## Permanent Exhibits

- 1) The Henry Botkin Collection
- 2) The Jacqueline Heyman Cohn Japanese Print Collection
- 3) The Sylvia and Warren Lowe Collection of American Vernacular Art
- 4) The Louisiana Collection The Ambassador Jefferson Caffery Collection of Egyptian Art
- 5) The European and American Paintings Collection

## It's Time to Return to the Diamond

Spring is just around the corner, and that means warm temperatures, sunny skies, and a visit to [M.L. Tigue Moore Field](#). Your freshman no doubt had the opportunity to revel in school spirit in the Fall with Ragin Cajun Football, who went 9-4, and



set an NCAA record by winning the fourth consecutive [New Orleans Bowl](#). But Spring brings us to the outfield to sit back and enjoy the beautiful Louisiana weather from March to May. The UL Baseball team finished the 2014 season with a record of 58-10, winning the Sun Belt Conference and the NCAA Regional Tournament,

and coming one game short of reaching the College World Series. UL Baseball also spent a record three weeks as the [No. 1 ranked team](#) in the country, the first Ragin Cajun team to ever reach such a ranking. Head Coach [Tony Robichaux](#) feels that this 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 [here](#), or call in at 337-265-2100. Geaux Cajuns and play ball!

## University Art Museum Looking to Involve Parents

The Paul and Lulu Hilliard University Art Museum has changed its hours of operation to offer more opportunities to you, the parents of UL students. Beginning in the Spring of 2015, hours were extended to accommodate the schedule of the working professional. On Wednesdays of each week the museum will now remain open until 8:00pm. Located on St. Mary Boulevard on the north side of campus, the Hilliard Museum is an 11,000 sq. ft. venue which houses [permanent exhibitions](#) that include art from the Americas, Asia, and Europe while also rotating exhibitions of local, state, national, and international art. Events for the coming semester include lectures by in-house and visiting professors, readings by local and state authors, panel discussions and musical performance by both student and professional groups. [Current exhibits](#) for the Spring of 2015 include Truth and Identity: Questions for Self in Works by Gary Chapman (Jan 17—May 16), Evolutions Part 2 by Henry Botkin (Jan 10—Apr 18), and The New Sublime: Video Works by Courtney Egan (Jan 17—May 16). For more information please visit their [web-site](#), or call them at 337-842-2278.



## 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. Though it might be common knowledge that drinking and driving is dangerous, what exactly makes it so dangerous? 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](#)). 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. However 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 2](#) website. To view, you must use your student's UL 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:

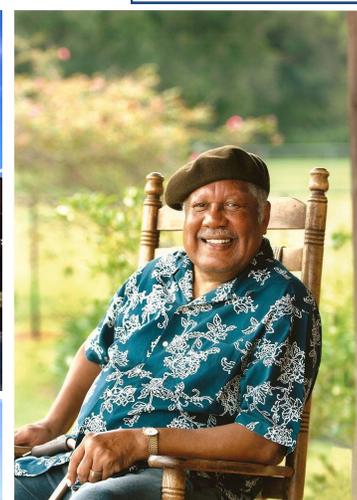
- [effects of alcohol](#),
- [college drinking](#),
- [facts about alcohol poisoning](#).

February 2015

## Month in Review

- 1) The new Student Union opened for business.
- 2) Professor Emeritus and famed author Ernest J. Gaines celebrated his 82<sup>nd</sup> birthday.
- 3) Bobby Jindal along with university of city official broke ground on a new campus research center.
- 4) The Dept. of Transportation added two commuter busses to its fleet.
- 5) Students represented UL Lafayette at the national Big Event conference at Texas A&M.
- 6) Angelina Narcisse celebrates 60 years of service with UL Lafayette Dining.
- 7) The new parking garage opened adding 1,000 parking spots on campus.
- 8) Ragin Cajun Women's Basketball great Kim Perrot was honored by the retiring of her #12 jersey.
- 9) Students gathered to watch the 2015 State of the Union Address.
- 10) Visitors to the on the first day of classes enjoyed Cajun music by a faculty ensemble.

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



## University of Louisiana at Lafayette

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*L a f a y e t t e*

## 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 University 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